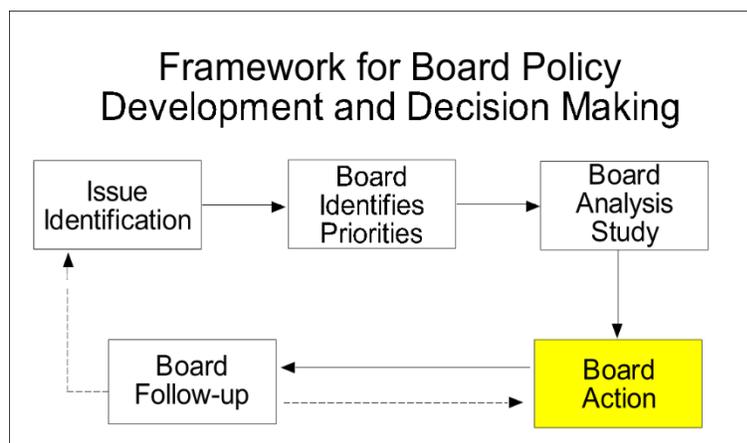


Iowa State Board of Education

Executive Summary

August 3, 2017



Agenda Item: Buena Vista University – Practitioner Preparation Program Approval

Iowa Goal(s): All PK-12 students will achieve at a high level.

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 Code (IAC) rule 79.5.

Presenter(s): Lawrence R. Bice, Administrative Consultant
Bureau of Educator Quality

Attachment(s): One

Recommendation: It is recommended that the State Board approve the Buena Vista University Educator Preparation Program through the next state approval cycle scheduled for the 2021-2022 academic year.

Background: Buena Vista University provides a practitioner preparation program (teacher and professional school counselor) on the Storm Lake, Iowa campus and at 11 Online, Site and Graduate campus sites across Iowa. The Buena Vista University practitioner preparation program was reviewed in the spring of 2015. The report from that review was presented to the State Board on March 31, 2016. During that meeting, the State Board awarded Buena Vista University conditional approval. Department consultants monitored Buena Vista University progress for one year and conducted a site-based follow-up review in May of 2017. The report of the monitoring and follow-up review are attached.

Buena Vista University

Follow-Up Visit Report: August 3, 2017 Submitted to the State Board of Education With a Recommendation for Full Approval

Team Report

Preliminary Review: February 3, 2015
Graduate Professional Studies Sites Visits: March 11 through April 24, 2015
Storm Lake Campus Visit: April 12-18, 2015

Final Report: March 31, 2016
Submitted to the State Board of Education
With a recommendation for Conditional Approval

Iowa Department of Education

Review Team Members:

Dr. Lawrence Bice, Iowa Department of Education
Dr. Carole Richardson, Iowa Department of Education
Matt Ludwig, Iowa Department of Education
Cathy Williamson, William Penn University
Dr. Dawn Behan, Mount Mercy University
Dr. Sandra Hamar, Graceland University
Dr. Cynthia Martinek, Ashford University
Dr. Ann Adkins, Clarke University
Dr. Ripley Marston, University of Northern Iowa
Dr. Billie Cowley, Upper Iowa University
Dr. Melissa McAninch, Central College

Summary

Following an extensive review, the State Board received a final Buena Vista University (BVU) report on March 31, 2016. The report identified 26 compliance concerns, 15 of which were repeated from the previous (2008) review. Twelve of the compliance concerns were in the governance and resources standard. The State Board granted BVU a conditional approval at that meeting.

During the year following conditional approval, BVU administrators and Department consultants met several times to collaborate on BVU's plans to resolve concerns. Throughout the year, Department consultants monitored BVU's progress through meetings, visits and verification of BVU provided quarterly reports.

To resolve the concerns, BVU developed and implemented a completely new organizational structure. The original structure was a dean position in oversight of several full time faculty and a large number of adjunct faculty across 15 campus locations. Equity among campus sites was poor. The new structure features six departments within the Teacher Education Program (TEP), each with a chair responsible for curriculum and faculty review in the department. BVU also hired six new full time faculty members and 18 part time (at least half time) faculty members to provide consistency for the program, significantly reducing the reliance on adjunct faculty members. The new faculty, along with the department chairs, are housed in various locations in the BVU off-site and Storm Lake campuses, providing equitable resources and permanent faculty across sites. BVU also decided to end offering teacher education in two of the off-site campuses. BVU has also committed a larger operational budget with policies to improve budget management.

In addition to the additional resources (both human and monetary) the BVU education program has developed or rewritten, approved, and implemented all program policies and procedures to ensure equitable access to quality preparation, opportunities, and assessment for all BVU candidates.

During May of 2017, Department consultants conducted follow-up on-site reviews at several off-site campuses and the Storm Lake campus. The result of the review of quarterly reports, on-campus interviews and extensive document review resulted in this final follow up report.

Information on pages four through eight provides an overview of the work done to date by BVU and how that work is applied to compliance concerns.

Contents

This report is submitted to the State Board to document the follow up to the State Board decision for conditional approval on March 31, 2016. This report is informed by four quarterly reports to the Department submitted by the BVU School of Education throughout the year following the March 31, Board meeting. This report is also informed by a four day site visit conducted in May, 2017 by Department consultants on three BVU sites.

This report does not include the entire original team report submitted to the State Board on March 31, 2016. The original team report is a public document published on the Department website. This report is limited to compliance concerns.

This report consists of three sections:

1. An outline of BVU work accomplished since the Board report submitted on March 31, 2016. This outline identifies work according to categories determined by Department consultants, much of the work in each category addressed multiple standards.

For each standard a table is provided that illustrates which area of outlined work is used to resolve the compliance concerns.

The outline was written by Department consultants based on BVU quarterly reports and the four day follow up visit conducted in May, 2017.

The outline begins on Page 4.

2. An edited version of the March 31, 2016 Board report, listing only the compliance concerns and the work BVU planned to accomplish to resolve concerns.

This report begins on Page 9.

3. The final (cumulative) quarterly report submitted by BVU on May 1, 2017. The report, with some modifications, is attached as Appendix B to this report. In order to keep the length of this report manageable, Department consultants removed four BVU appendices. The removed appendices are available for review by request.

This report begins on Page A1 (34).

NOTE: BVU has provided a glossary of terms and acronyms on **page 33**.

The section presents an outline of the BVU work to resolve compliance concerns and provide sustainable continuous improvement.

The work outlined here is organized in three categories (determined by Department consultants): Oversight, Communication and Policies/Procedures.

Oversight (OS)

OS1. A new governance structure has been designed and is in place. Highlights:

- Six departments with chairs
 - Departments by function (Special Education, Foundations, Math/Science, etc.)
 - Each Department Chair, within her/his department, has oversight over
 - Curriculum
 - Teaching
 - Faculty
- Fifteen faculty FTE added
 - Six new full time faculty positions
 - 18 new part time (.5 FTE each) faculty positions
 - Most in sites
 - Faculty have oversight over
 - Adjunct work
 - Curriculum for all courses

OS2. Resources

- Fifteen FTE permanent faculty lines have been added
- Position adjustments have been made at sites – allowing a greater specificity in work
- Operational resources for all sites are equitable to needs
- System in place for materials purchase/scheduling for all sites

OS3. Oversight structure/policy documentation

- Clear/direct hierarchy has been implemented and documented
- Regional Educational Program Coordinators (REPC) have clear authority at sites
- REPCs conduct periodic audits of files and documents in all sites
- Significantly reduced and clearly managed reliance on adjunct faculty

OS 4. Faculty hiring/evaluation

- The SOE Dean approves all hires
- Department chairs lead hiring and conduct searches
- Department chairs are responsible for faculty evaluations
- Evaluations of all faculty are consistent/timely
- Professional development is based on faculty evaluation
- Clear/consistent policies for hiring and evaluation and implemented and documented

Communication (C)

C1. Communication

New policies in place and documented - collaboratively determined by cabinet

Meetings are purposeful and documented

Cabinet meets regularly, consisting of:

SoE Dean

SoE Assistant Dean

Online Site Assistant Dean

Regional Educational Program Coordinators (REPC) (Two)

Student Professional Experiences Coordinator (SPEC)

One Faculty Member

Chairs Council meets regularly, consisting of:

SoE Dean

SoE Assistant Dean

Regional Educational Program Coordinators (REPC) (Two)

Student Professional Experiences Coordinator (SPEC)

All six Department Chairs

Others as agenda requires

Policies in place for purposeful and consistent communication across BVU

Policies in place for purposeful and consistent communication with professional community (state-wide P-12 teachers and administrators)

Policies/Procedures (P)

P1. Policies for clinical placements

All have been updated

All are documented and available

All are communicated to all stakeholders

All are reviewed using data regularly

P2. Managing / tracking placements

Systematic structures in place and documented

System in place to clearly identify diversity by setting for all possible placements

A coding system for placement setting diversity has been developed and is in place

A system to track diverse placements for all candidates has been developed and implemented

The systems/policies are used consistently across all sites

P3. Professional Development

Every course is developed by FT/PT faculty based on expertise

A curriculum/policy orientation module is implemented, required of each faculty member

The unit uses procedures to measure inter-rater reliability on assessments across sites, and uses data to inform changes – this work is evolving as data informs it

P4. Assessment system policies

All policies and procedures have been updated, with particular attention to alignment and consistency

All policies and procedures, including examination of the assessment system are documented

Consistent rubrics are developed in alignment with standards and course development

Rubrics are aligned with curriculum, with emphasis on key assessments

Data is aggregated across sites to evaluate program implementation at each site

Oversight of assessment system and by courses by department chairs

Data is used to inform candidate and program decisions, with documentation of updates

P5. Candidate checkpoints (periodic assessments for candidate learning/ progress)

All requirements have been clarified and aligned with standards

All requirements are documented and communicated with all stakeholders

REPC's audit all site student records at least once per semester for verification

Praxis Core requirements have been adjusted based on data

P6. Clinical experience policies

All policies for clinical experience expectations (student, cooperating teacher and supervisor) have been updated

Systems have been implemented for improved communication with cooperating educators

Systems have been implemented for improved communication with candidates

Documentation is clear and available in handbooks, used consistently in all sites

The unit has developed a clear alignment of scope and sequence including clinical experiences

Resolution of compliance concerns by Standard:

79.10 Governance and Resources

| Compliance concern | Work that resolves (from outline above) |
|--|--|
| 1. 79.10(1) governance structure | OS1, OS3, OS4 |
| 2. 79.10(2) program responsibility | OS1, OS3, OS4 |
| 3. 79.10(3) shared vision | OS1, OS3, OS4 |
| 4. 79.10(3) site management | OS1, OS2, OS3, C1, P6 |
| 5. 79.10(5) collaboration w/ community | OS1, OS3, OS4, C1, P6 |
| 6. 79.10(8) comprehensive assessment | OS1, OS3, OS4, P1, P4, P5 |
| 7. 79.10(10) equitable resources | OS1, OS2, C1 |
| 8. 79.10(11) equitable resources | OS1, OS2, OS3, C1 |
| 9. 79.10(11) equitable student opportunities | OS1, OS2, OS3, C1, P3, P5, P6 |
| 10. 79.10(11) faculty equity | OS1, OS2, OS3, OS4, C1, P3, P4 |
| 11. 79.10(12) faculty PD | OS1, OS2, P3, P4 |
| 12. 79.10(3) equitable technology | OS1, OS2, OS3, C1 |

79.11 Diversity

| Compliance concern | Work that resolves (from outline above) |
|-------------------------------|--|
| 1. 79.11(3) clinical settings | OS1, OS3, C1, P1, P2, P4, P6 |

79.12 Faculty

| Compliance concern | Work that resolves (from outline above) |
|---|---|
| 1. 79.12(general) equitable access to faculty | OS1, OS2, OS3, OS4, P2, P3, P6 |
| 2. 79.12(1) faculty qualifications | OS1, OS3, P3, P4 |
| 3. 79.12(1) adjunct faculty - course delivery | OS1, OS3, OS4, C1, P1, P3, P4, P6 |
| 4. 79.12(5) adjunct faculty - qualifications | OS1, OS3, OS4, C1, P3, P4, P6 |
| 5. 79.12(6) recency – 60 hours | OS1, OS3, OS4, C1, P3, P6 |

79.13 Assessment

| Compliance concern | Work that resolves (from outline above) |
|--|---|
| 1. 79.13(1)e reliable, consistent assessment | OS1, OS3, OS4, C1, P4, P5, P6 |
| 2. 79.13(1)h program assessment equity | OS1, OS3, OS4, C1, P3, P4, P5, P6 |
| 3. 79.13(2) checkpoints | OS1, OS3, OS4, C1, P3, P4, P5, P6 |
| 4. 79.13(2) admission test - consistency | OS1, OS3, OS4, C1, P3, P4, P5, P6 |

79.14 Clinical Practice

| Compliance concern | Work that resolves (from outline above) |
|--|---|
| 1. 79.14(1)(4) experience opportunities | OS1, OS2, OS3, OS4, C1, P1, P2, P6 |
| 2. 79.14(10) mock evaluation | OS1, OS3, C1, P6 |
| 3. 79.14(11) cooperating teacher workshops | OS1, C1, P3, P6 |

79.15 Knowledge, Skills and Dispositions (Curriculum)

| Compliance concern | Work that resolves (from outline above) |
|------------------------------------|---|
| 1. 79.15(8) licensure requirements | OS1, OS3, C1, P5 |

This section contains all compliance concerns, BVU’s plan for resolution and the evaluation of the plan by Department consultants. This section is copied verbatim from the original report submitted to the State Board on March 31, 2016. A follow up recommendation of compliance has been added for each standard.

281—79.10(256) Governance and resources standard.

Initial Team Finding:

| | |
|---|---|
| Met Or Met with Strength | Met Pending Conditions Noted Below |
|---|---|

Governance Concern #1.

79.10(1) *A clearly understood governance structure provides guidance and support for the practitioner preparation program(s). Programs offered by various delivery models, including distance learning and off-campus models, are integrated appropriately into the governance structure of the institution.*

79.10(1) The team found abundant evidence that there is a lack of a clearly understood governance structure to provide guidance and support for the entire practitioner preparation program. The evidence is particularly strong for the offerings in GPS campuses and online course offerings.

Evidence includes:

- Adjunct faculty in ALL GPS locations report that collaboration with Storm Lake on courses and key assignments only takes place if initiated by adjunct faculty.
- Adjunct faculty in GPS campuses report difficulty converting the 16 week course format on Storm Lake to the eight week format at the GPS sites. Many adjunct faculty report leaving components off of the established curriculum.
- The Adjunct Faculty Handbook has no guidance about using Storm Lake developed syllabi and key assessments in the Teacher Education Program (TEP).
- Many adjunct faculty and GPS administrators expressed concern over the restructuring that took place in 2012. Their major concern was that the changes were imposed by Storm Lake on the GPS campuses, rather than as a collaborative system.
- One Storm Lake university administrator considered work with GPS campuses as “outreach”.

Team requirement for compliance:

The unit is required to develop and document a clearly understood governance structure that assures equity in resources, instruction and opportunities for faculty and students in all BVU preparation programs, regardless of campus location. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU action to achieve compliance:

The BVU School of Education (SOE) has reorganized its governance structure. Changes include:

- BVU will discontinue education programming at its two smallest sites: Iowa Falls and Newton.
- Creation of six academic departments, each with a department chair, full-time, part-time and adjunct faculty members. The six departments are:
 - Educational Foundations
 - Early Childhood/Literacy
 - Special Education (Exceptional Student Services Instruction)
 - Teaching English as a Second Language (TESL)
 - Content Area Majors/K-12 Programs
 - STEM (Science, Technology, Engineering and Math)
 - In addition to the six academic departments, BVU will maintain a department of Graduate Studies for Professional School Counseling and Curriculum and Instruction
- Departments composed of a mix of part-time and full-time and adjunct faculty whose home base may be any site (Storm Lake or GPS location).
- Job descriptions and expectations for the roles of department chairs, full-time, part-time and adjunct faculty.
- Clearly defined structures for the chair for each of the six departments:
 - Teaching, leadership, and administrative duties.
 - Release time from teaching assignments to attend to the administrative duties.
 - Management of courses taught in their departments, including faculty hiring, evaluating, assignment of teaching responsibilities and professional development.
 - Chairs report to the associate dean and the SOE dean. The SOE dean evaluates the chairs.
 - Twice monthly meeting of Chair's Council with SOE administration.
 - Work collaboratively with GPS administrators, faculty, and staff.

