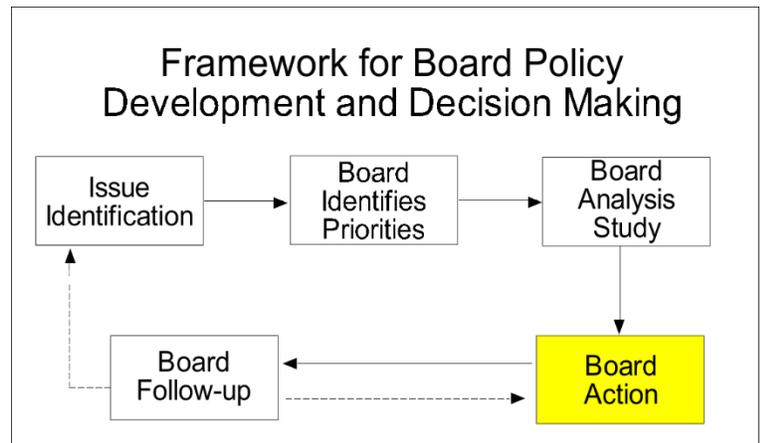


Iowa State Board of Education

Executive Summary

September 17, 2020



Agenda Item: Briar Cliff University Practitioner Preparation Program Approval

State Board Priority: Improving Teacher and Leader Preparation

State Board Role/Authority: The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 281 Iowa Administrative rule 79.5.

Presenter(s): Lawrence R. Bice, Administrative Consultant
Bureau of Leading, Teaching, Learning Services

Attachment(s): One

Recommendation: It is recommended that the State Board award full approval to the Briar Cliff University Practitioner Preparation Program through the next review scheduled for the 2026-2027 academic year.

Background: Briar Cliff University provides teacher preparation programs on their Sioux City campus. The attached report is a summary of the program review and on-site visit in fall 2019 under 281 Iowa Administrative Code chapter 79. Briar Cliff University has met all Chapter 79 standards without condition; therefore, the Department recommends the State Board grant full approval to the Briar Cliff University practitioner preparation program.

Briar Cliff University

Team Report

Preliminary Review: September 24, 2019

Site Visit: November 3-7, 2019

Final Report: December 2, 2019

Presented to the State Board of Education on:

Iowa Department of Education

Review Team Members:

Dr. Lawrence R Bice, Iowa Department of Education

Dr. Derek Brower, Northwestern College

Dr. Shelley Fairbairn, Drake University

Dr. Rebecca S. Hill, Waldorf University

Dr. Kris Kilibarda, Iowa Department of Education

Dr. Melissa McAninch, Central College

Dr. Jennifer L Rasmussen, Mount Mercy University

In addition to all findings, this report provides a summary of resolutions of compliance concerns only. See the attached appendix (beginning on page 23) for the complete Briar Cliff University response to recommendations and concerns. Names have been redacted in recommendations and compliance concerns. Note that several exhibits were provided by Briar Cliff University to support their response. These exhibits are not included in this report but are available upon request.

Background

In 1930, Bishop Heelan and Sister Mary Dominica Wieneke of the Sisters of St. Francis of Dubuque, Iowa, collaborated to establish Briar Cliff College with the purpose of providing a two-year post-secondary education for women. In 1937, the education program was expanded to four years and a coeducational program was formalized in 1966. In 2001, the college became a university and a graduate program in education was initiated, which graduated four cohorts of students before ending due to low enrollments in a saturated market.

The mission of the university, as stated in the catalog, says: “Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring and openness to all, Briar Cliff emphasizes quality education for its students combining a broad intellectual background with career development.

Teacher preparation has been a major part of the history of the institution. Education courses were first taught at Briar Cliff in 1936 for those wanting to teach at the secondary level. The State Board of Education approved the offering of a two-year and a four-year elementary teacher education curriculum in 1944. In 1945, four women participated in student teaching at the secondary level and three at the elementary level. The program has grown, and teacher preparation continues to be one of the largest professional programs on campus. Briar Cliff offers endorsements in elementary education, many secondary content fields, art, music and special education strategist I at both the elementary and secondary levels

Acknowledgements

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

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit. Some of those people are:

Rachelle Karstens, President

Dr. Todd Knealing, Provost and Vice President of Academic Affairs

Dr. Ken Berg, Education Department Faculty

Dr. Theresa Engle, Education Department Faculty

Traci Kell, Education Department Faculty

Shelly León, Education Department Administrative Assistant

Jeanene Sampson, Education Department Faculty

Sr./Dr. Ruth Schock, Education Department Faculty

GOVERNANCE AND RESOURCES

281—79.10(256) Governance and resources standard. Governance and resources adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions.

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

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

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

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

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

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

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

- a. Financial resources; facilities; appropriate educational materials, equipment and library services; and commitment to a work climate, policies, and faculty/staff assignments which promote/support best practices in teaching, scholarship and service;
- b. Resources to support professional development opportunities;
- c. Resources to support technological and instructional needs to enhance candidate learning;
- d. Resources to support quality clinical experiences for all educator candidates; and
- e. Commitment of sufficient administrative, clerical, and technical staff.

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

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

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

Initial Team Finding:

Met	
Met Pending Conditions Noted	X
Not Met	

Commendations/Strengths:

- Through interviews with administration and faculty the team found there is excellent support shown from the university for the teacher education program. The teacher education program is seen as one of the four pillars of the university and the unit is given a great deal of autonomy and trust.
- Through interviews, focus group discussions, the Institutional Report (IR) and unit documentation, the team found there is an active, engaged external advisory committee. The external advisory committee has reviewed program data and provided suggestions that have resulted in programmatic improvements.
- Through visits to the library and interviews with the librarian and unit personnel, the team found there are significant recent electronic books in education available as well as a LibGuide for education students that includes links to education handbooks and available study guides for PRAXIS exams and that several efforts have been made to ensure the children's library includes recent, award-winning children's books.
- The team found through interviews with candidates, administrators, and faculty across campus that the unit faculty are well-respected across the university and have provided guidance and modeling in the Franciscan goals of service and community. This is further shown through Sr./Dr. Ruth Schock's work providing professional development, mentoring, and induction for all new university faculty.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

1. **79.10(4)** Through a review of course syllabi and student records and interviews with students, the team found a lack of clarity and consistency on how InTASC standards are implemented in the unit's coursework. The team recommends the unit develop policies and practices to ensure the InTASC standards are integrated consistently into all unit coursework and clinical experiences through assignments and assessments.
2. **79.10(7)** The team found through visits to the library and storage rooms that there are updated curriculum materials available for candidate use, but those materials are in multiple locations and the candidates often have limited access to the materials. The team recommends the unit provides a convenient location for curricular materials to ensure candidates have ready access to the materials.
3. **79.10(7)** The team found limited, guaranteed funding available for faculty professional development. The team recommends the unit/institution explore opportunities and/or policies to ensure financial resources are available for appropriate professional growth.
4. **79.10(7)** Through interviews with faculty and staff, there is a question about the resource allocation for the support of all administrative duties. The chair appears to be responsible for many duties, which may impact unit efficiency. The team recommends the unit examine human resources, roles, and responsibilities and

adjusts accordingly to ensure a sustainable high-quality teacher education program.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

1. **79.10(2)** The team found evidence through syllabi and interviews with faculty that there is limited oversight of the secondary education program. The evidence noted a lack of consistency in methods courses and related clinical experiences in the secondary education program. The unit is required to establish and implement a plan to ensure the unit has oversight of the curriculum, instruction, clinical, and assessment requirements for all secondary and K-12 programs. Oversight must ensure equitable quality of preparation for all candidates.
2. **79.10(3)** Through examination of the IR and supporting documents, the team found the unit's conceptual framework, although based upon the Franciscan goals, does not have an underlying research base. In addition, through responses to the IR and interviews with unit faculty, the team found the unit's conceptual framework does not guide departmental or instructional decisions. Furthermore, the team found a lack of evidence of how the faculty defines and determines the best practices upon which to base the unit's instructional and programmatic decisions. The team requires the unit to develop and implement a plan for reviewing and revising the conceptual framework, underlying research and determine best practices based on the updated conceptual framework to ensure currency in research and that all members of the unit have consensus regarding the central tenets of the unit.

