

Iowa State Board of Education

Executive Summary

June 9, 2022



- Agenda Item:** Wartburg College Educator Preparation Program Approval
- State Board Priority:** Improving Teacher and Leader Preparation
- State Board Role/Authority:** The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 281 Iowa Administrative rule 79.5.
- Presenter(s):** Maryam Rod Szabo, Program Consultant
Bureau of School Improvement
- Attachment(s):** One
- Recommendation:** It is recommended that the State Board award full approval to the Wartburg College Educator Preparation Program through the next review scheduled for the 2028-2029 academic year.
- Background:** Wartburg College in Waverly, Iowa provides teacher preparation programming. The attached report is a summary of the program review and virtual visit in September 2021 under 281 Iowa Administrative Code chapter 79. Wartburg College has met all Chapter 79 standards without condition; therefore, the Department recommends the State Board grant full approval to the Wartburg College educator preparation program.



Educator Preparation Program Approval Report

Wartburg College

Site Visit: September 27 through 30, 2021 (virtual)

Presented to the Board of Education

June 9, 2022

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

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Background

Wartburg College is a four-year liberal arts college of the Evangelical Lutheran Church in America. Its roots trace back to 1852, when Pastor Wilhelm Löhe of Neuendettelsau, Bavaria, sent Georg Grossmann and five students to found a teachers' seminary in Saginaw, Michigan. The college moved several times before establishing a permanent home in Waverly, Iowa, in 1935. Its 118-acre campus includes more than 30 buildings. Old Main, built in 1880 and renovated in 1986, is listed on the National Register of Historic Places. Wartburg's 2020-21 enrollment of 1,564 includes students from 38 U.S. states and a record 61 countries.

Wartburg College operates on a 4-4-1 calendar. Fall term courses begin in September and conclude before Christmas. Winter term courses start in January and finish in mid-April. A four-week May term completes the year. Students typically take four courses during fall and winter terms and one class during May terms.

Wartburg College offers a number of endorsement programs—all at the undergraduate level. Elementary Education majors must complete at least one endorsement for K-8. Secondary Education majors complete a teaching major in at least one content area; they may complete additional endorsements in 5-12 content areas. The Unit also offers K-12 majors (K-8 and 5-12 endorsements) in Physical Education and Music Education and a K-12 English as a Second Language endorsement.

Site Review Team Members

Dr. Lawrence Bice, Iowa Department of Education
Dr. Derek Brower, Northwestern College
Dr. Billie Cowley, Upper Iowa University
Dr. Robin Dada, University of Northern Iowa
Dr. Catherine Wilson Gillespie, Drake University
Mr. Matt Ludwig, Iowa Department of Education
Dr. Steve Shanley, Coe College

Department Report

Selected Commendations

Wartburg has taken numerous steps to establish a climate that promotes and supports diversity, equity, and inclusion.

The institution and unit continually demonstrate a student-focused environment through an Early Alert System that supports struggling students.

Methods faculty have a strong familiarity and relationship with surrounding Pk-12 districts, schools, and teachers to ensure candidates have positive clinical experiences.

Candidates, unit faculty, and content area faculty indicate that most candidates complete 100-hours of pre-student teaching field experiences, beyond the 80-hour requirement.

Wartburg students are required to take Praxis II prior to student teaching, which allows enough time for them to receive a passing score early, relieving unnecessary added stress among student teachers.

In surveys of cooperating teachers, cooperating administrators and clinical supervisors, a considerable majority of respondents report that Wartburg student teachers and graduates are well prepared for teaching.

Resolution of Concerns

Governance and Resources Standard

Based on the unit's resolution of compliance concerns as summarized below, the Department considers the Governance and Resources standard to be MET.

Resolution summary:

Evidence indicated the FT faculty were inadequately supported in two ways: inadequate release time to conduct the non-teaching duties of operating a program, and consistent teaching overload, which precludes the unit from accomplishing administrative duties. This situation has contributed to a lack of management of the assessment system. The institution has added two faculty lines and added a professional staff position. The institution has hired one faculty, and the other searches are nearing their completion. Once these hires are completed, duties will be reallocated to ensure adequate coverage without overload.

Diversity Standard

The Department considers the Diversity standard to be MET.

There were no compliance issues identified in the Diversity standard.

Faculty Standard

Based on the unit's resolution of compliance concerns, as summarized below, the Department considers the Faculty standard to be MET.

Resolution summary:

The unit is consistently exceeding institution faculty load guidance of seven slots for full time faculty members. Consistent overload does not allow faculty members adequate time for preparation, research and assessment of instruction. The unit no longer has qualified faculty to provide programs in Physical Education and English as Second Language. The institution has added two faculty lines, one in PE and one in ESL, with searches for both underway. The ESL hire is complete. The unit has also added a professional staff position to reduce administrative load from current faculty.

Assessment Standard

Based on the unit's resolution of compliance concerns, as summarized below, the Department considers the Assessment standard to be MET.

Resolution summary:

Alignment of assessment instruments, standards and curriculum was inconsistent. The unit has a plan to reorganize and align assessment system components. The unit does not consistently examine the assessment system and does not apply program assessment practices to candidate data longitudinally. The unit assessment system reorganization plan addresses these concerns.

