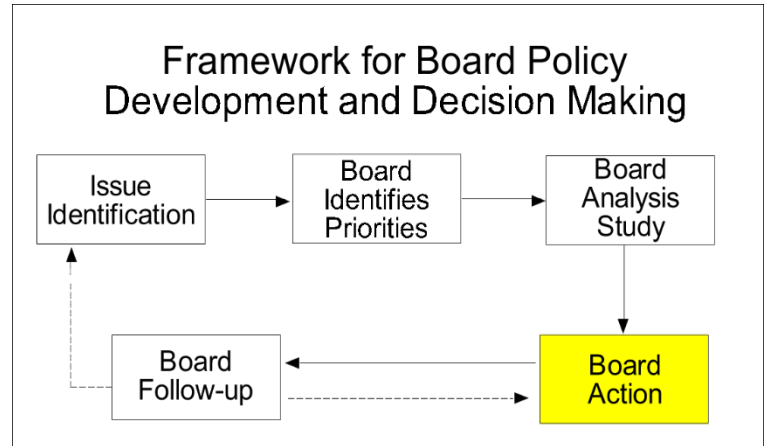


Iowa State Board of Education

Executive Summary

August 1, 2024



- Agenda Item:** Upper Iowa University Educator Preparation Program Approval Report
- State Board Priority:** Goal 3: Ensure high-quality teachers and other educators are in every classroom and high-quality leaders are in every school.
- 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 chapter 79.
- Presenter(s):** Stephanie TeKippe, Education Program Consultant
Bureau of Community Colleges and Postsecondary Readiness
- Alex Hansen, Chair
Upper Iowa University School of Education
- Billie Cowley, Dean
Upper Iowa University Academic and Educational Affairs
- Attachment(s):** One
- Recommendation:** It is recommended that the State Board award full approval to Upper Iowa University educator preparation programs through the next review scheduled for the 2030-2031 academic year.
- Background:** Upper Iowa University in Fayette, Iowa (satellite locations in Des Moines, Quad Cities and Waterloo) offers traditional teacher preparation and professional school counseling programs. The Upper Iowa University

education department has provided evidence that all programs are in compliance with Iowa Administrative Code chapter 79. Additionally, they have demonstrated compliance with the Bureau of Educational Examiners requirements for each endorsement offered through the institution.



Department of Education

Educator Preparation Program Approval Report

Upper Iowa University

Site Visit: November 5-9, 2023

Presented to the Iowa State Board of Education:
August 1, 2024

Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146
State of Iowa

State Board of Education

Brooke Axiotis, Des Moines
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Michael McClelland, Student Member, Truro

Administration

McKenzie Snow, Director and Executive Officer of
the State Board of Education

Bureau of Community Colleges and Postsecondary Readiness

Amy Gieseke, Section Chief
Maryam Rod Szabo, Administrative Consultant
Stephanie TeKippe, Education Program
Consultant

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Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 800-877-8339, email: OCR.Chicago@ed.gov

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Full Initial Site Visit Report with Institutional Responses	Error! Bookmark not defined.

Review Team Members

Dr. Maryam Rod Szabo, Iowa Department of Education
 Dr. Stephanie S. TeKippe, Iowa Department of Education
 Ms. Joanne Tubbs, Iowa Department of Education
 Dr. Kelly Faga, Iowa Department of Education
 Dr. Darcie Davis-Gage, University of Northern Iowa
 Ms. Amy Mayer, Regents Alternative Pathway to Iowa Licensure
 Ms. Rachel Onken, Iowa State University
 Dr. Abby DeGroot, Dordt University
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 Dr. Michele Swanson, University of Northern Iowa
 Mr. Joel Carter, Emmaus Bible College
 Dr. Carrie Thonstad, Northwestern College
 Dr. Kelly Chaney, Morningside University
 Dr. Mark McDermott, University of Iowa
 Dr. Will Coghill-Behrends, University of Iowa
 Dr. Brittany Garling, Buena Vista University

Recommendation to the Board

Program	Recommendation
Teacher Preparation Program	Approval
Professional School Counseling Program	Approval

Program Representative(s)

Mr. Alex Hansen, Chair, Upper Iowa University School of Education
 Dr. Billie Cowley, Dean, Academic & Educational Affairs, Upper Iowa University School of Education

Upper Iowa University Overview

Source: U.S. Department of Education Scorecard, Upper Iowa University

General Information

Type:	Private Non-Profit Institution of Higher Education
Size:	Medium
Location:	Rural
Awards Offered:	Bachelor's, Master's & Associate's Degrees Graduate/Professional & Post-baccalaureate Certificates, and Undergraduate Certificate or Diploma

