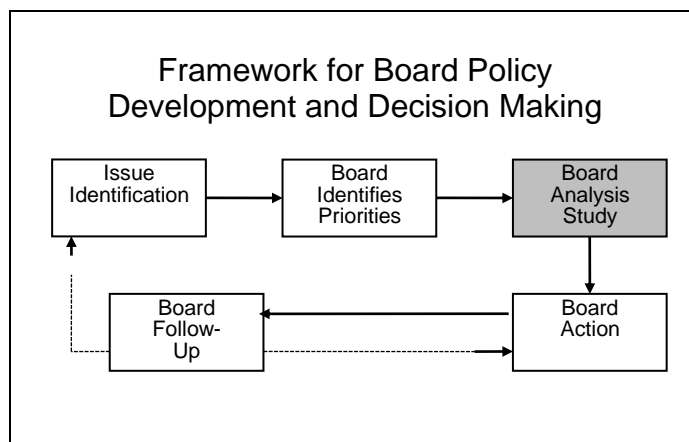


# Iowa State Board of Education

## Executive Summary

November 16, 2016



**Agenda Item:** 2016 Report on the State of Educator Preparation in Iowa

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

**State Board Role/Authority:** Iowa Code section 256.7(3) and Iowa Administrative Code 281—79.5 grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards.

**Presenter:** Lawrence R. Bice, Administrative Consultant  
Bureau of Educator Quality

Matt Ludwig, Consultant  
Bureau of Educator Quality

Carole Richardson, Consultant  
Bureau of Educator Quality

**Attachments:** 1

**Recommendation:** It is recommended the State Board hear and discuss this information.

**Background:** In 2014, the Department of Education provided the first annual state of educator preparation report to provide information on educator preparation programming in Iowa to the State Board, educator preparation stakeholders and consumers. This 2016 report will be shared with the State Board for their information and to solicit feedback.

## Report on the State of Educator Preparation in Iowa

This report is intended to inform the State Board, stakeholders, and the public on the information that can be collected and analyzed by Iowa Department of Education consultants.

October 1, 2016

The data included is for the 2014-2015 academic year (the most recent for which complete data is available) unless otherwise noted.

The report is composed of four sections:

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### Section 1. Program Information

This section provides information on the number, type, and production of educator preparation programs in Iowa.

Specific information on each program can be found at several locations:

US Department of Education Title II Report: <https://title2.ed.gov/Public/Home.aspx>

The Iowa Association of Colleges for Teacher Education website features a link for each program: <http://iowacte.org/>

2015-2016	Programs and Degrees Offered						
Name and Location of Institution	Early Childhood Only	Elementary Education	Secondary Education	Secondary Intern	Educational Leadership	School Service Personnel	Highest Degree Granted In Education
Ashford University, Clinton		X	X				B
Briar Cliff University, Sioux City		X	X				M
Buena Vista University, Storm Lake		X	X			X	M
Central College, Pella		X	X				B
Clarke University, Dubuque		X	X				M
Coe College, Cedar Rapids		X	X				M
Cornell College, Mount Vernon		X	X				B
Dordt College, Sioux Center		X	X		X		M
Drake University, Des Moines	X	X	X		X	X	D
Emmaus Bible College, Dubuque		X	X				B
Faith Baptist Bible College, Ankeny		X	X				B
Graceland University, Lamoni		X	X				M
Grand View University, Des Moines		X	X				M
Grinnell College, Grinnell			X				B
Iowa Prof. Ldrshp Academy					X		
Iowa State University, Ames	X	X	X		X		D
Iowa Wesleyan U Mount Pleasant	X	X					B
Kaplan University, Des Moines			X				M
Loras College, Dubuque		X	X			X	M
Luther College, Decorah		X	X				B
Maharishi U of Mgmt, Fairfield			X				M
Morningside College, Sioux City		X	X	X			M
Mount Mercy U, Cedar Rapids	X	X	X				M
Northwestern College, Orange City		X	X				B
Regents Alternative Pathway to Lic				X			
Saint Ambrose U, Davenport	X	X	X		X	X	M
Simpson College, Indianola		X	X				M
University of Dubuque, Dubuque		X	X				B
University of Iowa, Iowa City		X	X		X	X	D
U of Northern Iowa, Cedar Falls	X	X	X		X	X	D
Upper Iowa University, Fayette	X	X	X				M
Viterbo U, Des Moines					X		M
Waldorf University, Forest City		X	X				B
Wartburg College, Waverly		X	X				B
William Penn U, Oskaloosa		X	X				B

Key: B-Bachelor's Degree M-Master's Degree D-Doctorate Degree

Table 1.1 Number of people prepared as educators in Iowa.

