



2019 Report on the State of Educator Preparation in Iowa

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State of Iowa
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Introduction

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

The data included is for the 2017-2018 academic year (the most recent for which complete data is available) unless otherwise noted.

Vocabulary used in this report:

- **Candidates** are college students admitted to an educator preparation program. Candidates are progressing toward program completion.
- **Program completers** are candidates who have successfully completed all program requirements including graduation (if an undergraduate program) and passing required assessments.
- A **license** is issued to a program completer by the Iowa Board of Educational Examiners (BoEE) once the program ensures completion and recommends the program completer for licensure.
- An **endorsement** is an authorization to teach in a specific field. A teacher will have one license but may have multiple endorsements. For instance, a teacher with a secondary science license may be endorsed in biology, chemistry, and earth science.
- **Educator Preparation Program (EPP)** is the overall unit responsible for all educator preparation in an institution. Generally, each institution has one EPP. An EPP may be made up of several individual programs such as elementary education, secondary education, administrator preparation, etc.

Descriptive Information on Iowa Educator Preparation

This section provides information on Iowa educator preparation programs, numbers and trends for candidates prepared in various content areas, and retention position postings.

Specific information on each program can be found at the following locations:

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

US Department of Education College Scorecard (Iowa):
<https://collegescorecard.ed.gov/search/?state=IA&sort=name:asc>

The Iowa Association of Colleges for Teacher Education: <http://iowacte.org/>

Table 1. Number of people prepared as educators in Iowa 2017-2018.

Total Number of Educators Prepared in Iowa				
1965 teachers + 125 administrators + 108 other = 2198				
	# of EPPs	Teachers	Admin*	Other**
Public	5	907	96	60
Private	27	996	29	48
Intern	2	62	NA	NA
Total	34	1965	125	108

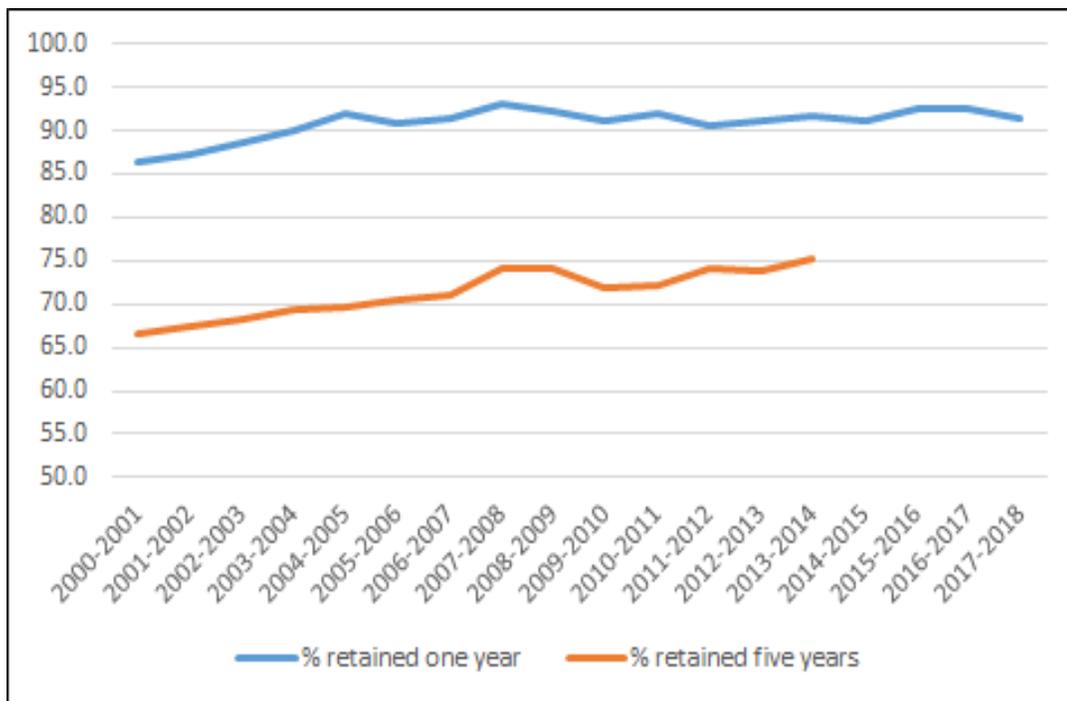
* Principal and superintendent

** School counselor, school psychologist, school audiologist, school social worker, speech language pathologist, supervisor of special education, etc.

