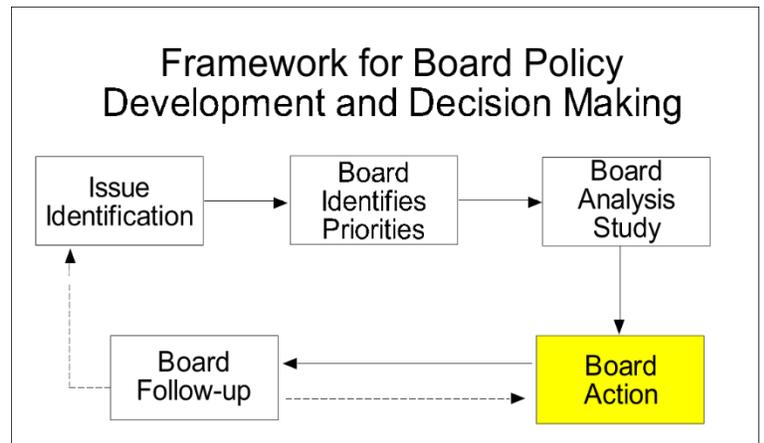


Iowa State Board of Education

Executive Summary

January 28, 2021



Agenda Item: Viterbo 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): Matt Ludwig, Consultant
Bureau of School Improvement

Lawrence R. Bice, Administrative Consultant
Bureau of School Improvement

Attachment(s): One

Recommendation: It is recommended that the State Board award full approval to the Viterbo University Practitioner (Principal) Preparation Program through the next review scheduled for the 2026-2027 academic year

Background: Viterbo University provides principal preparation programs through their Des Moines campus. The attached report is a summary of the program review and on-site visit under 281 Iowa Administrative Code chapter 79. The Viterbo University program has met all Chapter 79 standards without condition; therefore, the Department recommends the State Board grant full approval to the Viterbo University practitioner preparation program.

Viterbo University

Principal Preparation Program Approval Report

Preliminary Review: March 4, 2020

Site Visit: April 27, 2020 through April 30, 2020

Final Report: June 3, 2020

Presented to the State Board of Education on: January 28, 2021

Review Team Members:

Dr. Lawrence Bice, Iowa Department of Education

Dr. Thomas Buckmiller, Drake University

Dr. Laura Heitritter, Northwestern College

Dr. Kris Kilibarda, Iowa Department of Education

Dr. Jill Leet-Otley, Luther College

Mr. Matt Ludwig, Iowa Department of Education

This report provides background information, selected unit commendations, and a summary of the resolutions of compliance concerns and a recommendation of MET or NOT MET for each standard area. This report also includes all team findings and Viterbo University's response to these findings which can be found starting on page 6. In this report, names have been redacted in recommendations and compliance concerns.

Background

Viterbo University, incorporated in 1960, is a not-for-profit, Catholic, Franciscan institution with a strong liberal arts tradition. The university's main campus is located in LaCrosse, WI, with satellite campuses in West Des Moines, IA; Cedar Rapids, IA; Waterloo, IA; and Ottumwa, IA. On November 14, 2007, the Iowa State Board of Education granted a full five-year program approval for an initial administrator PK–12 Principal/Supervisor of Special Education License. The program had been recently reappraised in May 2014. The Master of Arts in Education (MAE) with PK-12 Principal/Supervisor of Special Education requires 36 credits of core coursework.

Selected Commendations:

- Viterbo University's Iowa principal preparation faculty and supervisors have many years of experience as practicing educators, administrators, and educational law specialists which enable them to effectively make theory to practice connections for candidates. Faculty are also regularly and purposefully collaborating with pK-12 schools, area education agencies, and other educational organizations, including School Administrators of Iowa.
- A robust faculty evaluation system has been implemented and is being monitored. The system involves annual observations of instruction, actionable feedback on instructional practices, ongoing analysis of course evaluations, and supports faculty professional development through online Moodle courses.
- The Viterbo university-wide assessment system engages all programs in annual reviews with required follow-up action items to support program evaluation and continuous improvement.
- Viterbo University's Iowa principal preparation program is actively working to implement the new National Educational Leadership Preparation (NELP) standards. The work involves integrating appropriate field experiences with course work and incorporating an aligned program and candidate assessment map.

Resolution of Concerns:

Governance and Resources

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

Resolution Summary: The team found the program's conceptual framework was lacking a shared vision and the articulation of best practices in principal preparation that may translate itself at the course/student level. To resolve this governance issue, Viterbo University administration and faculty collaborated to purposefully redesign and support the conceptual framework at multiple levels of the system with an emphasis on social justice and equity.

The team found that an active advisory committee was not meeting bi-annually to promote continuous program improvement. The program has identified roles and responsibilities for advisory committee members, invited new members with various

backgrounds, and established a meeting schedule with potential agendas to promote continuous improvement.

The team found the program lacked evidence of a guaranteed and viable curriculum across all sites and for all cohorts. The program was required to develop, communicate, and implement consistent policies and procedures and to provide adequate resources at all sites. The program director, faculty, and field supervisors collaboratively redesigned syllabi to integrate NELP standards in principal preparation courses and to develop common course assessments and aligned diverse clinical experiences that will be implemented across all sites and for all cohorts.

Diversity

Based on the university/program's resolution of compliance concerns as summarized below, the Department considers the Diversity standard to be MET.

Resolution summary: During the approval process, the team found a lack of evidence that either the college or the unit have policies or practices in place to ensure a climate that promotes and supports diversity, equity, and inclusion. To resolve the concern, the institution and program articulated Viterbo's new (October 2019) strategic plan and under the theme - "Deliver Our Promise" - a multi-level/multi-year approach to promote and support diversity.

Faculty

The Department considers the Faculty standard to be MET.

There were no compliance issues identified in the Faculty standard.

Assessment

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

Resolution Summary: The team found inconsistent use of performance assessments and summative/formative data across courses and instructors to make course and program improvements. The institution/program, along with faculty and field supervisors, have developed a new assessment plan that aligns required key assignments and assessments for all courses and clinical assignments.

Clinical

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

Resolution Summary: The team found clinical experiences occurring in all locations are not well sequenced, are disconnected from curriculum/coursework, are not aligned with program standards, are lacking diversity, and vary from candidate to candidate. Evidence suggests principal candidates were unable to demonstrate their leadership

knowledge, skills, and dispositions beyond reflection as a part of their clinical experiences. As the program transitions to the NELP standards, the program director, faculty and field supervisors have updated clinical experiences to appropriately align with the new standards, to provide candidates with valuable diverse clinical experiences, and to allow candidates an opportunity to demonstrate learning outcomes beyond reflection.

Knowledge, Skills, & Dispositions

Based on the university/program's resolution of compliance concerns as summarized below, the Department considers the Knowledge, Skills, and Dispositions standard to be MET.

Resolution Summary: The unit was required to revise syllabi and course content to ensure all candidates are prepared to work with students from diverse groups. In preparation for the Spring 2021 semester, the instructors for EDUL 607 collaborated around and participated in professional development opportunities regarding social justice, anti-racism, and cultural responsiveness to better inform their practice and continually enhance the course. The syllabus for EDUL 607 - developing and assessing understanding of and competency in the study of human relations, cultural competency, and diverse learners has also been updated and will be implemented in March 2021.

A Viterbo University Action Plan comprehensively addresses all recommendations and concerns outlined in the report as a means to articulate responsibilities, actions, evidence and anticipated completion dates.

Acknowledgements

Team members would like to express their gratitude to the Viterbo 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:

Ms. Carol Page, Program Specialist, Master of Arts in Education-Iowa
Mr. Michael Gonzalez, Director, Partnership Development & Site Coordinator
Ms. Kathy Westcott, Office Specialist
Dr. Naomi Stennes-Spidahl, Director, Assessment and Institutional Research
Dr. Tracy Stewart, Vice President of Academic Affairs
Dr. Sara Cook, Dean, College of Education, Engineering, Letters, and Sciences
Dr. Jeannette Armstrong, Director of Graduate Programs in Education
Ms. Cari Mathwig-Ramseier, Director Instructional Support Services

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.

Commendations/Strengths:

- Candidates, alumni, adjunct faculty, university supervisors, mentors, and others consistently recognized Carol Page for her commitment to Viterbo's Iowa principal preparation program.
- Viterbo's Iowa principal preparation program is not physically connected to the LaCrosse campus but interviews with staff and administrators as well as a review of

new policies/procedures provide evidence of strong, purposeful collaboration between the Iowa campus staff and appropriate departments across the institution.

Recommendations:

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

1. **79.10(1)** Roles and responsibilities of the Iowa program director are understood throughout the program and the institution; however, it is not clear if one person has the capacity to sustain all aspects of program coordination. The team recommends that the institution evaluate the program director's job responsibilities - hiring, advising, communicating with, supporting, and evaluating adjuncts; monitoring candidate and program performance; ensuring continuous program improvements; and teaching - and determine if there are adequate human resources to sustain a quality program.

- Advise IA students seeking MAE degree, PRIN endorsement
- Provide curriculum development and oversight of Educational Leadership programs
- Recruit, hire, train, and oversee the development/performance of adjunct instructors for IA PRIN and IA elective courses (including teacher leadership and instructional coaching courses) All of our MAE courses are now offered online only, and our MAE program director (who is located in WI) will oversee all MAE faculty
- Coordinate annual program review and assessment of courses and adjunct instructors
- Review and approve syllabi per VU syllabus guideline protocol
- Teach 3-6 credits per year
- Schedule IA PRIN and coaching elective course offerings, and IA MAE courses in conjunction with the MAE program director

A new job description in the Action Plan (Appendix A) and has been made available to the Iowa Department of Education (DE) team.

2. **79.10(6)** There is evidence of collaboration between the Viterbo Iowa center and Viterbo's main campus. The team recommends the institution/program leaders to continually enhance opportunities [virtually or face-to-face] for the administrator preparation program directors at each site to collaborate around effective leadership practice and program delivery.

The Director of Educational Leadership Programs in WI and Iowa (formerly called Program Specialist) will hold monthly meetings to discuss details of the respective programs. The agenda and notes from the first meeting have been made available to the Iowa DE team.

Concerns:

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

1. **79.10(3)** In analyzing the unit's conceptual framework and program documents including handbooks and syllabi, it is unclear how the framework articulates a

shared vision, identifies best practices for principal preparation, or translates itself at the course/student level. The unit is required to analyze and refine the unit's conceptual framework so that it articulates a vision, best practices, and priorities for the Iowa principal preparation program.

The term social justice can be described as the “full and equal participation of all groups in a society that are mutually shaped to meet their needs, including an equitable distribution of resources where all members are physically and psychologically safe and secure, self-determining [and] interdependent” (Vogel, 2011, p. 71).

At Viterbo University, instructors embody a shared vision of social justice and equity in education. This is evident in our work as we identify and allocate resources to students equitably to address the unique academic needs of each. We address conditions that might create barriers or otherwise impede student learning, and we implement practices and policies that facilitate learning while protecting civil and human rights of all. In classroom and virtual environments, we promote and maintain a trustworthy, professional learning environment by holding high expectations for students, engaging them in instructor-led and self-directed learning, collaborative projects, and experiential learning. Instructors dedicate time inside and outside of the classroom to build a professional culture of openness, inclusion, collaboration, and information sharing as they guide students in the pursuit of continuous development and improvement. Ongoing, strategic, and purposeful coaching and feedback are provided to students based on data, assessments, and evaluation methods that improve practice.