Resolution of Concern #1:

The unit has developed and implemented new policy to ensure consistent instruction and clinical experiences. For each secondary education program course, the TEP chair will meet with department chairs and instructors with a guide for syllabi, instruction and clinical experiences. The TEP chair will also provide guidance and management for clinical experiences. The TEP will also provide materials and oversight of clinical experience evaluations. **The team considers this standard MET.**

Resolution of Concern #2:

The unit has committed to conducting research to update and validate the current conceptual framework. The unit has also committed to reviewing and updating the conceptual framework every seven years. **The team considers this standard MET.**

NOTE: Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- President, Vice President for Academic Affairs, Chief Financial Officer, Instructional Technology Director, Chair of Education, Teacher Advisory Council

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members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Library Director

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met	X
Not Met	

DIVERSITY

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

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

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

Initial Team Finding:

Met	X
Met Pending Conditions Noted	
Not Met	

Commendations/Strengths:

- A Briar Cliff University initiative – The Human Library – was selected as a 2018 Association of Student Affairs at Catholic Colleges and Universities (ASACCU) Best Practices for Mission Integration for diversity and integration.
- Through the creation of a Latinx Task Force, the development of a full-tuition scholarship for single parents, and other on-campus programs the institution documents and implements policies and practices focused on making the university a more inclusive environment.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

1. **79.11(1) and (2)** The team found evidence of documented institutional policies and practices focused on recruiting and retaining diverse students; however, the team found little evidence that the unit has policies or practices to recruit and retain diverse candidates. The team recommends the unit research and implement best practices in recruiting and supporting diverse candidates from admission to program completion.
2. **79.11(2)** The team encourages both the institution and the unit to improve efforts to recruit faculty that would provide more balance in gender and other diversities among the faculty.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

None

Sources of Information:

Interviews with:

- Director of Admissions, Director of Strategic Initiatives, Unit faculty

Review of:

- Institutional Report
- Program Response to Review Team’s Initial Report

Final Recommendation:

Met	X
Not Met	

FACULTY

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

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

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

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

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

79.12(5) Faculty members collaborate with:

- a. Colleagues in the unit;
- b. Colleagues across the institution;
- c. Colleagues in PK-12 schools/agencies/learning settings. Faculty members engage

in professional education and maintain ongoing involvement in activities in preschool and elementary, middle, or secondary schools. For faculty members engaged in teacher

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preparation, activities shall include at least 40 hours of teaching at the appropriate grade level(s) during a period not exceeding five years in duration.

Initial Team Finding:

Met	
Met Pending Conditions Noted	X
Not Met	

Commendations/Strengths:

- Sr./Dr. Ruth Schock developed a new faculty program to mentor and provide pedagogical support to new faculty across the institution. She is given credit load for this effort.
- Unit faculty are given one credit of compensation for completion of the 40 hours of school experiences. The team finds this is a positive incentive for faculty to satisfy this requirement.
- Two of the unit faculty, Traci Kell and Theresa Engle, serve on local school boards, which strengthens the connection of the unit with local stakeholders.
- The secondary social studies methods course is being taught by a local practicing teacher in the teacher’s classroom, which provides access to current class materials, as well as access to additional social studies classrooms for collaboration and observations.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

1. **79.12 (2)** The team found limited evidence related to the preparation, knowledge, and experiences of each faculty members that supports his/her teaching duties. The team recommends faculty assignments, particularly as new hires are made, be consistently evaluated to ensure a qualified faculty member is assigned to each course.
2. **79.12 (4)** In reviewing faculty member’s recent professional development documentation, there was a lack of evidence that faculty members were using the unit’s academic needs as a basis for selecting professional growth opportunities. The team recommends the unit develops and implements policies and practices that support faculty in selecting and attending professional growth opportunities that are aligned with the unit’s academic needs.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

1. **79.12(2)** The team does not find documented evidence that verifies the alignment of knowledge, preparation and experience with teaching duties for all faculty members. The team requires the unit examine faculty qualifications and

teaching assignments and make the adjustments necessary to resolve the concerns. Two faculty members were listed in this concern.

2. **79.12(3)** The team found no formal process for holding tenured faculty accountable for teaching prowess. In addition, there was no documented evidence the department chair is evaluated for teaching prowess. Furthermore, the team found faculty members who teach the secondary content area methods and supervise the secondary clinical experiences are not regularly evaluated to ensure integrity, quality, and continuity of all programs. The unit is required to develop and implement policies and practices to ensure all full and part time faculty members in the unit are regularly evaluated for teaching prowess and are informed of the evaluation results.
3. **79.12(5)c** The team did not find evidence that three faculty members have completed the 40-hour requirement within the past five years. The unit is required to develop and implement a policy to ensure all faculty complete 40 hours of team-teaching activities that include active engagement in the teaching, learning, and assessment process with P-12 students.

Resolution of Concern #1:

The unit has reassigned the teaching of these courses to qualified faculty. The unit has also determined a policy to ensure only qualified faculty teach courses and will make resource allocations as necessary to ensure qualified faculty are assigned. The unit will examine courses and faculty requirements each year as course schedules are made. **The team considers this standard MET.**

Resolution of Concern #2:

The unit will begin conducting peer evaluations in the 2020-2021 academic year for all faculty. These evaluations will continue every other year. The department chair began evaluating all adjunct and part time faculty in spring of 2020. These evaluations will continue annually. **The team considers this standard MET.**

Resolution of Concern #3:

Two of the faculty described are no longer teaching education department professional core courses. Evidence was provided for one of the faculty members who has completed the 40 hour requirement. **The team considers this standard MET.**

NOTE: Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- VPAA, Education Department Chair, Unit Faculty and Adjuncts

Review of:

- Institutional Report
- Program Response to Review Team's Initial Report
- Faculty CVs

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Final Recommendation:

Met	X
Not Met	

ASSESSMENT

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

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

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

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

79.13(4) Candidate assessment includes clear criteria for:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

d. Evaluation data are shared with stakeholders.

e. The collection, aggregation, analysis, and evaluation of assessment data described

in this subrule take place on a regular cycle.