Cost

Avg. Annual Cost: \$24,064 (midpoint for 4-yr schools is \$18,902/year)

Acceptance Rate, Enrollment, Retention and Graduation Rate

Acceptance Rate:	65%
Enrollment:	2,323 undergraduate students
Retention Rate:	65% (% of students returning after the first year)
Graduation Rate:	50% (midpoint for 4-yr schools is 58%)

Student to Faculty Ratio

Student-to-Faculty Ratio: 12:1

Diversity

Socio-Econ. Diversity:	37% (% received a federal Pell grant (low income intent))
Stud. & Fac. Diversity:	see Table 1

Table 1: Upper Iowa University Student and Faculty Race/Ethnicity

	Am. Indian Alaska Native	Asian	Black	Hispanic	Native Hawaiian Pacific Islander	Non-resident alien	Two or more races	Unknown	White
Students	0%	2%	17%	7%	0%	4%	2%	10%	57%

Faculty	0%	2%	0%	0%	0%	0%	0%	14%	84%
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Education Preparation Program (EPP) Overview

Sources: U.S. Department of Education Scorecard, Upper Iowa University, Upper Iowa University Institutional Report; 2023 Annual Report

Programs and Endorsements Offered

Awards Offered: Bachelor's, Master's, Graduate/Professional Certificate, Post-baccalaureate Certificate

Main Campus: Fayette, IA

Satellites: Des Moines, IA
Quad Cities, IA
Waterloo, IA

Alternative Paths: None

Online Programs: All Science; Coaching; Master of Education; Teacher Education; Teacher Leadership

Education Programs

Elementary Education

Secondary Education

Professional School Counseling

Endorsements Offered

B-3: Birth-Grade 3 Inclusive Settings*

PK-K: Teacher*, Prekindergarten-Kindergarten Classroom*

K-6: Teacher Elementary Classroom*

K-8: Art*, English/Language Arts*, Health, Reading, Science (Basic), Social Studies*, Professional School Counselor*, Instructional Strategist 1: Mild & Moderate*

5-8: Algebra for H.S. Credit, Middle School Language Arts*, Middle School Mathematics*, Middle School Science*, Middle School Social Studies

5-12: *Agriculture, Art*, Business (All), English/Language Arts*, Language Arts – All*, Health, Family & Consumer Sciences*, Industrial Technology*, Journalism, Reading, Biological Science*, Chemistry*, Earth Science*, Basic Science*, American Government, American History, Economics, Psychology, Sociology, Professional School Counselor*, All Science*, All Social Science*, Social Sciences – Basic*, Work Experience Coordinator, Instructional Strategist 1: Mild & Moderate*

K-12: Athletic Coach, English as a Second Language, Reading Specialist, American Sign Language, Instructional Strategist II: BD/LD*, Instructional Strategist II: ID*

PK-12: Talented & Gifted*

*Designates a 2023-24 Iowa teacher shortage area

Partnerships

Upper Iowa's educator preparation program partners with the following:

- K-12 school districts
- Community Colleges: Northeast Iowa Community College, Des Moines Area Community College, Hawkeye Community College, Eastern Iowa Community College
- Teacher and Paraeducator Registered Apprenticeship Program Partnerships: Davenport consortium (Clinton CSD, Bettendorf CSD, Muscatine CSD, North Scott CSD, Pleasant Valley CSD, West Liberty CSD), Des Moines Public Schools, and Johnston consortium (Urbandale CSD, West Des Moines CSD, Dallas Center-Grimes CSD)

Program Initiatives

Upper Iowa University initiatives reported from the 2023 Annual Report:

- The Teacher Education Program worked to continue and to build partnerships. We have a partnership with Northeast Iowa Community College for the Industrial Technology Program. This past year we added a partnership with Eastern Iowa Community College for Industrial Technology and American Sign Language. In 2022-2023 we established a partnership with Des Moines Area Community College for K - 12 Industrial Technology as well. We are beginning conversations with Kirkwood Community College and Hawkeye Community College to establish a partnership for K - 12 Industrial Technology.
- Upper Iowa University educator preparation created a partnership with Learners Edge to offer online continuing education courses.
- Supporting the Davenport consortium, Johnston consortium, and Des Moines Public Schools in Teacher and Registered Apprenticeship Grant.
- Received the Department of Education paraeducator grant and supported 72 individuals in obtaining their paraeducator certification.