Vogel, L.R. (2011). Enacting social justice: Perceptions of educational leaders. *Administrative Issues Journal*, 1(2), 69-82

Viterbo University has replaced the series of research courses in the Master of Arts in Education (MAE) with four new courses. Students choose 2 of the following classes to fulfill core requirements of the MAE. The options include EDUC 612: Equity and Social Justice in Education, EDUC 609: Cultural and Linguistic Diversity, EDUC 610: Teaching, Learning, and Leading in an Online Environment, and EDUC 622: Information Literacy, The Truth Still Matters. Course descriptions have been made available to the Iowa DE team. Highlights of these courses include:

- Analyze equity in education during online teaching.
- Identify and describe the impact of his/her/their identity, role, cultural understandings, and personal biases and conscious knowledge of U.S culture on his/her/their interpretations of the educational strengths and needs of individual English learners and English learner students in general.
- Plan for culturally and linguistically relevant, supportive environments that promote the learning of English learners.
- Evaluate quality online teaching components that have clear learning goals, teaching strategies and structures and routines.

- Rooted in critical media consumption, this new course focuses on the need of individuals to be multi-literate, competent, and intelligent users of information.
- Critical examination of the formation and re-formation of education in the US public school system.
- The concepts and theories of power and oppression serve as a framework for understanding the historical, cultural, and political context of education.
- With a focus on the educational narratives of language, race, class, gender, sexual orientation and immigration status, culturally responsive education is explored as a tool for creating and sustaining educational equity.

Moodle sites for some of the principal program courses now include the Conceptual Framework. Students are expected to ask clarifying questions and/or make comments about what this means to them. The Moodle sites that include this forum discussion opportunity include EDUL 604, EDUL 616, EDUL 611, and EDUL 614. Moodle site access has been given to the Iowa DE team.

2. **79.10(5)** The team was unable to find evidence of an active advisory committee that meets to promote continuous program improvement. The unit is required to establish a representative advisory committee. Additionally, at least semi-annually, the program is required to engage the advisory committee to meaningfully discuss unit data/information and to offer recommendations that promote continuous improvement. The program is required to document agendas and minutes of these meetings/discussions.

The 2020-2021 handbook has been updated to include the advisory committee roles, requirements, and responsibilities. Advisory Committee membership has been updated to include members familiar and unfamiliar with the work of the Educational Leadership Program at Viterbo. While semi-annual meetings have been set/implemented in the past several years, very few committee members attended/participated. We have invited new members who are committed to serving on the committee and who understand the commitment to serve for a three-year term. The agenda for 10-5-20 and the 2021 handbook serve as evidence of this action and have been provided to the Iowa DE team for review. Updates to the handbook and meeting minutes will also be made available to the Iowa DE team.

3. **79.10(7)**. Through interviews with candidates, adjuncts, university supervisors, and unit administrators, the team found a lack of evidence of consistent policies to ensure a guaranteed and viable curriculum across all sites and for all cohorts. The unit is required to develop, communicate, and implement consistent policies and procedures and to provide adequate resources to ensure all candidates receive a guaranteed and viable curriculum at all sites and in all cohorts.

The transition to using NELP standards afforded Viterbo the perfect opportunity to develop syllabi using common assessments for courses and clinicals/internships. Students in the Educational Leadership Program will take courses with common assignments and assessments, regardless of the location or cohort site. Our practice this spring and summer has been to develop master Moodle shells, where the

agreed upon assignments/assessments reside. These master shells will serve to support new instructors as they teach future courses. They also serve as a mechanism to ensure common delivery of course content across locations. The syllabus for each course has been revised to include NELP standards, common assignments and assessments, and common scoring guides. Some of the significant changes to course syllabi are listed below. The Iowa DE team has been given access to all syllabi.

EDUL 603: Leadership for Learning, Foundations

Leadership theory is discussed and foundational belief systems are explored.

- Entry plans are initiated

EDUL 604: Theory of Motivation and Change

- Change theory is studied and applied to real/proposed change in schools.
- PK-12 developmental characteristics and learning considerations are examined.
- Adult learning theory is examined and applied in professional development scenarios.
- Motivation theory is studied and applied to all stakeholders, PK-12 and adults.

EDUL 615: Clinical/Internship for Leadership and Change Theory

- Interviews of school leaders in urban, suburban, and rural districts regarding the vision and mission development.
- Explore how leadership theory serves as the foundation for practicing administrators.

EDUL 608: Leadership for Learning, Management

- Learn key components of practical managerial tasks.
- Use data to drive budget and scheduling decisions.
- Align the practices of the school operations with vision and mission.
- Continue development of entry plan.

EDUL 616: Clinical/Internship for Management & Family Engagement

- Complete a needs assessment for budget purposes, using real data.
- Analyze behavior referral data and summarize findings.
- Identify specific actions of the school's joining process.
- Review the district's communication plan.
- Learn about and respond to a legislative or other political event.

Principal candidates are required to gain significant experience in Rural, Suburban, and Urban districts. Instructors and Clinical/Internship Supervisors have been, and will continue to be, involved in the development of the master course syllabus and Moodle shell. These syllabi are also linked to 79.10(7) in the Action Plan (Appendix A).

Sources of Information:

Interviews with:

- Vice President of Academic Affairs; Dean, College of Education, Engineering,

Letters, and Sciences; Director, Graduate Programs in Education; Director, Assessment and Institutional Research; Director, Instructional Support Services; Director, Partnership Development & Site Coordinator; Program Specialist; Office Specialist; Current candidates, alumni, program mentors, program supervisors, adjuncts

Review of:

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

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.

Commendations/Strengths:

- Michael Gonzalez was recently appointed to the SAI (School Administrators of Iowa) committee on Equity & Inclusion. This appointment will provide opportunities for the program to both share best practices in equity and to gain valuable information from leaders across the state regarding efforts to recruit and sustain a diverse workforce.

Recommendations:

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

1. **79.11(2):** In the institutional report and in interviews with administration, the team found that the establishment of onsite embedded cohorts is an attempt to diversify the candidate and faculty pool. The team found a lack of evidence that the strategy has improved the diversity of students and/or faculty. The team recommends that the unit re-examine the strategy, explore other potential strategies, and devise an alternative plan for diversifying the candidate and faculty pool.

A recruitment action plan has been developed to encompass strategies for increasing the number of candidates and faculty in our program. Highlights of this plan include:

- Inservice to include Anti-Racism Training
- Developing a University 'Combating Racism & Injustice' (CRI) Committee
- Adding an Executive Director of Diversity and Inclusion/Special Advisor to the Cabinet with corresponding budget
- Developing a Hate/Bias Response Team

- Hiring diverse employees with competitive salaries
- Routinely incorporate surveys of staff and students
- Use visuals on campus to communicate appreciation of diversity
- Revise policies to address social justice and equity

The full action plan for the CRI committee has been made available to the DE team members.

Concerns:

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

1. **79.11(1):** In interviews with faculty, mentors, administration, and students, the team found a lack of evidence that either the college or the unit have policies or practices in place to ensure a climate that promotes and supports diversity, equity, and inclusion. The unit is required to work with institutional leadership to develop policies and/or practices focused on promoting and supporting diversity, equity, and inclusion.

Diversity is emphasized as a focus area in Viterbo’s new (October 2019) strategic plan. Under the “Deliver Our Promise” theme, the priority initiative is:

- Increase diversity, civility and inclusivity support services and programming for all students. (Start Year 1)
- Identify a program lead, with at least a ½ time appointment to coordinate efforts in student support (Year 1).
- Strengthen courses that integrate the Diversity, Civility and Inclusivity task force outcomes (Year 2)
- Strengthen co-curricular programming on diversity, building on the success of the Identities Project (Year 3).
- Strengthen relationships with local partners to increase our resources and opportunities for students (Year 4).

With the events of summer 2020, Viterbo created a “Combatting Racism and Injustice” working group with broad representation across campus to sharpen our focus on social justice and equity and quickly move ideas into action.

Recommendations from that group have been approved by cabinet and are moving forward. Some of the highlights from this working group were listed on page 8. Again, the action plan for the CRI committee has been made available to the DE team.

During Fall 2020 in-service, all Viterbo employees (faculty and staff) were required to attend a series of workshops focused on equity and diversity. All adjunct faculty were invited to participate, and recordings of all of the sessions are uploaded to a Sharepoint site, with links distributed to all employees (including adjunct faculty) to revisit as needed.

As part of these initiatives and as part of our regular process of handbook review (underway this fall) an expanded Hate/Bias Response policy has been approved by

committee and is now in front of Faculty Assembly and Employee Assembly for vetting.

The reporting mechanism for hate/bias or any discrimination, abuse, harassment, or concerning behavior is “Viterbo Speaks Up”, and online reporting mechanism. Though the Viterbo community is educated on the Viterbo Speaks Up form and process, as part of the Social Justice and Equity initiatives underway, more education and communication on the hate/bias part of the form is planned this year.

Regarding Graduate Programs in Education (GPE) specifically, the meeting minutes from our GPE meeting in June reflect our focus (minutes of this meeting have been made available to the DE team). In summer 2020, we revised the MAE core curriculum to focus on issues related to social justice and cultural responsiveness.

Sources of Information:

Interviews with:

- Vice President of Academic Affairs; Program Specialist; Dean, College of Education, Engineering, Letters, and Sciences; Director, Graduate Programs in Education; Director, Assessment and Institutional Research; Director, Instructional Support Services; Director, Partnership Development & Site Coordinator; Office Specialist; Current candidates, alumni, program mentors, program supervisors, adjuncts

Review of:

- Course syllabi, Student records, 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:

- a. Colleagues in the unit;
- b. Colleagues across the institution;
- c. Colleagues in PK-12 schools/agencies/learning settings. Faculty members engage in professional education and maintain ongoing involvement in activities in preschool and elementary, middle, or secondary schools. For faculty members engaged in teacher

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

Commendations/Strengths:

- In the institutional report, interviews with stakeholders, and a review of CVs, the team found evidence that faculty have many years of experience as practicing educators/administrators/educational law specialists and are able to effectively make theory to practice connections. The team also found evidence of regular and purposeful collaboration with pK-12 schools, area education agencies, and other educational organizations, like School Administrators of Iowa.
- In interviews with the dean, the chair of graduate programs, and the program specialist, the team found evidence of a robust faculty evaluation system that included annual observations of instruction, feedback on instruction, and ongoing analysis of course evaluations. In particular, the team noted an intensive process for evaluating the quality of on-line instruction.
- In interviews with adjunct faculty and the program specialist, the team found evidence that the online Moodle course is a highly effective resource for faculty professional development.
- In an interview with the program specialist, the team found that the professional development sessions and financial support provided by the Iowa Department of Education for the National Educational Leadership Preparation (NELP) standards implementation have been effectively used to support collaborative efforts to begin the work of revising syllabi and developing aligned clinical experiences.

Recommendations:

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

1. **79.12(1)** Through interviews with faculty, candidates, and alumni, the team found a lack of consistency in the work of internship supervisors. The team recommends the unit examine the roles and responsibilities of a university supervisor and provide collaborative learning opportunities for all supervisors in an effort to build consistency at all program and field experience locations.

Clinical/Internship supervisors have been involved in the writing of specific syllabi for each clinical course. The outcomes for each clinical/internship are developed to align with the content for courses taken that semester. For example, EDUL 616: Clinical for Management & Family Engagement has been developed to align with the content course EDUL 608: Management and EDUL 609: School, Family & Community Relations. All six clinical/internship courses will be developed and aligned to content courses and NELP standards by summer, 2021.

Master Moodle sites have also been created so all clinical/internship supervisors use the same assessments and grading tools. The Director of the program is now able to oversee all activity in each of the clinical/internship courses by requiring supervisors to use Moodle.

Master Moodle sites, as well as new syllabi for clinicals/internships have been made available to the DE team.

Concerns:

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

None

Sources of Information:

Interviews with:

- Vice President of Academic Affairs; Program Specialist; Dean, College of Education, Engineering, Letters, and Sciences; Director, Graduate Programs in Education; Director, Assessment and Institutional Research; Director, Instructional Support Services; Director, Partnership Development & Site Coordinator; Office Specialist; Current candidates, alumni, program mentors, program supervisors, adjuncts

Review of:

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

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.