**Total Number of Educators Prepared in Iowa: 2517**

**Traditional Programs:**

	# of programs	# of completers					
		Teachers	Change from last year	Admin*	Change from last year	Other**	Change from last year
Public	3	1069	-4%	158	+38%	52	-15%
Private not for profit	27	1069	-2%	72	+13%	38	-56%
Private for profit	3	23	-50%	0	0	0	
Total		2161	-4%	230	+41%	90	-40%

\* Principal and Superintendent

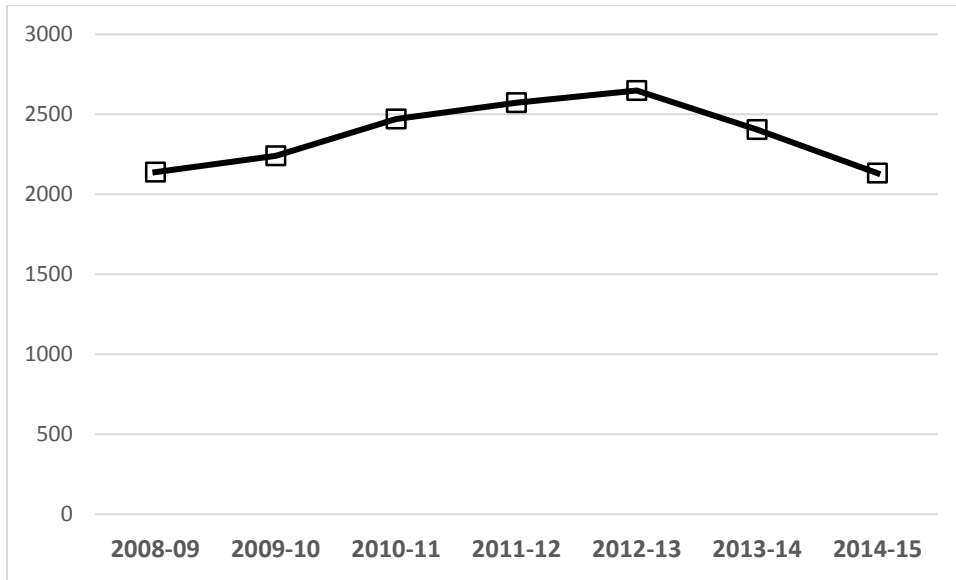
\*\* School Counselor, School Psychologist, School Audiologist, School Social Worker, Speech-Language Pathologist, Supervisor of Special Education

**Alternative Programs:**

	# of programs	# of completers	Change from last year
IHE* based Teacher Intern	3	17	-22%
AEA based Principal	1	15	0 completers last year due to 2-year cohort model

\*IHE – Institutes of Higher Education

Figure 1.1 Program Completers (teacher) by year



## Section 2. Candidate Information

This section provides information on candidates in Iowa programs. Demographic information is self-reported by candidates. Information on endorsements and numbers of candidates prepared includes data self-reported by programs to the Iowa Department of Education and the US Department of Education, as well as endorsement/license counts from the Iowa Board of Educational Examiners (BoEE).

The first component of candidate information consists of general numbers and a breakdown of students and candidates by demographic categories.

Numbers of candidates, program completers, licenses, and endorsements are not the same.

- Candidates are college students admitted to an educator preparation program. Candidates are progressing toward program completion.
- Program completers are candidates who have successfully completed all program requirements including graduation (if an undergraduate program) and passing required assessments.
- A license is issued to a program completer by the Iowa BoEE once the program assures completion and recommends the program completer for licensure.
- An endorsement is an authorization to teach in a specific field. A teacher will have one license, but may have multiple endorsements. For instance, a teacher with a secondary science license may be endorsed in Biology, Chemistry, and Earth Science.

Table 2.1 Number of people student teaching and completing programs in general categories.

	Student Teachers	Completers	Difference	Percent Complete
ECE Only	113	108	5	95.6%
El Ed only	1170	1087	83	92.9%
Secondary Only	702	642	60	91.5%
Art Music PE	268	276	+8	103.0%

ECE = Early Childhood Education

El Ed = Elementary Education

Table 2.2 Selected Endorsements by specific content.

Endorsement	Number earned with initial license (new teachers)	Number added to existing license (current teachers)
ESL Teacher	88	137
TAG	11	90
K-8 Reading	685	130
5-12 Reading	34	37
K-8 Strat I	267	63
5-12 Strat I	39	77
MS ELA	47	16
MS Math	65	16
MS Science	76	19
MS Soc Studies	62	21

Figure 2.1 Distribution of people earning secondary (grades 5-12) endorsements.