BVU Support to sustain actions:

- The senior administration at BVU approved an increase in a recurring annual expense for newly identified salaries and benefits in the SOE.
- Twenty-five new hires will be made over the next two years for continuing positions.

Governance Concern #2.

79.10(2) *The professional education unit has primary responsibility for all programs offered by the institution for the initial and continuing preparation of teachers, administrators and other professional school personnel.*

79.10(2) There is evidence that the unit does not exercise primary responsibility for all programs. The GPS campuses are the responsibility of the Dean of Graduate and Professional Studies (GPS), while the teacher education program is the responsibility of the Dean of the School of Education (SOE). GPS sites administrators and adjunct faculty do not express an understanding of their governance structure. Evidence includes:

- Storm Lake faculty member expressed a concern about the cohesiveness of the program: “Adjuncts are not part of the community”.
- In interviews, GPS campus students consistently expressed that their concerns are not known by Storm Lake faculty/administrators.

Team requirement for compliance:

The unit is required to develop and document a clearly understood governance structure that includes program responsibilities for GPS campuses and assures equity in resources, instruction and opportunities for faculty and students in all BVU preparation programs, regardless of campus location. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

All programs preparing educators are now the responsibility of the SOE. The primary governance oversight resides in the SOE Cabinet. This group consists of the dean, associate dean, student professional experiences coordinator, and the regional education program coordinators (REPCs).

Governance Concern #3.

79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation aligned with appropriate professional standards and best practice in classroom instruction and school leadership.

79.10(3) There is evidence that a shared vision based on a conceptual framework does not exist across BVU's teacher preparation program. Further, a clear scope and sequence is not developed because of a lack of a shared vision. Evidence includes:

- Adjunct faculty from several GPS campuses had little to no concept of Pillars, which make up the foundation of the TEP's conceptual framework. Several adjuncts did not know what the Pillars are.
- Most students could not articulate what the Pillars are and their meaning in their preparation to be teachers. Many had no knowledge of them. When asked about Pillars, one student stated "I got nothing."
- Adjunct faculty from GPS campuses consistently expressed a lack of information about the scope and sequence of program.

Team requirement for compliance:

The unit is required to ensure and document that all faculty in the BVU educator preparation system understand the BVU conceptual framework, are using it in their teaching and assessment, and are modeling best practices based on it. The unit must assure the framework is used in a coherent, sequential preparation program across the BVU system.

BVU Action to achieve compliance:

- The SOE has implemented a professional development course for all faculty to orient them to the conceptual framework.
- BVU's new learning management software enables the creation of master courses to be used by all faculty teaching a particular course. Each master course will include learning outcomes specifically aligned with the conceptual framework. Development of master courses will be under the direction of department chairs.
- Checkpoint assessments have been redesigned to more clearly align with the conceptual framework.

- Academic department chairs will take responsibility for ensuring that all faculty in the BVU educator preparation system understand the BVU conceptual framework.
- One function of the bi-weekly Chair's Council meetings is to discuss alignment of conceptual framework, coursework, and assessments.

Governance Concern #4.

79.10(3) *The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation aligned with appropriate professional standards and best practice in classroom instruction and school leadership.*

79.10(3) The team has strong concerns about the significant turnover in personnel in GPS campuses. The turnover in advisors is especially troubling for students. Students concerns include:

- Council Bluffs students reported many changes in advising as advisors leave.
- Creston students reported receiving little advising, and it was done "through email mostly."
- A Council Bluffs student teacher reported: "My advisor does respond right away, but can't always answer questions about paperwork, financial aid. Paperwork with BVU is slower, difficult to get answers, I think it's because we're not at Storm Lake but out here at satellite."
- A Fort Dodge student teacher stated that two to three years ago there was no guidance at all and about one-and-a-half to two years ago "all hell broke loose". Another Fort Dodge student teacher reported she was given the run around and told three different things about whether or not her para experience would count for clinical hours. She said she has \$65,000 in school loans and still no BA. She said, "Look at my transcript – I took many useless courses I didn't need and ran out of financial aid." She said financial aid gave her \$5000 every term whether she needed it or not – she didn't understand the financial aid process. She "felt like she was set up to fail".
- Another Fort Dodge student teacher stated when she started at BVU in Jan. '12 it was great; then everyone was fired and now things are horrible. She has not been to the Fort Dodge office since September 2014, she contacted the Storm Lake office to get answers. She stated she feels like she took classes she didn't need.
- Students from LeMars felt that the program is very dependent on which advisor you get, advisors vary widely in their knowledge of requirements, and there are frequent changes in advisors for students.

Team requirement for compliance:

The unit is required to create and document a coherent system of work climate, policies, and assignments that promote intellectual vitality, including best practices in teaching, scholarship and service among faculty across the entire BVU system. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- The newly created position of GPS Financial Specialist relieves academic managers and education coordinators/advisors of financial advising duties.

- Restructuring of GPS has resulted in reducing administrative workload on TEP faculty and staff in GPS sites.

Governance Concern #5.

79.10(5) The unit provides evidence of ongoing collaboration with the professional community, including evidence that there is an active advisory committee that, at a minimum, is solicited semiannually for program input to inform the unit.

79.10(5) The advisory committee at every site, Storm Lake and all GPS campuses, has met only once per year at most, many GPS sites have no evidence of meetings. The meetings that have occurred often have minutes that are too vague to inform the program over time. Additionally, in almost all instances of advisory meetings, attendees were overwhelmingly BVU faculty and staff.

Team requirement for compliance:

The unit must develop, implement and document a system to bring the advisory committee structure and timelines into compliance with this standard. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

The SOE has developed and implemented a schedule for advisory committee meetings:

- The first annual advisory committee meeting will be held electronically each November, for each GPS site.
- The second annual advisory committee meeting will be one state-wide meeting using selected members from each site’s advisory committee.

BVU Support to sustain actions:

The SOE associate dean has been assigned the responsibility for scheduling, overseeing, and tracking advisory committee meetings.

Governance Concern #6.

79.10(8) The unit administers a systematic and comprehensive evaluation system designed to enhance the teaching competence and intellectual vitality of the professional education unit.

79.10(8) The team is concerned that the unit does not evaluate adjunct faculty in a way that will enhance their teaching competence. Academic managers evaluate adjunct faculty by observing their classes. However, most academic managers have no expertise in educator preparation, thus they are not able to inform faculty teaching competence in regard to the unit conceptual framework or pedagogical content knowledge instruction.

Team requirement for compliance:

The unit must develop and implement a way to ensure ALL faculty are evaluated in a way to enhance their teaching competence, including content teaching and learning.

BVU Action to achieve compliance:

- By March 10, 2016, the School of Education will adopt a single evaluation instrument that will be used to evaluate all faculty who teach education courses,

- Beginning in the fall of the 2016-2017 academic year, all faculty will be evaluated within the SOE academic department structure.

Governance Concern #7.

79.10(10) *Institutional commitment to the unit includes financial resources, facilities, appropriate educational materials, library services, and equipment to ensure the fulfillment of the institution's and unit's missions, and the delivery of quality programs, regardless of delivery model.*

79.10(10) There is a considerable lack of resources for faculty and students in GPS campuses when compared to resources available on the Storm Lake campus. Most GPS campuses have no curricular materials. Several have limited, and/or outdated materials. Ottumwa alone has adequate curricular materials. Evidence includes:

- Council Bluffs/Creston students and faculty have little or no curricular materials. There are no P-12 text books or reading books for them to work with.
- Adjunct faculty at Fort Dodge do not have access to curricular materials, they just use their own materials (with the exception of "Reading Stars" reading materials).
- Denison adjunct faculty report that they use their own materials from their own P-12 classrooms, books from public library, and materials from home.
- During the tour of the Iowa Falls CC campus library, the community college librarian showed the team children's and YA books, including a list of books and materials bought with BVU rent money. This list included a video camera with tripod, but BVU faculty and administrators had no knowledge of the materials.

Team requirement for compliance:

The unit must provide equitable resources for all faculty and students in all BVU campus sites. Currently, the difference in resources between Storm Lake and the GPS campuses is obvious and striking. If BVU is to continue to operate the GPS campuses for educator preparation, BVU must provide equitable resources. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- SOE faculty and staff are conducting an inventory of all instructional materials.
- SOE faculty and staff are evaluating all course syllabi for instructional material needs.
- The SOE has committed \$10,000 over the next two years to acquire additional instructional materials.
- The SOE is developing a plan to distribute instructional materials for equitable access in all locations.

BVU Support to sustain actions:

- The SOE and BVU administration have made a commitment to consider instructional materials in all future academic budgets.
- The SOE will update instructional material needs as course syllabi are updated.

Governance Concern #8.

79.10(11) *The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver a quality practitioner program(s).*

79.10(11) There is evidence that a quality program is not delivered equitably across the unit. The quality of resources and faculty qualifications is significantly lower at GPS campuses compared to Storm Lake. The team notes tuition per credit hour for part-time at **Storm Lake** is \$1022, while tuition per credit hour for **GPS** students is \$390. While tuition is not a chapter 79 compliance issue, this discrepancy raises concerns about the perceived and real equity among campuses. Since tuition will not affect room and board, the team is concerned about what the much higher tuition on the Storm Lake campus provides that the much lower tuition at GPS campuses may not provide.

Team requirement for compliance:

There is an obvious and striking difference in equity between Storm Lake and the GPS campuses. The unit must determine and implement a way to ensure that students at any given GPS campus receive the same quality of instruction, opportunities, experiences and resources as those on any other BVU campus. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- BVU has committed to hiring seven new full-time doctorally prepared faculty members in permanent faculty lines.
- BVU has committed to hiring eighteen part-time faculty members in permanent faculty lines.
- New faculty will be housed throughout all GPS sites.
- The distribution of full and part-time faculty will be equitable for all locations and all SOE departments, including all remaining GPS sites and the Storm Lake campus.

Governance Concern #9.

79.10(11) *The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver a quality practitioner program(s).*

79.10(11) The team found evidence of discrepancy of opportunities for students dependent on campus location. For instance, the SOE provided a brown bag event in April in Storm Lake, providing information on beginning teaching during a one-and-a-half hour forum. This opportunity is not provided for students attending any campus other than Storm Lake. SOE study sessions are provided by a student group every Monday evening for Storm Lake students. This opportunity is not available for students attending any campus other than Storm Lake.

Team requirement for compliance:

There is an obvious and striking difference in equity between Storm Lake and the GPS campuses. The unit must determine and implement a way to ensure that students at any given GPS campus receive the same quality of instruction, experiences, opportunities and resources as those on any other BVU campus. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- The SOE plans to address this equity through the use restructuring the SOE into six departments.
- Distributing faculty and workload among departments and locations, the SOE plans to provide equitable quality of instruction, experiences, opportunities and resources for all students regardless of location.

Governance Concern #10.

79.10(11) *The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver a quality practitioner program(s).*

79.10(11) The team is concerned that the distribution and number of faculty lines at the Storm Lake campus is inadequate. Literacy is a major concern; faculty involved in reading coursework have never taught emergent readers. There is no full time faculty with early childhood experience in the program. Further, Storm Lake faculty are serving as de facto lead faculty for GPS coursework in their area of expertise. The amount of time necessary to provide the support and guidance to the GPS faculty is significant. GPS based adjunct faculty consistently reported a lack of support and guidance from Storm Lake faculty.

Team requirement for compliance:

The unit must work with the institution to examine faculty work and loads, in addition to instructional needs, to assure the proper allotment of faculty resources.

BVU Action to achieve compliance:

- BVU has committed to hiring seven new full-time doctorally prepared faculty members in permanent faculty lines.
- BVU has committed to hiring eighteen part-time faculty members in permanent faculty lines.
- New faculty will be housed throughout all GPS sites.
- The distribution of full and part-time faculty will be equitable for all locations and all SOE departments, including all remaining GPS sites and the Storm Lake campus.

Governance Concern #11.

79.10(12) *Resources are available to support professional development opportunities for faculty.*

79.10(12) The team is concerned that resources for professional development (PD) are not adequate for adjunct faculty at GPS campuses. There is a faculty plan with support for Storm Lake faculty. Many adjunct faculty at GPS campuses reported that they have no access to PD resources.

Team requirement for compliance:

The unit must determine and implement a way to assure reasonable, equitable professional development for all faculty, regardless of location.

BVU Action to achieve compliance:

- The amount of professional development funds for all full-time faculty was increased from \$1000 per year to \$1500 per year.
- BVU continues the policy for all part-time and adjunct faculty to request up to \$500 for professional development.
- The SOE has committed to better communicating the policy for professional development funds to all part-time and adjunct faculty.

Governance Concern #12. 79.10(13)

79.10(13) *Resources are available to support technological and instructional needs to enhance candidate learning.*

Evidence indicates a lack of equity in resources for technological and instructional needs among campuses. Evidence includes:

- Marshalltown students pay a fee to use computer lab, and have no access to a Smart Board; Newton students do not pay a fee and have a Smart Board to use.
- Adjunct faculty from **Spencer, Estherville, and LeMars** feel that their technology is significantly limited – “nothing like what they have up there in Storm Lake”. Several adjunct faculty members report that they take them to their own classroom when possible to learn to use technology for teaching.

Team requirement for compliance:

There is an obvious and striking difference in equity between Storm Lake and the GPS campuses. The unit must determine and implement a way to ensure that students at any given GPS campus receive the same quality of instruction, experiences, opportunities and resources as those on any other BVU campus. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- SOE faculty and staff are conducting an inventory of all instructional and technological materials.
- SOE faculty and staff are evaluating all course syllabi for instructional and technological material needs.
- The SOE has committed \$10,000 over the next two years to acquire additional instructional and technological materials.
- The SOE is developing a plan to distribute instructional and technological materials for equitable access in all locations.

BVU Support to sustain actions:

- The SOE and BVU administration have made a commitment to consider instructional materials in all future academic budgets.
- The SOE will update technology as best practices emerge.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing all twelve concerns in a way that will allow them to be in compliance with all standards within one year. Further, for concerns

that are repeated from the 2008 review (1, 2, 4, 5, 7, 8, 9, 12), BVU must provide evidence that the resolution of each concern is sustainable, so as to not be a repeat finding again.

DE evaluation of BVU action/plan:

The BVU administration and SOE administration have committed to significant changes in the governance structure and resource allocation. Twenty-five new faculty members will be hired on permanent faculty lines. The new departmental structure is designed to provide equitable access for all BVU students to quality instruction, resources, opportunities, and experiences. **At this time, due to the significant time, work and resources necessary to resolve these concerns, the team considers this standard met with conditions.** DE consultants will conduct a follow-up review in the 2016-2017 academic to ensure the changes are enacted. At that time, DE consultants will be able to evaluate the level of implementation of BVU actions with the expectation that all actions will be fully completed and this standard will then be considered met. DE consultants will conduct an additional follow-up review in the 2017-2018 year to determine the sustainability of BVU actions.

Final Recommendation:

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|---|-----------------------------------|----------------|
| Met Or Met with Strength | Met Pending Conditions | Not Met |
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Follow up Review Recommendation:

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| Met Or Met with Strength | Met Pending Conditions | Not Met |
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79.11(256) Diversity standard.

Initial Team Finding:

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| Met Or Met with Strength | Met Pending Conditions Noted Below |
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Diversity Concern #1.

79.11(3) *Practitioner candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs.*

79.11(3) There is evidence that the unit is not making and tracking diverse clinical placements for students. In several locations students are initiating clinical placements. In most GPS campuses, there is no evidence of where clinical placements are made in student files, or other records. Some students appear to have most, and occasionally all, clinical placements in the same location. P-12 principals brought up the concern that several BVU students are student teaching in the same school in which they are employed (as paraprofessionals.)

Team requirement for compliance:

The unit must develop and implement a system to track and ensure that all students are completing diverse clinical placements. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- The SOE has implemented a system-wide template for tracking multiple aspects of clinical placements. This template system will supplement the documentation of clinical experiences in student files.
- A coding system was developed to indicate the demographic make-up of districts

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing the concern in a way that will allow them to be in compliance within one year. Further, BVU must provide evidence that the resolution of this concern is sustainable, so as to not be a repeat finding again.