Table 2. Distribution of Iowa teacher candidates admitted to programs in 2016-17 and 2017-18.

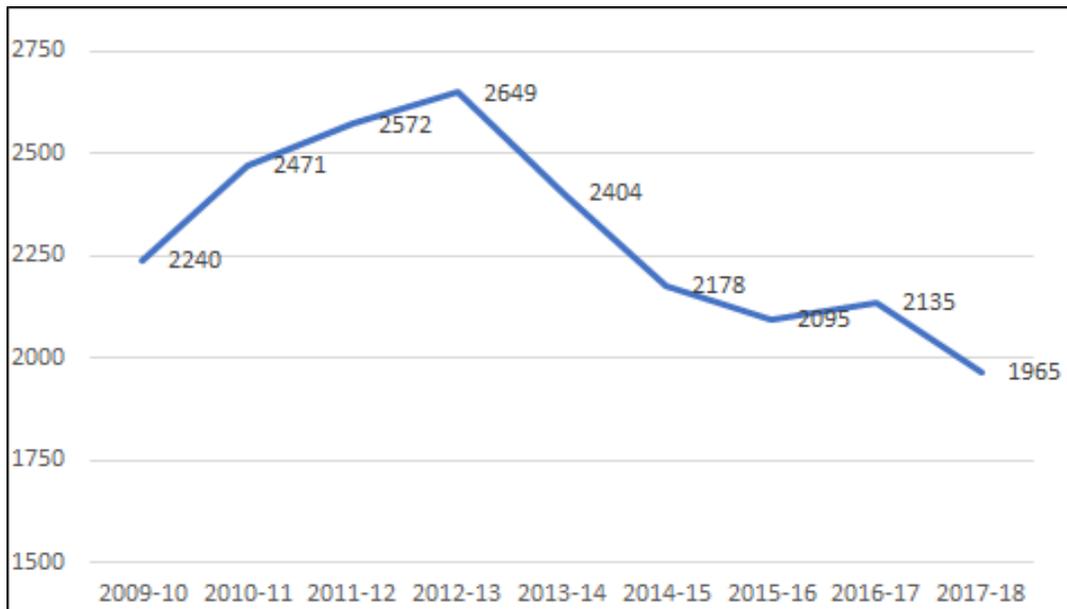
Year	# Admitted	% Female	% Male	% Hispanic	% Am Indian	% Asian	% Black	% Pac Islander	% White	% Multi
2016-17	6697	74.6	25.4	3.0	0.4	1.1	1.5	0.1	89.1	1.4
2017-18	6029	74.4	25.6	3.5	0.5	1.1	1.9	0.1	88.7	1.7

Figure 1. Iowa Teacher retention as percentage of all Iowa teachers.