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

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

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

Initial Team Finding:

Met	
Met Pending Conditions Noted	X
Not Met	

Commendations/Strengths:

- Through interviews with faculty and candidates, the team found unit faculty members know their students very well both personally and academically.
- Candidates are provided with a great deal of informal feedback on individual assignments and though advising appointments.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

- 1. 79.13(3)** Through a review of documents and interviews with faculty, the team found evidence that data from student teaching is used for assessment of the unit; however, outside of regular discussions at department meetings focused on candidate performance and the support of individual candidates, the team did not find evidence of data collection of a candidate’s performance throughout the program. Since it could be possible to identify patterns in candidate need or performance that could inform the unit’s work in a way that some of these common challenges could be addressed proactively, the team recommends the unit considers the collection of data at other levels of the program to inform practice.
- 2. 79.13(4)a** A review of documentation and interviews with unit faculty provided evidence that some students experience difficulty passing the Praxis Core exam. Interviews with the Teacher Education Committee revealed that in some cases students may be granted a one semester extension where they may be allowed to take courses in the Education department that typically would require admission to the program if they have demonstrated the potential of becoming an effective teacher. There was no evidence that students receive any specific support or counseling if they do not pass the test; however, faculty have reported that they meet individually with students to discuss options and provide individual support. It is recommended that the practices of supporting or coaching students toward successful completion of the Praxis Core may be standardized in a way to ensure all students receive equitable access to support and/or remediation strategies.

3. **79.13(4d)** In a review of Praxis test scores, the team found evidence of inconsistency in the percentage of students who have successfully completed the exams. While the numbers completing the test each year were small, in years with enough reportable data the passing rates are below the current state averages. This is specifically true for the Principles of Learning and Teaching exam for grades 7-12. There was also variation within the Elementary Content Knowledge Exam passing rates, with a particularly low rate for the 2018-2019 program completers. The team recommends that the unit reflect on these patterns and use this information as part of a review of teacher education curriculum and assessment.
4. **79.13(7)** The team found that data was being collected from graduates and employers. The assessment coordinator reported that a survey of graduates and their employers is administered, however the response rates are too low to utilize for program improvement. It is recommended that the unit consider compiling data over several years so that patterns may begin to emerge.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

1. **79.13(4c)** The team found no evidence of criteria based upon candidates' attainment of the unit standards for student teaching beyond those for continuation in the program. The unit is required to develop and assess candidates on performance criteria for admission to student teaching.
2. **79.13(5)** The team found that there were assignments/assessments connected to the InTASC standards identified throughout the program; however, there was no evidence that the sequence of assignments/assessments demonstrates a developmental progression toward mastery of the standard. Candidates reported they are receiving informal feedback regularly, but do not see this specifically related to the InTASC standards. The unit is required to refine the assessment system to articulate criteria and methods for evaluating candidate performance on unit standards and for providing on-going formal feedback to candidates regarding their performance on unit standards at multiple checkpoints in the program.
3. **79.13(8)** The team found no evidence that the unit regularly evaluates and revises the assessment system. The unit is required to develop and implement policies for ensuring the candidate and program assessment system is regularly evaluated and appropriately revised.

Resolution of Concern #1:

The unit has developed a plan to assess candidates for admission to student teaching and has assigned positions responsible for oversight. The Faculty Advisory Committee will examine candidate assessments using unit developed assessment parameters to determine a candidate's admission to student teaching. **The team considers this standard MET.**

Resolution of Concern #2:

The unit uses an electronic system of tracking learning outcomes (grades, clinical reports, dispositions, etc.) throughout the candidate’s program of study. All data is shared with the candidate’s advisor who communicates with the candidate to develop and assess goals at several points throughout the semester to inform the candidate’s progress. **The team considers this standard MET.**

Resolution of Concern #3:

The unit has established a program review day each August. The assessment system is reviewed during this meeting. **The team considers this standard MET.**

NOTE: Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- Assessment Director, Teacher Education Chair, Candidates, Unit Faculty,

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met	X
Not Met	

TEACHER EDUCATION CLINICAL PRACTICE

281—79.14(256) Teacher preparation clinical practice standard. The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions.

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

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

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

79.14(3) Cooperating teachers and college/university supervisors share

responsibility for evaluating the teacher candidates' achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' attainment of unit standards.

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

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

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

a. High-quality instructional programs for PK-12 students in a state-approved school or educational facility.

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

c. The active engagement of teacher candidates in planning, instruction, and assessment.

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

a. Includes a full-time experience for a minimum of 14 consecutive weeks in duration during the teacher candidate's final year of the teacher preparation program.

b. Takes place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the teacher candidate is being prepared.

c. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the teacher candidate.

d. Involves the teacher candidate in communication and interaction with parents or guardians of students in the teacher candidate's classroom.

e. Requires the teacher candidate to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation, which shall not be used as an assessment tool by the unit, performed by the cooperating teacher or a person who holds an Iowa evaluator license.

f. Requires collaborative involvement of the teacher candidate, cooperating teacher, and college/university supervisor in candidate growth. This collaborative involvement includes biweekly supervisor observations with feedback.

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

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

79.14(8) The unit annually offers one or more workshops for cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the unit deems necessary. The duration of the workshop shall be equivalent to one day.

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

Initial Team Finding:

Met	
Met Pending Conditions Noted	X
Not Met	

Commendations/Strengths:

- Candidates, particularly those in the elementary program, significantly exceed the number of required practicum hours.
- The Professional Development School (PDS) is a notable strength of the elementary program. Candidates are teamed with a cooperating teacher to complete practica twice per week over the course of an academic year. Cooperating teachers, principals, and candidates report that candidates are engaged in purposeful activities from the outset of their practicum experiences. Elementary student teachers demonstrated confidence in their skills, backing up that confidence with references to their learning at the PDS.
- PDS cooperating teachers take their roles seriously and offer candidates a great deal of teaching/mentoring.
- Faculty have developed strong relationships with people at all clinical sites and are at those sites a great deal, as noted by site principals.
- Elementary candidates spoke favorably about the amount of engagement and learning involved in the student case studies completed in math and reading.
- Cooperating teachers and principals at clinical sites report that communication from faculty is clear, comprehensive, and timely.
- Content faculty observe student teachers and take data back to their respective departments.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

1. **79.14(1)** The team found evidence of detailed record-keeping for clinical placements in a spreadsheet, though it is unclear when the individual unit standards are specifically addressed in the clinical experiences. The team recommends that syllabi and evaluation tools clearly specify which standards are addressed in each clinical experience.
2. **79.14(3)** The team found through a review of student records and interviews with unit faculty that practicum and student teaching evaluations included InTASC standards. The unit has identified 38 indicators from the InTASC document that are being used to focus the evaluation and these indicators are used consistently throughout the various practicum evaluations. However, no evidence was found or reported by the assessment coordinator that performance levels for the practicum evaluation are well-defined or differentiated. It is recommended minimum performance expectations for each practicum

experience be defined in a way that would reflect a developmental progression from early practicum experiences to student teaching.

3. **79.14(6b and 7f)** The team found the evaluation of clinical experiences varies by supervisor; some offer written suggestions for areas of improvement, while others focus only on strengths. The team suggests that a form that includes the standards for each experience is developed to ensure that standards are adequately addressed throughout the development of the candidate's knowledge, skills, and dispositions. The team further recommends the unit develop a system that includes training for all supervisors to articulate common expectations and ensure consistency of evaluation and feedback.
4. **79.14(6c)** The team found that elementary candidates all complete the requirements for the reading endorsement. Syllabi specify that the reading case study completed at the PDS serves as the practicum for that endorsement. The team recommends that the unit look for additional opportunities to practice implementing a variety of reading strategies in various large- and small-group settings.
5. **79.14(7h)** The team learned that candidates are involved in determining the student teaching grade in collaboration with the supervisor and cooperating teacher. However, criteria for determining a grade are not clear and may be subjective. The team recommends that criteria for determining grades be clearly specified to ensure that grades represent specific, consistent levels of achievement during the student teaching experience.
6. **79.14(9)** The team found that contracts are on file and are signed, but recommends that those contracts include more protections for candidates.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

1. **79.14(7e)** The team found that, while candidates engage in a mock interview at the end of their student teaching experience, they do not participate in the required mock evaluation focused on the Iowa teaching standards and performed by the cooperating teacher or a person who holds an Iowa evaluator license. The unit is required to add a mock evaluation to student teaching.