DE evaluation of BVU action/plan:

The team considers the work accomplished to date by the BVU SOE to resolve this concern to be adequate. **The team considers this standard met.** DE consultants will conduct a follow-up review in the 2016-2017 academic to ensure the changes are enacted.

Final Recommendation:

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| Met Or Met with Strength | Met Pending Conditions Noted Below | Not Met |
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Follow up Review Recommendation:

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| Met Or Met with Strength | Met Pending Conditions | Not Met |
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79.12(256) Faculty standard.

Initial Team Finding:

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| Met Or Met with Strength | Met Pending Conditions Noted Below |
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Faculty Concern #1.

79.12(256) Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of

delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

79.12(General) The team found significant differences in the qualifications and evaluation of the Storm Lake faculty and adjunct faculty. Students at the Storm Lake campus have the greatest majority of their courses delivered by full-time tenure track faculty. Students at the GPS campuses have all of their courses taught by adjunct faculty. The team is concerned that this imbalance precludes this standard from being met equitably for all BVU students.

Team requirement for compliance:

The team requires the unit to demonstrate equitable access to similarly qualified, rigorously evaluated, and professionally developed faculty. **NOTE:** This concern is repeated from the 2008 review of BVU.

BVU Action to achieve compliance:

- BVU has committed to hiring seven new full-time doctorally prepared faculty members in permanent faculty lines.
- BVU has committed to hiring eighteen part-time faculty members in permanent faculty lines.
- New faculty will be housed throughout all GPS sites.
- The distribution of full and part-time faculty will be equitable for all locations and all SOE departments, including all remaining GPS sites and the Storm Lake campus.
- By March 10, 2016, the School of Education will adopt a single evaluation instrument that will be used to evaluate all faculty who teach education courses,
- Beginning in the fall of the 2016-2017 academic year, all faculty will be evaluated within the SOE academic department structure.
- Qualifications for all faculty, including adjunct, will be vetted by department chairs.

Faculty Concern #2.

79.12(1) *Faculty members in professional education are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which the practitioner candidates are being prepared. Faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities.*

79.12(1) The team finds evidence that a full-time tenure track faculty member does not have adequate preparedness nor experiences matching course assignments. This faculty member is teaching elementary and secondary math methods, but has no elementary level teaching experience.

Team requirement for compliance:

The team requires the unit to ensure that all faculty are adequately prepared for responsibilities assigned to them and have had experiences in situation similar to those for which the practitioner candidates are being prepared. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- Qualifications for all faculty, including adjunct, will be vetted by department chairs.
- The faculty member currently teaching elementary methods has been notified that her course load will no longer include elementary math methods.

Faculty Concern #3.

79.12(1) Faculty members in professional education are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which the practitioner candidates are being prepared. Faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities.

79.12(1) Information provided by adjunct faculty members at a number of the GPS campuses indicated they felt a lack of preparation for delivering course content in an online delivery model. The team is concerned that these faculty members have not had experience and adequate preparation in effective methods for the model of program delivery assigned to them.

Team requirement for compliance:

The team requires the unit to ensure that all faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- A training course is in place for any faculty member who agrees to teach a course on-line at BVU.

Faculty Concern #4.

79.12(5) Part-time faculty members and employed graduate assistants in all program delivery models are identified as faculty members and meet the background and experience requirements appropriate for their assigned responsibilities.

79.12(5) While the majority of full-time faculty members on the Storm Lake campus have adequate preparation and experiences for their assigned duties, the team found evidence that a large number of adjunct faculty do not meet the background and experience requirements appropriate for their assigned duties. Many times, adjunct faculty were teaching methods coursework for fields in which they had no preparation or for grade levels in which they had no experience. Examples include (not a comprehensive list):

Council Bluffs/Creston

- Four faculty members were identified as not having adequate and/or experiences for their teaching assignments.

Fort Dodge and Denison

- Five faculty members were identified as not having adequate and/or experiences for their teaching assignments.

LeMars

- Three faculty members were identified as not having adequate and/or experiences for their teaching assignments.

Mason City

- Four faculty members were identified as not having adequate and/or experiences for their teaching assignments.

Marshalltown

- Two faculty members were identified as not having adequate and/or experiences for their teaching assignments.

Spencer:

- One faculty member was identified as not having adequate and/or experiences for teaching assignments.

Ottumwa

- One faculty member was identified as not having adequate and/or experiences for teaching assignments.

Storm Lake

- One faculty member was identified as not having adequate and/or experiences for teaching assignments.

Team requirement for compliance:

The team requires the unit to ensure that all faculty are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which the practitioner candidates are being prepared. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- Qualifications for all faculty, including adjunct, will be vetted by department chairs.
- BVU is re-examining the credentials of every adjunct professor who currently teaches for BVU.

Faculty Concern #5.

79.12(6) Faculty members preparing in all program delivery models who prepare practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools or elementary, middle, or secondary schools, in AEAs, or in appropriate facilities. A minimum of 60 hours of such activities shall include team teaching or appropriate collaborative experiences during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising candidates.

79.12(6) The team did not find evidence that all faculty members maintained a minimum of 60 hours of team teaching or appropriate collaborative experiences. Examples include:

Council Bluffs/Creston

- Seven faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Fort Dodge and Denison

- Twelve faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

LeMars

- Four faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Marshalltown

- Five faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Mason City

- Eleven faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Spencer and Estherville

- Five faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Storm Lake (including Counselor Education faculty)

- Four faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Team requirement for compliance:

The team requires the unit to develop, communicate, implement and monitor policies to ensure that all faculty members meet the requirements of this standard to ensure recency of experience and applied knowledge of current best practices in the field. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- BVU has moved the tasks related to the 60 hour policy (communication regarding the rule, and monitoring to see that the rule is followed) from GPS to the six academic departments working in collaboration with the centralized Field Office at the Storm Lake campus.
- It will be the responsibility of department chairs to ensure that all department faculty know, understand and comply with this requirement.
-

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing all five concerns in a way that will allow them to be in compliance with all standards within one year. Further, all five concerns are repeated from the 2008 review. BVU must provide evidence that the resolution of each concern is sustainable, so as to not be a repeat finding again.

DE evaluation of BVU action/plan:

Twenty-five new faculty members will be hired on permanent faculty lines. BVU's new organizational structure will allow for de-centralized management of faculty, including hiring and vetting of adjunct faculty members, as well as management of professional development, course assignments and compliance with 60 hour requirement. **At this time, due to the significant time, work and resources necessary to resolve these concerns, the team considers this standard met pending conditions.** DE consultants will conduct a follow-up review in the 2016-2017 academic to ensure the changes are enacted. At that time, DE consultants will be able to evaluate the level of implementation of BVU actions with the expectation that all actions will be fully completed and this standard will then be considered met. DE consultants will conduct an additional follow-up review in the 2017-2018 year to determine the sustainability of BVU actions.

Final Recommendation:

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|---|-----------------------------------|----------------|
| Met Or Met with Strength | Met Pending Conditions | Not Met |
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Follow up Review Recommendation:

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| Met Or Met with Strength | Met Pending Conditions | Not Met |
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79.13(256) Assessment system and unit evaluation standard.

Initial Team Finding:

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| Met Or Met with Strength | Met Pending Conditions Noted Below |
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Assessment Concern #1.

79.13(1) Unit assessment system.

e. The unit demonstrates propriety, utility, accuracy and fairness of both the overall assessment system and the instruments used and provides scoring rubrics or other criteria used in evaluation instruments.

79.13(1) e. Candidate performance on key assignments and corresponding rubrics are the framework of the unit assessment system. However, the team found evidence that these key assignments and rubrics are not being used with propriety and accuracy throughout the unit. Key assignments are not being presented in a standardized manner. Adjunct faculty frequently stated that they didn't feel knowledgeable about key assignments, and expressed a need to learn more. There appears to be very little effort to assure inter-rater reliability on the use of the rubrics to assess key assignments. Adjunct faculty consistently reported they had no training on the use of the rubrics, they were merely handed the rubrics and instructed to use them. Several adjunct faculty expressed that it is more important to use their own judgment than to attempt reliability through rubric indicators. When asked about procedures for ensuring reliability of rubrics, fulltime faculty at Storm Lake indicated that the results sent to them from GPS campuses are "eye-balled" to see if anything looks out of order.

Team requirement for compliance:

The unit is required to develop and document procedures to ensure key assignments are assessed reliably for all students in all campus locations. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- Under BVU's SOE departmental re-organization, each department chair will manage and monitor the process of communicating with all faculty regarding courses and field experiences.
- All faculty teaching a course are required to use the provided inter-rater reliability practice built into each master course to build their understanding of the expectations for the key assignment.

Assessment Concern #2. 79.13(1) h. Adjunct faculty report that they are not provided with any data or evaluation of data used for program improvement.

Team requirement for compliance:

The unit is required to develop and document procedures to ensure assessment is shared with and use for program improvement by at all faculty at all campus locations.

BVU Action to achieve compliance:

- Department chairs, with the assistance of the associate dean, will share program data with all faculty teaching in the department.

Assessment Concern #3.

79.13(2) Performance assessment system for candidates.

b. The system has multiple admission criteria and assessments to identify candidates who have the potential to become successful practitioners.

d. The system has multiple decision points. (Minimum: admission to professional education program; approval for student teaching, administrative field experience, or other culminating clinical experiences; and recommendation for licensure.)

79.13(2) b and d. The team found evidence that multiple admission criteria/assessments and decision points are not being applied consistently. At the GPS campuses, area principals and adjunct faculty expressed concern that candidates are not being screened out of the program in spite of evidence that skills and capacity for success are lacking. Review of student files revealed candidates with negative evaluations continuing in the program with no records of response or remediation plans.

Team requirement for compliance:

The unit is required to develop and document a plan to ensure that candidates are held to criteria and decision points consistently. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- The BVU SOE has convened a task force charged with revising the current checkpoint system in such a way as to remove the possibility that poor-performing students are allowed to move along in the program.
- The changes to BVU checkpoints are currently being developed and will be deployed beginning in the fall of 2016.
- Regional Education Program Coordinators (REPCs) will monitor consistent application of student admission criteria/assessments, checkpoints, and information at all sites.

Assessment Concern #4.

79.13(2) *Performance assessment system for candidates.*

a. The system is an integral part of the unit's planning and evaluation system.

b. The system has multiple admission criteria and assessments to identify candidates who have the potential to become successful practitioners.

c. For teacher preparation programs, the system includes the administration of a pre-professional skills test offered by a nationally recognized testing service, with program admission denied to any applicant who fails to achieve the institution's designated criterion score.

d. The system has multiple decision points. (Minimum: admission to professional education program; approval for student teaching, administrative field experience, or other culminating clinical experiences; and recommendation for licensure.)

e. The system includes a coherent, sequential assessment system for individual practitioner candidates. The assessment system is shared with faculty with guidance for course and program improvement, as well as assessment criteria and a process for ongoing feedback to practitioner candidates about their achievement of program standards with guidance for reflection and improvement. Data are drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional assessment of content knowledge, professional knowledge, and pedagogical knowledge and their applications, and teaching or leadership performance including the effect on student learning.

f. Practitioner candidate performance is assessed at the same standard regardless of the place or manner in which the program is delivered.

79.13(2) The team found evidence of multiple concerns regarding administration and use of a pre-professional skills test for admission. At one GPS campus, records indicated that a candidate is still working on passing Praxis Core in May 2014, yet plans to student teach in the fall of 2014. Other examples include at least two students who were allowed to continue in the program, including enrollment in core methods courses and field experiences, before passing Praxis I. Several examples were found of students who were allowed to continue to take courses well into the program but, after repeated unsuccessful efforts to pass Praxis I, graduated with a degree in Educational Studies, ineligible for a teaching license. Student teachers in Storm Lake stated that the "checkpoints are not set in stone" and revealed knowledge of student teachers in program who had not passed Praxis I. One student teacher at Storm Lake was dismayed that she was taking five years to finish program because she "took a long time to pass the Praxis I".

Team requirement for compliance:

The unit is required to examine, improve and consistently enforce the use of the pre-professional skills test and an admission requirement early in the program.

BVU Action to achieve compliance:

- Changes to BVU checkpoints are currently being developed and will be deployed beginning in the fall of 2016.
- The revised checkpoints and supporting documents specifically designate which education courses must be taken and those which may be taken before moving through each checkpoint.
- Checkpoint requirements are listed in the academic catalog.

- Checkpoint requirements and supporting documents have been shared with education coordinators/advisors and full-time faculty throughout the development process.
- REPCs are required to monitor enforcement of the program checkpoints for all students through review of Teacher Education Committee meeting minutes and student files.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing all four concerns in a way that will allow them to be in compliance with all standards within one year. Further, concerns #1 and #3 are repeated from the 2008 review. BVU must provide evidence that the resolution of these concern is sustainable, so as to not be a repeat finding again.

DE evaluation of BVU action/plan:

The BVU SOE has analyzed and updated candidate assessment policies, including communication and enforcement of these policies. **At this time, due significant effect on the quality of the program on these concerns, the team considers this standard met pending conditions.** DE consultants will conduct a follow-up review in the 2016-2017 academic to ensure the changes are enacted. At that time, DE consultants will be able to evaluate the level of implementation of BVU actions with the expectation that all actions will be fully completed and this standard will then be considered met. DE consultants will conduct an additional follow-up review in the 2017-2018 year to determine the sustainability of BVU actions.

Final Recommendation:

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|---|-----------------------------------|----------------|
| Met Or Met with Strength | Met Pending Conditions | Not Met |
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Follow up Review Recommendation:

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|---|-----------------------------------|----------------|
| Met Or Met with Strength | Met Pending Conditions | Not Met |
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79.14(256) Teacher preparation clinical practice standard.

Initial Team Finding

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| Met Or Met with Strength | Met Pending Conditions Noted Below |
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Clinical Concern #1.

79.14(1) *Candidates admitted to a teacher preparation program participate in field experiences including both observation and participation in teaching activities in a variety of school settings and totaling at least 80 hours' duration, with at least 10 hours occurring prior to acceptance into the program.*

A maximum of 40 hours of previous experience as a teacher or teaching associate may be credited toward the 80 hours if a program chooses to implement specific criteria for this option.

79.14(4) *Environments for clinical practice support learning in context, and include all of the following:*

c. Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.

79.14(1) and 79.14(4) c. The team found extensive evidence that pre-student teaching clinical experience are predominantly non-participatory. Faculty, cooperating teachers, supervisors and candidates at all campus locations described a need for more participation rather than the current practice of observation in these experiences. The opportunities that candidates have for direct involvement in assessment, planning, and instruction in the P-12 setting varies and is dependent upon the cooperating teachers. The lack of practice opportunities results in limited preparation for the student teaching experience.

Team requirement for compliance:

The unit is required to restructure pre-student teaching field experiences to allow candidates many more opportunities to participate in assessment, planning, and instruction as well as in activities directed toward the improvement of teaching and learning.

BVU Action to achieve compliance:

- In the summer of 2015, the BVU SOE assembled a work-team to create clearly defined clinical experience requirements. The new clinical requirements will move through university governance this year, and will be in place by the fall of 2016.
- The changes are:
 - Aligning field experience expectations with coursework and checkpoints so that the candidate is well prepared.
 - Clearly stating the purpose of the field experience for the candidate.
 - Co-planning and teaching a series of lessons with the cooperating teacher.
 - Adding one additional field experience requiring candidates to independently plan and teach lessons.
- Expectations in field experience handbooks will be clarified and updated by fall of 2016.
- Updated plans for monitoring and evaluating candidate progression through clinical experiences.

Clinical Concern #2.

79.14(10) *The student teaching experience for initial licensure meets all of the following:*

f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.

79.14 (10) f. In interviews with principals, cooperating teachers, and student teachers the team found evidence that there is no requirement for student teachers to experience a mock evaluation.

Team requirement for compliance:

The unit must develop and implement policies and procedures to ensure all students experience the required mock interview.

BVU Action to achieve compliance:

- The university supervisor will be responsible for ensuring that the mock evaluation is completed and documented.
- Under the SOE revised governance structure, department chairs will be responsible for communicating expectations and monitoring compliance with university supervisors.