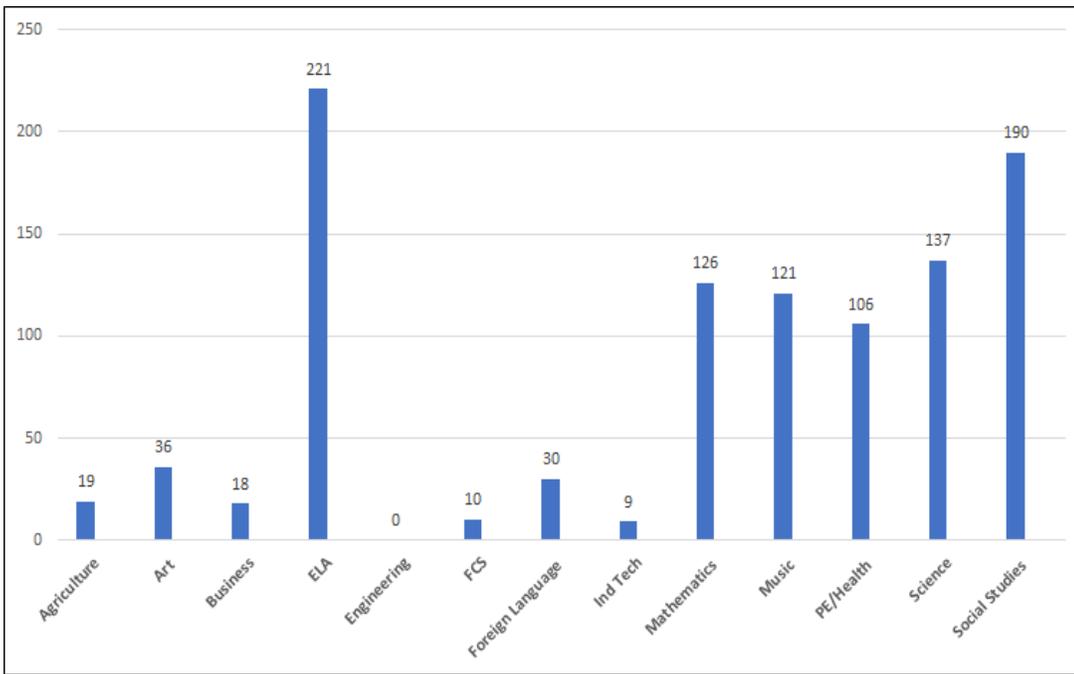
Source: Iowa Department of Education

Figure 2. Trends in number of Iowa teachers prepared.



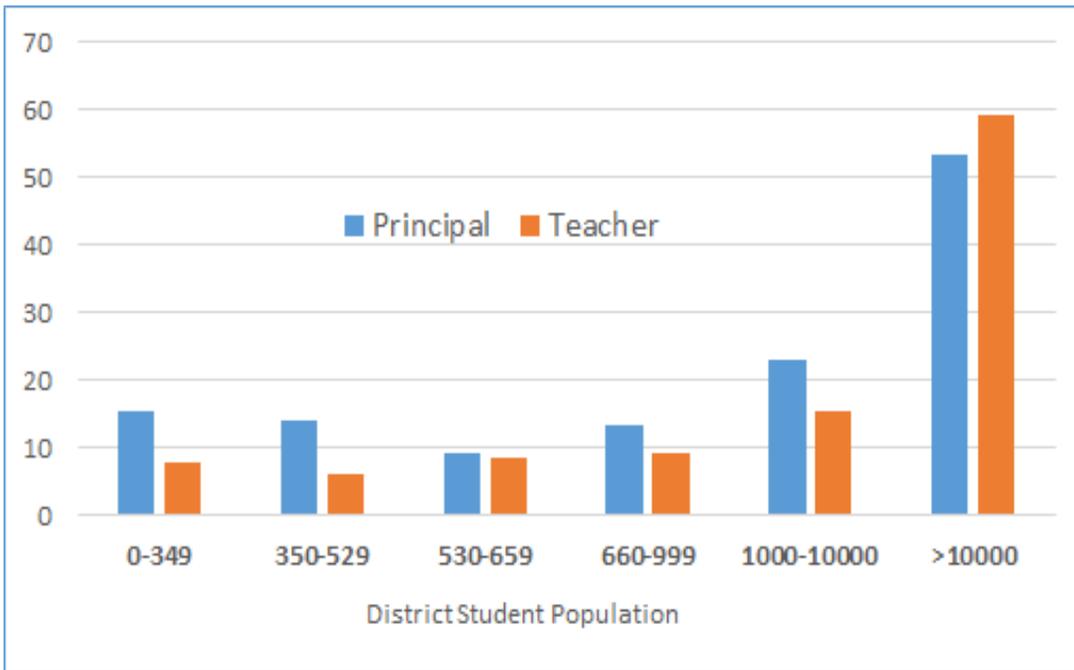
Source: Iowa Department of Education – EPP annual reports

Figure 3. Distribution of Iowa program completers earning secondary endorsements.