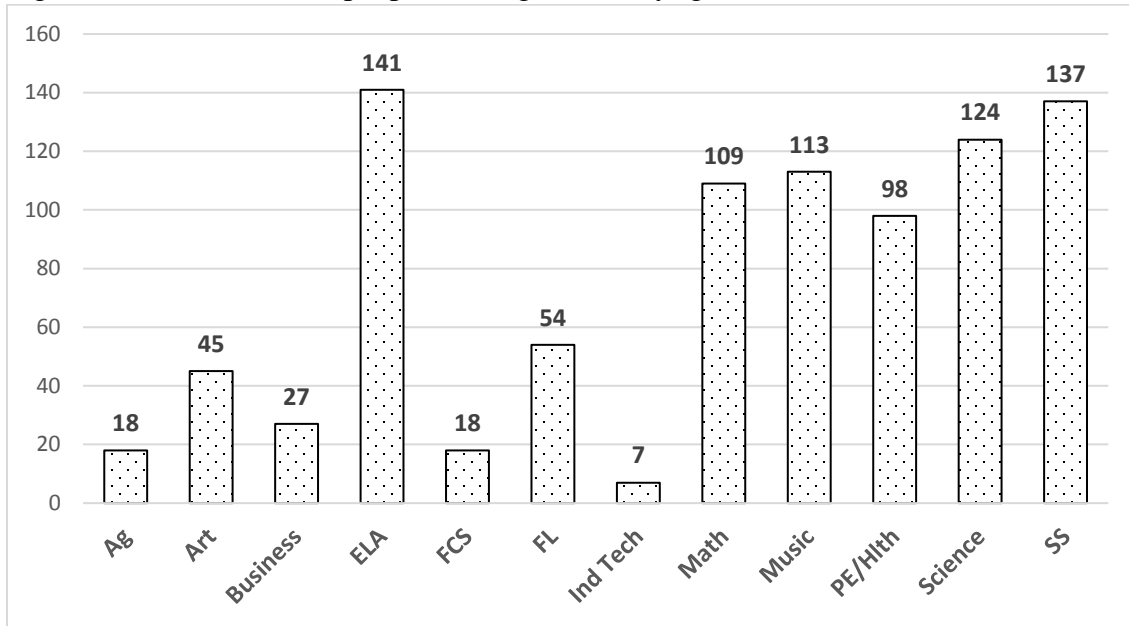


Figure 2.2 Gender distribution of Iowa P-12 students and enrolled teacher preparation candidates.

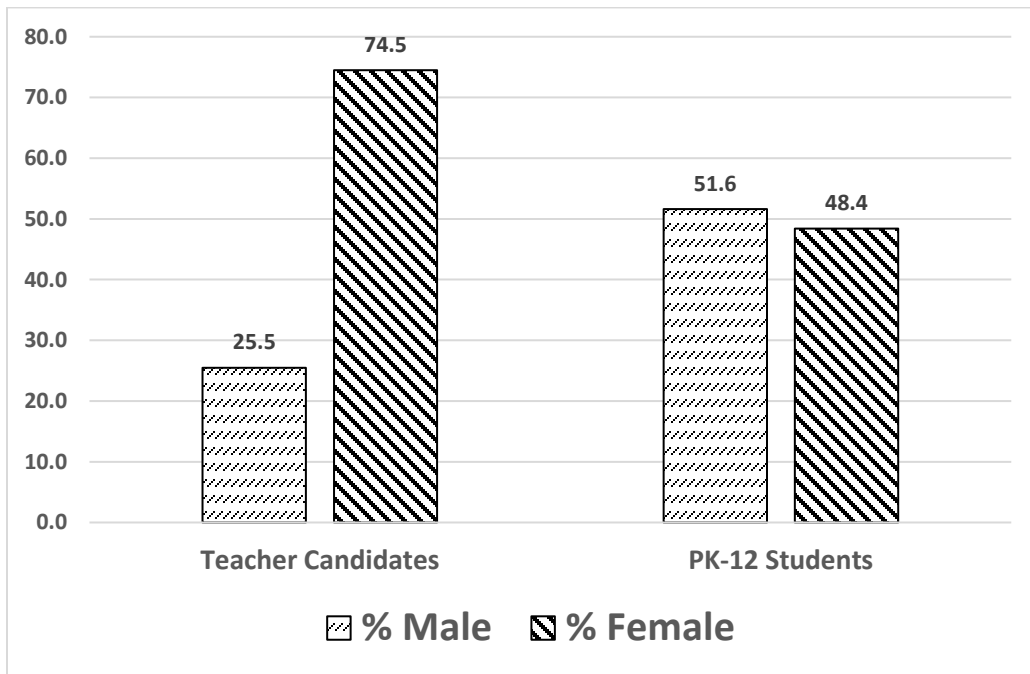
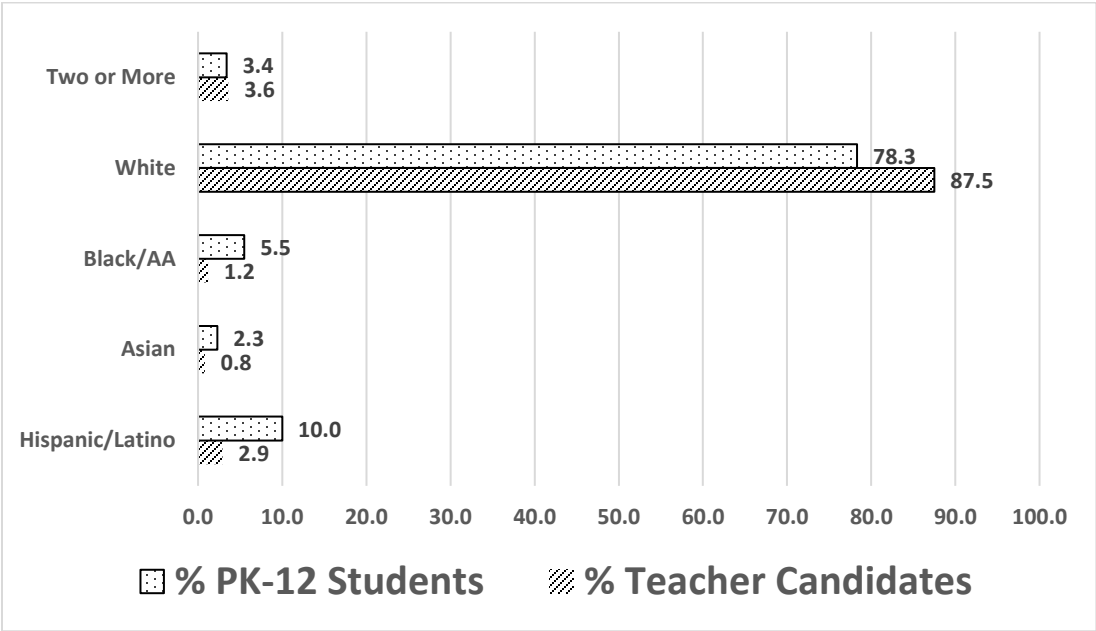