Commendations/Strengths:

- In interviews with the program specialist and the university's assessment director the team found the Viterbo college-wide assessment system that includes annual program reviews with required follow-up action items provide a strong opportunity for program evaluation and continuous improvement.
- Through the university's assessment office, the unit has access to procedures and training for rubric norming processes that include determining inter-rater reliability. The team noted these processes and professional development opportunities are fully-developed, robust, and show great promise for supporting the unit in the development of new rubrics.
- Although not yet required by Iowa Administrative Code, the unit is actively working to implement the NELP standards. This work involves integrating appropriate field experiences with course work and incorporating an aligned program and candidate assessment map.

Recommendations:

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

1. **79.13(1)** Evidence collected through interviews and the program's response to the institutional report indicates course assessments are inconsistent between sections and instructors. The team recommends unit leadership collaborate with adjunct faculty to collectively review course syllabi and assessment methods, both formative and summative, to ensure they are consistent across location and instructors.

The process of aligning common assignments and assessments has begun.

Transitioning to the NELP standards offered a perfect opportunity for the instructors

of similar courses to collaborate with the Program Director to provide a common Moodle site (and common syllabi) for each course. Master Moodle sites and syllabi have been shared with the DE team.

2. **79.13(5)** The team noted that the assessment reports from several years indicated that the portfolio was not serving candidate assessment purposes or program assessment purposes. The team recommends the unit-identified action item of reviewing/revising the portfolio system be prioritized to ensure useful data is available to the unit for decision-making by institution/program leadership, the advisory committee, faculty, and candidates.

The NELP standards transition also afforded us the opportunity to eliminate the capstone portfolio presentation and replace it with a mid-term assessment and a post-program assessment that allows for more timely and meaningful feedback. While the mid-term assessment is still being developed (in collaboration with supervisors and instructors), the initial plans have been shared with the DE team.

3. **79.13(6)** The team noted through interviews with the assessment director and the program specialist that the unit is beginning to implement the NELP standards and to design rubrics based upon those new standards. The team also noted there is a strong rubric-development process in place. The team recommends the unit explores the rubrics that have been nationally developed to support the NELP standards and consider how those rubrics might be integrated into the comprehensive unit assessment plan.

Aligning course outcomes with NELP standards has allowed us to determine meaningful and relevant assignments, but also allows us to develop rubrics for the assessments we have chosen. These rubrics are being discussed by the team of instructors and supervisors who are developing the mid-and end-program assessment. All rubrics will be shared via the Action Plan with the DE team upon completion. NELP rubrics will guide us as much thought has already been invested to develop them.

Concerns:

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

1. **79.13(5)b, d, e.** Through examination of candidate data and interviews with candidates and alumni, the team found that measures used to assess candidates' performance on unit standards are inconsistent across courses and instructors. In addition, there is a lack of developmental feedback related to the candidates' progression on the standards throughout the program. The unit is required to develop and communicate a comprehensive unit assessment plan that is aligned to unit standards and that does not vary based upon location, instructor, or supervisor. The plan must clearly articulate standards-based expectations for candidate performance and provide developmental feedback to inform candidates about his/her progress in the program from acceptance to graduation.

The assessment plan has been revised for students taking courses aligned with the NELP standards. Each course syllabus and clinical/internship includes NELP standards and includes assessments and/or assignments that show evidence of meeting the standard. The complete action plan has been shared with the DE Team.

2. **79.13(6)** Through a review of handbooks, syllabi, and candidate records and interviews with the program specialist, the team found a lack of evidence that candidate assessment data regarding performance on unit standards is aggregated and systematically used for program evaluation and improvement. The unit is required to develop and implement a comprehensive unit assessment plan that is aligned to candidate performance, is communicated to stakeholders, and is used to inform program improvement.

The process of aligning course assignments and assessments to the NELP standards has begun. The full draft has been shared with the DE Team. The process of assessment development, rubric development, master syllabus and Moodle development will continue as a priority. The syllabus and master Moodle shells for each course are being developed in collaboration with the instructors and supervisors with input from the Viterbo instructional designer. The collaboration has been (so far) completed semester by semester, allowing for thoughtful discussion and development for courses being taught in the very near future. The timeline outlined in the Action Plan shows that all syllabi and master Moodle shells will be developed by the end of spring, 2021. The rubric development for all assessments, as well as the NELP alignment, will continue to be refined in future collaborative meetings. These meetings will immediately precede the course offering, and will include input from all instructors for sections of the course.

Sources of Information:

Interviews with:

- Vice President of Academic Affairs; Program Specialist; Dean, College of Education, Engineering, Letters, and Sciences; Director, Graduate Programs in Education; Director, Assessment and Institutional Research; Director, Instructional Support Services; Director, Partnership Development & Site Coordinator; Office Specialist; Current candidates, alumni, program mentors, program supervisors, adjuncts

Review of:

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

ADMINISTRATOR PREPARATION CLINICAL PRACTICE

281—79.16(256) Administrator preparation clinical practice standard. The unit and its school partners shall provide clinical experiences that assist candidates in becoming successful school administrators in accordance with the following provisions.

79.16(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, purposeful, supervised by appropriately qualified personnel, monitored

by the unit, and integrated into unit standards. These expectations are shared with candidates, supervisors and cooperating administrators.

79.16(2) The PK-12 school and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:

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

79.16(3) Cooperating administrators and college/university supervisors share responsibility for evaluating the candidate's 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.

79.16(4) Clinical experiences include all of the following criteria:

- a. A minimum of 400 hours during the candidate's preparation program.
- b. Take place with appropriately licensed cooperating administrators in state-approved schools or educational facilities.
- c. Take place in multiple high-quality educational settings that include diverse populations and students of different age groups.
- d. Include minimum expectations and responsibilities for cooperating administrators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members.
- e. Include prescribed minimum expectations and responsibilities of the candidate for ethical performance of both leadership and management tasks.
- f. The involvement of the administrator candidate in relevant responsibilities to include demonstration of the capacity to facilitate the use of assessment data in affecting student learning.
- g. Involve the candidate in professional meetings and other school-based activities directed toward the improvement of teaching and learning.
- h. Involve the candidate in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating administrators in the school.

79.16(5) The institution annually delivers one or more professional development opportunities for cooperating administrators to define the objectives of the field experience, review the responsibilities of the cooperating administrator, build skills in coaching and mentoring, and provide the cooperating administrator other information and assistance the institution deems necessary. The professional development opportunities incorporate feedback from participants and utilize appropriate delivery strategies.

79.16(6) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for administrator candidates.

Commendations/Strengths:

- The program employs strong supervisors who have many years of pK-12 administrative experience and maintain their connections to the field.
- Through interviews with candidates, internship supervisors, and mentors, the team found all stakeholders know who to communicate with and have great respect for the program supervisor.

Recommendations:

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

1. **79.16(2)** Interviews with candidates and alumni suggest there are inconsistencies in expectations of different intern supervisors for the candidates they supervise. The team recommends the unit review and update the internship expectations, provide appropriate professional learning to supervisors, candidates, and mentors related to the expectations, and offer ongoing support and communication to ensure quality, consistent internship expectations are in place for all candidates.

All six clinical/internship courses are being aligned with the coursework taken in the same semester. Each clinical will have its own syllabus and Moodle site. All internship supervisors will have input in the refinement of the syllabus. Also, each supervisor will be trained and expected to use the new syllabus and Moodle platform.

2. **79.16(3)** The team found through examination of clinical data and interviews with intern supervisors, candidates, and alumni that the unit is inconsistent with the evaluation of clinical experiences. The team recommends that the unit aligns course outcomes/expectations with field experiences to enhance a candidate's leadership knowledge and skills.

All clinical/internship courses will be aligned with coursework taken in the same semester. As stated above, all clinical experiences are being revised to align with NELP standards and to provide consistency across location and supervisor.

3. **79.16(4)** Through interviews with mentors and internship supervisors, the team noted that candidates are responsible for working with their internships supervisors to design and arrange their own required experiences. In addition, the team found that supervisors are often expected to "fill in the gaps" when mentors do not understand their roles. The team suggests developing policies and practices for systematic communication with mentors and for including mentors in creating carefully sequenced clinical experiences tied to standards.

The Educational Leadership Program Handbook has been updated to include more succinct roles, responsibilities, and qualifications for mentors, supervisors, advisory committee members, and adjunct instructors. A two-page summary is also available for all candidates to share with their mentors. The new handbook has been shared with the DE Team.

Concerns:

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

1. **79.16(1)** The team found through interviews with candidates and alumni that clinical experience occurring in all locations are not well sequenced, are disconnected from curriculum/coursework, are not aligned with program standards, and vary from candidate to candidate. The unit is required to provide evidence that illustrates an alignment of course work to required clinical experiences.

The transition to NELP standards work has included the development of separate, specific clinical/internship courses that are aligned with coursework taken for that semester. These courses include a specific syllabus and Moodle site.

2. **79.16(3)** The team found a lack of evidence that candidates are assessed on their performance on unit standards. Interviews with candidates and alumni indicate that they engaged with the same reflection prompts for each experience. The unit is required to formulate a plan that allows principal candidates to align and demonstrate their leadership knowledge, skills, and dispositions beyond reflection.

All clinical/internship courses have been developed to align to coursework taken the same semester, but also include assignments and assessments that provide more diversity in responses. Reflections and other written assignments will be tied to specific learning outcomes and assignments for that specific course. All align to the NELP standards.

3. **79.16(4c)** Interviews indicate that not all candidates are engaging in diverse experiences in diverse settings. The unit is required to examine and adjust policies and to communicate changes to ensure all candidates engage in diverse internship experiences in diverse settings.

The requirements for the clinical/internship have changed to include at least 25 hours in all settings. ex: urban, suburban, rural. A two-page summary includes the new requirements and has been shared with the DE Team. Previous requirements included only 25 hours outside of the candidate's school setting. Additionally, the syllabus for EDUL 615: Clinical/Internship for Leadership has been revised to include assignments for interviewing educational leaders in all settings. This syllabus has been shared with the DE Team.

Sources of Information:

Interviews with:

- Vice President of Academic Affairs; Program Specialist; Dean, College of Education, Engineering, Letters, and Sciences; Director, Graduate Programs in Education; Director, Assessment and Institutional Research; Director, Instructional Support Services; Director, Partnership Development & Site Coordinator; Office Specialist; Current candidates, alumni, program mentors, program supervisors, adjuncts

Review of:

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

ADMINISTRATOR KNOWLEDGE, SKILLS AND DISPOSITIONS

281—79.17(256) Administrator knowledge, skills, and dispositions standard. Administrator candidates shall demonstrate the content, pedagogical, and

professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.17(1) Each educational administrator program shall define program standards (aligned with current ISSL standards) and embed them in coursework and clinical experiences at a level appropriate for a novice administrator.

79.17(2) Each new administrator candidate successfully completes the appropriate evaluator training provided by a state-approved evaluator trainer.

79.17(3) Each administrator candidate demonstrates the knowledge, skills, and dispositions necessary to support the implementation of the Iowa core.

79.17(4) Each administrator candidate demonstrates, within specific coursework and clinical experiences related to the study of human relations, cultural competency, and diverse learners, 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 administrator candidates develop the ability to meet the needs of all learners, including:

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.
- b. Students with disabilities.
- c. Students who are gifted and talented.
- d. English language learners.
- e. Students who may be at risk of not succeeding in school.

79.17(5) Each administrator candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Commendations/Strengths:

- Through interviews with adjunct faculty and candidates, the team found that candidates were required to use authentic student/school data when learning about assessment and student learning.