Teacher Clinical Standard

Based on the unit's resolution of compliance concerns, as summarized below, the Department considers the Teacher Clinical standard to be MET.

Resolution summary:

The definition and management of diverse placements was inconsistent. The unit has determined diverse is determined according to the cultural background of the candidate, with placements made with students different than the candidate. The unit is updating the management and tracking of diverse placements, with additional opportunities in Des Moines and in other states. The unit has managed the mock evaluation inconsistently across programs of study. The unit has initiated an updated system of managing and documenting mock evaluations.

Teacher Knowledge Skills and Dispositions Standard

The Department considers the Knowledge Skills and Dispositions standard to be MET.

There were no compliance issues identified in the Knowledge Skills and Dispositions standard.

Full Report with Wartburg College Responses

Wartburg College

Team Report

Preliminary Review: July 8, 2021

Site Visit: September 27 through 30, 2021

Final Report: October 22 2021

Presented to the State Board of Education on: June 9, 2022

Iowa Department of Education

Review Team Members:

Dr. Lawrence Bice, Iowa Department of Education

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Dr. Catherine Wilson Gillespie, Drake University

Mr. Matt Ludwig, Iowa Department of Education

Dr. Steve Shanley, Coe College

Acknowledgements

Team members would like to express their gratitude to the Wartburg College community for their hospitality and assistance in facilitating the team's work. The tasks associated with the review process necessitate intense focus by reviewers during a concentrated period of time. Everyone we encountered graciously responded to our questions and requests for materials. We interacted with a wide variety of individuals who demonstrated enthusiasm, professionalism, and dedication to this program.

GOVERNANCE AND RESOURCES

281—79.10(gen) Governance and resources standard. Governance and resources adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions.

79.10(1) A clearly understood governance structure provides guidance and support for all educator preparation programs in the unit.

79.10(2) The professional education unit has primary responsibility for all educator preparation programs offered by the institution through any delivery model.

79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for all components of the educator preparation programs.

79.10(4) The unit demonstrates alignment of unit standards with current national professional standards for educator preparation. Teacher preparation must align with InTASC standards. Leadership preparation programs must align with NELP standards.

79.10(5) The unit provides evidence of ongoing collaboration with appropriate stakeholders. There is an active advisory committee that is involved semiannually in providing input for program evaluation and continuous improvement.

79.10(6) When a unit is a part of a college or university, there is ongoing collaboration with the appropriate departments of the institution, especially regarding content knowledge.

79.10(7) The institution provides resources and support necessary for the delivery of quality preparation program(s). The resources and support include the following:

a. Financial resources; facilities; appropriate educational materials, equipment and library services; and commitment to a work climate, policies, and faculty/staff assignments which promote/support best practices in teaching, scholarship and service;

b. Resources to support professional development opportunities;

c. Resources to support technological and instructional needs to enhance candidate learning;

d. Resources to support quality clinical experiences for all educator candidates; and

e. Commitment of sufficient administrative, clerical, and technical staff.

79.10(8) The unit has a clearly articulated appeals process, aligned with the institutional policy, for decisions impacting candidates. This process is communicated to all candidates and faculty.

79.10(9) The use of part-time faculty and graduate students in teaching roles is purposeful and is managed to ensure integrity, quality, and continuity of all programs.

79.10(10) Resources are equitable for all program components, regardless of delivery model or location.

Initial Team Finding:

Met	
Not Met	X

Commendations/Strengths:

- The co-chair structure works well for the unit. Tasks and responsibilities are clearly delineated. Faculty and staff know who to address for questions, concerns, ideas, etc. The co-chairs are also involved throughout the campus on a number of committees and are well-respected by peers across the college.

Rick Snyder assumed department chair responsibilities Jan. 1, 2022.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.10(4)** The team found evidence in clinical forms, student files, and surveys that there is an inconsistency in what standards are being used in the preparation of candidates. For example, cooperating teachers were evaluating candidates on the IDESTE while the college supervisors were using InTASC. The team recommends the unit adopt the new InTASC, apply to all syllabi and assessment documents, and communicate and build an understanding of the standards with cooperating teachers, supervisors, and students.

We will do this. Clinical forms, program assessment, and other relevant data points will transition to the InTASC standards. We are currently working on a program model that will arrange the 11 InTASC standards under the main headings of

- I. Planning
- II. Instruction
- III. Assessment
- IV. Professional Responsibilities

At times it becomes cumbersome to assess and report on 11 SLOs. By streamlining the focus of the learning outcomes, we hope to be able to identify aspects of teacher preparation more succinctly and provide easier to read data to all constituents.

2. **79.10(7)** The team found evidence from interviews with faculty and technology services that Wartburg College has invested in a significant portfolio assessment tool, Anthology Portfolio (Chalk and Wire). Due to overload issues and other position responsibilities, the implementation of the new assessment portfolio system is sporadic. Faculty, staff, and students are not benefiting from the many features of the system that may enhance the instruction, assessment, candidate learning, and the unit's priorities. The team recommends the unit be provided with release time and/or compensation to ensure the new portfolio assessment system is integrated across the unit with fidelity.