Source: Iowa Department of Education – EPP annual reports

Figure 4. Average number of Iowa applications per job posting by district student population.



Source: Iowa Department of Education – Teach Iowa data

Table 3. Comparison of selected completers and job postings in Iowa.

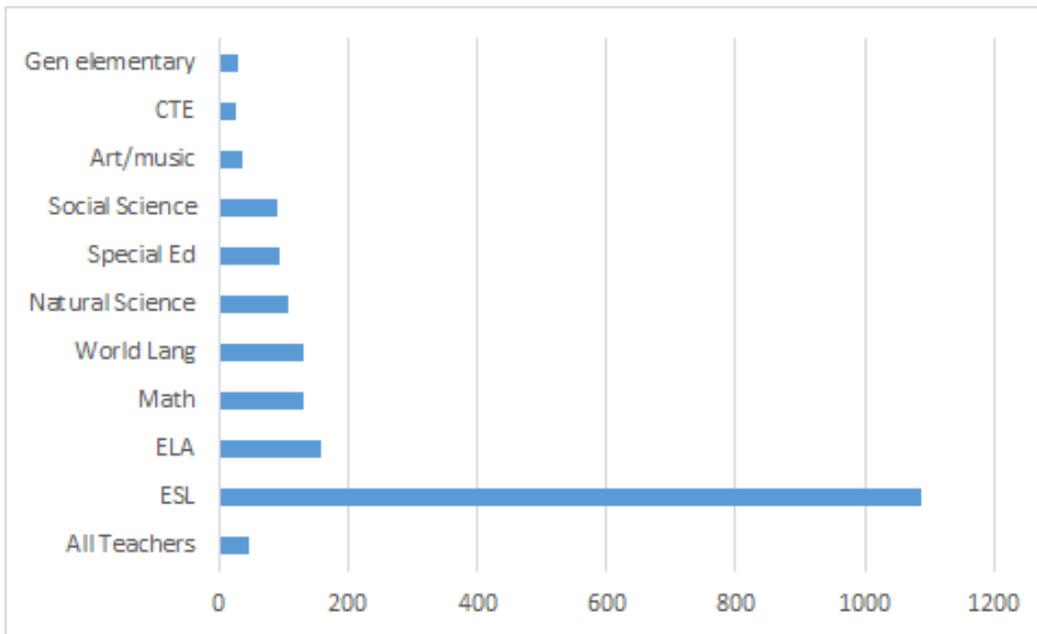
Endorsement	Total Produced*	Job Postings**	Produced Percent of Postings
Industrial Technology	9	43	21%
Family & Consumer Science	11	52	21%
Physics	20	61	33%
Spanish 5-12	16	41	39%
Strat I combined K-8 and 5-12	379	661	42%
Media Specialist / Librarian	14	30	47%
Superintendent	20	38	53%
Mathematics	78	128	61%
Agriculture	19	30	63%
Counselor	80	108	74%
Principal	105	128	82%
All Social Studies	45	50	90%
Music	120	125	96%
Physical Education	105	108	97%
Strat II combined K-8 and 5-12	263	261	100%
English/Language Arts	145	128	113%
Talented and Gifted	53	45	118%
Teacher Elem. Classroom	1079	736	147%