Recommendations:

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

1. **79.17(1)** In the review of course syllabi the team found many of the course syllabi outlined that each of the six ISSL standards were being addressed in each course. In addition, the team had some difficulty, on various course syllabi, understanding the alignment between the ISSL and the course objectives, activities, and assessment. For example, several instructors are using two terms: “student learning course objectives” and “course objectives.” The team recommends the unit engage in a curriculum mapping process to consider and understand the intent of each standard and to meaningfully address identified standards in the most appropriate course(s). The team further recommends the unit develop consistent expectations/vocabulary regarding how standards, course objectives, activities, and assessments are aligned and communicated.

The new comprehensive assessment plan has been developed to align with NELP standards. The Program Director is responsible for making sure all syllabi and Moodle courses have consistent expectations, course objectives, activities and

assessments. The new syllabi are constantly being revised before each course and includes all instructors for that course.

2. **79.17(3)** The team found evidence that candidates have minimal opportunity to learn and demonstrates the knowledge, skills, and dispositions necessary to support the implementation of the Iowa core. The team recommends the unit explore opportunities for candidates to not only learn about the Iowa Core but to develop competency in leading the implementation of academic standards. The team also recommends that the Iowa Core (or academic standards) implementation is added to course descriptions, course objectives/activities/assessments, thus, elevating the importance of this topic within the curriculum.

The unit is elevating the Iowa Core in all courses, starting with EDUL 606: Leadership for Curriculum, Instruction, and Assessment. The Program Director, when collaborating on new syllabi for courses, will discuss ways to integrate the Iowa Core.

Concerns:

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

1. **79.17(4)** In reviewing the Institutional Report, the program makes reference to “meeting the needs of diverse learners” in EDUL 607 and EDUL 611. While EDUL 607 (Meeting the Needs of Diverse Learners) addresses: 79.17(4) b,c,d,e, noticeably absent is a substandard a: (Students from diverse ethnic, racial and socioeconomic backgrounds). Through syllabi review, the team found a lack of evidence that candidates have opportunities to develop their understanding of and competency in the study of human relations, cultural competency, and diverse learners. The unit is required to revise syllabi and course content to ensure all candidates are prepared to work with students from diverse groups, as defined in rule 281—79.2(256).

The Program Director of the Educational Leadership Program reviewed the syllabus for EDUL 607: Meeting the Needs of Diverse Learners. The syllabus used in spring, 2020 lacked many significant components of the course as it was taught. The Moodle course for that same semester was reviewed to find evidence that cultural competency, human relations, and addressing the needs of diverse learners were key components of the course. The instructors for the spring, 2021 course are currently collaborating and seeking PD around social injustice, anti-racism, and cultural responsiveness to better inform their practice. The syllabus for EDUL 607 for spring, 2021 will be updated and implemented in March, 2021.

The Moodle and syllabus will be shared with the DE Team as soon as it has been revised.

Sources of Information:

Interviews with:

- Vice President of Academic Affairs; Program Specialist; Dean, College of Education, Engineering, Letters, and Sciences; Director, Graduate Programs in

Education; Director, Assessment and Institutional Research; Director, Instructional Support Services; Director, Partnership Development & Site Coordinator; Office Specialist; Current candidates, alumni, program mentors, program supervisors, adjuncts

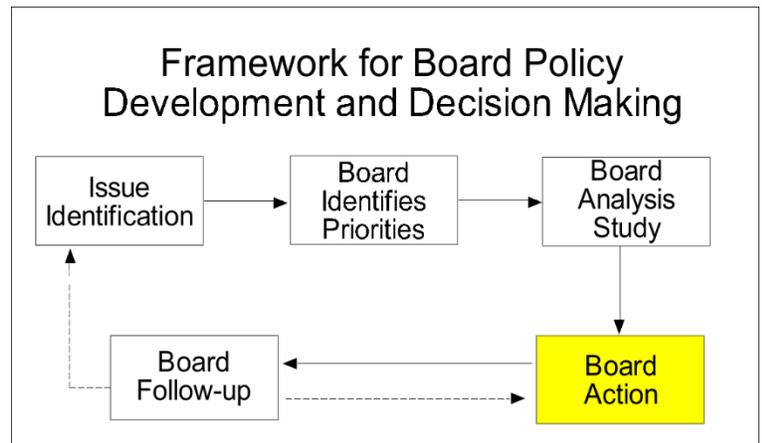
Review of:

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

Iowa State Board of Education

Executive Summary

January 28, 2021



Agenda Item: Luther College 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): Kris Kilibarda, Consultant
Bureau of School Improvement

Lawrence R. Bice, Administrative Consultant
Bureau of School Improvement

Attachment(s): One

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

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

Luther College

Teacher Preparation Program Approval Report

Preliminary Review: January 13, 2020

Site Visit: February 16-20, 2020

Final Report: April 13, 2020

Presented to the State Board of Education on: January 28, 2021

Review Team Members:

Dr. Lawrence R Bice, Iowa Department of Education

Dr. Amanda Clark, Central College

Dr. Brittany Garling, Buena Vista University

Dr. Shawna Hudson, Iowa Wesleyan University

Dr. Kris Kilibarda, Iowa Department of Education

Dr. Kathleen Schmidt, Iowa Wesleyan University

Dr. Deanna Stoube, St. Ambrose University

Dr. Michelle L. Swanson, University of Northern Iowa

This report provides background information, selected unit commendations, and a summary of the resolutions of compliance concerns and a recommendation of MET or NOT MET for each standard area. This report also includes all team findings and Luther's response to these findings which can be found starting on page 5. In this report, names have been redacted in recommendations and compliance concerns.

Background

Luther College is an undergraduate liberal arts institution of approximately 1900 students. Luther is located in Decorah. Luther was founded in 1861 by immigrants in the Norwegian Evangelical Lutheran Church and is affiliated with the Evangelical Lutheran Church in America. Graduates of Luther College earn a Bachelors of Arts Degree. The Teacher Education Program offers two majors: Elementary Education and Music Education (K-8, 5-12). Those students seeking licensure to teach secondary content areas complete a major in their content area and a minor in education.

Selected Commendations:

- The teacher education program as a whole and individual unit faculty and candidates are well-respected and considered an important and valued part of the Luther and Decorah communities. There is a strong working relationship between the unit and local schools.
- The college's Office of Equity and Inclusion and the Center for Excellence in Learning and Teaching offer faculty and student resources, including intercultural awareness modules for faculty development.
- There is strong collaboration between content departments, particularly mathematics and music, and the unit. This collaboration benefits candidates as it leads to shared knowledge of content requirements and endorsement opportunities which both strengthen and streamline processes.
- The unit demonstrates a commitment to accountability and the use of data to inform both unit and individual candidate assessment.
- The unit works closely with candidates and stakeholders to provide a variety of diverse student teaching opportunities in multiple states and internationally.

Resolution of Concerns:

Governance and Resources

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

Resolution Summary: The team found the unit was lacking clear, documented policies that articulate unit work and responsibilities. This led to a lack of consistency across faculty members and some confusion for candidates. To resolve the governance issues, the unit has developed and is implementing documented policies and procedures to ensure clear and consistent understandings and expectations. The unit is communicating these policies to all fulltime and adjunct faculty through several new documents including the [New Faculty Checklist](#), [Education Faculty Handbook](#) and [Administrative Team Responsibilities](#).

Diversity

The Department considers the Diversity standard to be MET.

There were no compliance issues identified in the Diversity Standard.

Faculty

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

Resolution Summary: The team found that the faculty member teaching content area reading did not have the knowledge/experience for teaching content area reading for music candidates or elementary candidates. The unit has reconsidered how candidates met the content area reading requirement - music candidates met this requirement through a course that is co-taught by a music specialist and a reading specialist. For elementary the unit is piloting the integration of this content into two reading methods courses that are each taught by faculty with expertise in elementary reading.

In the newly developed [Administrative Team Responsibilities](#), the unit has identified explicit policies and procedures for determining the alignment of faculty member teaching assignments with their knowledge, preparation and experience, for regularly evaluating faculty for teaching prowess and ensuring faculty professional learning is aligned with unit needs/goals, and for monitoring and documenting the 40-hour recency requirement for all unit faculty members.

Assessment

The Department considers the Assessment standard to be MET.

There were no compliance issues identified in the Assessment Standard.

Teacher Clinical

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

Resolution Summary: The team found evidence that some candidates were not completing the required 80 hours of clinical experiences prior to student teaching and found evidence that student teaching supervisors were conducting regular observations but those observations were not always done on the required bi-weekly schedule. The unit has developed protocols for ensuring all candidates have the required 80-hours of pre-student teaching clinical hours and receive bi-weekly student teacher visits. The unit has also developed a system to monitor these requirements and to communicate expectations to all faculty, staff, cooperating teachers, and candidates.

In order to ensure candidates are observed and receive appropriate developmental feedback on candidates' performance and progression on unit standards during pre-student teaching clinical experiences, faculty have revisited their standardized procedures for providing developmental feedback for all candidates completing the Advanced Methods Practicum and have developed a mechanism to communicate these procedures across stakeholders.

Teacher Knowledge, Skills, and Dispositions

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

Resolution Summary: The unit was required to document specific instruction in courses required for every teacher education candidate that includes explicit learning and the opportunity to apply their learning prior to student teaching related to the following: the ability to meet the needs of learners with dyslexia, classroom management, content area literacy, and integration of instructional technology. The unit has redesigned multiple courses to ensure candidates in all program areas have the opportunity to both learn about and apply their learning in the identified areas. These expectations are articulated in course syllabi.

The unit was also required to add some specific coursework. This included coursework to ensure elementary education candidates receive learning in all required content, specifically in all science content areas and content-specific methods coursework that is taught by faculty with aligned expertise for secondary candidates. The unit has redesigned the elementary science methods course to emphasize the required earth science content and has developed content-specific methods courses that are taught by qualified instructors for secondary candidates. The unit has received support from the institution to hire qualified adjunct faculty for identified content areas.

Acknowledgements

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

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:

Dr. Barbara Bohach

Dr. Jodi Meyer-Mork

Renee Gunderson

Luther Teacher Education Department faculty and staff

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.

Commendations/Strengths:

- From interviews with both internal and external stakeholders, the team found the teacher education program as a whole and individual unit faculty and candidates are well-respected and considered an important and valued part of the Luther and Decorah communities.
- Through interviews with faculty and candidates, the team found that having a teacher education faculty member who physically offices in the music department

and who attends all music department meetings has increased collaboration between the Teacher Education Department faculty and Music Department and has resulted in a more cohesive unit.

- The team found that Teacher Education Program (TEP) faculty and science department faculty collaborated to co-lead a grant to recruit and prepare science educators. This collaboration also resulted in science department faculty integrating the national science standards into their science curriculum.
- The team found that TEP candidates have resources from the college's Career Development Center embedded into the program at multiple points from the first field experience course through program completion.
- The team commends the institution for providing university-owned vehicles for candidate use during the required January term field experiences.
- The college's instructional technology librarian is assigned as the liaison with the education department. The team found evidence that this librarian is a valuable resource who helps update curricular resources, provides workshops on technology (Moodle, Chalk & Wire, etc.), and communicates with unit faculty to determine needs and provide appropriate resources to address those needs.