Clinical Concern #3.

79.14(11) *The institution annually offers one or more workshops for all 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 institution deems necessary. The cumulative instructional time for the workshops shall be one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.*

79.14 (11). The team found evidence that at many of the GPS campuses, there are no scheduled workshops for cooperating teachers.

Team requirement for compliance:

The unit must develop and implement workshops, with the cumulative instructional plan totaling the equivalent of one school day, for cooperating teachers at all campus locations.

BVU Action to achieve compliance:

- BVU will consolidate the workshops in adjacent centers beginning spring of 2016.
- The BVU SOE is creating online modules to supplement workshops and/or address cooperating teacher absences from workshop meetings.
- REPCs will be charged with monitoring the provision and documentation of this workshop for all BVU cooperating teachers.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing all three concerns in a way that will allow them to be in compliance with all standards within one year.

DE evaluation of BVU action/plan:

The BVU SOE has analyzed and updated clinical policies, including communication and enforcement of these policies. **At this time, due significant effect on the quality of the program on these concerns, the team considers this standard met pending conditions.** DE consultants will conduct a follow-up review in the 2016-2017 academic to ensure the changes are enacted. At that time, DE consultants will be able to evaluate the level of implementation of BVU actions with the expectation that all actions will be fully completed and this standard will then be considered met. DE consultants will conduct an additional follow-up review in the 2017-2018 year to determine the sustainability of BVU actions.

Final Recommendation:

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|---|-----------------------------------|----------------|
| Met Or Met with Strength | Met Pending Conditions | Not Met |
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Follow up Review Recommendation:

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|---|-----------------------------------|----------------|
| Met Or Met with Strength | Met Pending Conditions | Not Met |
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79.15(256) Teacher preparation candidate knowledge, skills and dispositions standard.

Initial Team Finding:

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| Met Or Met with Strength | Met Pending Conditions Noted Below |
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Curriculum Concern #1.

79.15(8) *Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.*

79.15(8). Review of student files illustrates that students are completing programs and being recommended for licensure without meeting BoEE requirements. Evidence includes:

- **Council Bluffs** students in music education are meeting the state minimums rather than the BVU filed Music Curriculum Exhibit.
- **Council Bluffs** – One student is listed as Elementary Education plus Middle School endorsement. Student record indicates no evidence of middle school pedagogy courses, and no evidence of two content fields with 12 credits each.
- **Mason City** Student Files show three candidates earning endorsement 103 (PK-K) did not complete the required student teaching at the PK level.

Team requirement for compliance:

The unit is required to develop and document a plan to ensure compliance with the requirement that all candidates complete BVU licensure requirements approved by the BoEE. Documentation must be standardized for all BVU campus locations to assure all BVU candidates are well prepared, regardless of campus location.

BVU Action to achieve compliance:

- The BVU SOE Cabinet will develop a Teacher Education Committee template that charts courses, field experiences and notes any disposition concerns for committee members to review.

- The BVU SOE Cabinet will develop a process to use this template to verify that all candidates meet requirements described in BVU’s approved curriculum exhibits.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing this concern in a way that will allow them to be in compliance with all standards within one year.

DE Response DE evaluation of BVU action/plan:

The BVU SOE has analyzed and updated verification policies for licensure recommendation. **At this time, due significant effect on the quality of the program on these concerns, the team considers this standard met pending conditions.** DE consultants will conduct a follow-up review in the 2016-2017 academic to ensure the changes are enacted. At that time, DE consultants will be able to evaluate the level of implementation of BVU actions with the expectation that all actions will be fully completed and this standard will then be considered met. DE consultants will conduct an additional follow-up review in the 2017-2018 year to determine the sustainability of BVU actions.

Final Recommendation:

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| Met Or Met with Strength | Met Pending Conditions | Not Met |
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Follow up Review Recommendation:

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| Met Or Met with Strength | Met Pending Conditions | Not Met |
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281—79.20(256) Clinical practice standard (Professional School Counselor).

Initial Team Finding:

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| Met Or Met with Strength | Met Pending Conditions Noted Below |
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Concerns:

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

None

Items that Must Be Addressed Prior to State Board Action:

None

Final Recommendation:

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| Met Or Met with Strength | Met Pending Conditions | Not Met |
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Follow up Review Recommendation:

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| Met Or Met with Strength | Met Pending Conditions | Not Met |
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281—79.21(256) Candidate knowledge, skills and dispositions standard (Professional School Counselor).

Initial Team Finding:

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| Met Or Met with Strength | Met Pending Conditions Noted Below |
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Concerns:

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

None

Items that must be Addressed Prior to State Board Action:

None

Final Recommendation:

| | | |
|---|-----------------------------------|----------------|
| Met Or Met with Strength | Met Pending Conditions | Not Met |
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Follow up Review Recommendation:

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| Met Or Met with Strength | Met Pending Conditions | Not Met |
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APPENDIX A: GLOSSARY OF TERMS AND ABBREVIATIONS

(Provided by BVU)

Glossary of Abbreviations:

| | |
|---------|---|
| BVU | Buena Vista University |
| DE | Iowa Department of Education |
| EC/As | Education Coordinator/Advisors |
| Faculty | Term used to include all full-time, part-time, and adjunct instructors who teach in the Teacher Education Program |
| FE | Field Experience |
| FT | Full-time |
| HLC | Higher Learning Commission |
| MC | Master Course |
| OS | Online and Site |
| OSG | Online, Site, and Graduate Programs |
| PD | Professional Development |
| PKK | Pre-Kindergarten, Kindergarten |
| PT | Part-time |
| REPC(s) | Regional Education Program Coordinator(s) |
| SoE | School of Education |
| SPEC | Student Professional Experiences Coordinator |
| STEM | Science, Technology, Engineering, and Math |
| SWIVL | A tool to capture and share video using a tablet or smartphone |
| TEC | Teacher Education Committee |
| TEP | Teacher Education Program |
| TESL | Teaching English as a Second Language |
| UbD | Understanding by Design |
| VPAA | Vice President Academic Affairs/Dean of Faculty |

Appendix B: BVU Final (Cumulative) Quarterly Update Report (May 1, 2017)

Pasted below is the final quarterly report from BVU. Department consultants required BVU to provide quarterly reports on work to resolve concerns for the year following the March 31, 2016 State Board of Education decision for conditional approval. Each quarterly report was cumulative, with the final report serving as a yearlong summation of work accomplished. This report cites seven appendices. Appendix A (Glossary) was moved to the page preceding this report. Appendix B and C are included in this report. Appendices D through G are not included in this report, but have been analyzed by Department consultants and are available for review upon request.

NOTE: Page numbers in Appendix B and C start over from Page #A1 in order to match the BVU table of contents listed below.

Buena Vista University Teacher Education Program: Update of actions taken in response to Iowa Department of Education conditional accreditation concerns May 1, 2017

The concerns detailed in the Department of Education accreditation report and expressed orally during the March 2016 State Board meeting were extensive in depth and breadth. Buena Vista University's (BVU) initial response was written with an understanding that a teacher education program is truly only strong if it is equitably strong for each teacher candidate.

We began at the core of our program by revising our governance to ensure oversight for the Teacher Education Program (TEP) was firmly under the School of Education (SoE). The new governance structure recognizes the size of our program and number of candidates that complete the program each year. We developed a departmental structure that has already made a noticeable difference by building ownership within departments and across the state.

In order to carry out the responsibilities within the new departmental structure – supervision and evaluation of all faculty no matter the type of appointment, lead faculty assigned to each course, mentoring students no matter location, providing access to resources, and development of master courses – our faculty needed to expand both in number and diversity of location. With notable commitment, upper administration supported six new full-time (FT) faculty positions and 18 new part-time (PT) faculty positions. In addition, two previously open full-time positions were filled, and a third remains still to be filled. Beginning in the fall of 2017-2018 we will have three full-time faculty and 14 part-time faculty located at BVU's site locations. Four more part-time positions based from BVU sites will remain open, to be searched again during 2017-2018. As you will see detailed in this report, these new hires have greatly reduced our dependence on adjunct faculty. Instead, permanent contracted department faculty teach the majority of courses for all students.

Because of the connected nature of the concerns of standards not met, our summary response is constructed in the same manner - by thinking across the system. Our actions can be categorized under seven areas, with an eighth miscellaneous category. The areas of our work are as follows:

1. Governance Structure (Page A2)
2. Faculty Hiring (Page A7)
3. Revised Checkpoints (Page A10)
4. Field Experience (Page A14)
5. Master Courses (Page A18)
6. Faculty Evaluation & Professional Development (Page A21)

7. Resources for Faculty and Students, including Technology (Page A25)
8. Other Concerns (Page A27)
9. Appendices A-G
 - a. Appendix A Glossary of Terms and Abbreviations (moved to page 33 preceding this BVU report)
 - b. Appendix B New Governance Structure (Page A33)
 - c. Appendix C Field Experience Matrix (Page A34)

The following appendices were removed from this report, but are available from Department consultants upon request.

- d. Appendix D Concerns Listed in Department of Education Final Report (July 1, 2015) & Location of Response in April 2017 BVU Summary Report
- e. Appendix E Sample Checkpoint Document: Elementary Education
- f. Appendix F Sample Checkpoint Document: Secondary Education Certification/Major
- g. Appendix G Sample Checkpoint Document: ESSI Major

For each category this report will list the concerns, noting specific standards, and then list actions taken to address the concerns. Evidence will be provided that actions completed and in progress have already started making a difference for all students. Finally, each section concludes by explaining how the actions will be sustained because of oversight, policy change, change in practice, and budget lines. Because of the integrated nature of our work, the same information may be stated in more than one category. Following the explanation of work in each area, the appendices will provide more detailed information that is referenced throughout the report. Appendix D lists each standard for which there was a noted concern in the Department of Education report and then reference the categories of work that address that specific standard. With gratitude and pride we thank the immense team of BVU faculty, staff, and administrators that have contributed to the work represented in this report. Extensive contributions of expertise, time, and monetary resources have been given in support of this effort and success.

Governance

Concerns Addressed

1. The need to develop and document a clearly understood governance structure that 1) gives primary responsibility of all education programs to the School of Education (SoE) dean, 2) assures equity in resources, instruction and opportunities for all BVU faculty and students; and, 3) results in a coherent, sequential preparation program across the BVU system. [79.10 (1, 2, 3, 8, 10,11, 13)]
2. The need to examine faculty work and loads, in addition to instructional needs, to assure the proper allotment of faculty resources. [79.10(11)]
3. The need to assure reasonable and equitable professional development for all faculty, regardless of location. [79.10(12)]

79.10(1) A clearly understood governance structure provides guidance and support for the practitioner preparation program(s). Programs offered by various delivery models, including distance learning and off-campus models, are integrated appropriately into the governance structure of the institution.

79.10(2) The professional education unit has primary responsibility for all programs offered by the institution for the initial and continuing preparation of teachers, administrators and other professional school personnel.

79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation aligned with appropriate professional standards and best practice in classroom instruction and school leadership.

79.10(8) The unit administers a systematic and comprehensive evaluation system designed to enhance the teaching competence and intellectual vitality of the professional education unit.

79.10(10) Institutional commitment to the unit includes financial resources, facilities, appropriate educational materials, library services, and equipment to ensure the fulfillment of the institution's and unit's missions, and the delivery of quality programs, regardless of delivery model.

79.10(11) The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver a quality practitioner program(s).

79.10(12) Resources are available to support professional development opportunities for faculty.

79.10(13) Resources are available to support technological and instructional needs to enhance candidate learning.

Actions Completed to Resolve Concerns

1. In the summer of 2015 the structure of the School of Education was revised to include six academic departments, each with a department chair and full-time, part-time, and adjunct faculty members from all BVU campuses. The Student Professional Experience Coordinator (SPEC) also fills many of the same roles of a department chair in regards to field experiences throughout the program. The department chairs and SPEC report to the SoE dean and assistant dean. All faculty that teach education courses have a home in a department. Regional Education Program Coordinators (REPCs) provide oversight and facilitation to program implementation across the university. (See Appendix B for the revised governance structure.)
2. Department chairs were named in March 2016, with job duties and professional learning beginning over the summer as needed and a two course release beginning with the 2016-2017 academic year.
3. Department chairs were established as the first line of communication for all faculty members (full-time, part-time, and adjunct) who teach a course in their department, in any delivery mode and location. Department chairs also provided leadership for the hiring process of new faculty.
4. Under the oversight of the SoE dean, the department chairs and assistant dean supervise and evaluate faculty in their department using a common instrument and process regardless of teaching location or delivery format. (Also see the *Faculty Evaluation and Professional Development* section of this report on page 21.)
5. Within the framework of departments, course materials are provided for faculty and students for each course. (Also see the *Master Courses*, page 18, and *Resource*, page 25, sections of this report.)

6. In August 2016, four new full-time faculty and nine part-time faculty joined our newly created departments. All were new faculty lines.
7. Currently we have agreements with three full-time and four part-time faculty to begin August 2017. Two of these full-time and three of the part-time positions are new faculty lines. The other positions are filling open lines. As of April 28, 2017, an additional two faculty have conditionally accepted part-time positions, waiting on background checks.
8. Two of the full-time and five of the part-time positions are based out of a BVU site location. Some of our new full-time and part-time lines have been searched repeatedly, but at this time have not yet been filled. The searches for qualified candidates will resume fall 2017. (Also see the *New Faculty Lines* section of this report for additional details.)
9. Communication is intentional through regularly scheduled meetings
 - SoE departments (standing agenda items)
 - SoE Cabinet (SoE Dean, SoE assistant dean, regional education program coordinators (REPC), online & sites assistant dean, student professional experience coordinator (SPEC))
 - Education coordinator/advisor (EC/A) and REPCs
 - EC/As, regional directors, and REPCs
 - Regional directors and REPCs (dean/assistant dean)
 - Chairs' Council (standing agenda items)
 - SoE and Online, Sites, and Graduate Programs (OSG) Deans
 - Chairs Council and regional directors
 - OSG leadership weekly meetings with REPCs
 - SoE dean meeting individually with each department chair, REPC, SPEC, assistant dean
 - SoE dean, OSG dean, university president, vice president for academic affairs (VPAA)
 - SoE dean and VPAA
 - Beginning in September 2016, department chairs attend OSG regional directors' meeting each month on a rotating basis. The two groups have also meet together three times throughout the year.
10. The governance structure and conceptual framework is explained in the faculty orientation course required of all current and new faculty. The implications of the new structure were also explained and discussed at the November 2015 Adjunct Faculty Conference. The 2016 fall conference included many topics related to implementation of the new structure.
11. Professional learning for department chairs and other Chairs Council members included the Council for Independent Colleges new chairs workshop, the Iowa Department of Education August 2016 training, and an August 2016 retreat.
12. Within the framework of departments, master courses are being developed for each course. The master courses include outcomes and assessment aligned with the overarching program outcomes, information indicating the context of the course in the

TEP program, and how to access materials needed for teaching and learning within the course. (Also see the *Master Courses* section of this report.)

13. Sequencing of curriculum (classroom and field experience) was addressed through revised checkpoints as described in the *Field Experience* section of this report.
14. Professional development opportunities are included as a standing agenda item on Chairs Council agenda and department agendas. (Also see the *Faculty Evaluation and Professional Development* section of this report.)
15. All faculty qualifications have been reviewed by the SoE dean, with help from the assistant dean, and the OSG dean in order to determine approval for course assignments.
16. Processes have been agreed upon to work within the governance structure. Examples include course scheduling, faculty assignments, and communicating with adjunct faculty.

Actions in Progress

1. As detailed in the *New Faculty Lines* section, we will not have all faculty positions filled for the 2017-2018 academic year. These lines will be reopened and searched until filled with qualified candidates.
2. Within our governance structure, new full-time and part-time faculty have already made a large impact on distributing the work load and providing students throughout the program access to learning from consistent and qualified faculty. This impact will continue to increase as the next round of faculty join BVU August 2017. In addition, we are moving forward to increase intentionality in how faculty are expected to interact with all students in a mentoring capacity. Examples may include office hours to support Praxis Core preparation and facilitating professional learning communities of teacher candidates from across all campuses. These plans are still in process.
3. Review of the faculty evaluation processes by chairs to revise if needed for 2017-2018.
4. Chairs Council retreat will be held May 30 and 31, 2017.
5. Handbook changes will include a new chapter on administration. The approved outline for this section includes provisions for assistant deans and department chairs.