* Number is total endorsements, not individuals

** Does not include all districts

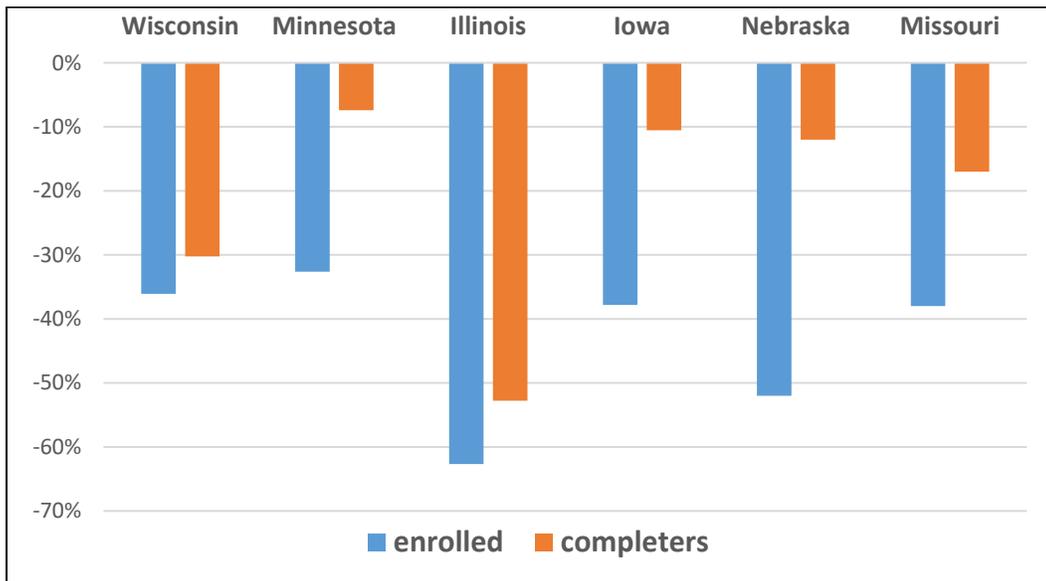
Source: Iowa Department of Education – EPP annual reports and Teach Iowa data

Figure 5. Percentage change by subject in number of teachers nationwide 1987-88 to 2011-12.



Source: National Center for Educational Statistics

Figure 6. Percentage change in enrolled teacher candidates and teacher program completers from 2009 through 2017 in contiguous states.



2009-17	Wisconsin	Minnesota	Illinois	Iowa	Nebraska	Missouri
Enrolled	-36%	-33%	-63%	-38%	-52%	-38%
Completers	-30%	-7%	-53%	-11%	-12%	-17%

Source: US Department of Education Title II report

Examination of Program Data

Employment Information.

Table 4. Employment status 2017-2018.

	Number of program completers (all programs)	Employed in a position for which they were prepared	Employed in an education position outside of preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown
Teachers	1965	72%	2%	2%	2%	2%	12%
Admin	125	66%	19%	4%	0%	0%	12%
Other*	108	89%	1%	3%	0%	0%	8%

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

Examination of Survey Data

The Department sent surveys to first year teachers and their principals. The survey presented a number of prompts based on the Interstate New Teacher Assessment and Support Consortium (InTASC) standards, asking for the perception of the beginning teachers' preparedness in each standard area. There were five possible responses in a range from not prepared to very well prepared. As in previous years, the principal's perception of the beginning teachers' preparedness was higher in all areas.

The results of the surveys are not reported this year for a number of reasons.

1. The response rates were very low.
2. A lack of clear communication resulted in some programs examining results of surveys in 2018 and some examining results of surveys in 2019.

These issues with the surveys make providing valid information not possible. We note that while few responses were received, the issues indicated as areas for improvement mirror those identified in the evaluation of student teaching described in Unit Assessment (see page 12).

Program Completion Assessment Pass Rate Data

Iowa statute requires that all teacher candidates must pass an assessment of pedagogical and content knowledge in order to be considered a completer of a preparation program. The Iowa Department of Education authorizes three options for program completion assessment that programs can choose from:

- Option 1: Educational Testing Services (ETS) Praxis Series assessments. Candidates must pass two assessments:
- a. Pedagogy: Grade level appropriate Principles of Teaching and Learning (PLT) assessment.
 - b. Content: The appropriate Praxis Content Assessment.
- Option 2: The edTPA assessment appropriate for the content area being sought.
- Option 3: ETS PPAT and Praxis Content Assessment. Candidates must pass two assessments:
- a. Pedagogy: PPAT performance assessment.
 - b. Content: The appropriate Praxis Content Assessment.