Figure 2.3 Race/ethnic distribution of Iowa P-12 students and enrolled teacher preparation candidates.





### Section 3. Assessment

#### Section 3.a Candidate Assessment Requirements

##### Candidate Progress through Program

Programs are required to assess student progress at multiple decision points using multiple assessments that are aligned with standards. Since each program determines assessments, data is not aggregated and is not reported here.

##### Candidate Program Completion

This section provides information on candidates' success on program completion assessments in a number of content and grade levels. Not all content areas are reported since many content areas have a small number of graduates, making statistics not useable.

#### Section 3.b Candidate Assessment Results

Table 3.1 Program completion assessment passing rates by subject area with n > 25.

Subject Area	Iowa Pass Rate %	National Pass Rate %
<b>Pedagogy Assessments:</b>		
Elementary Education Pedagogy	92	79
Secondary Education Pedagogy	93	80
<b>Content Assessments:</b>		
Elementary Education Content	91	79
<b>Secondary Content:</b>		
Art	100	86
Biology	92	83
Business	87	72
English Language Arts	88	81
Family Consumer Science	100	80
General Science	100	80
Math	96	83
Music	91	78
Physical Education	94	79
Spanish	64	77
History	92	79

### Section 3.c. Program Assessment Requirements

IAC 281 requires programs to operate a comprehensive assessment system and to report on candidate and program assessment annually. Since each program determines assessments, data is not aggregated and is not reported here.

### Section 3.d Program Assessment Results

#### 1. Employment Information.

Table 3.2 Employment status.

	Number of program completers (all programs)	employed in a position for which they were prepared	employed in an education position outside of preparation	enrolled in higher education	employed outside of the education field	not employed	employment status unknown
Teachers	2045	1403 (68%)	59(3%)	45(2%)	46 (2%)	35 (2%)	452 (22%)
Admin	253	111 (44%)	35 (14%)	2 (%)	1 (1%)	0 (0%)	96 (38%)
Other*	105	45 (43%)	3 (3%)	2 (2%)	4 (4%)	1 (1%)	25 (24%)

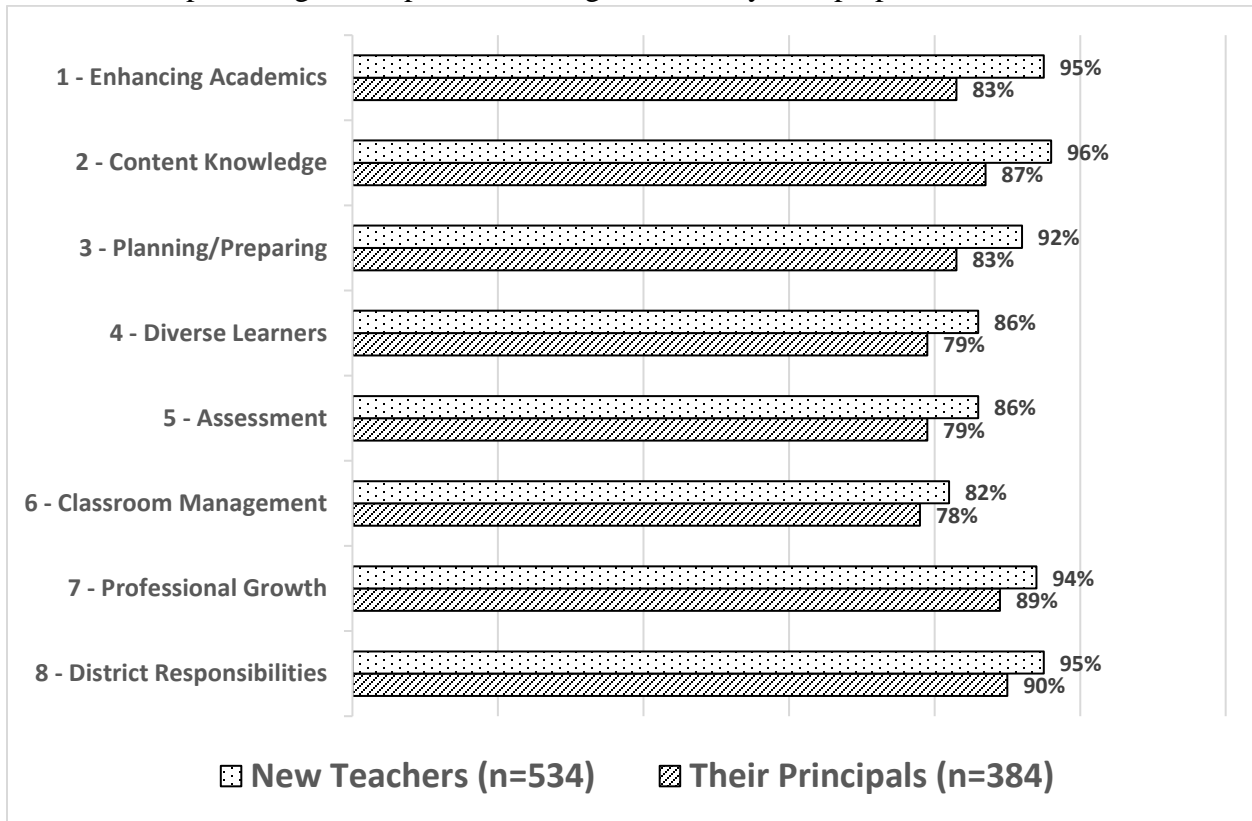
\*Other includes: School psychologist, speech language pathologist, school social worker, school nurse, and audiologist.