Evidence of Results

1. The new governance structure gives responsibility for program decisions to the SoE dean and those supervised by her. Responsibility for practices necessary to carry out the program policy, curricular, and instructional decisions are shared between the SoE dean and the OSG dean. Documented process and meeting minutes evidence our move to this division of responsibility.
2. Resources for science and math methods courses have been made available to all students and faculty. Resources for EDUC 371 Data-Driven Literacy Instruction have been made available to all students and faculty.
3. See the *Master Courses* section of this report for evidence of work on Master courses that provided curricular and instructional integrity, access to needed resources, and professional development related to courses.
4. The percent of online and site courses that are taught by part-time and full-time contracted faculty has increased from 1.8% in 2015-2016 to 39.2% on the 2017-2018 schedule.

5. The number of different adjuncts that taught site and online education courses was reduced by 21% from 2015-2016. The additional decrease for the 2017-2018 academic year is not finalized at this point.
6. Of the 13 full-time faculty, 10 will teach site students during at least one 8-week term class in the 2017-2018 academic year.
7. During the 2016-2017 academic year two faculty members still had substantial overloads due to graduate responsibilities. President's Council has recently approved the hiring of a new full-time faculty position in the education graduate programs. This will greatly ease the load of the two faculty who crossed over to graduate programs. Their undergraduate load has no, or very little, overload.
8. Department chairs led the search processes for the new hires. This made sure candidates hired are fully qualified and also communicated our governance structure of working within departments.
9. Requirements for qualified faculty are being followed for course approvals. There is also broader understanding of these requirements by all who interact with possible faculty candidates. After being approved by SoE dean and OSG dean, faculty course approvals are recorded in an electronic system that is accessed before faculty assignments are made.
10. Department chairs report a large increase in communication with faculty in their departments. This is through formal department meetings and also other communication such as phone calls, emails, and Zoom meetings.
11. Meeting agendas and notes document collaboration and communication.
12. Policies and practices have become more consistent throughout the program. This can be seen through the audits conducted by the REPC and also the documents created, shared, and compiled in SharePoint. Shared documents relate to advising, meeting templates, and records of student progress, as well as other areas.
13. Because the redesign of the governance structure has had such wide-reaching effects, other examples of specific evidence included in other sections can also be traced back to revisions in governance.
14. As shared by meeting minutes, professional opportunities for students and faculty have been shared in Chairs Council and department meetings.
15. Checkpoints throughout the Teacher Education Program and tracking methods have been established by the SoE and implemented across the program.
16. Department chairs led searches for new full-time and part-time faculty members during the 2016-2017 academic year. Search teams included faculty from Storm Lake and sites.
17. Handbook changes, as described above, will recognize the roles of assistant dean and department chair.

Sustainability

1. One of the stakeholders with whom we worked to create the new governance structure was the senior administration at BVU. They approved the recurring annual expense for salaries and benefits for the new faculty hired to make the departmentalization of the SoE possible. These new lines are now part of each annual budget. Any future openings will

be filled through the SoE governance structure with highly qualified and experienced candidates.

2. Under the oversight of the VPAA, the SoE dean has the responsibility of continuing to effectively implement the new governance structure. This occurs in tandem with the dean of OSG. This oversight includes facilitating regular review of processes and policies to ensure equity for students and faculty.
3. Continuation of regularly scheduled meetings, and in some cases standing agenda items, between entities within the governance structure – SoE Cabinet; Chairs' Council; SoE department meetings; regional directors meeting with SoE dean, assistant dean, REPC, and department chairs; REPC and education coordinators/advisors; REPC with OSG Cabinet; SoE and OSG deans; VPAA and SoE dean; university president, VPAA, OSG dean, and SoE dean; SoE dean meeting individually with assistant dean, each department chair, REPC, and SPEC.
4. SoE governance structure considered in on-going revisions to the faculty manual including consideration of new faculty categories such as department chair and contracted, permanent part-time.
5. The process for faculty evaluation will continue to be carried out consistently by SoE department chairs and assistant dean with oversight by SoE dean.
6. Faculty evaluation process ensures ongoing and consistent expectations for strong pedagogy and consistent delivery of the planned curriculum
7. Ongoing course evaluation will begin once all master courses are delivered. The assistant dean provides oversight to the process. The lead faculty member for each course provides leadership for the course evaluation.
8. Department chairs' annual evaluation includes expectations to carry out the responsibilities of their role.
9. Professional learning for department chairs will continue both internally and externally.
10. Monitoring of diverse field experience for all students will continue to be completed by the SPEC, supported by the REPCs, using data provided by education coordinators/advisors. Documentation will be kept in SharePoint.
11. Before being assigned to any new courses, faculty credentials will be reviewed by SoE dean, with help from the assistant dean, and by the OSG dean.
12. Faculty orientation course will continue to be required for all new faculty and all faculty will have continued access to the resources. Completion of the faculty orientation course is monitored by the SoE administrative assistant. Master courses can link back to information in the orientation and level two professional development. Based from feedback gathered through faculty evaluations, department meetings, and other regularly scheduled meetings, the faculty orientation course will be reviewed and updated each year. This evaluation and update is led by the SoE faculty development coordinator.

Faculty Hiring Concerns Addressed

1. Ensure all students receive the same quality of instruction, opportunities, experiences and resources. [79.10(11)]

2. Examine faculty workloads, and students' instructional needs, to better allot faculty resources in a sustainable manner and successfully operationalize the new governance structure. [79.10(11)]
3. Ensure access to similarly qualified, rigorously evaluated, and professionally developed faculty. [79.12(general)]
4. Ensure that all faculty are adequately prepared for responsibilities assigned to them and have had experiences in situation similar to those for which their students are being prepared. [79.12(1, 5)]

79.10(11) The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver a quality practitioner program(s).

79.12(general) Faculty standard. Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

79.12(1) Faculty members in professional education are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which the practitioner candidates are being prepared. Faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities.

79.12(5) Part-time faculty members and employed graduate assistants in all program delivery models are identified as faculty members and meet the background and experience requirements appropriate for their assigned responsibilities.

Actions Completed to Resolve Concerns

1. New faculty hires beginning fall 2016 (*new budget line)
 - Dr. Amy Barth FT Literacy/Early Childhood – Storm Lake*
 - Erica Boettcher FT Special Education – Storm Lake
 - Mark Hopkins FT K-12 Programs/Curriculum Design – Storm Lake*
 - Dr. Dan Strohmyer FT Education Foundations – Spencer*
 - Dr. Grace Easton PT Science Education STEM – Denison*
 - Michelle Huntress PT Literacy/Early Childhood – Spencer*
 - Stephanie Kirk PT Literacy/Early Childhood – Spencer* (position open for 2017)
 - Dr. Jill Tussey PT Literacy/Early childhood – Creston* (moved to FT position for 2017; Jill's PT position has been filled)
 - Pennie Klepper PT Education Foundations – Spencer*
 - Ivy Garmon PT Special Education – West Burlington & Ottumwa*
 - Heather Cary PT Special Education – Denison*
 - Melissa Regelstad PT Literacy/Early Childhood – Spencer*
 - Bob Williams PT Literacy/Early Childhood – Marshalltown*
2. New faculty hires with contracts to begin fall 2017
 - Dr. Leslie Haas FT Literacy/Early Childhood – Storm Lake
 - Dr. Jill Tussey FT Literacy/Early Childhood – Creston*
 - Pamina Abkowitz (ABD summer graduation) FT Special Education – Council Bluffs*

- Jacalyn Swink PT Literacy/Early Childhood – West Burlington*
 - Jill Siefken PT Literacy/Early Childhood - Fort Dodge (filled Jill Tussey's PT position)
 - Dr. Alissa Underfer PT Special Education – Marshalltown*
 - Alaina Tuttle PT TESL – LeMars*
 - PT Foundations – Fort Dodge* (conditional offer accepted)
 - PT Physical Education – Storm Lake* (Conditional offer accepted - After multiple unsuccessful searches, the PT position is filled in Storm Lake on a one-year basis. The search will be reopened 2017-2018 to be filled at a site location.)
3. Department chairs worked with REPC to make faculty assignments considering disciplinary expertise.
 4. All faculty approvals to teach specific courses were made by the SoE dean and the OSG dean. All past approvals were reviewed.
 5. Developed an electronic database and report to indicate faculty approvals. This report generates a list of all faculty approved to teach specific course and also a list of all the courses that a specific faculty is approved to teach.
 6. Began adjusting advising load on the Storm Lake campus.
 7. Full-time and part-time faculty currently teaching, developing master courses, and serving as lead faculty.
 8. A provision that defines teaching for evaluation purposes in a consistent manner for all faculty has passed through governance.

Actions in Progress

1. Continue the search process for additional open full-time and part-time faculty positions. These positions will be researched in 2017-2018:
 - Math Education PT STEM – site location*
 - Math Education FT STEM – Storm lake *
 - Education Foundations PT – site*
 - Education Foundations PT – site*
 - Curriculum Design PT – site*
 - Physical Education FT – Storm Lake
 - Physical Education PT – site*
2. This position will most likely still be filled for an August 2017 start date:
 - Literacy/Early Childhood PT - site
3. New education students will be distributed between faculty in a manner to equalize, and in many cases lower, advising loads.
4. Continue planning and implementing the role of part-time and full-time PT and FT faculty to include intentional methods to establish mentor opportunities.
5. The faculty handbook is currently being revised to include provisions to redefine rank, including separate classifications of part-time and adjunct faculty, and faculty status. In addition we are paying closer attention to contract provisions. It is expected that this language passes through governance yet this spring.

Evidence of Results

1. Successful hires as listed above.
2. Hiring faculty with expertise in areas of need such as Dr. Amy Barth with background in language development and literacy background, Dr. Leslie Haas with elementary literacy background, and Pamina Abkowitz with preschool special education background.
3. During the 2017-2018 academic year all Exceptional Student Services and Instruction (ESSI) courses are scheduled to be taught with full-time or part-time faculty.
4. During the 2017-2018 academic year all Teaching English as a Second Language (TESL) courses are scheduled to be taught with full-time or part-time faculty.
5. The percent of online and site courses that are taught by part-time and full-time contracted faculty has increased from 1.8% in 2015-2016 to 39.2% on the 2017-2018 schedule.
6. The number of different adjuncts that taught site and online education courses was reduced by 21% from 2015-2016. The additional decrease for the 2017-2018 academic year is not finalized at this point.
7. Individual faculty have fewer class preparations.
8. Divided responsibility for developing master courses and serving as lead faculty as documented in the SoE department tables.
9. Office space established at sites for full-time and part-time faculty.
10. Part-time faculty have served on the program evaluation SoE committee and hiring search committees.

Sustainability

1. Secure faculty lines ensuring completion of hiring and, as necessary, filling any positions that become vacant with qualified faculty. Keep distribution of hired faculty among BVU locations. Continue to review the distribution of faculty between departments, and adjust as needed and possible.
2. Associate Dean of Faculty and SoE Dean continue distributing advising load among Storm Lake faculty.
3. New faculty will continue to be required to complete the faculty orientation.
4. Department chairs, SoE Cabinet, OSG assistant dean, and OSG directors continue evaluating role of part-time and full-time faculty at the site locations.
5. Handbook changes, as described above, support the recognition of part-time and adjunct faculty as defined rank with clear teaching expectations.

Revised Checkpoints

Concerns Addressed

1. Ensure a coherent, sequential program, including consistent enforcement of the TEP admission and checkpoint requirements. [79.10(3); 79.13(2b, d); 79.15(8)]
2. Limit number of education courses prior to TEP acceptance. [79.10(3)]
3. Increase student ownership and reflection of learning throughout the program, as well as increasing feedback to students throughout the program. [79.13(2)]

79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice,

assessment, and evaluation aligned with appropriate professional standards and best practice in classroom instruction and school leadership.

79.13(2) Performance assessment system for candidates.

b. The system has multiple admission criteria and assessments to identify candidates who have the potential to become successful practitioners.

d. The system has multiple decision points. (Minimum: admission to professional education program; approval for student teaching, administrative field experience, or other culminating clinical experiences; and recommendation for licensure.)

79.15(8) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Actions completed to Resolve Concerns

1. Checkpoint revisions were developed and approved through the academic governance process. When revising the TEP checkpoints, we referred to our previously developed scope and sequence tables for each of the Pillars. These tables show which Pillar objectives are learned in each course. The checkpoints now more specifically sequence student coursework and also students' learning of the objectives included in each overarching outcome (Pillar). Checkpoints were revised to meet the following purposes:
 - Reduce the number of education courses a student make take prior to being accepted into the TEP. This includes courses for students' major requirements and any self-selected, additional endorsements
 - Sequence courses in consideration of learning progression and requirements of the field experiences
 - Provide consistent checkpoint requirements for all programs including students in the Post Baccalaureate program
2. Advising documents have been developed to explain the education courses that may and must be taken before each program checkpoint. These documents are available in SharePoint for staff and faculty, and are available on the TEP website for all to access. They also outline the following requirements:
 - Courses that must be passed with a grade of C- or higher;
 - Successfully completion of all Key Assignments before being eligible to apply to pass through the Checkpoint; and,
 - Other major support work and general education courses that may be taken anytime considering course prerequisites
3. A full application process was developed for each checkpoint, including the completion of essays requiring self-reflection for each checkpoint. The essay prompts and process was developed collaboratively by a cross institution group lead by the SoE assistant dean. The Checkpoint I essay was embedded into the EDCO 245/246 Human Development courses to increase consistency of information and expectations.

4. Spreadsheets to track a student's progression through the checkpoints have been developed and implemented so that the checkpoints are consistently enforced. The REPCs monitor the use of the tracking spreadsheets during their site audits.
5. Student File Checklists were updated. The process established that students going through the program under the new checkpoints are given these checklists. The checklists are also part of their student file in order to increase student awareness of how the program is sequenced and student ownership of their progress in the program. Because of both staff and faculty advisors needing access to Storm Lake students' checklist, the Student File Checklist was developed electronically.
6. A common PowerPoint with information regarding the TEP, especially checkpoint requirements, was created by the REPCs to be used consistently for new-student TEP meetings at all locations.
7. REPCs have trained education coordinator/advisors on the spreadsheets, new checkpoints, and the forms accompanying checkpoints. REPCs have trained Storm Lake faculty advisors on the new checkpoints and advising materials.
8. Checkpoint I essay is embedded in the EDCO 245/246 course.
9. Checkpoint requirements were updated on the BVU Teacher Education website pages and were included in the faculty orientation modules.
10. Revised catalog language that includes passed checkpoints as prerequisites for course enrollment has been approved by BVU's Academic Affairs Committee.
11. Multi-year course schedules were developed considering students' needs to move through the program and checkpoints.
12. REPCs have established, and followed, a process to conduct site audits that review the use of documents and processes related to checkpoints and advising.
13. A Praxis Core prep course has been developed collaboratively by SPEC, English composition professor, math professor, chair of the Literacy Education Department, and the director of the Center for Academic Excellence. Course sections recorded and will be available as part of an asynchronous Canvas course beginning fall 2017.

Actions in Progress

1. The capability and functionality of student electronic portfolios for checkpoint requirements and housing required documentation is being explored along with our work to move forward with a performance assessment exit exam. A determination should come next academic year. We have been working in conjunction with the university's process to explore electronic portfolios.
2. Storm Lake faculty are working on scoring checkpoint essays and providing examples to be used in statewide calibration of the checkpoint scoring rubrics. The SPEC is in charge of this project and assisted by the assistant dean.
3. Following suggestions from faculty advisors and to ensure checkpoint requirements are followed, the SoE Cabinet is working with the registrar to develop each checkpoint being transcribed as a course. The teacher education data manager will use TEC meeting minutes to record who has passed the checkpoint "courses." This will flag students who attempt to enroll in a course without passing the appropriate checkpoint. This will help avoid advisor errors and will show checkpoints on student transcripts and audits. Cognos

reports run at the beginning of each term/semester will be used by the EC/A and SPEC office to monitor students' compliance with the checkpoint requirements.