Recommendations:

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

- 1) 79.10(1)** Through interviews with department faculty, staff, candidates, the team found evidence of overlap in duties and a lack of clarity on who is responsible for developing and enforcing various departmental policies and programs. *The team recommends the unit review departmental work and staffing and both determine and communicate clear responsibilities and expectations to faculty, staff, and candidates.*
 - As department members return in the academic year 20-21, duties among the Department Head, Certification Officer, Assessment Coordinator, and Field Placement Officer will be clarified and formally noted on a document/flowchart. The Placement Officer resigned in May, and replacement for that position is still being negotiated at the end of July. How that position is filled or not filled will greatly impact this recommendation. (Developed 2020-2021)
 - See [Education Department Faculty Handbook](#) and [Administrative Team Responsibilities](#).
- 2) 79.10(4)** Through a review of course syllabi, the team found InTASC/unit standards are included on syllabi but noted a lack of clear alignment of standards with course outcomes and assessments. *The team recommends the unit develop a comprehensive curriculum map to identify where and how each standard is developmentally addressed and assessed.*
 - In Spring 2020, the department members began this process. Faculty are working to align all coursework with specific standards, and the assessment coordinator is working with individual faculty to accomplish alignment of standards in syllabi elements and courses.

- Curriculum mapping and course construction will continue into the 20-21 academic year and beyond as we respond to changes from the State legislature as well as accreditation suggestions and concerns regarding diversity, classroom management, and technology. (Ongoing)
 - This work has been started and will continue in 2021.
 - Specific standards are identified in this year's syllabi. See the [Syllabi](#) folder for examples.
- 3) 79.10(7a)** The team found outdated materials within the curriculum library for several content areas. *The team recommends creating a plan for updating curricular resources.*
- Faculty will work with the library liaison to determine the updated materials for the curriculum library in elementary math, literacy, and secondary content. An update on the status of this (goals of programs, possibilities explored, and budget line) will occur at the beginning of November 2020 with further decisions/planning occurring at that time.
 - All department and office budgets were frozen at the College starting in June, and library staff were dedicated to supporting faculty in summer and fall of 2020 in developing compressed courses for 4-7 weeks. Planning for updating curricular resources will be revisited in February to March 2021.
- 4) 79.10(7a)** The team found the current facilities (classrooms, storage spaces, instructional technology) are not all conducive for modeling best practices that prepare candidates for pK-12 schools. Through interviews with candidates and faculty, there is evidence that candidates are exposed to current classroom technology primarily in clinical experiences in pK-12 schools. *The team recommends identifying different/new spaces or investing in redesigning current spaces to ensure there are learning environments conducive for modeling best practices and updated instructional technology to best prepare candidates for working in pK-12 schools.*
- The Curriculum Library Classroom and Preus 120 were updated in 2005. Both classrooms have moveable furniture and generous whiteboard space for student collaboration. A Smart Board exists in Preus 120 and flat panel display in the Curriculum Library Classroom.
 - As classes return to campus, faculty will investigate how current spaces might be adjusted to better emulate current learning spaces in p-12 schools. Monies do not currently exist for remodeling; however, switching of furniture and existing technology to different classrooms will be explored. *This plan will be influenced by the need for physical distancing during learning/teaching throughout the 2020 Fall semester and possibly into Spring 2021. By administrative order, furniture is not to be moved in order to help maintain the physical distancing recommended by the Center for Disease Control.*

Concerns:

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

- 1) 79.10(1)** The team noted inconsistent use and communication of unit policies and procedures. This has led to inconsistent alignment with almost every standard in chapter 79 and uncertainty, particularly for new faculty and staff, regarding policies, procedures and roles. *The unit is required to examine, communicate, and implement policies and procedures to document the work and responsibilities of the unit. [See Recommendation 79.10(1)]*

Luther's Resolution:

- a.** In May, a faculty member led a focus group of new and adjunct faculty regarding what would make a better experience for early/adjunct faculty members. This information will be taken into consideration to develop policies and procedures to support new department members adjust to their roles. (Target: Fall 2020)
- Consider a one- to two-page supplement for adjunct and new faculty members, including mentors.
 - i. See [New Faculty Checklist](#), which is included in the appendix of [Education Faculty Handbook](#).
- b.** As department members return in the academic year 20-21, duties among the Dept Head, Certificate Officer, Assessment Coordinator, and Field Placement Officer will be clarified and formally noted in a document. The Placement Officer resigned in May, and replacement for that position is still being negotiated in July. To what extent that position is filled will greatly impact this recommendation. (Developed 2020-2021.)
- See Distribution of [Administrative Team Responsibilities](#). In each tab, see who completes duties regarding the different clinical placements and monthly enumeration of the department head and assessment coordinator.
- 2) 79.10(4)** The team found inconsistent teaching, learning, and assessment in courses that have multiple sections and instructors. The inconsistency yields teaching and learning that is dependent on the person teaching rather than the unit standards aligned curriculum. *The unit is required to develop, implement and monitor curricular expectations to ensure consistency regardless of the instructor.*

Luther's Resolution:

- a.** Faculty are designing the following courses to have consistent expectations and assessments consistent across instructors and reflected in syllabi. (Target: Fall 2020)
- i. Two faculty are collaborating on EDUC 220, Educational Psychology
 - 1. See EDUC 220 in [Syllabi Folder](#)
 - ii. Two faculty are collaborating on EDUC 221, Diverse and Exceptional Learner
 - 1. EDUC 221 in [Syllabi Folder](#)

- iii. Faculty teaching shared courses will meet with the Department Head to reinforce the elements of the syllabus that must occur in all sections, such goals and as signature/portfolio assessments. This duty will be documented in the forthcoming policies.
 - 1. See *b*.
- b. Faculty will observe in each other's section, discuss course goals/assessments, and communicate throughout the semester/quarter regarding alignment of goals and assessments. (Target: Fall 2020 and beyond)
 - i. See [Education Department Faculty Handbook, Responsibilities and Annual Timeline for Faculty](#).

Sources of Information:

Interviews with:

- President, Vice President for Academic Affairs, Vice President of Finance and Administration, Instructional Technology Director, Assessment Coordinator, Department Head of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, K-12 Administrators, Associate Dean of Integrated Academic and Career Development, Assistant Director of Career Center, Licensing Officer, Library Director and Digital Initiatives Librarian, Instructional Technology Librarian for Education

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

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.

Commendations/Strengths:

- The team noted that through targeted recruitment efforts, the institution has increased campus-wide enrollments of diverse students from 10% to 20%.

- The team found that the college's Office of Equity and Inclusion and the Center for Excellence in Learning and Teaching offer experiences and resources for students and faculty across campus to support diversity efforts. This includes the development of intercultural awareness modules for faculty professional development and for potential inclusion in courses and visiting education classes to provide Safe Zone and intercultural training.
- The team noted that a member of the education department received training to support candidates in using their results from Intercultural Development Inventory (IDI) to design learning and growth plans.

Recommendations:

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

- 1) **79.11(1)** In an interview with the Vice President of Finance and Operations, it was noted that the institution has identified diversity as an area of focus and is beginning to implement some new strategies including: offering professional learning on biases for faculty and students, changing where they are advertising faculty positions, and examining the wording of faculty advertisements and recruitment materials to make sure they are as inclusive as possible. *The team recommends the unit join or augment the institutional work to recruit quality faculty and candidates from a variety of diverse backgrounds.*
 - The unit will continue to work with campus offices (Admissions, Center for Ethics and Public Engagement, and Center for Excellence in Learning and Teaching) to create/focus opportunities to raise awareness about diverse issues for existing students and faculty and actively recruit diverse individuals.
 - i. Ongoing. Three department faculty participated in the summer advising sessions, and two hosted an Education Department information session with Admissions in November. Individual faculty visits with prospective families have occurred numerous times in August through November. The department faculty participate in a multi-day summer recruitment workshop interacting with prospective students (typically high school sophomores) of urban areas around the US. This was cancelled in summer of 2020 due to Covid, but the department members are eager to participate in this or an alternate opportunity in summer of 2021.
 - ii. The campus offices are instituting various initiatives to education faculty and students to help campus become an inclusive community.

- 2) **79.11(1)** Through interviews with faculty and administrators, the team found the institution is working to support faculty members across campus with the implementation of diverse materials in their courses. *The team recommends members of the unit explore these online modules and available online resources for potential inclusion in education courses.*

- In summer 2020, all unit faculty are completing coursework in their teaching area or the 4-week Resilient Course Design Workshop offered by the Center for Excellence in Learning and Teaching to better adapt instruction for learners in 4- and 7-week courses, regardless of format (in person, distance, or hybrid) needed this coming academic year.
 - i. Most unit faculty completed the Resilient Course Design Workshop, held online, and a part of the ACM learning community. The other full-time faculty member completed online courses in her focus area.
 - ii. Two faculty members participated in anti-racism 5-week working groups this fall to engage in self-reflection to "understand their white privilege and their participation in white supremacy so that they can stop (often unconsciously) inflicting damage on People of Color and, in turn, help other white people do better too." Each participant created action steps to advance anti-racism and inclusivity. (<https://www.luther.edu/celt/inclusivepedagogy/>)
- Online resources are being incorporated into revision of courses cited in Standard 79.15, Knowledge, Skills, and Dispositions.
 - i. These online resources for students are offered on the World Wide Web, not through the institution. In the Syllabi folder, find specific instances hot linked in individual syllabi. Examples include the IRIS module SOS for responsive classroom management in EDUC 220 and the IRRC module about dyslexia in EDUC 226 and 379.

Concerns:

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

None

Sources of Information:

Interviews with:

- President, Vice President for Academic Affairs/Dean of the College, Vice President for Finance and Administration, Vice President for Institutional Equity and Inclusion and Student Success, Vice President for Enrollment Management, Instructional Technology Director, Assessment Director, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates,

Review of:

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

FACULTY

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

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

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

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

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

79.12(5) Faculty members collaborate with:

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

Commendations/Strengths:

- The team found strong collaboration between content departments and the TEP. In particular, the faculty members who teach math content for elementary education and music methods are housed in the education department and attend faculty meetings in the content departments which yields shared knowledge of content requirements and endorsement opportunities.
- The team noted that the administrative assistant for the TEP has taken multiple education courses to gain additional knowledge about teacher education and the TEP which has enabled her more effectively support faculty and candidates.
- Through interviews with faculty and local administrators and teachers, the team found that there is a strong working relationship between the TEP and local schools.
- Through interviews with various college administrators, it was discovered that the unit's Center for Learning and Teaching offers multiple professional development opportunities for faculty throughout the year. These offerings are intentionally designed with an effective teaching and learning lens.

Recommendations:

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

- 1) **79.12(general)** The team found that in some cases when candidates need to take a required course that gets cancelled due to low enrollment, the professor is required to use an independent study format, without payment or a course credit

for this teaching load. *The team recommends the unit collaborate with college administration to establish a policy for consistently offering required courses for secondary methods students.*

- a. Beginning in Fall 2020, licensed secondary methods instructors with experience in the grade level and content are being hired.
 - i. Instructors are hired for secondary methods courses. CVs were provided for review.
 - b. On May 26th, 2020, the College's Faculty Interest Committee brought forth a plan to standardize teaching overload across campus. Please see [Faculty Overload Policy](#).
- 2) 79.12(1)** The team noted concerns regarding course sequencing and advising from candidates who were adding additional endorsements and candidates who were seeking secondary licenses. The team also found evidence of a lack of knowledge among some faculty regarding proper sequencing of classes and identifying which courses may overlap and count for multiple college/endorsement requirements. *The team recommends that the unit develop advising policies/guides for elementary and secondary endorsements and provide formal advising training to all faculty and staff.*
- a. Per the College policy, first-year faculty are not assigned advisees during the first year of employment. The College provides advisor training at the end of the first year and before the summer advising sessions in how to use the Registrar's Program Evaluation tool for planning and monitoring candidate progress toward degree requirements. Adjunct faculty are not expected to act as student advisors.
 - ii. See [Education Faculty Handbook](#), Responsibilities and Annual Timeline for Faculty.
 - b. The department already provides the following helps to advisees and advisors in planning course sequence
 - i. Program sheets delineating courses needed for all endorsement areas are available on the Education website and linked through the TEP Handbook. See
 - [Elementary Education Major](#) and [Special Endorsements + Academic Concentrations](#)
 - [Secondary Education Minor](#)
 - ii. For courses that are offered once a year, the planning sheets will be updated to show the semester they are offered. (Target: update Fall 2020)
 - The sheets will be updated on the Education webpages in February 2021.
 - iii. See 79.10(1)d bullet *d* below for information about how the Department Head and faculty will liaise with content area departments to facilitate communication regarding advising and candidate progression.