#### 2. Examination of survey data.

Surveys: All programs are required by to survey graduates and the employers of those graduates. Four standardized, standards-based surveys have been developed. The four surveys are:

- Teacher preparation graduates
- Employers (principals) of teacher preparation graduates
- Principal preparation graduates
- Employers (superintendents) of principal preparation graduates

**Figure 3.1** Results of survey of recent teacher preparation graduates and their principals. Teachers in their first three years of teaching, and their supervising principal were surveyed on their preparation and ability to work according to the Iowa Teaching Standards. This table illustrates the percentage of respondents citing well or very well prepared.



**Note:** The number of surveys returned on principal preparation were too small to aggregate and provide a valid analysis for this report.

**2.a. Survey data analysis findings.**

Programs were required to analyze their survey data and report on themes that emerged from their analysis. The themes identified in surveys align clearly with other assessment data. The issues that received the lowest percentage of well or very well prepared responses were classroom management, use of assessment, meeting the needs of diverse learners. These issues are identified in student teaching assessment and unit assessment analysis.

Since unit assessment provides more detail in the data on each of these issues, the reader is directed to the unit assessment section (3.d.3) below for detailed description of the issues and the adjustments programs are making to curriculum and clinical experiences to resolve them.

### **3. Unit Assessment.**

Programs are required to analyze unit assessment data and report the results of that analysis and plans to address themes/concerns identified in their analysis. Data sources identified for analysis include:

- Candidate assessment results, both within coursework and from standardized assessments including program completions assessments.
- Student teacher evaluations completed by program supervisors and cooperating teachers.
- Surveys of graduates and their employers.
- Advisory committee input.

The analysis of unit assessment findings illustrated three issues consistently identified:

- Need to update the program's assessment system. Many programs reported that analysis of their assessment system identified a need to update the assessment system, in two areas:
  - Need to update the assessments used for checkpoints throughout a candidate's progression through a program of study.
  - For those programs using portfolios, a need to adjust the requirements for use of portfolio artifacts for candidate and program assessment. The broad area of clinical standard issues was identified, consisting of identifying, completing and supervising diverse clinical placements for candidates (teacher and administrator).
- Pedagogical Learning. Programs critically examined candidate learning, identifying concepts for improvement. The areas most often identified:
  - technology integration,
  - use of assessments and assessment results in teaching,
  - content knowledge (specifically mathematics and social studies for elementary education majors,
  - classroom management (identified as building classroom culture, planning, meeting the needs of diverse learners.)
- Pedagogical Practices. Programs critically examine clinical practices associated with coursework. The findings in clinical practices aligned clearly with those in pedagogical learning.

Programs identify methods they will employ to address concerns. Most programs identified changes in curriculum and clinical requirements. The descriptions of proposed changes illustrate attention to data, with examination of curriculum for changes going from the overarching level to specific courses. Programs identified changes to the scope and sequence of courses and clinical experiences to enhance alignment of candidate learning and candidate application of learning.

### **4. Student Teaching Assessments.**

Programs are required to ensure candidates complete all coursework for an endorsement prior to student teaching. Because of this, student teaching is an excellent opportunity for programs to evaluate how well candidates perform in the work they were prepared to do. Programs are

required to analyze assessments of student teachers and report the results of this analysis along with plans to address issues identified in their analysis. Programs assess through direct observation of student teacher performance based on program standards and also based on dispositional standards.