4. Request feedback from EC/As to determine if students take Praxis Core earlier in order to pass Checkpoint 1, one way to evidence ownership in their own progress through the program.
5. Building schedules for all full-time and part-time faculty based at sites to serve as support for students participating in the Praxis Core prep course during 2017-2018. The course and the method of providing support will be reviewed in the spring of 2017-2018. The SPEC will lead the process.
6. Directors and education coordinators/advisors are being surveyed at the end of April regarding the helpfulness of REPC site visits, including the audit process. Compiled survey data will be reviewed by SoE cabinet, with resulting actions shared with those involved with the changes.

Evidence of Results

1. New checkpoints as approved through the BVU governance process are documented in the academic catalog.
2. Revised course descriptions including checkpoints as prerequisites approved by BVU Academic Affairs Committee, and after approval by Faculty Senate, will be documented in the academic catalog.
3. New checkpoint requirements embed a course sequence and checkpoint requirements for endorsement only courses.
4. New-student orientation materials and meetings were held at all locations using the common materials.
5. REPCs provided training for all EC/A and Storm Lake faculty advisors on the new checkpoints and advising materials.
6. Student file checklists are in student print or electronic files.
7. Checkpoint information is available on the website, in the academic catalog, and on the student file checklist.
8. Up-to-date spreadsheets tracking student data are used along with checkpoint guidelines to make decisions during TEC meetings, as documented in the TEC minutes.
9. February 2016 EC/A statewide meeting notes indicate positive feedback about the checkpoints and Student File Checklists given to students. The EC/As reported the checklist helps the students be more aware of their program and take some ownership of their program.
10. All checkpoints, forms, and supporting advising materials are available in SharePoint. The materials are available to EC/As and Storm Lake personnel. Students can access materials through the updated BVU website.
11. Use of the TEC minutes showed that of the 158 new starts at all locations during the 2016-2017 academic year, 17 students were stopped in their program because of not meeting checkpoint requirements. This may have been because of not meeting Praxis Core requirements, grade requirement for an individual course(s), and/or overall GPA. This is the first group of students moving through the program with the new checkpoints. We will continue to review this data in the future to determine patterns of challenges for students and determine how we can better support them.

12. The Checkpoint One essay requirement has already resulted in four of 31 students needing to revise their essay after receiving coaching, which has led to opportunities for student mentoring and conveying the expectation for high quality standards.

Sustainability

1. Checkpoint changes have been documented into policy through academic governance process.
2. Effects and success of new checkpoints will be continuously evaluated through the program evaluation process, facilitated by the SoE assistant dean, to determine if the learning progression supports student learning of each program learning objective.
3. The assistant dean has the responsibility of overseeing the checkpoints are current in catalogs and website if any changes are made. Changes are the decision of SoE Cabinet based on input from chairs. Any changes in checkpoint requirements must preserve the recently revised checkpoints which present a coherent, sequenced program.
4. The Regional Education Program Coordinators (REPCs) assist checkpoint oversight by monitoring the enforcement of the checkpoints and all of the accompanying documentation at the sites. The Student Professional Experiences Coordinator (SPEC) assists by monitoring the same at Storm Lake during Teacher Education Committee (TEC) meetings. This ensures that students are limited to the number of courses that can be taken before being admitted to the TEP and are taking courses as sequenced.
5. REPCs and the SPEC are responsible to train others and respond to questions regarding checkpoints and the accompanying documentation.
6. Under the leadership of SoE assistant dean and SPEC, the essay task force will reconvene in the spring of 2017-2018 to evaluate the essay prompts and processes. They will use feedback from the EC/As, including data regarding number of students who need to revise essays or whose applications are denied because of unsatisfactory essays. They will also review the processes that have been used to establish reliability in scoring checkpoint essays.
7. SharePoint is used for access to all checkpoint and advising documents, allowing for automatic access to the most updated documents and access that is sustainable beyond the knowledge of any specific person.
8. Number of students stopped or delayed in their program due to not passing checkpoints will be tracked by REPCs and SPEC. This data will be used as part of program review.
9. Continuation of the REPCs process to conduct site audits to review the use of documents and processes related to checkpoints and advising.
10. Checkpoints built into transcripts will provide a cross institution automatic method to note courses are not taken before the prerequisite checkpoint is completed.

Field Experiences

Concerns Addressed

1. Enhance all students' readiness for student teaching and ultimately their first classroom. [79.10(3), 79.14(1), 79.14(4)c]
2. Increase alignment between field experience (FE) and course work for all students. [79.10(3), 79.14(1), 79.14(4)c]

3. Increase opportunities to teach and opportunities to teach a series of lessons, before student teaching for all students. [79.10(3), 79.14(1), 79.14(4)c]
4. Increase number of field experiences (FEs) for all secondary students. [79.10(3), 79.14(1), 79.14(4)c]
5. Clarify expectations for all students and cooperating teachers – progression from observation (10hrs) to multiple opportunities for participation before student teaching– including involvement in assessment, planning and instruction at the lesson, series of lessons, and unit level. [79.10(3), 79.14(1), 79.14(4)c]
6. Ensure diversity of FEs for all students. [79.10(3), 79.11(3)]
7. Ensure access to professional development workshop for all student teaching cooperating teachers – minimum length of 1 school day. [79.10(3), 79.14(11)]
8. Ensure all candidates experience a mock interview during their student teaching. [79.10(3), 79.14(10)f]

79.10(3) The unit’s conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation aligned with appropriate professional standards and best practice in classroom instruction and school leadership.

79.11(3) Practitioner candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs.

79.14(1) Candidates admitted to a teacher preparation program participate in field experiences including both observation and participation in teaching activities in a variety of school settings and totaling at least 80 hours’ duration, with at least 10 hours occurring prior to acceptance into the program.

79.14(4) Environments for clinical practice support learning in context, and include all of the following:

c. Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.

79.14(10) The student teaching experience for initial licensure meets all of the following:

f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.

79.14(11) The institution annually offers one or more workshops for all 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 institution deems necessary. The cumulative instructional time for the workshops shall be one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.

Actions Completed to Resolve Concerns

1. A field experience matrix was created to define what experiences are expected during work in each checkpoint. Any future field experience revisions must match appropriate expectations for the checkpoint in which they fall. *(Please refer to Appendix C)*

2. EDCO 290 was revised to include increased expectations for planning, instruction, and assessment during the field experience.
3. An additional field experience requiring teaching lessons was added to the secondary program (SEDU 365), TESL endorsement (TESL 330), and PKK endorsement (PRKK 410).
4. K-8 and 5-8 STEM endorsements were designed to include an internship of 30 hours as a field experience beyond the field experience hours required for elementary or secondary programs (STEM 299).
5. Master courses have been developed for many stand-alone field experiences.
6. When requesting pre-student teaching field experience placements and in the initial correspondence with cooperating teachers, a letter stating the expectations of the field experience (including involvement in assessment, planning and instruction at the lesson, series of lessons, and unit level) is sent via email using a standardized template. Additionally, the corresponding handbook is linked in the emails to cooperating teachers. Students are advised of field experience requirements through instructors/advisors and the accompanying field experience handbook.
7. A new education student orientation was developed and launched at each site and in Storm Lake. The field experience requirements are part of the orientation.
8. A common spreadsheet template was created to document all clinical placements utilized by all staff making field experience placements. The spreadsheet uses a coding system to identify the diverse placement. Each term the data manager enters data in Canvas system and holds data in SOE Teacher Education drive.
9. REPCs monitor the spreadsheets for clinical placements and moving students through TEP checkpoints at the sites. The SPEC does this in Storm Lake. Further, field experiences are tracked on an individual student within the education student file checklist.
10. All common and standardized forms are housed in SharePoint for accessibility by all who need it.
11. Online modules providing professional learning for cooperating teachers were available beginning fall 2016. The data manager emails all cooperating teachers each term inviting them to the Canvas course for cooperating teachers. Modules are located within the Canvas student teaching course. Together, the modules and face-to-face workshops ensure cooperating teachers have access to professional development equal to more than one school day (8 hours).
12. A mock evaluation form is in all student teaching handbooks and is a required document for student teacher files.
13. Advisor training to make all of this work is completed by the REPCs at all locations.
14. REPCs monitor use of common documents and fulfillment of common expectations at all sites.
15. A field experience committee consisting of the SPEC, the education data manager, the SoE assistant dean, REPCs, and an EC/A representative researched effective practices and shared findings with the department chairs. Other uses of the findings are explained below.

Actions in Progress

1. The field experience committee's findings regarding best practices for field experiences are being incorporated into master courses. These findings were also referenced when revising the survey students use to evaluate each field experience. The student survey questions will be incorporated into all field experience handbooks and Canvas courses beginning in the 2017-2018 academic year.
2. REPCs are updating the common PowerPoint used at cooperating teacher face-to-face meetings. Corresponding changes are made in cooperating teacher Canvas modules by the data manager and SPEC.
3. EC/A training modules are being developed by the REPCs. The modules can be updated when new information or procedures relating to field experiences are implemented. The EC/As will be notified of new information in modules. The modules will remain accessible for refreshing skills and as a resource.
4. Based on the field experiences findings regarding best practices and theory supporting master course development, all courses with field experiences will embed field experience activities and assignments throughout the course to more closely align the in-class work with work done in the field. Courses with stand-alone field experiences will adhere to master course development work as all other courses. Updates to current master courses and professional development materials are currently in progress. This process will be completed by July 1, 2017.

Evidence of Results

1. Through checkpoint revision and the field experience matrix, courses and field experiences now build on one another intentionally and sequentially. Restructuring the pre-student teaching field experiences allows candidates more opportunities to participate in assessment, planning, and instruction as well as in activities toward the improvement of teaching and learning in a manner that reflects Gradual Release of Responsibility.
 - Initial field experiences are observation. (Working toward Checkpoint I)
 - At the next level, methods instructors support the students during their field experiences. (Working toward Checkpoint II)
 - During the third level (working toward Checkpoint III) students are supported by cooperating teachers through co-planning, co-teaching, and co-assessment in field experiences.
 - The fourth level is the student teaching experience.
2. The SoE expects to see more consistent implementation of field experience requirements. Further, we believe our candidates will demonstrate stronger planning, assessment, and instructional skills because of the revamped process and field experience progression. This should be evidenced in student teaching evaluations and employer/graduate surveys when the data are available. This will be monitored through program evaluation.
3. The field experience tracking spreadsheets are up to date.
4. EC/As at the sites and the data manager (who makes placements for Storm Lake) are using the standardized forms.
5. Cooperating teachers and some university supervisors have accessed the Canvas student teaching course.
6. Completed student teaching mock evaluations are found in student files and Canvas and the form is in all six student teaching handbooks.

7. An audit of all (36) student teacher files from all locations noted that 34 had completed the mock evaluation. Follow-up is occurring on the 2 that didn't complete the mock evaluation.
8. All standardized forms are in SharePoint.

Sustainability

1. REPCs and the SPEC have oversight responsibilities for ensuring that students have diverse placements, that cooperating teachers are given the workshop and modules information and that the mock evaluation forms are documented in student teacher files. Providing training is the responsibility of the REPCs and SPEC. The assistant dean is available to assist the REPCs and SPEC in all aspects of field experiences.
2. As the SPEC title indicates, field experience issues rest with this position. This position has the responsibility of making sure that any changes in field experience expectations are implemented. The REPCs assist by monitoring that implementation at sites other than Storm Lake is occurring with fidelity. The SPEC also is responsible, with the assistance of the data manager, to update codes (when applicable) within the field experience spreadsheet to track diversity.
3. Field experience handbooks are updated at the same time as course updates by the lead faculty member. A REPC formats the handbook. Handbooks are accessible on the BVU Teacher Education Materials website and within the master course. Field experiences are part of the course evaluation cycle – either as a stand-alone course or with the course in which they are embedded.
4. Updating any forms connected with field experiences is the responsibility of the SPEC with assistance from a committee. Typically, SPEC, data manager, assistant dean, REPCs, and an EC/A representative are on the committee.

Development and Use of Master Courses:

Master Courses were not specifically addressed as a concern, or as a solution to concerns, in the Department of Education Accreditation Team's report. We have developed SoE master courses as a means to address concerns from many different areas. The master course shell for a specific course is copied into each section of a course by the SoE Data and Assessment Manager at least four weeks before the course is scheduled to be taught. The components of SoE master courses are described below in the actions completed and actions in progress sections.

Concerns Addressed

1. Ensure and document that all faculty teaching education courses understand the conceptual framework, are using it in their teaching and assessment, and model best practices based on it. [79.10(3)]
2. Ensure a clear scope and sequence between courses throughout the teacher education program. [79.10(3)]
3. Ensure that all students receive the same quality of instruction, opportunities, experiences and resources as those on any other BVU campus. [79.10(11, 13)]
4. Ensure reasonable, equitable professional development for all faculty, regardless of location. [79.10(12)]

5. Demonstrate equitable access to similarly qualified, rigorously evaluated, and professionally developed faculty. [79.12(General)]
6. Ensure that all faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities. [79.12(1)]
7. Ensure key assignments are used and assessed in a standardized manner. [79.13(1) e]

Actions Completed to Resolve Concerns

1. SoE faculty work group established guidelines for development of SoE master courses.
2. Lead faculty assigned for each course with their first responsibility to be developing the 1.0 master course.
3. A two-year development schedule was created and followed with a few adjustments because of the enormity of the task
4. Development of 26 1.0 master courses as of Term 5. Master courses are designed to include the following components:
 - Information regarding the course in the sequence of the program
 - Benchmarks of the SoE Pillars that are included as learning goals in the course
 - Information about accessing resources and direct links to resources for faculty and students
 - Standard instructional tasks, learning experiences, and assessments throughout the course
 - Common syllabi
 - Course-level professional support provided by lead faculty
 - Key Assignments – student information, faculty information, sample student work with scoring & notes, sample student work to practice scoring and compare to notes for improved reliability. (These have been added spring of 2016-2017 using student work from master courses taught in the fall of 2016-2017)
5. The faculty development coordinator conducted an audit of master courses in January 2017 to determine if gaps between developed master courses and template guidelines. Individual follow up coaching supported master course revisions.
6. For courses using a master course, faculty evaluations expected use of the master course and the conversation with faculty provided feedback regarding master course design.
7. Faculty led breakout sessions at the Fall Adjunct Conference related to using the 1.0 master courses.

Actions in Progress

1. Continue to develop new master courses.
2. Continue to revise current master courses based on feedback from faculty and the audit conducted by the Faculty Development Coordinator.
3. Continuing to bring SoE master courses used in an online format and SoE master courses taught in all other formats together.
4. Continue to add additional samples of student work on key assignments to master courses, including scoring notes
5. Syllabi from 2016-2017 master courses are archived for future reference.
6. We are developing new courses to meet the new early childhood requirements to be ready as new students move through the program.

Evidence of Results

1. Master course development is on schedule. These courses provide common expectations, instructional experiences, and assignments for all students no matter the location or format.
2. Master courses are developed for the following courses: EDUC 317, EDUC 371, SEDU 365, EDUC 410, SEDU 290/291, SEDU 310, EDCO 240/241, EDCO 245/246, EDCO 255, EDCO 280, EDCO 290/291, EDCO 390, EDCO 301, EDCO 303, ESSI 101, ESSI 102, ESSI 103, ESSI 210, ESSI 230, ESSI 303, STEM 394, STEM 432
3. These master courses on schedule to be ready for the first term they are taught in 2017-2018: EDUC 342/SEDU 342, EDUC 393, EDUC 415, EDUC 420, EDUC 443, EDUC 451, ESSI 220, ESSI 304, ESSI 304, ESSI 306, ESSI 307, ESSI 310, SEDU 333, SEDU 401, SEDU 402, SEDU 410, SEDU 411, SEDU 441, SEDU 454, STEM 299, STEM 435, STEM 440, TESL 270, TESL 320, TESL 330, TESL 407
4. Due to our currently unfilled faculty lines for physical education and mathematics education, these master courses will be developed by the first time they are taught in 2018-2019: EDUC 360, EDUC 362, SEDU 431, SEDU 421.
5. Master courses are developed by learning segments which are the same no matter the course format.
6. Thirteen different part-time and full-time faculty have developed a master course or currently are developing a master course in their area of expertise. Additional full-time, part-time, and adjunct faculty are currently working on master courses in their areas of expertise.
7. Eight master courses now include student work samples and scoring notes for key assignments. Student work samples and scoring notes will continue to be added after the master course has been taught the first time and student work can be gathered.
8. Lead faculty and/or department chairs initiate communication with all faculty teaching within their department.
9. Discussing functionality of master courses is part of department work.
10. Lead faculty maintain and update courses for which they are responsible.