- c. In the past, the department had informal mentoring among early career faculty and an experienced advisor. This process will be formalized, with the Department Head assigning a mentor to early career faculty and documented in the forthcoming policies. (Begin in Fall 2020)
 - i. See [Education Department Faculty Handbook](#), section New Faculty.
 - d. One way in which candidate course progression will be addressed is during fall semester as the Department Head joins departmental meetings for the content area (math, history, science, English) to explain curriculum exhibits, program requirements, and to answer questions and clarify licensure expectations. This will happen near registration. The Head will ask content departments to join their meetings at least once a semester and brief agendas and notes will be documented. Additionally, the Department Head, or faculty appointed by the Head, will communicate with each content department head, especially near advising for registration or when secondary informational meetings are held. The coordinator of the Music Education program will continue as the liaison with the music program. (Target: Oct/Nov 2020 and beyond)
 - i. The Department Head is talking with heads of the content areas to discuss course sequence and licensure expectations in the weeks of Nov. 30 to Dec. 11, 2020. Discussions concerning curriculum exhibits will occur in March to April of 2021.
- 3) 79.12(1)** The team was not able to locate resumes/curriculum vitae for every college supervisor; therefore, the team was unable to determine if supervisors' qualifications make them an appropriate match to the candidates they are supervising. The team found that the unit began actively seeking these documents starting in the fall 2019. *The team recommends the unit communicate with all faculty, staff, and supervisors the newly-developed written policy for obtaining documentation and for matching supervisor qualifications and supervision assignments.*
- a. CVs are required as part of the hiring process. The Department Head will retain CVs from each applicant when hired. Documents will be given to the Administrative Assistant to convert and store in the Ed Dept Team Drive. This will be done at the beginning of each semester. (Ongoing)
 - i. See [Administrative Team Responsibilities](#). This was amended to show the dept head sending the CVs to the assessment coordinator for filing on Ed Dept Team Drive. See the [Education Department Faculty Handbook](#), Responsibilities and Annual Timeline for Faculty for evidence the 40-hour requirement is communicated to faculty and staff.
 - b. The 40-hour requirement has been added to the student teaching supervisor letter.
 - i. [Supervisor letter](#)
 - ii. [Student Teaching Handbook](#), p. 19

- iii. [Administrative Team Responsibilities](#), see final tab for timeline of when the assessment coordinator will gather the 40-hour documentation.

Concerns:

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

- 1) **79.12(2)** Through a review of the curriculum vitae and course descriptions, the team did not find evidence that the following faculty are qualified for teaching assignments:
 1. The faculty member does not have experience in K-12 Music to be teaching Content Area Literacy, K-12 music (EDUC 379) and Content Area Literacy, elementary (EDUC 378).

Luther's Resolution:

- a. Beginning in Fall 2020, a faculty member with music experience will be assisted by another faculty member with reading experience to teach EDUC 379. CVs provided for review.
 - b. Instead of a stand-alone course for elementary candidates, unit personnel will pilot the integration of Content Area Literacy in the Introduction to Literacy and English Language Arts Methods courses in Fall 2020. Both instructors have experience in teaching literacy in the elementary. Outcomes will be shared with department faculty and decisions made as to pursue the change through the Academic Planning process. (Target: Syllabi, Sept. 2020. Decision date, and action with APC as needed: Spring 2021)
 - Content literacy is integrated into EDUC 226 and 326 in Fall 2020, as proposed. To meet department programming needs, EDUC 378 - Content Area Literacy will be offered in Spring 2021. Discussion among department faculty will occur in Spring 2021 to determine the status of the course as integrated or stand-alone. See named syllabi in the [Syllabi folder](#).
2. *The unit is required to ensure faculty member teaching assignments are aligned with their knowledge, preparation and experience.*
 - The Department Head will guide selection of faculty members for proposed courses based on faculty candidates' knowledge, preparation, and experience and help inform professional development toward individual and unit goals through the 40-hour requirement. See next Concern. (Ongoing)
 - i. Addressed in [Administrative Team Responsibilities](#), last tab. See *Ongoing* row for hiring faculty and *Aug, Sept, April, and May* for 40-hour requirement.
 - 1. See [Education Department Faculty Handbook](#), the sections Responsibilities and Annual Timeline for Faculty and Teaching Prowess.

- 2) **79.12(3), 79.12(4)** In an interview with the chair for the education department and examination of documents, the team found that the unit faculty members are not evaluated on nor held accountable for their teaching prowess. Further, it was found that faculty members self-select professional activities to meet their individual needs without ensuring the professional activities are aligned with the needs of the unit. *The unit is required to develop and implement a system to evaluate faculty for teaching prowess and to develop and implement policies to ensure faculty professional learning is aligned with unit needs/goals.*

Luther's Resolution:

- a. As of July 1, a faculty member had contacted the directors of the Center for Excellence in Learning and Teaching and Faculty Development to begin a conversation of teaching prowess that fulfills Code and aligns with Luther policies.
 - b. The Department Head will meet with individuals to discuss professional learning aligned with courses, unit goals, and faculty research. This will be integrated into the system for teaching prowess and documented in the forthcoming policies.
 - i. See [Education Department Faculty Handbook](#), Teaching Prowess, for policy related to both (a) and (b).
 - ii. Also see *Recommendations*, bullet 3) 79.12(1) for further action to address this concern.
- 3) **79.12(5)** The team found there is a lack of evidence that all faculty members and supervisors are completing the 40-hour co-teaching requirement. *The unit is required to develop, implement and monitor a procedure for monitoring and documenting the 40 hours for all individuals.*

Luther's Resolution:

- a. This faculty member's plan is to co-teach a minimum of 20 hours in the second quarter this Fall 2020 (whether schools are in session either online or in-person). Current options involve k-12 colleagues in a middle school (Osage) an hour away or 30 minutes away (Postville) (ELL/BD/LD intersection).
 - a. See [document](#) from dated Nov. 4, 2020 with new information and plan.
- b. The Assessment Coordinator will send a Google Form survey near the end of each semester to all faculty and supervisors to document the 40-hour requirement. (Begin Nov. 2020.)
 - a. See Google form, [Iowa Code 79.12\(5\) Faculty and student teaching supervisor collaborations with PK-12 partners](#), which will be sent to each faculty (regular, adjunct, part-time) and supervisor each September, January, and May.
 - b. See [Education Department Faculty Handbook](#), Responsibilities and Annual Timeline for Faculty.
- c. Faculty, in consultation with the Department Head, will discuss professional development options to support teaching, scholarship, and unit needs.

- a. See [Administrative Team Responsibilities](#), last tab. See *Ongoing* for hiring faculty and *Aug, Sept, April, and May* for 40-hour requirement.
- b. Also refer to [Education Department Faculty Handbook](#), Teaching Prowess section.

Sources of Information:

Interviews with:

- President, Vice President for Academic Affairs/Dean of the College, Vice President for Finance and Administration, Vice President for Institutional Equity and Inclusion and Student Success, Vice President for Enrollment Management, Instructional Technology Director, Assessment Director, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates,

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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.

Commendations/Strengths:

- The team found the unit demonstrates a commitment to accountability and the use of data. In particular, the unit has appointed an assessment/accountability coordinator with human resources allocated and has adjusted the course sequence and added curricular competencies when data from PRAXIS II and Teacher Work Sample indicated the need.
- The team found cross-campus support in the form of an Institutional Research Office that has expertise and willingness to provide support for data collection and usage.
- The team found the unit communicates the checkpoint of “entrance into the program” through a meaningful induction ceremony that includes a segment of professional development for candidates.

Recommendations:

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

- 1) **79.13(1)** The team found the overall purpose of the assessment system is not clearly understood nor is the system consistently used by faculty and candidates. In particular, developmental assessment data and feedback is not used or

communicated consistently. *The team recommends the unit examine the assessment system and make improvements to data evaluation and communication of results.*

a. See 79.13 (6a-f)

2) 79.13(5a) The team found a lack of reliability among assessments and endorsements. The team notes the unit has begun refining the reliability of their assessments. *The team recommends the unit investigate features on their e-portfolio system that may assist with this task and include systematic reliability checks.*

a. In Fall 2020, the first inter-reliability checks will be conducted among faculty members on student portfolio entries and analyzed to inform the department's curriculum and assessment expectations. (Begin Oct-Dec 2020, periodic thereafter)

i. This will begin in April 2021.

b. A common evaluation tool reflecting the InTASC standards was constructed in Spring 2020 for student teaching and advanced methods placements across all program areas. More prompts were included for narrative feedback. These assessments were administered via Qualtrics in the Spring but are pre-loaded in the e-portfolio, where data can easily be recorded and monitored, for student teacher supervisors and cooperating teachers in Fall 2020. Faculty noted the narrative prompts tended to standardize information from the respondents. Unit faculty will revisit the tool for accuracy, consistency, and discuss monitoring of the resulting data.

i. The student teaching evaluation to be completed by cooperating teachers and supervisors is now housed in and completed within the electronic portfolio system. Although not visible on the linked pdf version, evaluators can write narrative comments for each standard. The assessment coordinator has organized the student teaching data for the first placements this fall for faculty to study, discuss, and revise the tool if the need is determined.

ii. Courses that have multiple sections taught by more than one faculty member have common assessments implemented in 2020-2021. For example, see the Inclusive Education and Environment assignment in EDUC 221. The rubric is embedded in the assignment description. As part of the collaboration among faculty, assessment tools and data will be discussed.

3) 79.13(5d-f) The team found inconsistent scoring and lack of developmental feedback at various points of the *assessment system*. In particular, developmental feedback in *clinical/practica* appears to depend upon the quality and expectations of the individual cooperating teacher and unit supervisor. *The team recommends the unit examine their measures and feedback and make adjustments to better inform and guide students on progress toward the unit standards.*

- a. Faculty will discuss and develop policy regarding developmental feedback. See 79.14(3), 79.14(6)b. (Target: 2020-2021)
 - i. Regarding clinical, the student teaching evaluation (see 79.13(5a)bi) above. This same instrument will be used for cooperating teachers to assess the advanced methods candidates, allowing analysis of candidates at two periods in time. Additionally, faculty supervisors in the advanced methods clinical provide formative feedback on the candidates' progress toward the InTASC standards via the rubrics in Teacher Work Sample. Summative evaluation is also provided through the project rubrics and a reflective conference between the candidate and the faculty member.
- 4) 79.13(6a-f)** The team finds evidence of inconsistency in the unit's analysis and sharing of aggregate data. Some summative information is used to inform program improvement, but much data is not aggregated and used. *The team recommends the unit examine potential data for program assessment and develop and implement a process to gather, aggregate and use available data for program improvement.*
- a. The unit faculty will discuss possibilities in 2020-2021.
 - i. A common recording sheet for scoring of the introductory and developing portfolios was shared among faculty. This started in Spring 2020 and continues into 2021.
 - ii. Student teaching evaluations from supervisors and cooperating teachers for fall 2021, first placement, is gathered, organized, and ready to share with faculty.
 - iii. See Administrative Team Responsibilities, the last tab, DeptHead&AsstCoor, for months the assessment coordinator is monitoring, gathering and organizing data for sharing with faculty. See August, September, October, January, February, March, April, June/July.
- 5) 79.13(8)** The team finds evidence the unit is not formally or consistently reviewing and evaluating the assessment system. *The team recommends the unit develop and implement a procedure to periodically evaluate the assessment system to ensure usefulness for candidate and program assessment.*
- a. The unit faculty will discuss possibilities in 2020-2021.
 - i. This is forthcoming, with work starting in Spring 2021 as the unit begins revisiting the curriculum map and possible formats of its assessment system. It will be developed with faculty members and added to the Administrative Team Responsibilities.