To be sure, we recognize the value of an assessment management system and the potential impact its use could have on department data gathering. Since the site visit, Wartburg has selected a new learning management system (LMS) that includes robust assessment tools and also integrates with Anthology Portfolio. We are currently pausing our implementation of Anthology Portfolio until we are able to implement the new LMS and the corresponding AMS for data collection.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.10(1)** The team found evidence from faculty interviews and the institutional report (IR) that the non-teaching roles (assessment, chair, licensure officer, accreditation oversight, field experience coordinator/oversight, student teaching coordinator/oversight) required of a state approved teacher preparation program are all added on top of a full-time teaching load instead of providing adequate course release to comply with institution and unit needs. The team requires the unit, with approval/support from the Vice-President of Academic Affairs (VPAA), examine and appropriately adjust faculty responsibilities based on job status (full-time, part-time, or adjunct), load distribution, and other non-teaching roles to ensure a quality learning experience for candidates and unit priorities are maintained.
2. **79.10(1)** The team found evidence that current non-teaching assignments (i.e., chair, assessment coordinator, clinical placement coordinator) are not adequately supported with time to conduct the required work. The co-chairs' release time does not adequately provide time for the work responsibilities outlined by the unit/institution. The assessment coordinator is afforded no release time, but is provided a financial compensation. The compensation does not allow for the assessment work (e.g., portfolio system training and support, data gathering, communication, etc.) to be accomplished at the level required. Finally, the clinical placement coordinator is not afforded adequate time to manage clinical placements (e.g., communicating with and supporting candidates and cooperating teachers, ensuring quality clinical placements, providing ongoing clinical data/information to the unit's assessment system, engaging with faculty to ensure the clinical experiences align with course outcomes, etc.). The team requires the unit, with approval/support of the VPAA/Dean of Faculty, examine and adjust the time allotted to the work required for a state-approved teacher preparation program.

Sources of Information:

Interviews with:

- President; Vice President for Academic Affairs (Dean of Faculty); Chief Financial Officer; Director of Instructional Technology Services; Library Director; Assessment Coordinator; Teacher Education Co-chairs; Registrar; Vice President of Student Life (Dean of Students); Teacher Advisory Council members (Survey

responses from local principals, cooperating teachers, alumni); Candidates; Unit/Content Area Faculty/Instructors; Technical Services; Office Manager of Education; Director of Multicultural Student Services, College Clinical Supervisors, cooperating teachers

Review of:

- Student records, Institutional Report, Program Response to Review Team's Initial Report, Survey results from Alumni, Advisory Committee, Candidates, other stakeholders

Visits to classrooms and discussions with students

Wartburg Response to Governance & Resources Concerns (79.10(1))

1. Two tenure-track faculty positions have been approved by the Dean of Faculty and Cabinet. The positions have been advertised and searches are in progress.
 - a. Assistant Professor of Education (Tenure Track; Specialization in PE)
 - b. Assistant Professor of Education (Tenure Track; Specialization in English as a Second Language, Literacy, and/or Secondary Language Arts)

The Education – ESL position was hired 4/4/22.

2. One professional staff position has been approved by the Dean of Faculty and Cabinet. The Dean of Faculty is working with Human Resources on the details for a staff position (i.e., hours, salary). Once details are finalized the position will be advertised and a search will commence.
 - a. Professional Staff in Education. Duties include:
 - i. Placement coordinator and K-12 liaison
 - ii. Assessment coordinator
 - iii. Accreditation oversight
 - iv. ED TEP intervention coordinator

This position was approved, and is currently advertised with search committee work to begin April 2022.

3. As the hires are made to fill the two faculty and one staff position, we will be able to restructure non-teaching tasks: some assessment, placement, and oversight of field experience responsibilities going to staff position, other departmental responsibilities based on experience and interest. We believe the new hires will alleviate teaching, and non-teaching, workload for existing faculty.

The two new documents – Wartburg TEP Faculty Load and Wartburg TEP Non-teaching roles address in greater detail how the new hires will impact slot load and workload concerns identified during the site visit.

DIVERSITY

281—79.11(256) Diversity standard. The environment and experiences provided for practitioner candidates support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions.

79.11(1) The institution and unit work to establish a climate that promotes and supports diversity.

79.11(2) The institution's and unit's plans, policies, and practices document their efforts in establishing and maintaining a diverse faculty and student body.

Initial Team Finding:

Met	X
Not Met	

Commendations/Strengths:

- Through the review of the institutional report, surveys, and multiple interviews with Wartburg College's administration, faculty, students/candidates, the team found that the institution has taken numerous steps to establish a climate that promotes and supports diversity, equity, and inclusion. The institution has an established Director of Multicultural Student Services that advocates for all students, promotes an inviting campus culture, and ensures all Wartburg College students successfully transition (socially, emotionally, and academically) to life on campus.
- The institution and unit continually demonstrate a student-focused environment through an Early Alert System that supports struggling students; a Campus Climate Council that promotes diversified students, staff, and curriculum; a Student Success Center and Academic Resource Center that address academic success, employability skills, and community/business supports and connections; and opportunities to study abroad and/or in other diverse population settings.
- The Dean of Faculty and other institutional/unit leadership have identified and regularly communicated diversity, equity, and inclusion as a priority through the strategic planning process.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.11(1)** With a strategic plan driving the issues of diversity, equity, and inclusion, the institution and unit have identified specific structures for recruiting and retaining a diverse faculty and candidates. The team recommends the unit take the discussions and planning, put them into action, monitor the results, communicate the successes and struggles, and make adjustments to promote continuous success.