Program Diversity

Upper Iowa Diverse Clinical Experiences:

Diverse experiences are tracked through a form titled Permanent Record of Teacher Education Experiences. Components tracked include the school, teacher, subject area, grade level, number of students receiving special education services, numbers of English Language Learners, number of non-Caucasian race, and percentage of Free and Reduced Lunch for the building. The document is housed in the students' permanent files.

Program Checkpoints

Checkpoint 1: Admission to the Teacher Education Program

- Disposition scores, GPA, earned grade in EDU 110 Foundations of American Education with a fair or better on their Practicum evaluation, grade for Comp I and Comp II are recorded for each candidate in the unit's database.

Checkpoint 2: Completion of Field Experience

- Field Experience cooperating teacher's evaluation final rating for Field Experience I and Field Experience II and the final grade in each course.

Checkpoint 3: Admission to Student Teaching

- Disposition scores, GPA and the grade earned in speech and math.

Checkpoint 4: Completion of Student Teaching

- Candidate's Teacher Work Sample (TWS) scores and TWS pass date; University Supervisor 1, 2, and 3 (if needed) final scores from the Upper Iowa University Student Teaching form; Cooperating Teacher 1, 2, and 3 (if needed) final scores from the Upper Iowa University Student Teaching form; and GPA upon graduation.

Program Trends

A series of tables below provides an overview of program trends.

Program Enrollment

Table 2: Upper Iowa University Education Enrollment

Semester	# FTE Candidates	# Graduates
Fall 2017	172	67
Fall 2018	330	95
Fall 2019	286	70
Fall 2020	243	47
Fall 2021	225	101

Source: Title II Reports

Program Completers

Table 3: Upper Iowa University Teacher Program Completers

Academic Year	Early Childhood Only	Elementary Only	Secondary Only	Combined K-6 and 7-12	Total
2017-18	10	38	13	6	67
2018-19	16	49	14	14	93
2019-20	15	30	10	15	70

2020-21	7	23	3	8	41
2021-22	9	58	18	16	101

Source: Annual Reports

Table 4: Upper Iowa University Professional School Counseling Program Completers

Academic Year	Counseling
2020-21	Program Approved
2021-22	0
2022-23	0
2023-24	Year One of Expected Program Completers

Placement Rates

Table 5: Upper Iowa University Teacher Placement Rates

Academic Year	# Graduates	# Teaching Jobs	# Grad School
2017-18	67	55	1
2018-19	93	62	1
2019-20	70	35	12
2020-21	41	36	0
2021-22	101	Not Tracked	Not Tracked

Source: Annual Reports

Clinical Faculty, Adjunct and Cooperating Teacher Totals

Table 6: Upper Iowa University Clinical Faculty, Adjuncts and Cooperating Teachers

Academic Year	# FT Faculty	# Adjunct Faculty	# Cooperating Teachers	# Candidates in a Supervised Clinical Experience
2017-18	9	150	Not tracked	72
2018-19	8	27	194	97
2019-20	7	9	86	172
2020-21	7	17	100	50
2021-22	5	25	170	85

Source: Title II Reports

Site Visit Fast Facts

Summary

The information below provides a summary of the most recent review and outcomes.

Duration:	November 10, 2021 (self-study) – August 1, 2024 (State Board)
Reviewers:	18
Pages of Content:	240 pages
Links to Evidence:	1,069+ links
Stakeholder Input:	137 stakeholder responses (surveys (102), interviews (29), classroom visits (6))
Outcomes	
Strengths:	8
Recommendations:	16
Concerns:	11

Self-Study and Institutional Report

Self-Study Meeting:	Nov. 10, 2021
Department Meetings:	June 2, July 12, August 11, Oct 6, Nov. 10 Dec. 9, 2022, Aug. 11, Oct. 6, Nov. 10, Dec. 9, 2022; Jan. 12, 2023
Institutional Report:	240 pages, 1,069+ links (evidence)

Preliminary Review (PR)

Preliminary Review: August 22, 2023

Peer Review Team: Three Iowa Department of Education (DE) program consultants, 15 chairs and faculty from Iowa educator preparation programs (6 site visit volunteers and 9 state panel volunteers), including:

Dordt University, University of Iowa (2), Buena Vista University (2), University of Dubuque, Loras College, Iowa State University, RAPIL, Emmaus Bible College, Northwestern College, William Penn University, Morningside University & University of Northern Iowa (2)