The analysis of student teacher evaluations illustrated a number of issues. It should be noted that the most common issues identified in student teaching assessments triangulate well with the issues identified in unit assessments and graduate surveys. The most common issues identified in student teaching assessments are:

- Use of assessment in teaching. This was identified by almost all programs. Assessments indicated that student teachers are not as well prepared as program want them to be in using assessments in planning and teaching.
- Classroom management. This was identified by almost all programs as well. The concepts within classroom management, such as planning, building classroom culture and meeting the needs of diverse learners have been identified as components requiring improvement.

Programs identify similar methods they will employ to address both concerns. Virtually all programs identified changes to curriculum. Curriculum changes include changes in clinical requirements and changes in coursework requirements, including assessments for both clinical experiences and coursework. Courses to be changes include foundational and methods courses.

## **5. Innovations.**

In the updated annual report, programs are asked to report on innovations. They reported:

- At least sixteen institutions identified making significant curriculum changes, especially in secondary level endorsements. These changes have been made in response to assessment evidence.
- Twenty institutions identified changes in assessment practices, most of them for program completion. These programs have realized the importance of candidate's assessment data to program evaluation and are making changes in which program completion assessments they use and how they gather and use data.
- Almost all institutions cited an enhancement in partnerships with P-12 schools for clinical experiences. This includes additional Professional Development Schools (PDS), opportunities for student teaching in multiple states and countries. One institution has developed a partnership agreement for student teaching in Hawaii.
- Sixteen institutions identified increased professional learning requirements for candidates. These include candidates participating in professional conferences, providing outreach in P-12 schools, and many new requirements for service learning.
- Five institutions cited the exploration and or planning for creating an endorsement in Science, Technology, Engineering and Mathematics (STEM) or developing a STEM endorsement. These can complement the institutions already providing an approved STEM program.

## Section 4 Program Approval

### Section 4.a. Approval Requirements/Resources

Table 4.1 State Review Panel 2016-2017:

Name	Institution
Melissa Heston (Year 3)	University of Northern Iowa
Jill Heinrich (Year 3)	Cornell College
Shawna Hudson (Year 3)	Iowa Wesleyan College
Marcy Hahn (Year 2 )	Simpson College
Angela Hunter (Year 2)	Buena Vista University
Deb Stork (Year 2)	University of Dubuque
Nancy Langguth (Year 1)	University of Iowa
Marc McCoy (Year 1)	Mount Mercy University
Paula Schmidt (Year 1)	Clarke University

### Section 4.b Program Approval Review Results

#### Summary of 2014-2015 Academic year reviews.

Five programs were reviewed during the 2014-2015 academic year; Cornell College, Wartburg College, Kaplan University, RAPIL Intern Program, and Buena Vista University (BVU). In addition, one focused visit was conducted.

These five reviews yielded four programs receiving full approval from the State Board, and one receiving conditional approval. One institution; Kaplan University, previously operated an intern program and offered a significant number of endorsements in their traditional program. After the review, Kaplan determined to cease operating their intern program and reduced the number of endorsements offered in their secondary-only teacher preparation program. Another program change for remark is with BVU. BVU operates a number of education sites across northern and western Iowa, most on community college campuses. After the review, BVU decided to cease providing a teacher education program in two of the sites.

The most common issues identified in these reviews were seen in the governance and resources standard, in two areas: oversight and resources for operations.