Resolution of Concern #1:

The unit has established a policy to conduct the mock interview using the Iowa teaching Standards during a student teaching seminar. This process is documented in the seminar syllabus. **The team considers this standard MET.**

NOTE: Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- Instructional Technology Director, Unit Faculty

Review of:

Briar Cliff University Final Report

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met	X
Not Met	

TEACHER EDUCATION KNOWLEDGE, SKILLS AND DISPOSITIONS

281—79.15(256) Teacher candidate knowledge, skills and dispositions standard. Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

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

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

- Students from diverse ethnic, racial and socioeconomic backgrounds.
- Students with disabilities.
- Students who are struggling with literacy, including those with dyslexia.
- Students who are gifted and talented.
- English language learners.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

79.15(6) Each teacher candidate must either meet or exceed a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved
Briar Cliff University Final Report

by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score above the 25th percentile nationally on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning.

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

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

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

Initial Team Finding:

Met	
Met Pending Conditions Noted	X
Not Met	

Commendations/Strengths:

- The team found that students receiving the Special Education endorsement are required to have a GPA of 3.0 (higher than for other teacher candidates) in order to ensure candidates are highly prepared in general classroom pedagogy and for the complexities of the teaching in special education.
- All elementary education candidates are required to obtain a reading endorsement and the unit has developed a course scope and sequence that allows for the completion of this endorsement within four years.
- The team found in course syllabi and from discussion with candidates that the reading and mathematics case studies conducted as part of elementary candidates’ program of study provided valuable experience with differentiation and progress monitoring.
- The team found in course syllabi, discussion with candidates, and in the Program Response to the Review Team’s Initial Report thoughtful consideration of diverse learners, particularly for English Learners.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

1. **79.15(2)** Candidates reported knowing how to differentiate for diverse learners in classroom instruction, but some candidates reported having limited exposure in clinical experiences to all of types of diversity, with the best source for learning being based upon the context of the case study. Category f, at-risk students, was one area that evidence indicated exposure only. The team recommends review of course assignments and practicum experiences to improve opportunities for learning in all areas, going beyond exposure.
2. **79.15(3)** The team found direct evidence in course syllabi indicated limited opportunity for secondary education candidates to learn and integrate content area literacy strategies. The team recommends that the unit provides opportunities for secondary candidates to receive additional instruction in reading/literacy strategies.
3. **79.15(4)** The team found InTASC standards listed on every syllabus, however, the emphasis and assignment of specific standards with direct assessment through assignments or practicum requirements within courses as documented on course syllabi was inconsistent. The team recommends that the unit revisit the curriculum map to show the developmental sequence of coursework and aligned clinical experiences.
4. **79.15(4)** The team found in conversations with candidates that they were aware of the InTASC standards; however, they had difficulty articulating where they were assessed on those standards. The team recommends unit faculty communicate these standards to students through explanation of emphasized standards in courses and in explicit documentation on syllabi and in course assignments.
5. **79.15(8)** The team found through conversations with candidates and course syllabi that Iowa Core standards are integrated in program requirements. The team recommends attention to course assignments that go beyond exposure to relevant standards and move toward demonstrating competency in using the Iowa Core standards.
6. **79.15(9)** Through a review of curriculum exhibits and interviews with faculty, the team found elementary candidates are expected to develop lesson plans in the areas of geography, civic literacy, economics and behavioral science. The team did not find evidence candidates are expected to achieve mastery of the required social studies content. The team recommends the unit provide options for candidates to gain the appropriate content knowledge to align with the social studies content requirements in the Elementary Education Endorsement (102).
7. **79.15(9)** Biology, World History, and Sociology do not currently include coursework for Option 2 on the curriculum exhibit. If Option 2 will be used in these curricular areas, the team recommends the unit ensures the program of study, shown in the curriculum exhibits, meets minimum credit requirements.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

1. **79.15(7)** The team found through curriculum exhibits that three content areas do not have a 30-hour teaching major. English has 26 credits, Spanish has 27 credits, and Computer Science has 27 credits. The team requires the unit to

ensure the programs of study, shown in the curriculum exhibits, meets minimum credit requirements.

Resolution of Concern #1:

All curriculum exhibits have been corrected and approved. **The team considers this standard MET.**

NOTE: Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- Candidates, Recent Alumni

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with administrators

Final Recommendation:

Met	X
Not Met	

Appendix: Briar Cliff Response to Final Report

Briar Cliff University

Team Report

Preliminary Review: September 24, 2019

Site Visit: November 3-7, 2019

Final Report: December 2, 2019

Presented to the State Board of Education on:

Iowa Department of Education

Review Team Members:

Dr. Lawrence R Bice, Iowa Department of Education

Dr. Derek Brower, Northwestern College

Dr. Shelley Fairbairn, Drake University

Dr. Rebecca S. Hill, Waldorf University

Dr. Kris Kilibarda, Iowa Department of Education

Dr. Melissa McAninch, Central College

Dr. Jennifer L Rasmussen, Mount Mercy University

Briar Cliff Response to Final Report Due April 1, 2020

Acknowledgements

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

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit. Some of those people are:

Rachelle Karstens, President

Dr. Todd Knealing, Provost and Vice President of Academic Affairs

Dr. Ken Berg, Education Department Faculty

Dr. Theresa Engle, Education Department Faculty

Traci Kell, Education Department Faculty

Shelly León, Education Department Administrative Assistant

Jeanene Sampson, Education Department Faculty

Sr./Dr. Ruth Schock, Education Department Faculty

The Administration and the Education Department of Briar Cliff University wish to express their gratitude to the members of the Site Visit Team. It was a pleasure to meet with each of you and to share the work that we do. The experience was rewarding, and it has provided us with excellent suggestions to improve our program.

GOVERNANCE AND RESOURCES

281—79.10(256) Governance and resources standard. Governance and resources adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions.

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

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

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

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

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

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

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

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

b. Resources to support professional development opportunities;

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

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

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

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

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

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

Initial Team Finding:

Met	
Met Pending Conditions Noted	X
Not Met	

Commendations/Strengths:

- Through interviews with administration and faculty the team found there is excellent support shown from the university for the teacher education program. The teacher education program is seen as one of the four pillars of the university and the unit is given a great deal of autonomy and trust.
- Through interviews, focus group discussions, the Institutional Report (IR) and unit documentation, the team found there is an active, engaged external advisory committee. The external advisory committee has reviewed program data and provided suggestions that have resulted in programmatic improvements.
- Through visits to the library and interviews with the librarian and unit personnel, the team found there are significant recent electronic books in education available as well as a LibGuide for education students that includes links to education handbooks and available study guides for PRAXIS exams and that several efforts have been made to ensure the children's library includes recent, award-winning children's books.
- The team found through interviews with candidates, administrators, and faculty across campus that the unit faculty are well-respected across the university and have provided guidance and modeling in the Franciscan goals of service and community. This is further shown through Sr./Dr. Ruth Schock's work providing professional development, mentoring, and induction for all new university faculty.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

1. **79.10(4)** Through a review of course syllabi and student records and interviews with students, the team found a lack of clarity and consistency on how InTASC standards are implemented in the unit's coursework. The team recommends the unit develop policies and practices to ensure the InTASC standards are integrated consistently into all unit coursework and clinical experiences through assignments and assessments.