Sustainability

1. Beginning with the 2017-2018 academic year each course will be taught using a standard master course, possibly with the following exceptions and timeline.
 - Physical Education (PE) - one methods course developed during 2017-2018 academic year by new part-time faculty member. Additional master courses developed with the hiring of a full-time faculty member
 - Secondary Math Methods – master course developed with the hiring of a FT faculty member.
 - Until the above master courses are developed, key assignment information will be shared in all sections for the previously stated courses that include a key assignment.
2. Expectations and directions for using a master course are built into the faculty orientation and faculty information on the first page of the master courses. The SoE faculty development coordinator annually update SoE faculty orientation to include any changes

to SoE master course format or expectations based on feedback and decisions throughout the year.

3. Governance structure provides for department chairs and lead faculty to support teaching faculty.
4. With oversight by department chairs, lead faculty maintain and update courses for which they are responsible. Lead faculty for each course and all statewide faculty teaching each course participate in course and program evaluation.
5. With the consistent use of master courses, a change made to the master course is then copied into all sections, so all faculty and students have updated information.
6. Faculty participate in norming process for using the pillar rubrics for key assignment scoring as part of department work and at the annual faculty development conference.
7. Ongoing communication with institutional technology (IT) to continuously strive to use the most effective technology.
8. Audit of master courses will continue to be conducted by the faculty development coordinator each January/February, using the data to guide revisions to make sure all master courses are meeting quality guidelines. This will initially be conducted with all new master courses, and then as part of the course review cycle.
9. Continued discussion by all faculty at department meetings regarding functionality of master courses.
10. Faculty evaluations include expected use of the master course and the conversation with faculty provided feedback regarding master course design.
11. Archived syllabi each year by the teacher education data and assessment manager.

Faculty Evaluations and Professional Development Concerns Addressed

1. Increase faculty members' understanding of the TEP philosophy and conceptual foundations. [79.10 (3)]
2. Implement a systematic and comprehensive evaluation system to support teaching and intellectual vitality. [79.10(8)]
3. Ensure faculty understand how to use resources as part of course instruction and students' learning experiences. [79.10 (3), 79.10 (8), 79.10 (12)]
4. Provide teacher candidates with outside-of-class opportunities for professional growth alongside BVU faculty and practicing teachers at the local, state, and national levels. [79.10(11), 79.10(13)]
5. Clarify expectations and provide support for faculty to know and follow the TEP curriculum, field experience handbooks, master courses, and evaluation process. [79.10 (3), 79.10 (8), 79.10 (12)]
6. Use the evaluation process to provide feedback and professional learning to support faculty regarding the expectations to model best practice in each teaching mode based on TEP conceptual framework as explained in the orientation modules. [79.10 (3), 79.10(8), 79.10 (11), 79.10 (12)]
7. Provide feedback and professional development support regarding use of instructional technology. [79.10(8), 79.10 (11), 79.10 (12)]
8. Ensure all faculty meet the 40-hour rule requirement. [79.12(6)]
9. Increase flexibility of how and when professional development (PD) is available. [79.10 (12)]

79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation aligned with appropriate professional standards and best practice in classroom instruction and school leadership.

79.10(8) The unit administers a systematic and comprehensive evaluation system designed to enhance the teaching competence and intellectual vitality of the professional education unit.

79.10(11) The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver a quality practitioner program(s).

79.10(12) Resources are available to support professional development opportunities for faculty.

79.10(13) Resources are available to support technological and instructional needs to enhance candidate learning.

79.12(6) Faculty members preparing in all program delivery models who prepare practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools or elementary, middle, or secondary schools, in AEAs, or in appropriate facilities. A minimum of 60 hours of such activities shall include team teaching or appropriate collaborative experiences during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising candidates. (This is now the revised 40-hour rule.)

Actions Completed to Resolve Concerns

1. The SoE faculty development coordinator created orientation modules in Canvas and communicated the requirement that all faculty members must successfully complete the modules and quizzes prior to teaching or supervising for BVU. The modules describe the BVU Teacher Education Program and include information on:
 - TEP philosophy and conceptual foundations
 - Availability and use of resources for course instruction
 - Professional development opportunities
 - TEP curriculum progression
 - Field experiences
 - Master courses
 - The evaluation process
 - The 40-hour rule
2. Through the faculty development coordinator, mid-level and in-depth professional development is currently available. Understanding by Design (UbD) is the in-depth professional development for which upon completion the learner may earn one graduate credit.
3. Revisions and additions have been made to faculty orientation modules based on feedback from lead faculty designing master courses and the first audit of master courses designed through term 5. These include more narrated slides with screenshot examples for most sections of the master course and additional resources added to the level 2 (deeper) learning subpage of the module 3 page entitled "Our Curriculum Design Framework – UbD."
4. Department chairs and/or course lead faculty are available to instructors to clarify questions concerning the master course syllabi, key assignments, and to support the use of required technology resources for instruction. Department chairs or lead faculty reach out to faculty before they begin to teach a new course.

5. Through department meetings, department chairs share opportunities for professional learning and encourage adjunct faculty members to attend professional development opportunities with full-time and part-time faculty members. How to access funds was also discussed. This is a department meeting standing agenda item.
6. Adjuncts were encouraged to attend the Fall Adjunct Faculty Conference to meet with colleagues and the department chair. In addition to providing hotel accommodations, a stipend was paid to cover travel costs.
7. Department chairs stressed to faculty members that professional development opportunities outside the classroom (and financial help for registration fees) for candidates must be shared with students at the sites as well as Storm Lake. Professional development opportunities and how to access funds is a standing department meeting agenda item.
8. Added-value funds were made available by application to any BVU student.
9. Department chairs and/or course lead faculty are available to assist other faculty members in best teaching practices in particular teaching modes.
10. Each faculty member has been (or will have been) evaluated this academic year using a common evaluation tool and process that is utilized for all faculty regardless of the delivery mode in which they teach. Department chairs and the assistant dean conducted the adjunct faculty evaluations. Department chairs evaluated the full-time and part-time faculty in their department. During this process, professional development opportunities and the 40-hour rule are among topics covered. Chairs are evaluated by the SoE dean.
11. Up to \$500 of professional development funds are available by application for adjunct and part-time faculty members located at any site.
12. A Praxis Core prep course has been developed collaboratively by SPEC, English composition professor, math professor, chair of the Literacy Education Department, and the director of the Center for Academic Excellence. Course sections recorded and will be available as part of an asynchronous Canvas course beginning fall 2017.
13. State-wide record keeping system regarding faculty's completion of the 40-hour rule was established by SoE administrative assistant.
14. Faculty continued to be expected to complete the faculty orientation modules.

Actions in Progress

1. The SoE is developing a plan for part-time and full-time faculty at sites to facilitate professional learning for all students through Professional Learning Communities.
2. The SoE is exploring the use podcasts and recorded sessions of professional development for students at sites. One example being recorded now is a Praxis Core preparation course.
3. The SPEC is currently recording Praxis Core preparation sessions that will be available to all students at all locations. Students may access all sessions or only those that pertain to their area of need. Part-time and full-time faculty at sites will facilitate and will be available to help students participating in the course with Praxis Core preparation.
4. The requirement for all new faculty and supervisors to complete the orientation modules will continue.
5. Faculty orientation modules and level two professional development are being revised to include professional learning regarding tools for web conferencing, Swivel, and

pedagogy/andragogy for asynchronous learning. Decisions of priority topics are being made collaboratively by department chairs, regional directors, and faculty development coordinator based on data compiled from faculty evaluations.

6. Conversations continues in the university-wide faculty development committee that will impact adjunct, part-time, and full-time faculty in SoE. We are determining how to provide funding for conferences that occur during the late summer and early fall before the faculty development committee meets for the year. We are also working on providing additional professional learning regarding teaching in blended and online formats.
7. Chairs' Council in conjunction with regional directors are reviewing the evaluation process and forms that were used this year.
8. Continuing to collect 40-hour rule documentation for the 2016-2017 school year.

Evidence of Results

1. 9 part-time and adjunct faculty applied and were granted faculty development funds by the Faculty Development Committee.
2. Site students' applications for value-added funding were granted.
3. Department chairs report more communication between and among faculty and department chairs/lead faculty about courses.
4. This winter a faculty member received intensive coaching on instruction from a department chair after the observation portion of the evaluation. The faculty member felt supported and continues to teach.
5. Faculty evaluation documents completed and held in SharePoint so those who need evaluation information can access it.
6. Adjunct faculty report a better understanding of the TEP from the orientation module information. This was reported during their evaluation.
7. 20 SoE adjuncts faculty attended the Fall Adjunct Faculty Conference in addition to 17 SoE part-time and full-time faculty and staff members. The 37 SoE faculty members represented just under 50% of participants at the BVU-sponsored conference.
8. This academic year two adjunct faculty members took advantage of opportunities to attend conferences with BVU part-time or full-time faculty.
9. This academic year two site students attended literacy and STEM opportunities.
10. One hundred twenty five faculty taught and/or supervised during the 2016-2017 academic year through Term 4/Spring semester. All but five faculty completed the SoE faculty orientation modules, which is in itself professional development and also includes explanation of other faculty development opportunities. The five faculty that did not complete the faculty orientation modules will not be rehired to teach or supervise until they successfully complete the orientation modules.
11. 40-hour rule spreadsheet and documentation from individual faculty is recorded by the SoE administrative assistant in SharePoint.

Sustainability

1. The dean oversees faculty evaluations. Each department chair has the responsibility of scheduling and conducting faculty evaluations. They must follow up with any coaching or resource assistance. Regional directors at the sites are contacted for information as

part of the evaluation process. Ongoing mentoring for department chairs as evaluators is conducted by the SoE dean and assistant dean.

2. The 40-hour rule is a component of the faculty evaluation. SharePoint houses the verification forms that are collected annually. The SoE administrative assistant collects and documents the verification forms.
3. Each new faculty member receives an invitation to the orientation modules. The faculty development coordinator monitors this and faculty members may not teach or supervise until the modules and quizzes are completed. Faculty are notified of updated information by the faculty development coordinator.
4. Development of additional in-depth, online professional development opportunities for faculty through the faculty development coordinator is part of that position's responsibilities. Areas of need are determined through faculty evaluations, department requests, or program review/evaluation. Professional development opportunities for faculty and how to access financial assistance is a standing agenda item at department meetings. After attendance, faculty members will be asked to share something from the opportunity with the department.
5. Following up on needs determined through evaluations (either individuals or departmental) is the responsibility of the department chair. The chair may be assisted by the faculty development coordinator or other resources within or outside the BVU community.
6. Professional growth opportunities for candidates are shared with all students at all sites as well as how to access funds for registration fees. The professional growth opportunities are also a standing agenda item at department meetings. In addition to professional conferences, departments are asked to determine professional development opportunities conducted by part-time and full-time faculty.

Resources for faculty and students, including technology:

1. Ensure that all students, no matter format or location of learning have equitable access to quality instruction, experiences, and resources. [79.10(10, 11, 13)]
2. Provide professional development as needed for use of resources. [79.12(1)]

79.10(10) Institutional commitment to the unit includes financial resources, facilities, appropriate educational materials, library services, and equipment to ensure the fulfillment of the institution's and unit's missions, and the delivery of quality programs, regardless of delivery model.

79.10(11) The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver a quality practitioner program(s).

79.10(13) Resources are available to support technological and instructional needs to enhance candidate learning.

79.12(1) Faculty members in professional education are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which the practitioner candidates are being prepared. Faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities.

Actions completed to resolve concerns

1. Beginning in January 2016 an SoE faculty work group with support from REPCs and site staff completed a curriculum and technology resources audit comparing resources needed and resources available. This audit was completed considering specific materials for specific courses. The audit and the resulting list of needs included curriculum materials, technology, web 2.0 tools, and access to resources through professional organizations.
2. Funds were secured to make a large number of initial purchases (\$36,500), with the ability to carry over the resource funds, the amount provides for ongoing purchases as we determine what is most needed for effective instruction. This flexibility in purchasing has allowed us to use pilots to make wise purchasing decisions.
3. Department chairs, along with lead faculty, REPCs and regional directors determined the best methods of providing all students access to the materials. This varied depending on the materials themselves and the course. Current methods include resources being housed at each site, resources available through library and IT checkout, and resources included in home kits.
4. Master courses were developed including links to resources and explanations of how additional resources can be accessed. Lead faculty also began working with all faculty teaching a course to make sure they have access to needed resources and know how to best use them.
5. Instructional resources have been purchased through the Bruns STEM endowed fund.
6. Module 2 of the faculty orientation includes information about accessing general resources.
7. Effective use of resources is included as part of the faculty evaluation process as indicated on evaluation form used by all department chairs.

Actions in progress

1. Continuous evaluation of resources used and needed. The evaluation occurs summatively as part of course and program evaluation, and formatively through department meetings and communication between all faculty teaching a course and lead faculty.
2. Ongoing evaluation and piloting of how to best provide access to materials is led by department chairs in communication with REPCs and regional directors.
3. Continue purchase and distribution of Year 2 resources.
4. Development of level two faculty development regarding use of Swivls and mini iPads. The professional development includes technical directions and related pedagogy.

Evidence of results (specific examples of purchases are not inclusive of all purchases)

1. Budget for additional resources has been identified.
2. All sites have STEM kits for math and science.
3. All sites have FAST and IGDI materials for literacy. It was determined that additional copies of FAST are needed, additional copies were ordered April 2017.
4. SWIVLs and mini iPads purchases for each site. This was after an initial pilot purchase that determined the usefulness of the SWIVLs and accessories.
5. Interactive white boards purchased for Council Bluffs and Ottumwa, and on-site training provided. This was a pilot to guide future decisions.

Sustainability

1. As course content is updated and/or the availability of new resources are determined, resources will be added or replaced by recommendations of each course's lead faculty. Feedback on required course resources will continue to be solicited from statewide faculty and students during the course and program evaluation processes. Course evaluations are conducted on a scheduled rotation. In addition, as has already been experienced, if resources need to be updated sooner this will occur through the initiative of the lead faculty.
2. The need for replacement and repair of materials will be monitored by lead faculty and purchases will be facilitated by department chairs. In order to manage the need for replacing and updating materials, ongoing annual funds for replacing instructional materials (\$5,000) are included in the SoE budget. In addition, annually renewed gift funds under the SoE discretionary use are available each year for this purpose. The SoE dean has oversight of these budget lines.
3. Tutorials in the orientation course, level two professional development, and master courses will be updated with new information regarding accessing resources as needed. Oversight of this work will be by the SoE faculty development coordinator.
4. Faculty's use of the required resources in each course they teach will continue to be addressed in faculty evaluation.
5. The endowed Bruns STEM fund will continue to provide resources for STEM courses. Faculty and administration will also continue to seek additional endowed and grant funds.
6. IT staff continue to support purchasing decisions, installation, training and use of new resources and tools.
7. Library staff included information in the faculty orientation modules to train faculty in accessing resources.

Other Concerns

Concerns Addressed

1. Gather input at two advisory meetings each year. [79.10 (5)]
2. OSG restructuring to address workload issues for EC/As and reduce turnover. [79.10 (3)]
3. Create and document a coherent system of work climate, policies, and assignments that promote intellectual vitality, including best practices in teaching, scholarship and service among faculty across the entire BVU system. [79.10 (3)]
4. Letter and survey sent to candidates who did not complete student teaching, inquiring as why they did not complete and how BVU can be of assistance to them.
5. Notification of conditional accreditation.
6. Recommendations for licensure, certification, and endorsement concern as noted in Department of Education report. [79.15(8)]
7. Strengthen communication with regional directors to facilitate transition to new governance structure and support EC/As to reduce turnover. [79.10 (3)]
8. Share assessment data from program evaluation and the student assessment system with all education faculty and staff to be used across the institution. [79.13(1)h]

79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation aligned with appropriate professional standards and best practice in classroom instruction and school leadership.