We remain enthusiastic about the strategic plan and will apply the plan's principles to our own department. In the short term, we certainly recognize the potential for diversity in our new hires – a factor that is present among all search teams.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Interviews with:

- Vice-President of Academic Affairs/Dean of Faculty, Vice-President of Student Life/Dean of Students, Director of Multicultural Student Services, Associate Dean of Students/Director of Student Success Center, Associate Dean of Faculty/Director of Academic Resource Center, Candidates, Student-teachers, Graduates/Alumni, Teacher Education Program (TEP) Co-chairs, Unit Faculty & Supervisors, Methods Faculty, TEP Office Assistance

Review of:

- Course syllabi, TEP handbooks, Faculty policies, Institutional Report, Program Response to Review Team’s Initial Report, Institutional Strategic Plan, Student Files, Survey Responses – candidates, graduates/alumni, faculty, etc.

FACULTY

281—79.12(256) Faculty standard. Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions.

79.12(1) The unit defines the roles and requirements for faculty members by position. The unit describes how roles and requirements are determined.

79.12(2) The unit documents the alignment of teaching duties for each faculty member with that member’s preparation, knowledge, experiences and skills.

79.12(3) The unit holds faculty members accountable for teaching prowess. This accountability includes evaluation and indicators for continuous improvement.

79.12(4) The unit holds faculty members accountable for professional growth to meet the academic needs of the unit.

79.12(5) Faculty members collaborate with:

a. Colleagues in the unit;

b. Colleagues across the institution;

c. Colleagues in PK-12 schools/agencies/learning settings. Faculty members engage in professional education and maintain ongoing involvement in activities in preschool and elementary, middle, or secondary schools. For faculty members engaged in teacher preparation, activities shall include at least 40 hours of teaching at the appropriate grade level(s) during a period not exceeding five years in duration.

Initial Team Finding:

Met	
Not Met	X

Commendations/Strengths:

- The TEP faculty is recognized for its relentless commitment to Wartburg, the program, and its candidates. Even though faculty have an overwhelming load

assignment, their passion for the work and the commitment to the candidates they serve remains high.

- The TEP faculty are committed to and engaged in professional development, both at the personal and professional level and as a unit, including recent training in social-emotional support of students and diversity training. They are also engaged in diverse experiences in teaching/co-teaching in P-12 classrooms to meet the 40-hour requirement that augments their experience with current best practices in schools.
- Candidates value and appreciate the TEP faculty's responsiveness to requests for support that facilitates candidate development and success in student teaching.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.12(2)** The team finds that additional faculty capacity is needed to sustain science programs due to overload of current faculty. The team recommends the unit examine and adjust the load to maintain quality science education at the elementary and secondary levels.

Unit faculty indicated that the following discussions continue to take place among Science faculty to address his current overload:

- 1) Switch enrollment in biology, chemistry, or physics to only education majors (drops the fall CH 110 and winter BI 131 to 1 class ... usually)
- 2) Collaborate with other departments to contribute to these courses as we have done before (PHY 132, MA 470, etc.)
- 3) Consider requesting a faculty position with education background (Pk-12 experience) in mathematics and sciences (help with MA 100, MA 111, and PHY 130)

2. **79.12(5)** While interviewing various adjunct faculty, they request the opportunity to meet with the TEP leadership and faculty at the beginning of each year for an overview of the program expectations – syllabi, assessment, clinical experiences, etc. The team recommends the unit create multiple/regular opportunities throughout the year for adjunct faculty to interact with on-campus unit faculty to ensure support and consistency.

Beginning with the Winter 2022 semester, Dr. Snyder (department chair beginning 1/1/22) began regular e-mail conversations with current adjunct. Beginning of the semester conversations centered around resources and access to college technology. He will also visit all adjunct classrooms over the course of the semester to make sure they have necessary resources.

Beginning in the Fall 2022, Dr. Snyder will host a meeting with all adjunct faculty. That meeting will address syllabi, course learning outcomes, assessment items, and any relevant clinical considerations. Mid-semester Zoom sessions will afford the opportunity to raise questions or concerns during the semester.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.12(general)** Through review of the IR, the unit's response to the preliminary review, and the faculty handbook, along with faculty interviews during the visit, most faculty are working on an overload basis – exceeding the 7-slot full-time definition. The institution and unit are required to assess and adjust faculty capacity related to teaching, supervising clinical experiences, and other job-related responsibilities (e.g., program/coordinator leads, committee assignments, etc.).
2. **79.12(2)** Through a review of faculty vitae, syllabi, and curriculum exhibits, the team noted the need for faculty expertise in physical education and English as a Second Language (ESL). These two programs were being managed and taught by professionals that do not have the appropriate knowledge, skills, and experience to oversee program development, curriculum and assessment. If the institution chooses to maintain these endorsements, the team requires the institution and program to provide the faculty capacity to manage and teach these substantial and requested programs at Wartburg College.