Each instructor of the listed courses will refer to the Curriculum Map and include the identified standards in unit coursework and clinical experiences. A checklist of what is to be included and how it is to be included in course syllabi will be provided to instructors (See Exhibit 1, "What to Include in Syllabi—Checklist"). The syllabi will be submitted to the Education Drive in the appropriate folder at the start of each semester to be approved by the Department Chair.

2. **79.10(7)** The team found through visits to the library and storage rooms that there are updated curriculum materials available for candidate use, but those materials are in multiple locations and the candidates often have limited access to the materials. The team recommends the unit provides a convenient location for curricular materials to ensure candidates have ready access to the materials.

Teacher manuals and children's literature books are available to all students on campus for check out in the Briar Cliff University Library. Many of the items in the storage room
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located at the end of the hallway in the Education Department wing belong to several faculty members, which requires the room to be locked. Due to limited storage space and the convenience of the central location, unit curriculum materials are also stored there. These materials are used by both faculty in class and by students. The curriculum materials that belong to the unit and are available to students will be listed in the Lib Guide on the Education Department section of the library's website. The Program Assistant and the Head Librarian are working together to include descriptions and photographs of the materials. The students will check out the desired materials from the Program Assistant or a member of the unit faculty. This will help the unit keep track of the materials.

3. **79.10(7)** The team found limited, guaranteed funding available for faculty professional development. The team recommends the unit/institution explore opportunities and/or policies to ensure financial resources are available for appropriate professional growth.

The unit will work with the institution and the Professional Development Committee to explore other funding sources to make more professional development opportunities available to unit faculty.

4. **79.10(7)** Through interviews with faculty and staff, there is a question about the resource allocation for the support of all administrative duties. The chair appears to be responsible for many duties, which may impact unit efficiency. The team recommends the unit examine human resources, roles, and responsibilities and adjusts accordingly to ensure a sustainable high-quality teacher education program.

The unit will work with the institution to examine possible resource allocations.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

1. **79.10(2)** The team found evidence through syllabi and interviews with faculty that there is limited oversight of the secondary education program. The evidence noted a lack of consistency in methods courses and related clinical experiences in the secondary education program. The unit is required to establish and implement a plan to ensure the unit has oversight of the curriculum, instruction, clinical, and assessment requirements for all secondary and K-12 programs. Oversight must ensure equitable quality of preparation for all candidates.

Prior to the semester of the offered course, the Department Chair will assist the content department chairs and instructors with the development of course syllabi and clinical placements. The instructor will be given the “What to Include in Syllabi—Checklist” and the previous syllabus as guidance. The syllabus will be submitted to the unit Department Chair for approval.

During the first week of the semester, the unit Department Chair will contact the instructor to provide guidance in clinical placements. Early in the semester, the Department Chair will schedule with the instructor a time for a formal observation of the instructor's teaching. A follow-up conference will be held to discuss the observation in order to provide any additional support.

The instructor is responsible for practicum placements and communication of the placements with the unit Department Chair and/or the Program Assistant. The unit Department Chair and Program Assistant will provide the instructor with the electronic evaluation for cooperating teachers to complete on their teacher candidate. The evaluations will be received by the unit in order to use for program assessment. The results will be shared with the instructor and the content Department Chair for their assessment purposes.

- 2. 79.10(3)** Through examination of the IR and supporting documents, the team found the unit's conceptual framework, although based upon the Franciscan goals, does not have an underlying research base. In addition, through responses to the IR and interviews with unit faculty, the team found the unit's conceptual framework does not guide departmental or instructional decisions. Furthermore, the team found a lack of evidence of how the faculty defines and determines the best practices upon which to base the unit's instructional and programmatic decisions. The team requires the unit to develop and implement a plan for reviewing and revising the conceptual framework, underlying research and determine best practices based on the updated conceptual framework to ensure currency in research and that all members of the unit have consensus regarding the central tenets of the unit.

The unit decided to keep the existing Conceptual Framework and to conduct the necessary research for validation. Refer to Exhibit 2, "Briar Cliff University Education Department Conceptual Framework". The unit will review the Conceptual Framework every seven years for currency in research and that all members of the unit are in agreement regarding the central beliefs of the Conceptual Framework.

Sources of Information:

Interviews with:

- President, Vice President for Academic Affairs, Chief Financial Officer, Instructional Technology Director, Chair of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Library Director

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

DIVERSITY

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

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

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

Initial Team Finding:

Met	X
Met Pending Conditions Noted	
Not Met	

Commendations/Strengths:

- A Briar Cliff University initiative – The Human Library – was selected as a 2018 Association of Student Affairs at Catholic Colleges and Universities (ASACCU) Best Practices for Mission Integration for diversity and integration.
- Through the creation of a Latinx Task Force, the development of a full-tuition scholarship for single parents, and other on-campus programs the institution documents and implements policies and practices focused on making the university a more inclusive environment.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

1. **79.11(1) and (2)** The team found evidence of documented institutional policies and practices focused on recruiting and retaining diverse students; however, the team found little evidence that the unit has policies or practices to recruit and retain diverse candidates. The team recommends the unit research and implement best practices in recruiting and supporting diverse candidates from admission to program completion.

The unit will converse with admissions and student services to find out how we can be more engaged as a department.

2. **79.11(2)** The team encourages both the institution and the unit to improve efforts to recruit faculty that would provide more balance in gender and other diversities among the faculty.

The unit will work with the institution to recruit a more balanced/diverse faculty when there is an open position.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

None

Sources of Information:

Interviews with:

- Director of Admissions, Director of Strategic Initiatives, Unit faculty

Review of:

- Institutional Report
- Program Response to Review Team’s Initial Report

FACULTY

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

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

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

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

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

79.12(5) Faculty members collaborate with:

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

Initial Team Finding:

Met	
Met Pending Conditions Noted	X
Not Met	

Commendations/Strengths:

- Sr./Dr. Ruth Schock developed a new faculty program to mentor and provide pedagogical support to new faculty across the institution. She is given credit load for this effort.
- Unit faculty are given one credit of compensation for completion of the 40 hours of school experiences. The team finds this is a positive incentive for faculty to satisfy this requirement.
- Two of the unit faculty, Traci Kell and Theresa Engle, serve on local school boards, which strengthens the connection of the unit with local stakeholders.
- The secondary social studies methods course is being taught by a local practicing teacher in the teacher's classroom, which provides access to current class materials, as well as access to additional social studies classrooms for collaboration and observations.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

1. **79.12 (2)** The team found limited evidence related to the preparation, knowledge, and experiences of each faculty members that supports his/her teaching duties. The team recommends faculty assignments, particularly as new hires are made, be consistently evaluated to ensure a qualified faculty member is assigned to each course.

The unit will assign the most appropriately qualified faculty member to all teaching duties. The unit will refer to the Higher Learning Commission (HLC) policies as a guide.

2. **79.12 (4)** In reviewing faculty member's recent professional development documentation, there was a lack of evidence that faculty members were using the unit's academic needs as a basis for selecting professional growth opportunities. The team recommends the unit develops and implements policies and practices that support faculty in selecting and attending professional growth opportunities that are aligned with the unit's academic needs.