Table 5 provides pass rate information on candidates during the 2017-2018 academic year. Where applicable, information for first time and repeat test takers is provided.

Table 5. Iowa Assessment Pass Rates September 2017 to August 2018:

Test Name	First Time Test Takers		Repeat Test Takers	
	Total N	% Pass	Total N	% Pass
ETS Praxis CONTENT KNOWLEDGE				
Elem Ed: Content	922	97	167	69
English Language Arts	132	98	29	66
Technology Education	13	100	3	*
Music	99	98	16	81
Family Consumer Science	21	95	4	*
Art	23	100	12	58
Mathematics	69	99	17	71
Biology	37	97	4	*
Chemistry	13	100	2	*
Physics	7	100	1	*
Agriculture	19	100	3	*
World and US History	64	95	15	73
Total/Average	1419	98	273	70
ETS Praxis PEDAGOGICAL KNOWLEDGE				
Principles of Learn & Teaching K-6	756	96	171	72
Principles of Learn & Teaching: 7-12	618	98	113	75
Total/Average	1374	97	284	73
PERFORMANCE ASSESSMENTS				
ETS PPAT** Pedagogy Only	240	95	NA	NA
edTPA*** Pedagogy and Content	159	87	NA	NA

* Passing percentage for N less than 5 not reported

** Used only by Iowa State University and Regents Alternative Pathway to Licensure (RAPIL)

** Combines Content and Pedagogy, used by several programs

Source: ETS, Pearson

Unit Assessment

EPPs are required to analyze unit assessment data and report results and plans to address issues identified in their analysis. Data sources identified for analysis include:

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

EPPs have identified a strengthening of content knowledge in candidate's student teaching and test results. Assessment data has also shown that candidates are becoming better at using assessment data for instruction. At the same time, programs note a need for candidates to better learn to differentiate lessons for all learners.

EPPs have increased their emphasis on their assessment systems in recent years. This is evident in the data-based decisions being made in virtually all EPPs to improve candidate learning. EPPs have refined systems in several ways;

- Adjusted the requirements for and use of portfolios.
- Using detailed information from program completion tests.
- Shifting assessment strategies from knowledge based to performance based including changing to performance assessments such as edTPA and PPAT.
- Enhancing and clarifying communication with cooperating teachers and student teaching supervisors.
- Providing more opportunities for candidates to discuss learning about teaching, including EPP-based Professional Learning Communities (PLCs).
- Updating curriculum, with many including trauma-informed care and teacher ethics.

Student Teaching Assessments

Programs are required to ensure candidates complete all coursework for an endorsement prior to student teaching. Because of this, student teaching is an excellent opportunity for programs to evaluate how well candidates perform in the work they were prepared to do. Programs are required to analyze assessments of student teachers and report the results of this analysis along with plans to address issues identified in their analysis. Programs evaluate through direct observation of student teacher performance using assessments based on program standards and dispositional measures.

Table 6. Information from assessments of student teaching.

Issue	# of EPPs identifying	Common adjustments
Differentiation of instruction for diverse learners (esp. English language learners)	11	Updating curriculum in multiple courses and student teaching seminars
Using assessment results for learning	10	Updating curriculum Modifying best practices/modeling
Collaboration with colleagues/professional learning	4	Provide more opportunities outside of classroom (organizations, PLCs, etc.)
Classroom management	4	Update curriculum in multiple courses, enhance collaboration with cooperating teachers

Like other methods of assessment, student teaching assessment is based on the InTASC standards, making evaluation and comparison across programs and time more meaningful. Table 6 indicates the most common areas for which improvement is indicated.

Programs are using student teaching data, in conjunction with data from other forms of candidate assessment in annual reviews of curriculum and assessments. Virtually all programs make adjustments to curriculum in response to identified issues. Most programs make adjustments in multiple courses, and in multiple departments (content courses). A number of programs enhance communication with cooperating teachers to ensure requirements are understood and met.