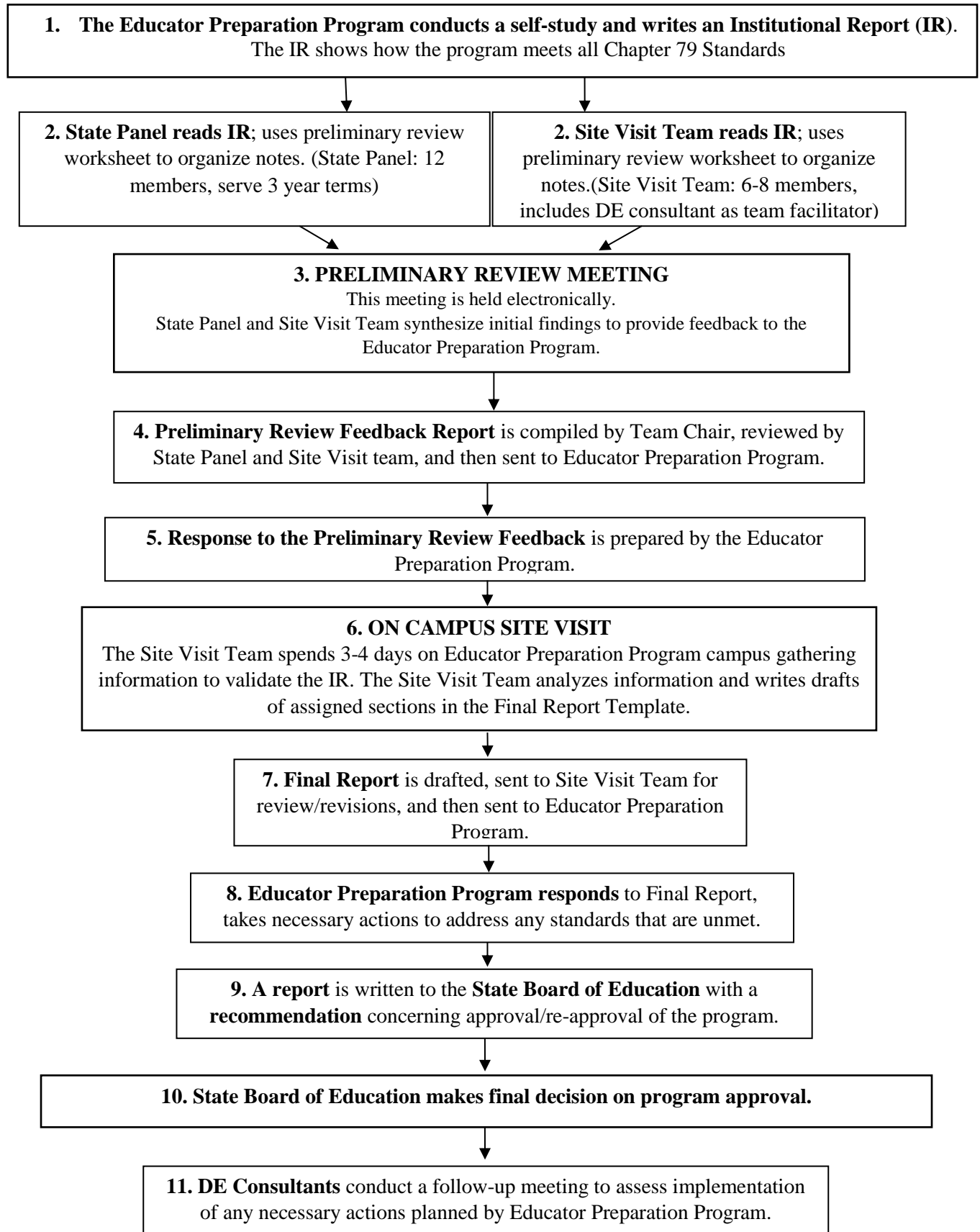
Oversight: Two of the programs were identified to have difficulty in providing oversight of complex programs in such a way to provide clear oversight and quality control. Each program made significant changes in their governance structure to provide the proper oversight. BVU,

because of the complexity of operating twelve locations in addition to the home campus in Storm Lake, has documented significant additional resources to provide the oversight necessary. The RAPIL program reorganized their governance structure significantly to provide strong leadership and oversight for their program which is operated as a collaboration among the three Regents universities.

Resources: Several of the programs reviewed are relatively small, with challenges to ensure resources, especially in terms of staff, for the work of an accredited program. To resolve concerns, some hired and some reallocated workload over positions. All achieved a balance of resources that brought them into compliance. It should be noted that one program, BVU, has committed an increase in resources of over 1.2 million dollars per year to provide resources to operate multiple sites. Most of the expenditure is for faculty and administrative positions.