Concerns:

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

None

Sources of Information:

Interviews with:

- Assessment Coordinator, Candidates, Unit Faculty and Staff,

Review of:

- Course syllabi
- Student records
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Visits to classrooms and discussions with students

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Assessment Overview Presentation by Assessment Coordinator

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.

Commendations/Strengths:

- The team commends the unit for working closely with candidates and stakeholders to provide a variety of diverse student teaching opportunities in multiple states and internationally.
- Through interviews with candidates and with both internal and external stakeholders, the team found all stakeholders know who to communicate with and have great respect for the field experience coordinator.

Recommendations:

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

- 1) 79.14(1)** The team found evidence that in some cases student teachers were supervised by personnel not in their area of expertise, resulting in lower quality feedback. *The team recommends the unit make efforts to ensure that student teaching supervisors have knowledge/experiences in the content areas in which they are supervising.*

- *The Department Head and Placement Officer will collaborate on the selection of student teaching supervisors based on an individual's*

knowledge and experience for the assigned position. (Starting Summer/Fall 2020)

- i. Implemented and ongoing. See the [Administrative Team Responsibilities](#), the last tab, *DeptHead&AsstCoor*, and then the rows under *Ongoing* near the bottom of the sheet (row 72).

2) **79.14(1), 79.14(6)** All stakeholders identified the importance of more field experiences that are purposeful, extended, and supervised. Evidence suggests limiting clinical experiences to J-term impedes the ability to align coursework with clinical experiences. Candidates and cooperating teachers suggest experiences that are spread out over a semester might give candidates a more comprehensive view of how a school year runs, give them an opportunity to get to know students better, and provide additional opportunities for active engagement in planning, instruction, and assessment. In addition, through interviews with faculty and candidates and review of records, evidence suggests the sequencing of field experiences for music education students is sometimes problematic. Candidates reported that even though they were to have their elementary and high school field experiences in a particular order, this sometimes did not happen. *The team recommends the unit examine the timing as well as the scope and sequence of clinical experiences to ensure purposeful clinical experiences take place for all candidates.*

- o Every effort has been made to ensure that music candidates have one practicum experience in elementary general music and one in a secondary ensemble classroom, but the wide variety of job assignments (regarding both grade level and specialty) of teachers in our rural area makes doing so a challenge. We are currently exploring the possibility of a two-semester sequence to replace the J-term practicum. Moving to this model would not allow for full-day immersion, but would provide an opportunity for candidates to be with the same students on a more regular basis for a longer period of time. This way, regardless of the grade levels of their assigned 185 practicum, our pre-service teachers would work with elementary and secondary students during their junior and senior years. The Music Educator is leading this endeavor, with conversations to occur in the Music and Education Department to look at its feasibility. (Target: Discussions and decision in 2020-2021)
 - i. Current conditions with pandemic affect course offerings. This suggested action is delayed until courses return to in-person classes.

3) **79.14(2)** The team found a lack of evidence of consistent evaluation of cooperating teachers. *The team recommends the unit consistently implement a useful system of evaluating cooperating teachers and using results in selecting/developing cooperating teachers.*

- o [Drafts of questionnaires](#) were developed in summer of 2020. These will be refined and linked through Chalk & Wire for candidates, cooperating teachers, and supervising teachers to complete. (Target: Fall 2020)

- i. [Feedback about Cooperating Teacher](#), completed by supervisors and student teachers.
 - ii. [Evaluation of Supervisor](#), completed by cooperating teachers and student teachers.
 - The Department Head, Placement Officer, and Assessment Coordinator will review the questionnaire results on a semester basis to determine who to retain as a CT and the direction for training to support teachers. Timeline will be documented in forthcoming policies. (Target: Feb-Mar 2021, ongoing thereafter)
 - i. This has been revised such that the department head and assessment coordinator will review data once it is organized by the assessment coordinator. See [Administrative Team Responsibilities](#), last tab, *DeptHd&AsstCoor*, under Dec and May.
- 4) **79.14(4)** The team found a lack of evidence that all candidates have the opportunity to work with students from diverse backgrounds or who have diverse learning needs. There is evidence that candidates make their own first placement and the second, required placement is in a specified location; therefore, it is possible candidates will not have exposure to diverse student and learning needs. Furthermore, beyond grade level and subject area, the unit does not have a system to *track* diversity within the placements. *The team recommends the unit examine and adjust the methods of making and tracking diverse clinical placements to ensure candidates have the opportunity to work with students from diverse backgrounds and those who have diverse learning needs.*
- The unit mandates local (within 60 miles of campus) placements for the first clinical experience, EDUC 185/215. This fulfills the College requirement for the 185 experience of *engaging beginning students in significant responsibility for course presentation and interaction with their peers* and is only offered on-campus for all other departments. When applying, the preservice teacher has input on the grade or subject. During the seminar experience, the preservice teacher provides the following information for this assigned placement: SES (free/reduced lunch), race/ethnicity, students who are ESL, and students identified with IEPs. This information is discussed during seminar sessions and compared across different school settings.
 - Preservice teachers document diversity data in the Clinical Placement section of the electronic portfolio, which is housed in Chalk & Wire. (See [Sample Clinical Data](#) documented by an elementary candidate for Clinical Experience I, EDUC 185 and Advanced Methods, EDUC 321/322).
 - When applying to the advanced methods placement and then to student teaching, candidates suggest three locations for each that are to expand opportunities to work with diverse populations. Candidates document diverse enrollment factors such as SES (free/reduced lunch), student ethnicity, students who are ESL, and students identified with IEPs. This

process has occurred in the past. The faculty will discuss ways to highlight the importance of this with candidates, visualize the data, and guide placements decisions and document this policy. (Target: Fall 2020, Ass't Coordinator/Field Placement lead)

- i. This is addressed in the meeting where candidates apply to advanced methods and student teaching. In the Fall 2020 application meeting on Oct. 9, the field placement officer and teacher licensure officer discussed the need for diverse experiences. Here is an excerpt from a document shared with candidates:

1. **Question #2 – Where do you want to student teach?**

- a. Remember in 185/215 when we talked about diverse experiences? Your student teaching should be the culmination of experiences which prepares you for your career. Are you planning to move to an urban setting but have no experience in an urban school district, then you need to consider student teaching in an urban setting!
- b. General parameters:
 - i. Depending on your grades and past performance, you may student teach in internationally or in the U.S. PROVIDING we locate a supervisor and suitable placement for you. International placements must be at either an American International School or IB program.
 - If teaching internationally, you do need to have one placement in the United States.
 - ii. Explore new geographical areas and expand your horizons.
 - iii. Explore our Diverse Partnership Schools in Alaska, Utah, and Spring Branch (Houston), Texas.

- o Starting in January of 2019 with EDUC 185/215, each preservice teacher's placement information was added to C&W, our portfolio management system. This is linked to the National Center for Educational Statistics, where school details and enrollment information is automatically generated for ethnicity/race and free/reduced lunch. As preservice teachers progress through the program, additional placements are added in C&W, creating easy access to such information for preservice teachers and unit personnel. (See Diversity Reporting, the second item on the page)

Concerns:

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

- 1) **79.14(1)** The team found evidence that not all student teachers are supervised through bi-weekly observations. *The unit is required to develop, implement and monitor a system to ensure quality, bi-weekly student teacher supervision/observation.*

Luther's Resolution:

- o In May/June 2020, the Placement Officer and Administrative Assistant developed a protocol where the supervisor has a listing of all required observations throughout a student teaching placement. A regular notification will be generated and sent via Chalk & Wire to remind the

supervisor to complete needed tasks, including observations and responding to journal entries. (See [Experiential Learning Log](#))

- Department personnel need to determine how the Chalk & Wire log will be monitored and document the responsible person(s) in the forthcoming policies. (Target: August 2020)
 - See [Administrative Team Responsibilities](#) for people monitoring.
 - i. The administrative assistant monitors completion of the student teaching evaluation and narrative portion for payment purposes.
 - ii. The assessment coordinator monitors completion of observations and journal entries in Chalk & Wire.
 - See the Student Teaching Handbook 2020-2021 at [Student Teaching](#)
 - i. See *Roles and Responsibilities of the Cooperating Teacher, specifically expectations for Assessment and Observation on p. 13.*
 - ii. See *Roles and Responsibilities of the Luther Supervisor, specifically expectations for School Visits and Observation, p. 16.*

2) 79.14(3), 79.14(6)b Evidence indicates there is no mechanism to observe and provide developmental feedback on the candidate's attainment of standards. Evidence suggests that faculty (full time or adjunct) supervision only occurs during student teaching and evaluation of all other clinical experiences, if completed, is done solely by the cooperating teacher, who is not a direct part of the unit and is not as knowledgeable on unit standards and requirements. *The unit is required to develop and implement policies to ensure candidates are observed and receive appropriate developmental feedback on candidates' performance and progression on unit standards during pre-student teaching clinical experiences.*

Luther's Resolution:

- Unit faculty elaborated upon the expectations for clinicals (for candidates, cooperating teachers, and faculty/supervisors) in April 2020. Faculty will revisit these to standardize procedures for providing developmental feedback for all candidates completing the Advanced Methods Practicum and develop a way to communicate procedures across stakeholders. (Target: 2020 through Fall 2021; the practicum format in spring 2021 is being adapted to the proposed academic calendar and will not be offered as a J-term)
 - i. See the [Education Department Faculty Handbook](#), Clinical Supervision. All candidates participate in an advanced methods placement appropriate to their major or minor endorsement. See descriptions, supervision, and feedback expectations.
 - 1. Elementary: See [EDUC 321/322 syllabus](#) and [Letter to CT](#).
 - 2. Secondary: See [EDUC 366 syllabus](#) and [Letter to CT](#).
 - 3. Music: See [MUED 361 syllabus](#) and [Letter to CT](#).
 - ii. See *Recommendation 3) 79.13(5d-f)*.

- 3) 79.14(5) Evidence indicates the requirement of 80 hours of pre-student teaching field experiences is not met for some candidates. Analysis of J-Term time logs showed students missing multiple days for weather and illness. In addition, music students often miss days for rehearsals and performances. *The unit is required to evaluate and update policies for clinical experiences to ensure candidates are well prepared.*

Luther’s Resolution:

- In the Experiential Learning portion of Chalk & Wire, candidates record their hours and cooperating teachers must verify. (See [Time Log](#))
- Personnel need to determine who will monitor this log and follow up with the student and/or teacher to guarantee the candidate is fulfilling the clinical requirements. This will be documented in the forthcoming policies/duties. [See 79.14(1). Target: August/September 2020]
 - i. See [Administrative Team Responsibilities](#). The assessment coordinator monitors the time log. See tabs, *Student Teaching* and *DeptHead&AsstCoor*.

Sources of Information:

Interviews with:

- Unit Faculty and Staff

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report
- Visits to clinical sites and discussions with cooperating teachers and administrators
- Remote meetings with Cooperating Teachers, Student Teachers, and recent graduates

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.

Commendations/Strengths:

- The team found that cooperating teachers in both J-term and student teaching shared an overwhelming appreciation for the positive and appropriate dispositions and positive attitudes of the Luther candidates.
- Through interviews with candidates, faculty, and cooperating teachers the team found that all stakeholders indicated that music education candidates have both exceptionally strong content knowledge and commendable musicianship.