Prior to the start of the fall semester, the unit will use data collected for program review to determine which areas are in most need of improvement and discuss the professional development opportunities that would most benefit the unit's academic needs. This information will guide individual Faculty Professional Development Plans, which will be shared at a department meeting in September for feedback.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

1. **79.12(2)** The team does not find documented evidence that verifies the alignment of knowledge, preparation and experience with teaching duties for all faculty members. The team requires the unit examine faculty qualifications and teaching assignments and make the adjustments necessary to resolve the concerns. The following faculty members are listed in this concern:
 - a. The team did not find evidence a faculty member has the knowledge, preparation, or experience to be qualified to teach an earth science content class.

A member of the science department will be teaching EDEL 220 Earth and Space Science beginning the spring 2021 semester.

b. The team found evidence a faculty member was not clearly qualified for teaching reading in the content areas at the secondary level.

New faculty member, Kathryn Kurz, will be teaching EDEL 423 Content Area Literacy and EDUC 09IS, the accompanying practicum. Ms. Kurz has extensive experience at the secondary level in literacy.

The unit policy will ensure we align instructors and courses based on undergraduate and graduate preparation, prior work experience, and professional development (including the 40-hour requirement).

This policy will be reviewed/referred to by the unit annually in January, prior to setting the university schedule for the upcoming academic year.

- 2. 79.12(3)** The team found no formal process for holding tenured faculty accountable for teaching prowess. In addition, there was no documented evidence the department chair is evaluated for teaching prowess. Furthermore, the team found faculty members who teach the secondary content area methods and supervise the secondary clinical experiences are not regularly evaluated to ensure integrity, quality, and continuity of all programs. The unit is required to develop and implement policies and practices to ensure all full and part time faculty members in the unit are regularly evaluated for teaching prowess and are informed of the evaluation results.

Beginning in the 2020-2021 academic year, the unit will conduct peer evaluations and will include all faculty of the unit, whether tenured/non-tenured. These evaluations will be conducted every other year, with the next peer evaluation scheduled for 2022-2023.

The Department Chair will evaluate those teaching the secondary methods courses. The Department Chair will communicate with and schedule a formal observation with a follow up conference. This began during the spring 2020 semester. Two observations were completed with secondary methods instructors prior to the coronavirus situation. Two were not.

- 3. 79.12(5)c** The team did not find evidence that three faculty members have completed the 40-hour requirement within the past five years. The unit is required to develop and implement a policy to ensure all faculty complete 40 hours of team-teaching activities that include active engagement in the teaching, learning, and assessment process with P-12 students.

One faculty member is no longer teaching a methods course. This semester the Department hired a current Teacher as an adjunct.

One faculty member did complete 63 hours in a high school setting (See Exhibit 3)

One faculty member will no longer be teaching Content Area Literacy and EDUC 09Is, the accompanying practicum. New faculty member, Kathryn Kurz, will be teaching EDEL 423

Content Area Literacy and EDUC 09IS, the accompanying practicum. Ms. Kurz has extensive experience at the secondary level in literacy.

Sources of Information:

Interviews with:

- VPAA, Education Department Chair, Unit Faculty and Adjuncts

Review of:

- Institutional Report
- Program Response to Review Team's Initial Report
- Faculty CVs

ASSESSMENT

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

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

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

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

79.13(4) Candidate assessment includes clear criteria for:

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

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

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

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

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

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

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

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

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

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

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

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

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

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- a. Individual candidate assessment data on unit standards, as described in subrule 79.13(5), are analyzed.
- b. The aggregated assessment data are analyzed to evaluate programs.
- c. Findings from the evaluation of aggregated assessment data are used to make program improvements.
- d. Evaluation data are shared with stakeholders.
- e. The collection, aggregation, analysis, and evaluation of assessment data described in this subrule take place on a regular cycle.

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

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

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

Initial Team Finding:

Met	
Met Pending Conditions Noted	X
Not Met	

Commendations/Strengths:

- Through interviews with faculty and candidates, the team found unit faculty members know their students very well both personally and academically.
- Candidates are provided with a great deal of informal feedback on individual assignments and though advising appointments.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

1. **79.13(3)** Through a review of documents and interviews with faculty, the team found evidence that data from student teaching is used for assessment of the unit; however, outside of regular discussions at department meetings focused on candidate performance and the support of individual candidates, the team did not find evidence of data collection of a candidate’s performance throughout the program. Since it could be possible to identify patterns in candidate need or performance that could inform the unit’s work in a way that some of these common challenges could be addressed proactively, the team recommends the unit considers the collection of data at other levels of the program to inform practice.

Candidate data is collected at various stages throughout the program. Please refer to “Checkpoints for Candidate Assessment” (Exhibit 4).

2. **79.13(4)a** A review of documentation and interviews with unit faculty provided evidence that some students experience difficulty passing the PRAXIS Core exam.

Interviews with the Teacher Education Committee revealed that in some cases students may be granted a one semester extension where they may be allowed to take courses in the Education department that typically would require admission to the program if they have demonstrated the potential of becoming an effective teacher. There was no evidence that students receive any specific support or counseling if they do not pass the test; however, faculty have reported that they meet individually with students to discuss options and provide individual support. It is recommended that the practices of supporting or coaching students toward successful completion of the Praxis Core may be standardized in a way to ensure all students receive equitable access to support and/or remediation strategies.

The unit has purchased several Praxis Core and Praxis II study guides, which are available for students to check out from the library. The list of these study guides, as well as a link to free practice tests can be found on our Library LibGuide:

<https://briarcliff.libguides.com/education>

The unit is considering a 1-credit course to prepare students for Praxis Core/Praxis II. The Program Assistant emails practice questions to all students in the program every other day with the answers the following day. These questions are from flash cards purchased from ets.org. Refer to “Example of Praxis Core Sample Questions Emailed to Education Students” (Exhibit 5)

- 3. 79.13(4d)** In a review of Praxis test scores, the team found evidence of inconsistency in the percentage of students who have successfully completed the exams. While the numbers completing the test each year were small, in years with enough reportable data the passing rates are below the current state averages. This is specifically true for the Principles of Learning and Teaching exam for grades 7-12. There was also variation within the Elementary Content Knowledge Exam passing rates, with a particularly low rate for the 2018-2019 program completers. The team recommends that the unit reflect on these patterns and use this information as part of a review of teacher education curriculum and assessment.

The unit will use the data provided by ets.org to further examine students’ scores on Praxis Core and Praxis II exams to evaluate the unit’s curriculum as part of the unit’s Program Review.

- 4. 79.13(7)** The team found that data was being collected from graduates and employers. The assessment coordinator reported that a survey of graduates and their employers is administered, however the response rates are too low to utilize for program improvement. It is recommended that the unit consider compiling data over several years so that patterns may begin to emerge.

The unit will compile and examine the data collected over several years to determine if patterns do emerge.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

1. **79.13(4c)** The team found no evidence of criteria based upon candidates' attainment of the unit standards for student teaching beyond those for continuation in the program. The unit is required to develop and assess candidates on performance criteria for admission to student teaching.

The unit will determine a set of requirements/criteria to be met prior to student teaching. The unit's Faculty Advisory Committee will review each applicant for approval, based on the requirements/criteria.