Sources of Information:

Interviews with:

- Full-Time Faculty, Associate Dean for Curriculum and Faculty Development, Adjunct Instructors, Methods Instructors, Content Instructors from other departments

Review of:

- Survey Responses (Adjunct Faculty and Cooperating Teachers), Institutional Report, Program Response to Review Team's Initial Report, Faculty CVs, Faculty Handbook

Wartburg Response to Faculty Concerns (79.12 & 79.12(2))

The concerns for overload and workload are addressed above our staffing plan in 79.10. Efforts are underway to hire faculty specifically with specialization in ESL and P.E. (Again, the ESL position has been hired. This individual has experience in higher education and will be able to contribute to non-teaching responsibilities.)

ASSESSMENT

281–79.13(256) Assessment system and unit evaluation standard. The unit's assessment system shall appropriately monitor individual candidate performance and use that data in concert with other information to evaluate and improve the unit and its programs in accordance with the following provisions.

79.13(1) The unit has a clearly defined, cohesive assessment system.

79.13(2) The assessment system is based on unit standards.

79.13(3) The assessment system includes both individual candidate assessment and comprehensive unit assessment.

79.13(4) Candidate assessment includes clear criteria for:

a. Entrance into the program (~~for teacher education, this includes a preprofessional skills test offered by a nationally recognized testing service. Institutions must deny admission to any candidate who does not successfully meet the institution's passing score requirement).~~

b. Continuation in the program with clearly defined checkpoints/gates.

c. Admission to clinical experiences (for teacher education, this includes specific criteria for admission to student teaching).

d. Program completion (for teacher education, this includes testing described in Iowa Code section 256.16; see subrule 79.15(5) for required teacher candidate assessment).

79.13(5) Individual candidate assessment includes all of the following:

a. Measures used for candidate assessment are fair, reliable, and valid.

b. Candidates are assessed on their demonstration/attainment of unit standards.

c. Multiple measures are used for assessment of the candidate on each unit standard.

d. Candidates are assessed on unit standards at different developmental stages.

e. Candidates are provided with formative feedback on their progress toward attainment of unit standards.

f. Candidates use the provided formative assessment data to reflect upon and guide their development/growth toward attainment of unit standards.

g. Candidates are assessed at the same level of performance across programs, regardless of the place or manner in which the program is delivered.

79.13(6) Comprehensive unit assessment includes all of the following:

a. Individual candidate assessment data on unit standards, as described in subrule 79.13(5), are analyzed.

b. The aggregated assessment data are analyzed to evaluate programs.

c. Findings from the evaluation of aggregated assessment data are used to make program improvements.

d. Evaluation data are shared with stakeholders.

e. The collection, aggregation, analysis, and evaluation of assessment data described in this subrule take place on a regular cycle.

79.13(7) The unit shall conduct a survey of graduates and their employers to ensure that the graduates are well-prepared, and the data shall be used for program improvement.

79.13(8) The unit regularly reviews, evaluates, and revises the assessment system.

79.13(9) The unit annually reports to the department such data as is required by the state and federal governments.

Initial Team Finding:

Met	
Not Met	X

Commendations/Strengths:

- The unit collects a large amount of candidate data.
- The unit is committed to working toward universal use of the Anthology Portfolio system.

Recommendations:

1. **79.13(general)** Through various interviews, the team found evidence the unit lacks ready access to institutional assessment data that may be used to support unit decision-making. The team recommends the unit collaborate with the college's assessment/data contact to improve access to data.

A new institutional research and assessment director was recently hired, scheduled to begin March 1, 2022. Dr. Snyder will meet with him to identify institutional data relevant for unit decision-making. Once that individual gets up to speed in his position, we will pull his expertise into unit and department meetings for consultation.

2. **79.13(general)** Through interviews and document review, the team recognized that the unit was using the Notice of Concern to identify and support candidates scoring below the proficiency level on a Likert Scale related to dispositional standards without identifying specifics related to the concerns. The team recommends revising the Notice of Concern document and possibly removing the scale and instead include a comment box next to each disposition. The comments would allow faculty members and candidates to specifically identify and discuss specific areas of concerns and make intentional plans for improvement.

The format of the Notice of Concern has changed. The included document demonstrates that this is largely a blank template that allows faculty the freedom to enter concerns and data points they feel are relevant and applicable to any candidate concerns.

3. **79.13(1)** The team found evidence from interviews and assessment reports that the unit is using two systems to track data. EmailMe is used to track dispositional data from individual candidate evaluations of clinical and Anthology Portfolio is used to collect data on the 11 program learning outcomes from student teaching. The team recommends all data be streamlined and tracked in one system to increase efficiency and access.

As noted above, we hope to streamline data collection as soon as possible. When Wartburg makes an institutional decision about our Learning Management System, we will establish a purposeful timeline for implementing consistent assessment management across the program.