Noteworthy Program Improvements and Accomplishments

EPPs were asked to report on noteworthy accomplishments in the past year.

Many EPPs are involved in statewide initiatives for program improvements. These include the Blueprint (literacy) advisory team, The Model Code of Educator Ethics (MCEE) implementation team, the statewide Teacher Leadership and Compensation (TLC) implementation committee and Iowa Educators Rising conferences.

Approximately 50 faculty members served on program approval site visit teams in support of other EPPs during the 2017-2018 academic year. Nine faculty members serve three-year terms on the program approval state panel, participating in the review of every program being reviewed each year.

EPPs continually update their curriculum and assessment strategies based on internal and external data. Changes include specific learning in English as a second language (ESL), special education, and dyslexia strategies.

Many EPPs have initiated or strengthened community partnerships. The University of Iowa has implemented several new partnerships to provide learning and experiences in a number of content and dispositional areas.

Buena Vista University has a number of campuses across the state. They have implemented a centralized scheduling system to ensure efficient course scheduling, better efficiency in use of faculty load and increased equity in course offerings.

Coe College faculty have shared their expertise in developing an assessment system with a number of programs across the state.

Cornell College implemented the use of Swivl camera systems to record audio and video of their student teachers' practice.

Grand View University, to supplement their ESL endorsement grant work, has implemented a Bilingual Education Student Organization, affiliated with the National Association for Bilingual Education.

Iowa State University has updated their administrator preparation program, including modifying curriculum with an emphasis on justice and equity.

Loras College has brought in agencies to offer training on trauma-informed care in their teacher preparation program.

Mt. Mercy University has obtained funding to build a new education center with new classrooms and office space.

Simpson College has completed fund raising for their new education facilities.

The University of Dubuque has implemented a certificate for students called QCEE (Qualified, Caring, Effective Educator).

The University of Iowa has created a curriculum council to review data, assessment tools, surveys and standards. The council then initiates changes for improvement.

The University of Iowa has established a grant funded partnership with Des Moines Area Community College to bring 25 students from underrepresented backgrounds into The University of Iowa College of Education to become science, technology, engineering, and mathematics (STEM) teachers.

Upper Iowa University has initiated a mental health first aid requirement for all teacher candidates.

Summary of 2018-2019 Academic Year Reviews

Three EPPs were reviewed during the 2018-2019 academic year: Emmaus Bible College, Loras College and Clarke University. A fourth, Saint Ambrose University, was rescheduled from 2018-2019 to 2019-2020. To date, none of the EPPs reviewed have been brought to the State Board for an approval decision.

In addition to the three Department consultants who review programs, 18 peer reviewers conducted on-site program reviews, along with one BoEE consultant and the nine peer state panel members who review the documentation for every program each year.

The three institutions reviewed are in Dubuque. They, along with the University of Dubuque, collaborate to help each other improve. There were common issues in governance, primarily about faculty load, which were easily resolved. Loras College and Clarke University had issues in assessment, with a need for more systematic structures.

Program Review Schedules / Process

Table 7. Reviews scheduled in 2019-2020 academic year.

Institution	IR Due	Preliminary Review	On Site Visit
Iowa State University	Dec. 5, 2019	Dec. 19, 2019	Feb. 2-6, 2020
University of Dubuque	July 15, 2019	Aug. 1, 2019	Sep. 15-19, 2019
Briar Cliff University	Sep. 12, 2019	Sep. 24, 2019	Nov. 3-7, 2019
Luther College	Dec. 18, 2019	Jan. 8, 2020	Feb. 16-20, 2020 CAEP Fall 2019
Viterbo University	Feb. 24, 2020	March 4, 2010	April 26-29, 2020
St. Ambrose University	Jan. 6, 2020	Jan. 19, 2020	March 22-26, 2020

Table 8. Follow-up visits scheduled in 2019-2020 academic year.