When the unit meets in August of 2020 for the annual program review/work day, a set of requirements/criteria will be determined for teacher candidates to meet prior to student teaching. Teacher candidates applying for student teaching in the 2021-2022 academic year will need approval from the unit's Faculty Advisory Committee (based on the unit's set of requirements/criteria) before student teaching. *The unit's Department Chair will be responsible for communicating with the Faculty Advisory Committee. The unit's Program Assistant will be responsible for tracking the requirements/criteria for each candidate.*

2. **79.13(5)** The team found that there were assignments/assessments connected to the InTASC standards identified throughout the program; however, there was no evidence that the sequence of assignments/assessments demonstrates a developmental progression toward mastery of the standard. Candidates reported they are receiving informal feedback regularly, but do not see this specifically related to the InTASC standards. The unit is required to refine the assessment system to articulate criteria and methods for evaluating candidate performance on unit standards and for providing on-going formal feedback to candidates regarding their performance on unit standards at multiple checkpoints in the program.

Please refer to the revised "Checkpoints for Candidate Assessment" (Exhibit 4).

All current unit syllabi have been revised to identify which InTASC standard(s) is met by each listed learning outcome.

The instructor of the identified course/artifact will evaluate and inform the candidate of their progress. Academic Advisors will be involved, when necessary.

Each student in the unit is assigned an academic advisor, a faculty member in the unit who has been at the university for at least one full academic year. The unit's Program Assistant tracks the information on the advising document (see attachment in email). The advising document is shared with the advisee each semester while registering for courses for the upcoming semester. The university uses Starfish to track grades and concerns. All full-time, part-time, and adjunct faculty are expected to complete grade/attendance/behavior checks 4 times during the semester. All "kudos" and concerns are emailed to the advisor, and the advisor is expected to follow up with any concerns. Advisors can connect the advisee to various campus resources, if necessary. This system allows advisors the most up-to-date information on each advisee. The university provides paper copies of advisees' grades at the conclusion of each semester. The academic advisor and advisee discuss

celebrations and concerns to make necessary decisions/set goals throughout the year, not just when it is time to register for courses.

*Each student in the unit has a permanent file held in the unit's conference room. It contains log sheets of practicum experiences, evaluations of practicum experiences (completed by cooperating teachers), and other pertinent information, such as emails, test scores, etc.

3. **79.13(8)** The team found no evidence that the unit regularly evaluates and revises the assessment system. The unit is required to develop and implement policies for ensuring the candidate and program assessment system is regularly evaluated and appropriately revised.

The unit will examine and reevaluate the unit's assessment system every three years during the unit's Program Assessment. This cycle will begin in the 2020-2021 academic year.

Sources of Information:

Interviews with:

- Assessment Director, Teacher Education Chair, Candidates, Unit Faculty,

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

TEACHER EDUCATION CLINICAL PRACTICE

281—79.14(256) Teacher preparation clinical practice standard. The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions.

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

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

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

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

79.14(4) Teacher candidates experience clinical practices in multiple settings that

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include diverse groups and diverse learning needs.

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

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

a. High-quality instructional programs for PK-12 students in a state-approved school or educational facility.

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

c. The active engagement of teacher candidates in planning, instruction, and assessment.

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

a. Includes a full-time experience for a minimum of 14 consecutive weeks in duration during the teacher candidate's final year of the teacher preparation program.

b. Takes place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the teacher candidate is being prepared.

c. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the teacher candidate.

d. Involves the teacher candidate in communication and interaction with parents or guardians of students in the teacher candidate's classroom.

e. Requires the teacher candidate to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation, which shall not be used as an assessment tool by the unit, performed by the cooperating teacher or a person who holds an Iowa evaluator license.

f. Requires collaborative involvement of the teacher candidate, cooperating teacher, and college/university supervisor in candidate growth. This collaborative involvement includes biweekly supervisor observations with feedback.

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

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

79.14(8) The unit annually offers one or more workshops for cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the unit deems necessary. The duration of the workshop shall be equivalent to one day.

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

Initial Team Finding:

Met	
Met Pending Conditions Noted	X
Not Met	

Commendations/Strengths:

- Candidates, particularly those in the elementary program, significantly exceed the number of required practicum hours.
- The Professional Development School (PDS) is a notable strength of the elementary program. Candidates are teamed with a cooperating teacher to complete practica twice per week over the course of an academic year. Cooperating teachers, principals, and candidates report that candidates are engaged in purposeful activities from the outset of their practicum experiences. Elementary student teachers demonstrated confidence in their skills, backing up that confidence with references to their learning at the PDS.
- PDS cooperating teachers take their roles seriously and offer candidates a great deal of teaching/mentoring.
- Faculty have developed strong relationships with people at all clinical sites and are at those sites a great deal, as noted by site principals.
- Elementary candidates spoke favorably about the amount of engagement and learning involved in the student case studies completed in math and reading.
- Cooperating teachers and principals at clinical sites report that communication from faculty is clear, comprehensive, and timely.
- Content faculty observe student teachers and take data back to their respective departments.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

1. **79.14(1)** The team found evidence of detailed record-keeping for clinical placements in a spreadsheet, though it is unclear when the individual unit standards are specifically addressed in the clinical experiences. The team recommends that syllabi and evaluation tools clearly specify which standards are addressed in each clinical experience.

All current unit syllabi have been revised to identify which InTASC standard(s) is met by each listed learning outcome. This includes syllabi for methods/clinical courses. The unit has also identified the appropriate InTASC standard(s) on rubrics.

2. **79.14(3)** The team found through a review of student records and interviews with unit faculty that practicum and student teaching evaluations included InTASC standards. The unit has identified 38 indicators from the InTASC document that are being used to focus the evaluation and these indicators are used consistently throughout the various practicum evaluations. However, no evidence was found or reported by the assessment coordinator that performance

levels for the practicum evaluation are well-defined or differentiated. It is recommended minimum performance expectations for each practicum experience be defined in a way that would reflect a developmental progression from early practicum experiences to student teaching.

The evaluation for practicum experiences is similar to the evaluation for student teaching. There are fewer questions on the practicum evaluation, because they do not have the same opportunities/experiences to demonstrate their competence in those areas. We chose to keep the indicators the same for all practicum experiences and similar to those for student teaching, in order to better compare a candidate's growth.

Definition of performance levels:

NA-Not applicable/not observed

1-Very Poor-strong concerns

2-Poor-demonstrates below average performance

3-Fair-demonstrates average performance

4-Good-demonstrates proficient performance

5-Excellent—demonstrates advanced performance

*****If you have further suggestions, we are very open to them!**

- 3. 79.14(6b and 7f)** The team found the evaluation of clinical experiences varies by supervisor; some offer written suggestions for areas of improvement, while others focus only on strengths. The team suggests that a form that includes the standards for each experience is developed to ensure that standards are adequately addressed throughout the development of the candidate's knowledge, skills, and dispositions. The team further recommends the unit develop a system that includes training for all supervisors to articulate common expectations and ensure consistency of evaluation and feedback.

We are in the process of gathering and examining evaluations from other institutions. After one has been selected, there will be a training session scheduled for all faculty/adjuncts who supervise practicums and student teachers.

- 4. 79.14(6c)** The team found that elementary candidates all complete the requirements for the reading endorsement. Syllabi specify that the reading case study completed at the PDS serves as the practicum for that endorsement. The team recommends that the unit look for additional opportunities to practice implementing a variety of reading strategies in various large- and small-group settings.

Candidates do have opportunities to practice implementing a variety of reading strategies in various large- and small-group settings. Refer to the syllabus for EDEL 461 Language Arts Methods (Exhibit 6).