4. **79.13(4)** While reviewing the Assessment Handbook and other documents, the team found inconsistent information regarding a candidate's progression through

the TEP. The inconsistency may be elevated because the Assessment Handbook is written to align specifically to the language in IAR Chapter 79 rather than communicating clear and relevant candidate expectations and criteria for progressing through Wartburg College's TEP. Also, interviews with key unit assessment personnel highlighted features of the candidate assessment system that were not documented in the handbook. For instance, Students who obtain 3 - 4 below expectations on the Admission Interview Rubric would probably be denied admission and need to complete interventions. The team encourages the unit to revise the Assessment Handbook to clearly communicate the requirements a candidate must achieve at all three Transition Points to successfully progress through the program of study.

As we align evaluation tools, we will then re-visit all program handbooks (Program, Assessment, Field Experience) to assure uniformity of guidelines and expectations.

5. **79.13(6)(d)** Through adjunct faculty interviews, no evidence exists that the unit shares unit assessment data with adjunct faculty members. The team recommends using multiple means of sharing and reflecting on the annual assessment report and other relevant unit data with all stakeholders (i.e., adjunct faculty members, advisory committee members, etc.).

Sharing of program assessment report data will become a regular agenda item in adjunct meetings. As noted above, Dr. Snyder will hold meetings with all adjuncts prior to each semester. Sharing of other pertinent program data will take place at unit meetings, as well as teacher advisory meetings.

Concerns:

1. **79.13(2)** Through document review and multiple interviews, the team found inconsistencies in the program and candidate assessment systems. For example, the college supervisor evaluates student teachers on the unit standards (i.e., InTASC), but a cooperating teacher evaluates the student teacher using the IDESTE form, based on the outdated INTASC standards. As for field experiences, candidates are evaluated on their dispositions by cooperating teachers. The team requires the unit to determine evaluation tools that provide the program and candidates valid, consistent, and timely information related to dispositions and unit standards.

Wartburg Response to Assessment Concern (79.13(2))

- 1) The following steps will be completed to align evaluation tools and protocols for faculty and cooperating teachers:
 - + Redesign cooperating teacher evaluation (formerly IDESTE) to align with program SLOs
 - + Recalibrate all student teaching forms and field experience evaluations (4-point scale)
 - + Add narrative criteria for all student teaching forms and field experiences evaluations

This work will be completed over the summer of 2022 and will be in place for use in Fall 2022.

- 2) We have discussed, and will organize our 11 SLOs under the broad headings of Planning, Instruction, Assessment, and Professional Responsibilities. In the Fall semester of 2022, we will pilot some of these evaluation forms and discuss this reorganization possibility. This reorganization of SLOs promises to address the concern related to dispositions and program standards stated above.
2. **79.13(6)c, 79.13(8)** The team reviewed multiple documents and conducted numerous interviews to better understand the Wartburg TEP's assessment system. Evidence did not indicate regular/intentional reviews, evaluations, or revisions of the program or candidate assessment system as a unit. Evidence indicated that decisions are made after reviewing data, but the unit is not documenting decisions on the annual assessment plan. Also, the unit's assessment practices lack opportunities to review candidates' performances on the unit standards from the previous year and identify goals for program and/or candidate performance for the upcoming year. The team requires the unit to establish and document regular reviews, evaluations, and revisions of the program and candidate assessment systems.

Wartburg Responses to Assessment Concern (79.13(6)c, 79.13(8))

- 1) The Department will annually review the assessment system effectiveness and record any areas of effectiveness or recommendations. This annual review will be part of the back-to-school workshop or the first assessment meeting of the year (August or September).
- 2) At the end of core courses: ED 100, ED 212, ED 315, and ED 480s – candidates will complete a self-evaluation on Planning, Instruction, Assessment, Professional Responsibilities. Course faculty will subsequently review candidate self-evaluation and indicate agreement or any concerns regarding candidate progress in the program.
- 3) At the end of core courses, faculty will provide feedback about candidate progress on SLOs for that course.

Sources of Information:

Interviews with:

- Teacher Education Program Co-chairs; Teacher Education Department Assessment Coordinator

Review of:

- Assessment Handbook, Student Teaching Handbook, Institutional Report, Program Response to Review Team's Initial Report, Assessment Reports, Survey of Candidates, Survey of Adjunct Instructors

TEACHER EDUCATION CLINICAL PRACTICE

281—79.14(256) Teacher preparation clinical practice standard. The unit and its school partners shall provide field experiences and student teaching opportunities

that assist candidates in becoming successful teachers in accordance with the following provisions.

79.14(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit, and integrated into the unit standards. These expectations are shared with teacher candidates, college/university supervisors, and cooperating teachers.

79.14(2) PK-12 school partners and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:

- a. High-quality college/university supervisors, and
- b. High-quality cooperating teachers.

79.14(3) Cooperating teachers and college/university supervisors share responsibility for evaluating the teacher candidates' achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' attainment of unit standards.

79.14(4) Teacher candidates experience clinical practices in multiple settings that include diverse groups and diverse learning needs.

79.14(5) Teacher candidates admitted to a teacher preparation program must complete a minimum of 80 hours of pre-student teaching field experiences, with at least 10 hours occurring prior to acceptance into the program.