Institution	Date of Visit
Morningside College	TBD Spring 2020
Simpson College	TBD Spring 2020
The University of Iowa	TBD Spring 2020
University of Northern Iowa	TBD Fall 2019

Table 9. Program approval review process.

Who does the work?		
State Panel	Site Visit Team	Department Consultants
<p>12 members</p> <ul style="list-style-type: none"> • 3 Iowa Department staff - permanent • 9 EPP faculty – three-year terms <p>Participate in all preliminary reviews</p> <p>Institutes of higher education (IHE) faculty participate in one site visit/year</p> <p>Review proposed Iowa Administrative Code 281 changes</p>	<p>5-10 members</p> <ul style="list-style-type: none"> • Iowa Department staff – chair • EPP faculty members <p>Participate in preliminary review</p> <p>Conduct site visit review</p> <p>Draft report</p>	<p>2.4 full-time employees</p> <p>Initiate self-study with educator preparation program</p> <p>Manage process</p> <p>Participate/lead reviews</p> <p>Report to State Board</p> <p>Conduct follow-up reviews</p>
The work:		
Prior to Preliminary Review	Preliminary Review	Site Visit
<p>EPP conducts year-long self-study</p> <p>EPP writes Institutional Report</p> <ul style="list-style-type: none"> • Four Unit standards • Two program specific standards per program 	<p>State Panel and Visit Team Review Self-Study Institutional Review (IR)</p> <ul style="list-style-type: none"> • Compliance • Continuous improvement <p>Standards</p> <p>Guiding Questions</p> <p>Inform preliminary review report</p>	<p>3-5 days</p> <p>Site visit team</p> <ul style="list-style-type: none"> • Compliance • Continuous improvement <p>Interviews</p> <p>Examine documents</p> <p>Facilities</p> <p>Resources</p> <p>Student experiences</p> <p>Develop report</p> <p>EPP response</p> <p>Final report to State Board</p> <p>Follow-up review – one year later</p> <p>Annual report aligned to review findings</p>

Table 10. Iowa Educator Preparation Programs.

July 2019	Programs and Degrees Offered						
Name and Location of Institution	Early Childhood Only	Elem Education	Secondary Education	Secondary Intern	Educational Leadership	School Service Personnel	Highest Degree Granted In Education
Briar Cliff University, Sioux City		X	X				M
Buena Vista University, Storm Lake		X	X			X	M
Central College, Pella		X	X				B
Clarke University, Dubuque		X	X				M
Coe College, Cedar Rapids		X	X				M
Cornell College, Mount Vernon		X	X				B
Dordt University, Sioux Center		X	X		X		M
Drake University, Des Moines	X	X	X		X	X	D
Emmaus Bible College, Dubuque		X	X				B
Faith Baptist Bible College, Ankeny		X	X				B
Graceland University, Lamoni		X	X				M
Grand View University, Des Moines		X	X				M
Grinnell College, Grinnell			X				B
Iowa Princ. Ldrshp Academy					X		NA
Iowa State University, Ames	X	X	X		X		D
Iowa Wesleyan U Mount Pleasant	X	X					B
Loras College, Dubuque		X	X			X	M
Luther College, Decorah		X	X				B
Morningside College, Sioux City		X	X	X			M
Mount Mercy U, Cedar Rapids	X	X	X				M
Northwestern College, Orange City		X	X		X		M
Regents Alternative Pathway to Lic				X			NA
Saint Ambrose U, Davenport	X	X	X		X	X	M
Simpson College, Indianola		X	X				M
University of Dubuque, Dubuque		X	X				B
The University of Iowa, Iowa City		X	X		X	X	D
U of Northern Iowa, Cedar Falls	X	X	X		X	X	D
Upper Iowa University, Fayette	X	X	X				M
Viterbo U, Des Moines					X		M
Waldorf University, Forest City		X	X				B
Wartburg College, Waverly		X	X				B
William Penn U, Oskaloosa		X	X				B

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