5. **79.14(7h)** The team learned that candidates are involved in determining the student teaching grade in collaboration with the supervisor and cooperating teacher. However, criteria for determining a grade are not clear and may be subjective. The team recommends that criteria for determining grades be clearly specified to ensure that grades represent specific, consistent levels of achievement during the student teaching experience.

At the end of the student teaching experience, the cooperating teacher, the student teacher, and the university supervisor meet to evaluate and determine a final grade. This conversation includes the scores on the summative evaluation and the progress made throughout the student teaching experience. Strengths and areas that improvement are identified.

6. **79.14(9)** The team found that contracts are on file and are signed, but recommends that those contracts include more protections for candidates.

The unit's contracts were reviewed and approved by the institution's legal counsel. Any suggestions/examples are much appreciated.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

1. **79.14(7e)** The team found that, while candidates engage in a mock interview at the end of their student teaching experience, they do not participate in the required mock evaluation focused on the Iowa teaching standards and performed by the cooperating teacher or a person who holds an Iowa evaluator license. The unit is required to add a mock evaluation to student teaching.

In our original report/exhibit, we mislabeled our mock evaluation. We titled it "Mock Interview" instead of "Mock Evaluation". That has been corrected.

During week 11 of the Student Teaching Seminar (refer to the syllabus for EDUC 14IS—attachment in email), student teachers participate in an alignment (crosswalk) of InTASC to Iowa Teaching Standards.

During the Student Teacher Celebration, held at the conclusion of the clinical experience, cooperating teachers evaluate/interview the student teacher using the Iowa Teaching Standards, which are found on pages 18-21 of the Student Teaching Handbook (see attachment in email). Student teachers are encouraged to refer to the journal they maintained during the experience to give specific examples of how each standard was met. If the cooperating teacher is not able to attend the celebration, this is conducted in the classroom.

Sources of Information:

Interviews with:

- Instructional Technology Director, Unit Faculty

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

TEACHER EDUCATION KNOWLEDGE, SKILLS AND DISPOSITIONS

281—79.15(256) Teacher candidate knowledge, skills and dispositions standard. Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

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

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

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.
- b. Students with disabilities.
- c. Students who are struggling with literacy, including those with dyslexia.
- d. Students who are gifted and talented.
- e. English language learners.
- f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

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

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

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

- a. *Learner development.* The teacher understands how learners grow and develop,

recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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

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

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

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

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

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

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

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

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

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

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

79.15(6) Each teacher candidate must either meet or exceed a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score above the 25th percentile nationally on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning.

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

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

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

Initial Team Finding:

Met	
Met Pending Conditions Noted	X
Not Met	

Commendations/Strengths:

- The team found that students receiving the Special Education endorsement are required to have a GPA of 3.0 (higher than for other teacher candidates) in order to ensure candidates are highly prepared in general classroom pedagogy and for the complexities of the teaching in special education.
- All elementary education candidates are required to obtain a reading endorsement and the unit has developed a course scope and sequence that allows for the completion of this endorsement within four years.
- The team found in course syllabi and from discussion with candidates that the reading and mathematics case studies conducted as part of elementary candidates’ program of study provided valuable experience with differentiation and progress monitoring.
- The team found in course syllabi, discussion with candidates, and in the Program Response to the Review Team’s Initial Report thoughtful consideration of diverse learners, particularly for English Learners.

Recommendations:

Made to inform the program for continuous improvement only. No action is required.

1. **79.15(2)** Candidates reported knowing how to differentiate for diverse learners in classroom instruction, but some candidates reported having limited exposure in clinical experiences to all of types of diversity, with the best source for learning being based upon the context of the case study. Category f, at-risk students, was one area that evidence indicated exposure only. The team recommends review of

course assignments and practicum experiences to improve opportunities for learning in all areas, going beyond exposure.

Candidates create a Unit Plan in EDUC 318 that requires differentiating the instruction. Secondary candidates in EDUC 423 refer to and use the SIOP Lesson Plan format. In EDEL 461, the elementary teacher candidates in the PDS are to create a student summary for each student. Please refer to Exhibit 8, “Student Descriptions”. Elementary candidates in EDEL 316 and EDEL 342 use their “Student Descriptions” from EDEL 461 to write and teach lessons that specifically identify students needing differentiation and plan how that will occur. Please refer to Exhibit 7, “Differentiation of Instruction Planning Sheet”.

2. **79.15(3)** The team found direct evidence in course syllabi indicated limited opportunity for secondary education candidates to learn and integrate content area literacy strategies. The team recommends that the unit provides opportunities for secondary candidates to receive additional instruction in reading/literacy strategies.

Literacy strategies are to be included in all methods courses and syllabi. Please refer to Exhibit 1. This will provide secondary teacher candidates specific strategies for their content area.

3. **79.15(4)** The team found InTASC standards listed on every syllabus, however, the emphasis and assignment of specific standards with direct assessment through assignments or practicum requirements within courses as documented on course syllabi was inconsistent. The team recommends that the unit revisit the curriculum map to show the developmental sequence of coursework and aligned clinical experiences.

Please refer to Checkpoints for Candidate Assessment (Exhibit 4).

4. **79.15(4)** The team found in conversations with candidates that they were aware of the InTASC standards; however, they had difficulty articulating where they were assessed on those standards. The team recommends unit faculty communicate these standards to students through explanation of emphasized standards in courses and in explicit documentation on syllabi and in course assignments.

Faculty have been instructed to purposefully and intentionally discuss the course learning outcomes and associated InTASC standards with the candidates. The faculty are to make sure candidates know where and how they are assessed based on the InTASC standards.

5. **79.15(8)** The team found through conversations with candidates and course syllabi that Iowa Core standards are integrated in program requirements. The team recommends attention to course assignments that go beyond exposure to relevant standards and move toward demonstrating competency in using the Iowa Core standards.

Candidates are expected to include Iowa Core Standard(s) addressed in all lesson plans. This is identified in the Briar Cliff University Lesson Plan Format that is used in all methods courses. Please refer to Exhibit 9.

6. **79.15(9)** Through a review of curriculum exhibits and interviews with faculty, the team found elementary candidates are expected to develop lesson plans in the areas of geography, civic literacy, economics and behavioral science. The team did not find evidence candidates are expected to achieve mastery of the required social studies content. The team recommends the unit provide options for candidates to gain the appropriate content knowledge to align with the social studies content requirements in the Elementary Education Endorsement (102).

Correction: Elementary majors are required to take a geography course, PSCI 224. The textbook and supplemental readings provide content knowledge. The textbook was specifically chosen for this reason.

7. **79.15(9)** Biology, World History, and Sociology do not currently include coursework for Option 2 on the curriculum exhibit. If Option 2 will be used in these curricular areas, the team recommends the unit ensures the program of study, shown in the curriculum exhibits, meets minimum credit requirements.

Option 2 will not be used.

Concerns:

Programs are required to resolve concerns before State Board of Education approval.

1. **79.15(7)** The team found through curriculum exhibits that three content areas do not have a 30-hour teaching major. English has 26 credits, Spanish has 27 credits, and Computer Science has 27 credits. The team requires the unit to ensure the programs of study, shown in the curriculum exhibits, meets minimum credit requirements.

The curriculum exhibits for the 5-12 Computer Science endorsement and the 5-12 Spanish endorsement have been corrected and submitted to the BoEE. The BoEE did approve them. I submitted the updated curriculum exhibit for 5-12 English/Language Arts and am waiting for approval.

Sources of Information:

Interviews with:

- Candidates, Recent Alumni

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to classrooms and discussions with students
Visits to clinical sites and discussions with administrators