79.14(6) Pre-student teaching field experiences support learning in context and include all of the following:

- a. High-quality instructional programs for PK-12 students in a state-approved school or educational facility.
- b. Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.
- c. The active engagement of teacher candidates in planning, instruction, and assessment.

79.14(7) The unit is responsible for ensuring that the student teaching experience for initial licensure:

- a. Includes a full-time experience for a minimum of 14 consecutive weeks in duration during the teacher candidate's final year of the teacher preparation program.
- b. Takes place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the teacher candidate is being prepared.
- c. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the teacher candidate.
- d. Involves the teacher candidate in communication and interaction with parents or guardians of students in the teacher candidate's classroom.
- e. Requires the teacher candidate to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation, which shall not be used as an assessment tool by the unit, performed by the cooperating teacher or a person who holds an Iowa evaluator license.
- f. Requires collaborative involvement of the teacher candidate, cooperating teacher, and college/university supervisor in candidate growth. This collaborative involvement includes biweekly supervisor observations with feedback.

g. Requires the teacher candidate to bear primary responsibility for planning, instruction, and assessment within the classroom for a minimum of two weeks (ten school days).

h. Includes a written evaluation procedure, after which the completed evaluation form is included in the teacher candidate's permanent record.

79.14(8) The unit 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 provide the cooperating teacher other information and assistance the unit deems necessary. The duration of the workshop shall be equivalent to one day.

79.14(9) The institution enters into a written contract with the cooperating school or district providing clinical experiences, including field experiences and student teaching.

Initial Team Finding:

Met	
Not Met	X

Commendations/Strengths:

- Methods faculty have a strong familiarity and relationship with surrounding Pk-12 districts, schools, and teachers to ensure candidates have positive clinical experiences
- Candidates appreciate the large number of clinical placements beginning early in the course sequence.
- Candidates, unit faculty, and content area faculty indicate that most candidates complete 100-hours of pre-student teaching field experiences, beyond the 80-hour requirement.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.14(7)** Through interviews with faculty and candidates, the team found that candidates are often registered for zero-credit courses or are auditing courses while student teaching. In order to ensure that candidates are fully engaged during student teaching, the team recommends that the unit evaluate their policy on candidate participation in academic courses (regardless of the credit or grading method) during the student teaching experience.

We will discuss unit policy allowing candidates to complete additional coursework during student teaching. While the Music program expectations, college tuition/course guidelines (student teaching is 4.0 course credits, and candidates may take up to 4.5 course credits per semester), and the institution's emphasis on 4-year program completion factor into this discussion, we will review the policy.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.14(4)** Through interviews, the institutional report, and the response to the initial report, the team found no clear or consistent interpretation of how the unit defines diverse regarding clinical placements, nor is it clear who in the unit is responsible for overseeing this provision. The unit is required to ensure that candidates experience clinical practices in multiple settings that include diverse groups and diverse learning needs.

Wartburg Response to Clinical Practice Concern (79.14(4))

“Diverse” can refer to race, ethnicity, socioeconomic status, learning needs or various combinations of those characteristics. Since the majority of our candidates are white, their diverse placements include high racial diversity (we currently identify partnering schools ranging from 30-80% non-white as racially diverse). High levels of free and reduced lunch (currently identified as 40-90% eligible for FRL). All candidates complete a 10-hour placement with special needs students as part of ED 215 – Psychology of the Exceptional Learner. We do consider the racial/ ethnic background of our candidates when determining diverse placements, and gathering school background information through the TEP Interview (interview questions accompanying this document will further assist placement diversity in the future.

The 25 hours in which candidates are placed in a diverse setting may take place anywhere in the program, from ED 100/ 181 to student teaching. Diverse placements are tracked in the student files by the office coordinator (Student file cover sheet included as sample document). Candidates indicate if they have completed their diverse placement (based on department determination) when applying for student teaching which is confirmed by the office coordinator. If candidates have not completed a placement in a diverse setting by student teaching, then one of their student teaching placements is in a diverse setting. We continue to be excited about the potential of student teaching placement offerings the program provides for candidates in diverse settings like Des Moines, Denver, Hawaii, and most recently Alaska.

2. **79.14(7)e** The team found a lack of consistency in the use of the mock evaluation to familiarize students with the Iowa Teaching Standards. The experience is different for elementary majors compared to secondary majors. There is a clear policy, but in practice cooperating teachers describe reviewing a portfolio with secondary candidates instead of a mock evaluation or conducting an evaluation with elementary candidates using InTASC standards. Additionally, of 182 recent alumni surveyed, 46% stated they did not experience a mock evaluation. The unit is required to have candidates participate in a mock evaluation during the student teaching placement.

Wartburg Response to Clinical Practice Concern (79.14(7)e)

In the future, our program will highlight two Portfolios:

1) Professional Portfolio (Iowa Teaching Standards) – completed during student teaching, candidates will complete a portfolio using the Iowa Teaching Standards. This portfolio will include their mock evaluation so that it is a more central component of their work during their final year in the program. Both elementary and secondary candidates complete the mock evaluation document (included). Our goal will be to have students complete more meaningful reflection about the Iowa Teaching Standards, and the methods of evaluation completed by their cooperating teachers.