79.10(5) The unit provides evidence of ongoing collaboration with the professional community, including evidence that there is an active advisory committee that, at a minimum, is solicited semiannually for program input to inform the unit.

79.13(1)h The unit demonstrates how the information gathered by the unit and from the candidate assessment system is shared with faculty and other stakeholders and used for program improvement.

79.15(8) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Actions Completed to Resolve Concerns

1. Fall advisory survey was developed by the dean and assistant dean and sent to all members representing all locations. Responses were statistically analyzed by the BVU statistician. Input was shared at the spring advisory meetings and considered for program evaluation purposes.
2. The spring advisory meetings were held in March and April of 2017 at several locations across the state. Input from the meetings was considered for program evaluation purposes. The assistant dean created the PowerPoint to be used at all locations.
3. OSG restructured the workload for staff at sites. Regions (Sites) have added the positions of Financial Specialist and Regional Coordinator to alleviate the work load for EC/A and non-education advisors. Online programs have these positions as well.
4. All students who did not complete the student teaching experience were sent letters and a survey asking why they did not complete and how BVU could assist them. None of the non-completers asked for BVU assistance.
5. BVU TEP candidates were notified of our accreditation status via BVU website. Also, BVU notified the Higher Learning Commission (HLC) of TEP accreditation status.
6. Spreadsheets and TEC agendas were developed and implemented at all sites to ensure that students were recommended for licensure, certification, or endorsement only after completing all requirements. The common spreadsheets and agendas are used at TEC meetings and updated by the education coordinator/advisor at sites and the data manager at Storm Lake.
7. REPCs and the certification officer reviewed Program of Study templates and curriculum exhibits to ensure all were aligned, current, and correct.
8. Bi-weekly conversations with regional directors, Online and Site assistant dean, and OSG dean are held with REPCs. The SoE dean and/or assistant dean join every other week. The OSG and SoE deans communicate as least weekly. REPCs have joined OSG Leadership Call- weekly. The Online and Site assistant dean attends SoE Cabinet meetings. There have been meetings between Online and Site regional directors, OS

assistant dean, and dean and SoE chairs, dean, assistant dean, and REPCs. This regularly scheduled communication facilitates the transition to the new SoE governance structure.

9. The REPCs hold monthly meetings with education coordinator/advisors as a group to give announcements and discuss procedures and processes. Training on new procedures and the use of standardized forms helps reduce stress levels of EC/As and assists in reducing turnover.
10. OSG has filled EC/A vacancies as quickly as possible. Twice yearly face-to-face meetings are held in fall and spring with EC/As and conducted by REPCs. SoE dean, assistant dean, and SPEC (and sometimes the data manager or chairs) attend as appropriate.
11. The REPCs make visits to the sites to conduct audits of the procedural changes and monitor the adherence of checkpoints, TEC documentation, and all other safeguards to ensure that policies are being upheld, students are held to checkpoints, and standardized forms and procedures are implemented.
12. In order to promote intellectual vitality, all instructors and supervisors are required to complete the 40-Hour Rule, attend professional development, and are encouraged to participate in department meetings. Additionally, the SoE orientation modules provide access to SoE policies, professional development and best teaching practices.
13. The faculty evaluation process was developed to require professional development, scholarship, and service for full-time and part-time faculty.
14. EC/As complete initial evaluation of post baccalaureate students. Certification Officer reviews initial evaluation and creates official Program of Study.

Actions in Progress

1. Continued collaboration between SoE and OSG on a regularly scheduled basis. OSG staff and SoE Council (which includes dean, assistant dean, REPCs, chairs, and SPEC) will continue to meet on a regular basis.
2. EC/A orientation modules will be developed as training and resource tools. REPCs will develop these to be available during the 2017-2018 academic year.
3. The notes from all of the Advisory meetings are now in SharePoint. We are in the process of compiling the notes to use for program evaluation. Once program evaluation information is finalized, each chair will be asked to send a prepared summary to their department faculty. This will ensure adjunct faculty are provided with the data and evaluation of data used for program improvement.
4. Full-time tenure-track faculty will document their scholarship and service in their professional development plans.
5. REPC lead EC/A boot camp training summer of 2017. Content will include the following topics:
 - Why Choose BVU-Understanding our university mission and SoE mission
 - First Contact- best questions to ask new inquiries, what programs we offer, matching our programs to new student's interests, helping others make sense of program requirements, promotion of 4+1 programs and endorsements,
 - Initial evaluation- communicating requirements to students, how to respond to frequently asked questions

- Developing a schedule- resources available for development, tips for adhering to new checkpoint system, how to present the big picture without overwhelming students, breaking the requirements down checkpoint by checkpoint
- New student orientation- Delving deeper into the essay requirements and program expectations, timeframe for program requirements, field experiences (more than just an observation), setting students on the right path for their career
- Student advising sessions- when to hold advising sessions, how to address tough scenarios (poor attendance, struggles with checkpoints, challenging professional dispositions)
- Retention of students- difference between hand holding and encouraging responsibility, support and mentoring during program, ways to connect with faculty for support
- Field experiences- Understanding the progression of field experiences, make connections between checkpoints and field experiences, why there are multiple and varied experiences, how students can make the most of each experience
- Student teaching- connecting with districts and potential cooperating teachers, recruitment of qualified and strong university supervisors, making seminars meaningful for students
- Graduation, Licensure and Career Planning- encouraging students to think beyond the 4-year degree, life-long learning opportunities, continued education for higher degrees or additional endorsements, helping students market themselves for the position they want

Evidence of Results

1. Two advisory meetings have been held. The first was a survey emailed in the fall to all members. The data gathered was shared at the spring meetings. The second advisory meeting was held in several locations across the state. All advisory minutes are held in SharePoint.
2. Fall and spring advisory input was used for program improvement. When program improvement plans are finalized in May, the results will be shared with advisory members through a prepared statement emailed to them. The document will include the purpose of program evaluation (for improvement), names of program evaluation committee members, what data was collected and reviewed, how it was used, and outcomes from the program evaluation process.
3. EC/As reported at the February statewide meeting that they are pleased with the standardized forms and procedures because they feel more secure that they are not “missing something”. They also appreciate having input on the development of standardized forms.
4. Turnover of EC/A staff has decreased over the past 9 months. All but two EC/As have stayed with the job since being hired during this time period. One left because her husband was transferred to another state and the second left because she moved into another position with BVU.
5. BVU is not aware of any negative impact from our accreditation status.

6. Teacher Education Committee meetings are held more frequently at Sites (every other term) than in the past. This and the standardized spreadsheet and agendas being consistently used at all locations has improved tracking student progress through the checkpoints and requirements.
7. All instructors and supervisors teaching through Term 4/spring semester, except for five who were not rehired, have completed the SoE orientation modules. The orientation modules include information and explanation of the SoE structure and governance, TEP policies and expected practices, master courses, best teaching practices for delivery modes, and expectations for and access to professional learning and service.
8. Regularly scheduled communication between SoE and OSG has improved our relationship. There is a feeling of more transparency, cooperation, and trust.
9. All faculty at all locations will receive a summary of the data used for program improvement. Department chairs will distribute the summary via department meetings. The document will be the same as what is being distributed to advisory committee members and OSG administration and staff members.

Sustainability

1. The assistant dean is charged with overseeing that Advisory committee input is received twice a year. A survey is sent in the fall soliciting input and sharing information. In spring, meetings are held regionally to share results of the fall survey and solicit additional input. The assistant dean also creates the fall survey and spring PowerPoint with input from SoE personnel. The fall and spring Advisory meetings are scheduled for October and March-April.
2. Procedures have been developed to ensure assessment is shared with and used for program improvement by all faculty at all campus locations. The assistant dean heads the program evaluation committee comprised of a representative from each department and the SPEC. Documentation of the procedures and the data used in program improvement are in SharePoint; both current and past program evaluation years. Once the decisions for program improvement have been made and implementation procedures initiated, the assistant dean writes the summary and submits it to department chairs to distribute to all faculty members at all locations. The summary includes the data used, decisions made, and actions implemented. The same document will be sent to advisory committee members and OSG administration and staff.
3. Monitoring the use of standardized forms and procedures will remain a responsibility of the REPCs at the sites and the SPEC in Storm Lake. Various tools and resources will be updated as necessary. Auditing the use of the forms to ensure checkpoints are enforced and that students are recommended for licensure, endorsement, or certification only after completing all requirements.
4. Meetings among groups of OSG and SoE are regularly scheduled. This is done jointly with OSG and will continue. Individuals either attend in person, via telephone conference, or by distance conveniences.
5. Maintaining a full staff at each location is as desirable to OSG as it is to SoE. SoE remains committed to assisting in reducing turnover in any way possible. The development and updating of standardized procedures, standardized forms, training, and

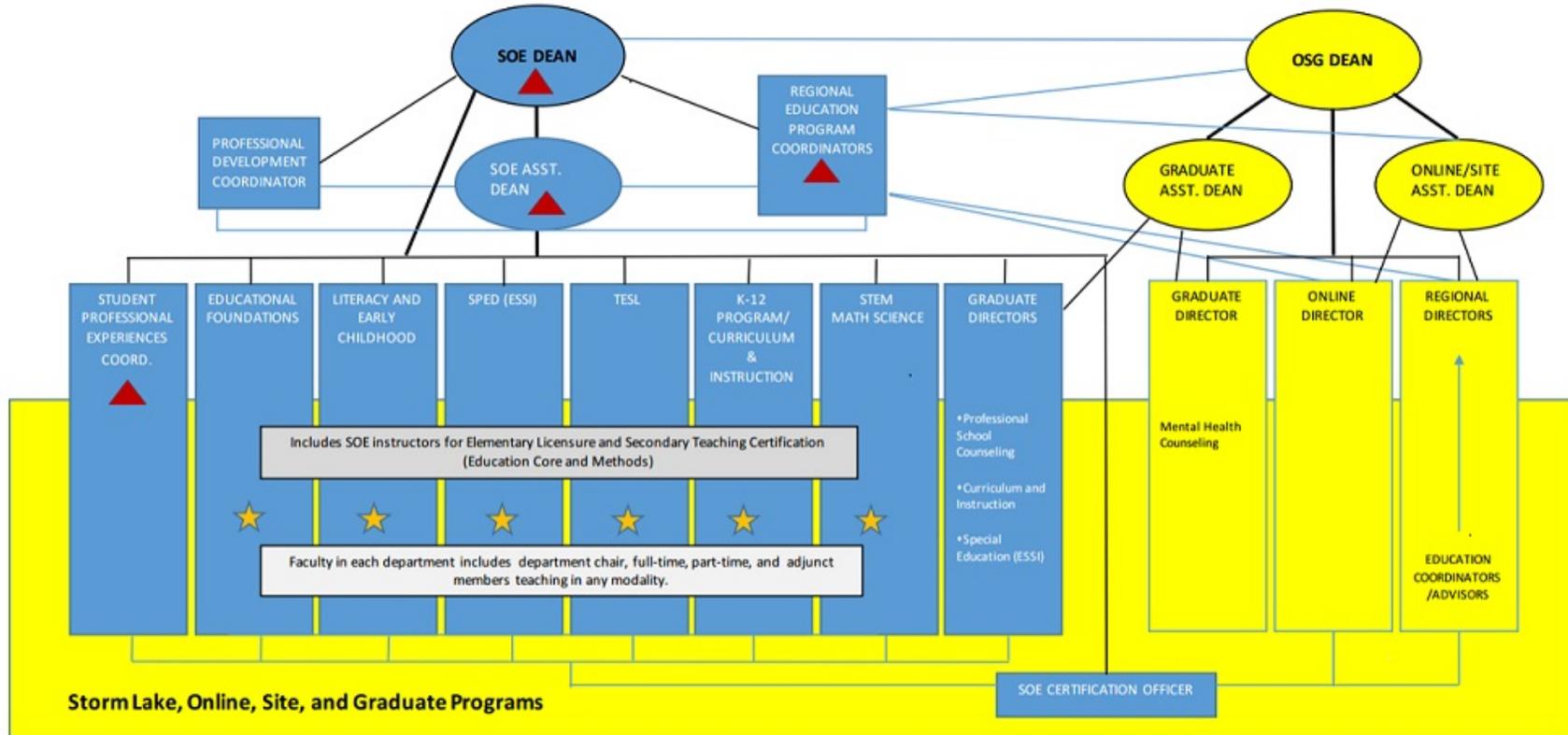
regular communication will continue as appropriate. As often as possible and as appropriate, EC/As will be committee members on development activities to give input and a sense of investment in the program.

Appendix B New Governance Structure

Appendix C Field Experience Matrix

BVU Quarterly Report Appendix B New Governance Structure

BUENA VISTA UNIVERSITY SCHOOL OF EDUCATION GOVERNANCE ORGANIZATIONAL CHART



*See the following slide for symbols and descriptions

BVU Quarterly Report Appendix C Field Experience Matrix

| | Checkpoint I- Progress through Educational Foundations | Checkpoint II Continuing into Theory and Practice | | Checkpoint III Developing Professional Identity | | Checkpoint IV- Student Teaching Experience |
|--|--|--|--|---|--|---|
| Field Experience and Activities | <ul style="list-style-type: none"> • Observation of K-12 classroom • Interview of cooperating teacher • Reflection about classroom observations • Initial connections made between theory and practice | <ul style="list-style-type: none"> • Observation • Journaling and Reflection • Lesson Planning with methods instructor • Instruction in classroom setting (minimum 1 lesson) | <ul style="list-style-type: none"> • Observation • Journaling and Reflection • Lesson Planning with methods instructor • Instruction consists of a series of 2-3 lessons | <ul style="list-style-type: none"> • Observation • Co-planning of lesson with cooperating teacher • Teach a series of 2-3 lessons • Implement assessment practices within the lesson • Reflection on teaching and learning | <ul style="list-style-type: none"> • Completing a STEM research experience OR • Participating in a STEM internship at a STEM business or informal education organization OR • Leading a STEM extracurricular activity | <ul style="list-style-type: none"> • Comprehensive long term field experience • Assume all duties and responsibilities of a lead teacher to include planning, teaching, assessment, and overall classroom management. |

| | | | | | | |
|--|---|---|--|--|--|--|
| Evaluation | Cooperating Teacher completes dispositional evaluation. | Methods Instructor evaluates written lesson plan. Cooperating Teacher evaluates teaching and overall dispositions. | Methods Instructor evaluates written lesson plan. Cooperating Teacher evaluates teaching and overall dispositions. | Cooperating Teacher evaluates lesson planning, teaching, assessment and overall dispositions. | A series of reflections and portfolio artifacts. | Cooperating teacher and University Supervisor complete multiple evaluations throughout the experience. |
| | Checkpoint I- Progress through Educational Foundations | Checkpoint II Continuing into Theory and Practice | | Checkpoint III Developing Professional Identity | | Checkpoint IV- Student Teaching Experience |
| Courses Core ELEM SEDU Endorsements: ESSI TESL PREK 7-12 Read STEM Middle School Art K-12 * Music K-12 * PE K-12 * ESSI Major | EDCO 255 ESSI 210, 405, 406 | EDUC 393 SEDU 365 ESSI 210, 406, 303, 407 TESL 330 EDUC 451, SEDU 401 EDUC 403, EDUC 405/SEDU 405, SEDU 442, SEDU 443 EDUC 360, SEDU 431 ESSI 210/406, 303/407 | EDUC 443 TESL 330 EDUC 305 | EDCO 290/291 SEDU Methods FE ESSI 291,306, 307, 310/408, 407 TESL 410 SEDU 455 SEDU 290/291 | STEM | All TEAC Courses |

| | | | | | | |
|--------------------------------|-----------------------------------|---|---|--|---|----------------------------------|
| | | | | ESSI 291, 304-307, 310/408; optional 324, 334, 344, 354, 364, 374 | | |
| Required Hours | 10 -15 hour field experience | 10 – 20 hour field experience | 40 hour field experience | 10-80 hour field experience | 30 hour | 16 weeks |
| Timeline within Program | Prior to Acceptance to TEP | Field experience completed within methods course | Field experience completed within methods course | Field experience to connect with full day teaching responsibilities | Prior to Capstone field experience | Capstone field experience |