Recommendations:

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

- 1) **79.15 (general)** The team found evidence, through interviews and review of candidate files, of candidates taking education courses in varying sequences, including after student teaching. The lack of a specified sequence results in candidates taking courses in which they are expected to apply concepts not yet learned. Furthermore, taking preparatory courses after student teaching may result in candidates who are not adequately prepared for student teaching. *The team recommends the unit map curriculum to determine a clear and useful sequence of instruction.*
 - Faculty members will continue to update the curriculum, sequence of instruction, and map based on responses from the site visit, student teaching evaluations, and student teacher feedback. (Ongoing)
 - i. This process has begun and will continue in 2021 and beyond.
 - ii. See the [Education Department Faculty Handbook](#), Course Progression.

- 2) **79.15(5)** Interviews with faculty members, candidates, and teachers in the field provided evidence that choral music teacher candidates received limited opportunity to develop and apply knowledge in instrumental music education methods and instrumental music teacher candidates received limited opportunity to develop and apply knowledge in choral music education methods. In addition, the team found a lack of evidence that choral music educator teacher candidates show competency in piano skills specific for the choral classroom. *The team recommends the unit examine course requirements and offerings to ensure all music education candidates, regardless of their area of emphasis, are adequately prepared to teach general, choral, and instrumental music.*
 - A proposal has been drafted to include all junior and other available music education students in a lab band/choir/orchestra/modern band/world music drumming “lab” in the spring semester. In this plan, juniors who completed methods courses in the fall would serve as instructors for their peers and be critiqued by vocal and instrumental faculty. The lab would provide an opportunity for students to strengthen skills teaching in the area opposite of their expertise and allow instrumental students and vocal students to gain experience playing secondary instruments. This proposal needs to be brought to the Music and Education Departments for consideration before a formal proposal can be made to the Academic Planning Committee. (Target for discussions in departments - Fall 2020)
 - i. Current conditions with pandemic affect course offerings. This suggested action is delayed until courses return to in-person classes.

- 3) **79.15(7), 79.15(9)** Consistent comments from teacher candidates revealed a pattern of concern with both the total number of semesters and total cost required to graduate. Many students described student teaching spanning multiple semesters. The unit is working to ensure candidates are well-prepared to teach in multiple states, but unit requirements often exceed Iowa endorsement and licensure requirements. *The team recommends the unit align unit*

requirements with Iowa requirements more closely. The team also suggests the unit develops a procedure to clearly communicate with students about any additional costs, including time, associated with adding endorsements.

- Department faculty voted to require only the Praxis Content and Pedagogy tests as part of the completer requirements for all candidates. They may choose edTPA, and will be supported in that process but must pass the Praxis licensure exams.
 - i. See [Testing and Licensure Information](#).
- Department members met throughout April and May to discuss student teaching configurations. The following placement scenarios were devised and meet the Iowa Code. Work continues in this area. Decisions on where/how to communicate this to candidates is being determined but may include TEP Handbook, endorsement planning sheets for candidates and advisors, and links on the Education webpage.
 - i. Currently these placements are being communicated to preservice teachers in one-to-one meetings with advisors and the field placement officer. The requirement for student teaching is also listed on program endorsement sheets used in long-term planning. The TEP Handbook will be revised in 2021, and student teaching configurations will be addressed.
 - ii. ESL (with Elementary or Secondary) - Elem or Sec (7 weeks), split days in elementary and secondary (7 weeks). If split days are not possible, then candidates teach 4 weeks in elementary ESL and 4 weeks in secondary ESL. This decreases the need for student teaching into another semester. This configuration was communicated to candidates and is being implemented in Fall 2020.
 - 1. See the example of the Chalk & Wire experiential log for a candidate (DEPARTMENT NOTE: This sample was redacted and is available upon request) who is student teaching in Fall of 2020. She is pursuing elementary education and ESL. Placement #672 was her elementary placement that started on 8/10/20. Placements #673 and 674 are her ESL placements in the 5-12 and K-6 classrooms respectively. Each placement was half-a-day from Sept. 28 through Nov. 20, and she completed 120 hours or more in each placement to attain the 240 hours needed. She is completing her student teaching in one semester.
 - iii. Reading - The practicum, EDUC 483, currently remains as a stand-alone experience either before or after student teaching. However, the unit is exploring other configurations.
 - 1. It is possible for a student teacher to complete both student teaching and the literacy practicum in one semester if the total number of weeks is extended to 17 weeks.

- iv. No changes were made to student teaching for the Strategist II or music.

Concerns:

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

- 1) **79.15(2)** Curriculum exhibits identified EDUC 221 as the course where candidates learn to meet the needs of students with dyslexia. Faculty indicated modules are contained in EDUC 226, 377, 378, 379. Syllabi review and interviews with faculty, recent graduates and candidates revealed no specific evidence that teacher candidates develop the ability to meet the needs of learners with dyslexia. *The unit is required to develop and document specific instruction in courses required for every teacher education candidate that include learning relating to the ability to meet the needs of learners with dyslexia.*

Luther's Resolution:

- Faculty have identified resources to be integrated throughout the three program areas to address this concern. Generally, all preservice teachers at the foundational level (EDUC 221) will be exposed to characteristics and experiences of individuals with dyslexia. This will be deepened in the 300-level classes (Content area literacy and advanced methods in all program areas) as candidates learn and apply techniques to meet the needs of learners (real or through case studies) with dyslexia. The curriculum exhibit will be updated to reflect appropriate courses. (Target: Sept. 2020; syllabi to reflect instruction and assessment of this concern)
 - i. See the Syllabi folder for the following syllabi:
 1. EDUC 221, completed by all elementary, secondary, and MUED preservice teachers
 2. EDUC 226, EDUC 326 syllabi, and EDUC 376 for elementary majors; EDUC 378 is included for 20-21
 3. EDUC 377 for secondary
 4. EDUC 379 for MUED majors
 - ii. See updated curriculum exhibits.
- 2) **79.15(2)** According to interviews of university supervisors, candidates, recent graduates, the team found minimal evidence of providing candidates, beyond candidates who obtain the Strategist II endorsement, with adequate preparation for classroom management especially when working with students from diverse backgrounds. Furthermore, interviews with candidates revealed no requirement to enroll in any classroom management course prior to student teaching. *The unit is required to provide and require coursework in classroom management for all education students prior to student teaching to better prepare candidates within this standard.*

Luther's Resolution:

- In Spring 2020, unit members discussed the possibility of a class dedicated to classroom management for all candidates. Given the credit load in the elementary major, faculty decided to articulate and enhance management in EDUC 220 and EDUC 221, which all preservice teachers

take, and in program specific classes (EDUC 222, Elementary; EDUC 252, Secondary; and MUED 371. Curriculum exhibits will be updated.

i. See the [Syllabi](#) folder for courses mentioned above.

- Faculty will revisit this concern in the 2020-2021 academic year. A faculty member has agreed to be the lead person to further explore classroom management with faculty.

i. At the [October 29 department meeting](#), the faculty member helped the faculty revisit classroom management – what it is and where it is being addressed in course work. See the slides link embedded in the minutes. Red font was added. Faculty will continue to address articulation of classroom management in the curriculum mapping that will occur in February through May 2021.

- 3) 79.15(3)** Interviews with cooperating teachers revealed a lack of content area knowledge in literacy, particularly for *elementary education candidates*. *The unit is required to identify where content area literacy instruction is incorporated throughout the program and ensure all candidates have adequate instruction prior to the advanced practicum and student teaching.*

Luther's Resolution:

- In fall 2020, unit faculty will pilot the integration of content area literacy in EDUC 226, Introduction to Literacy, and EDUC 326, Language Arts Methods for Elementary. Candidates would have this content prior to the advanced methods practicum.

i. See the [Syllabi](#) folder for courses

1. EDUC 226 and 326 for elementary majors
2. EDUC 377 for secondary minors
3. EDUC 379 for MUED majors.

- 4) 79.15(5)** Curriculum exhibits revealed that elementary education major candidates are not receiving adequate coursework in earth science. *The unit is required to add coursework to ensure elementary education candidates receive learning in all required content areas.*

Luther's Resolution:

- The elementary science methods course (EDUC 329) will emphasize earth science content as the focus on the teaching of science instruction in the elementary classroom. “Earth and Space Science” will be the focus of this methods course as students learn to plan, apply, and integrate the Next Generation Science Standards (NGSS). [Candidates also take a required content course in life science and physical science.] (Syllabus drafted Aug/Sept 2020)

1. See [Syllabi](#) folder for EDUC 329, *Elementary Science Methods*.

- 5) 79.15(5)I** Secondary candidates do not take a methods course with an emphasis on their desired subject and grade-level endorsement. There is coursework in secondary-level methods, but the course instructor is not qualified to provide

instruction in current best practices in all content areas. *The unit is required to provide subject and grade level methods coursework and to ensure the coursework is taught by a qualified instructor.*

Luther's Resolution:

- The Department Head is communicating with the Dean to meet this requirement. Secondary adjunct professors will have experience in teaching at the grade bands and in the content for the secondary methods courses. A faculty member with experience in teaching English and social studies methods for 5-12 has been hired for fall. A local high school science teacher will teach science methods, and an adjunct professor with appropriate experiences will be hired for math methods. Each teacher will have the subject and grade level coursework/experience specific to each secondary methods course. The syllabus will be reviewed by the Department Head to be certain it is aligned with the expectations of the unit.
 - i. See folder faculty CVs for instructors for the secondary advanced methods coursework
 - ii. See the folder Syllabi for all sections of EDUC 352
 - 1. Adv Mid/Hs Eng Methods, 5-12
 - 2. Adv Mid/Hs Math Methods, 5-12
 - 3. Adv Mid/Hs Sci Methods, 5-12
 - 4. Adv Mid/Hs SocSt Methods, 5-12
 - iii. See the Syllabi folder for all sections of EDUC 367
 - 1. Adv Teach Meth II: Eng
 - 2. Adv Teach Meth II: Math [This syllabus has not been drafted as of 12/01/20.]
 - 3. Adv Teach Meth II: Science
 - 4. Adv Teach Meth II: Soc St

6) 79.15(5)k During interviews with candidates, a lack of technology education and technological support was consistently reported. Candidate interviews and syllabi review indicated potential coverage of technology in the instructional strategies class, however this was noted as inconsistent and inadequate information. In Luther's response to preliminary review questions, EDUC 220 and EDUC/MUED 372 were noted in covering this requirement. Review of these syllabi provided no documentation that this standard is met. *The unit is required to develop and deliver useful learning for integration of technology for all candidates.*

Luther's Resolution:

- Curriculum exhibits and syllabi will be updated to specifically reference integration of technology for instruction and assessment. In the elementary program, proposed target syllabi are EDUC 222, Instructional Strategies (Elem Ed), EDUC 325 (Math Methods) and EDUC 326 (LA Methods). Secondary courses include EDUC 252, Introductory Methods for Middle & High School, EDUC 367, Advanced Methods. Proposed syllabi for music include MUED 232, MUED 371 (instrumental), and 372 (vocal). Application of technology will be required in the advanced methods year and student teaching. (Target: Syllabi Aug/Sept, 2020)

- i. See the [Syllabi](#) folder that include teaching of technology:
 1. Elementary
 - a. EDUC 222
 - b. EDUC 325
 - c. EDUC 326
 2. Secondary
 - a. EDUC 252 - English, Math, Science, Social Studies
 - b. EDUC 367 - English, Math, Science, Social Studies
 3. Music
 - a. MUED 232
 - b. MUED 371
 - c. MUED 372

Sources of Information:

Interviews with:

- President, Vice President for Academic Affairs, Assessment Director, Dean of School of Education, Advisory Board members (local principals, current candidates, alumni), Candidates, Unit Faculty (Full-Time, Visiting, Adjunct) Instructional Technology Librarian (specifically for Teacher Education)

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