2) Program Portfolio – completed throughout their time in the TEP, candidates will submit key assessments through the coursework for purposes of program assessment, and evaluation of growth in the program learning outcomes. We plan to use Norton Anthology (Chalk & Wire) for the program portfolio. Again, this is now dependent on Wartburg’s decision about the assessment management system.

Sources of Information:

Interviews with:

- Candidates, Unit Faculty, TEP Office Associate, and Content Area Faculty

Review of:

- Student records, Institutional Report, Candidate and Cooperating Teacher Surveys, Focus group conversations with administrators and student teachers, Class visits and conversations with candidates, Program Response to Review Team’s Initial Report

TEACHER EDUCATION KNOWLEDGE, SKILLS AND DISPOSITIONS

281—79.15(256) Teacher candidate knowledge, skills and dispositions

standard. Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.15(1) Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities.

79.15(2) Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.
- b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.
- c. Students who are struggling with literacy, including those with dyslexia.
- d. Students who are gifted and talented.

e. English language learners.

f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

79.15(3) Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B. Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.

79.15(4) Each unit defines unit standards (aligned with InTASC standards) and embeds them in courses and field experiences.

79.15(5) Each teacher candidate demonstrates competency in all of the following professional core curricula:

a. *Learner development.* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

b. *Learning differences.* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

c. *Learning environments.* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

d. *Content knowledge.* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

e. *Application of content.* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

f. *Assessment.* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

g. *Planning for instruction.* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

h. *Instructional strategies.* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

i. Professional learning and ethical practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

j. Leadership and collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

k. Technology. The teacher candidate effectively integrates technology into instruction to support student learning.

l. Methods of teaching. The teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.

79.15(6) Assessment requirements.

a. Each teacher candidate must either meet or exceed a score on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning. The required passing score will be determined by the director using considerations described in Iowa Code section 256.16(1)“a”(2) as amended by 2019 Iowa Acts, Senate File 159, section 2. A candidate who successfully completes the practitioner preparation program as required under this subparagraph shall be deemed to have attained a passing score on the assessments administered under this subparagraph even if the department subsequently sets different minimum passing scores.

b. The director shall waive the assessment requirements in 79.15(6)“a” for not more than one year for a person who has completed the course requirements for an approved practitioner preparation program but attained an assessment score below the minimum passing scores set by the department for successful completion of the program under 79.15(6)“a.” The department shall forward to the BOEE the names of all candidates granted a waiver for consideration for a temporary license.

79.15(7) Each teacher candidate must complete a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Additionally, each elementary teacher candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the teacher candidate is recommended.

79.15(8) Each teacher candidate demonstrates competency in content coursework directly related to the Iowa Core.

79.15(9) Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Initial Team Finding:

Met	X
Not Met	

Commendations/Strengths:

- Through a review of documents and interviews with students and faculty, the team found evidence that Wartburg students are required to take Praxis II prior to student teaching, which allows enough time for them to receive a passing score early, relieving unnecessary added stress among student teachers. If a student is not able to pass Praxis II prior to student teaching, there is a student teaching variance procedure in place for them to retake Praxis II during or after student teaching. Five-year average passing rates for Praxis tests are at or above the state average: PLT 7-12: 92%, PLT K-6: 91%, Elementary Content: 90%, Music content 88%. The team commends the program for reducing stress among student teachers regarding the program completion assessment.
- Quality instruction, curriculum for all concepts is well designed, many pedagogical concepts are reinforced and applied in multiple courses.
- In a survey of 182 recent alumni, asking how well they felt prepared, the following percentages reported prepared or well prepared:
Classroom management: 71%
Differentiation: 78%
Using assessment for learning: 86%
- In surveys of cooperating teachers, cooperating administrators and clinical supervisors, a considerable majority of respondents report that Wartburg student teachers and graduates are well prepared for teaching.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 79.15(2), 79.15(3) In review of syllabi and alumni surveys, evidence suggests a need for greater emphasis on diverse learners and students with dyslexia. In a survey of 182 recent alumni, only 63% reported they were prepared or well prepared to meet the needs of diverse learners. In a survey of 182 recent alumni, asking how well they felt prepared, 60% reported that they were not prepared or somewhat prepared for meeting the needs of students with Dyslexia. The team recommends the unit examine and adjust curriculum/syllabi to ensure they adequately prepare candidates to meet the needs of diverse learners and students with dyslexia.

Since one of the new faculty will now teach ED 350 – Content Area Reading Strategies, we will be sure that specific course content includes Dyslexia training and strategies. Regarding alumni concerns about meeting the needs of diverse learners, this is also being addressed within our annual Iowa report and the graduate survey information.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None.

Sources of Information:

Interviews with:

- Full-time and Part-time Unit and Content Faculty, Current students including student teachers, Library Director, Information Literacy Librarian, Instructional Designer, Chief Information Officer

Review of:

- Course syllabi, BOEE Curriculum Exhibits, Student records, Institutional Report, Program Response to Review Team's Initial Report, Undergraduate Catalog, Student Handbook