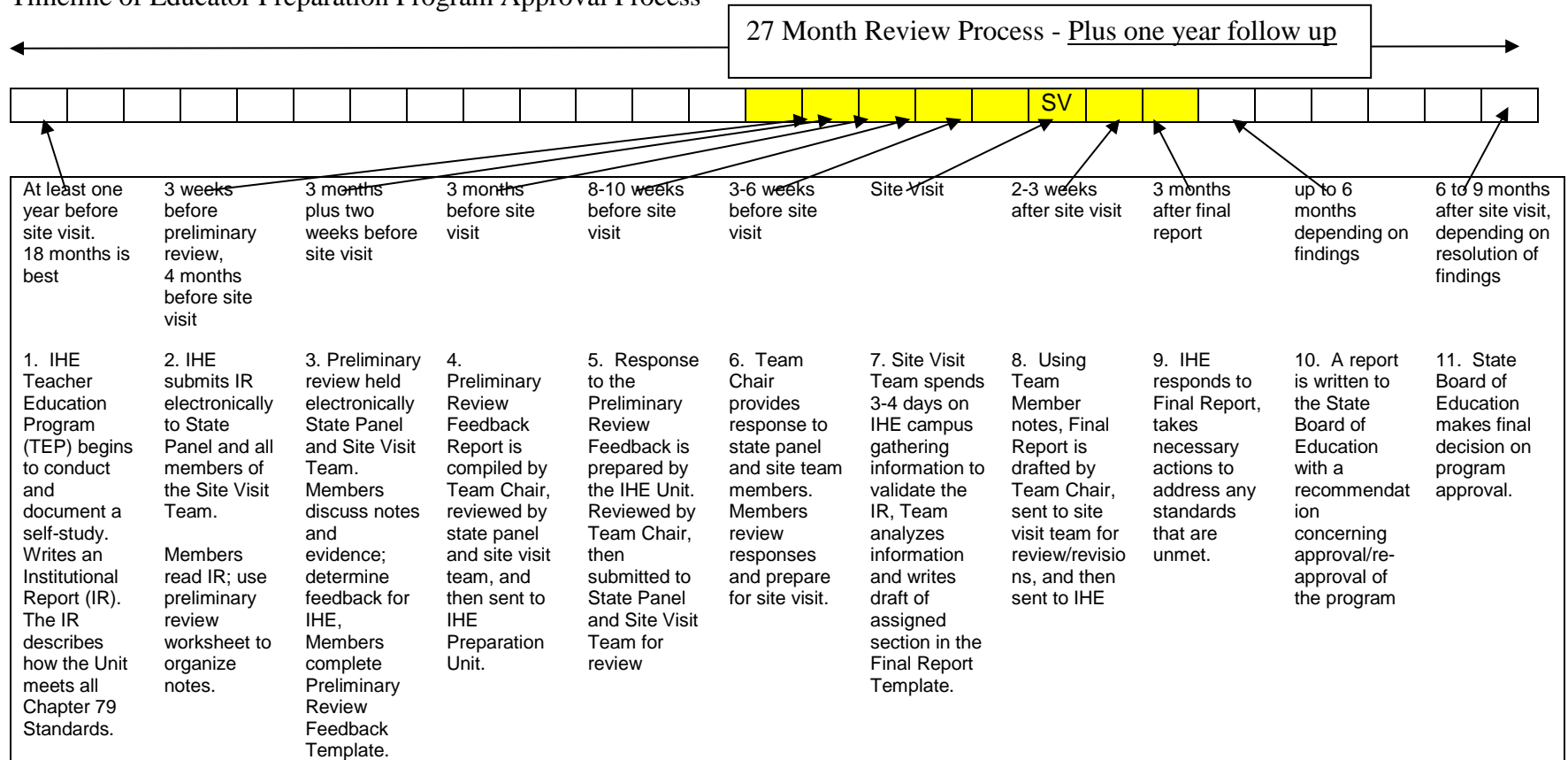
The focused visit was conducted when a program was found to not correctly align program completion tests, curriculum and license recommendations. The review resulted in the program resolving all concerns. DE consultants are monitoring the work of the program.

## Appendix A Approval Process Flowchart/Timeline





### Timeline of Educator Preparation Program Approval Process



<b>Participants:</b>
Department Consultants – 2.25 FTE
State Panel – Nine IHE faculty/professional staff plus Teacher of the Year and IDE Admin Consultant. IHE faculty members serve three year terms, with three new members each year.
Site Visit Teams – Six to eight faculty/professional staff from IHE’s plus the admin consultant(s). Programs with special programs (administrator preparation, counselor preparation, etc.) will have larger teams with expert members. State panel members generally serve on one site visit team each year.
Board of Education – provides decision on approval
<b>ONE YEAR AFTER BOARD APPROVAL – DE CONSULTANTS CONDUCT A FOLLOW UP VISIT TO VERIFY PROGRAM PLANS/WORK</b>

Appendix B Program Approval Review Schedule

**2015-2016 Academic Year**

<b>Institution</b>	<b>On Site Visit</b>	<b>To State Board</b>
Northwestern College	March 20-24, 2016	November 2016
Grinnell College	Feb 28 – March 3, 2016	January 2017
William Penn University	February 7-11, 2016	November 2016
Graceland University	April 10-14, 2016	January 2017
Iowa Wesleyan	November 16-19, 2015	August 2016
Morningside (Ch. 77)	October 18-22, 2015	January 2017

**2016-2017 Academic Year**

<b>Full Reviews</b>			
<b>Institution</b>	<b>IR Due</b>	<b>Prelim Review</b>	<b>On Site Visit</b>
Drake University	July 24, 2016	August 16, 2016	October 23-27 2016
Coe College	December 5, 2016	December 14, 2016	Feb 26 – 2 Mar 2017
Upper Iowa University	December 29, 2016	January 19, 2017	March 26 - 30 2017 (Fayette) April 2-6 2017 Satellite campuses

<b>Follow Up Visits</b>	
Note: Each program receives a follow up visit one year after approval, to ensure Board actions are completed.	
<b>Institution</b>	<b>Date of Visit</b>
Cornell	September 2016
Wartburg	September 2016
Kaplan	January 2017
RAPIL	January 2017
BVU	April-May 2017
Maharishi	March 2017

**2017-2018 Academic Year**

<b>Institution</b>	<b>Preliminary Review</b>	<b>On Site Visit</b>
Grand View University	Summer 2017	Fall 2017
Iowa Principal Academy	Summer 2017	Fall 2017
University of Northern Iowa	Summer 2017	Fall 2017
Dordt College	Fall 2017	Spring 2018
Morningside College	Summer 2017	Spring 2018
University of Iowa	Fall 2017	Spring 2018
Simpson College	Fall 2017	Spring 2018

<b>Follow Up Visits</b>	
<b>Institution</b>	<b>Date of Visit</b>
Northwestern College	TBD
Grinnell College	TBD
William Penn University	TBD
Graceland University	TBD
Iowa Wesleyan	TBD
Morningside (Ch. 77)	TBD