Preliminary Report: July 12, 2023

16 pages including 102 questions/concerns

Program Response: October 16, 2023

24 pages, 50 links (additional evidence) and program responses for supplementary information or clarification

Stakeholder Input

Surveys: 10-12 questions per survey

Includes short response, Likert scale and open-ended questions

Responses: 102 responses from the following stakeholders:

Teacher Preparation: Advisory Committee (12), adjuncts (13), alumni (19), candidates (19), college supervisors (7), cooperating teachers (18), content area faculty (4)

Professional School Counselor Preparation: Advisory Committee (0), adjuncts (2), alumni (2), candidates (3), supervisors/mentors (3)

Meetings and Site Visit

Meetings: Educator Preparation Team meetings with the Educator Preparation Program (EPP)

September 18, 2023; October 2, 2023; October 3, 2023; October 5, 2023; November 2, 2023; January 19, 2024; April 29, 2024; May 7, 2024

Site Visit: Review team: Three Department program consultants, 7 chairs and faculty from Iowa EPPs, including:

Dordt University, University of Northern Iowa (2), Buena Vista University, Loras College, Iowa State University, RAPIL

Three and a half days on-site:

29 interviews held with administration, chair, faculty, staff and stakeholders including six classroom visits (approximately 18 students per class)

117 curriculum exhibits (course syllabi) reviewed (Bureau of Educational Examiners and Department review team)

20+ student files (sampling of candidates in varying programs and academic year classifications)

48 pages of notes on Site Visit Team Notetaking Worksheet including evidence and comments for each substandard

Three out brief meetings held to share preliminary findings (department chair, administration and unit faculty)

Site Visit Overview

Recommendation

It is recommended that the Iowa State Board of Education (State Board) grant full approval for Upper Iowa University's educator preparation programs.

Upper Iowa University's education unit has demonstrated compliance with state requirements for offering high-quality preparation programs. They effectively addressed initial concerns or presented detailed plans for resolution including a clear timeline and strategy. The unit responded to recommendations with either implementation exhibits or an action plan for continuous improvement.

It is important to note that recommendations are intended solely for the program's continuous enhancement and often surpass basic standards, there is no immediate action necessary beyond a thoughtful response. Concerns will be revisited annually over the next three years following program approval. Additionally, the recommendations and concerns identified in this review will be reevaluated during the subsequent site visit cycle as part of our commitment to continuous improvement.

Governance and Resources Standard

The Governance and Resources standard is considered met.

Interviews, survey feedback, and community input highlighted the trusted and respected commitment of faculty and staff to student and program success. The program also received commendation for its conceptual framework anchored in specific learning outcomes integrated throughout the curriculum and candidate assessment.

One recommendation was identified in the governance standard. In response to the recommendation regarding the management of part-time faculty needs, the unit has implemented comprehensive support measures including a mentoring program, Faculty Academy for professional development, personalized onboarding processes, strategic course restructuring to optimize workload, and alignment of adjuncts' expertise with course assignments, resulting in enhanced collaboration, curriculum consistency, and pedagogical quality.

The site visit team raised concerns about inadequate resources and support within the unit, prompting requests for a plan to address resource deficiencies. The unit responded by outlining measures taken to address immediate needs, including hiring a part-time Clinical Placement Coordinator and three full-time faculty with specializations in special education, science education and literacy (including LETRS/dyslexia expertise). Additionally, the unit highlighted ongoing initiatives for workload optimization aimed at promoting a sustainable work climate and fostering faculty development.

The site visit team expressed concerns about inadequate technological resources and support within the unit, prompting requests for a plan to address these deficiencies. The unit initially responded by emphasizing efforts to prepare students with available technology in P-12 schools and coordinating a fundraising initiative for an interactive whiteboard. In a subsequent response, the unit announced the acquisition of smart boards for each site and highlighted ongoing collaboration with school districts to integrate relevant software and applications into coursework.

Concerns regarding insufficient administrative support within the unit, leading to faculty and staff taking on additional responsibilities beyond their roles were identified. The unit responded by highlighting the evolution of its dynamics and adjustments made in response to staffing changes including the appointment of a new chair and utilization of work-study students in addition to the hiring of a part-time staff.

Diversity Standard

The Diversity standard is considered met.

The team identified institutional strengths in diversity and inclusion efforts, including committees and initiatives such as monthly lunch and learns, professional development and student connection opportunities, alongside evidence of diverse student body initiatives like the Teacher and Paraeducator Registered Apprenticeship program and uiuLive.

In response to the recommendation regarding increased direct planning and candidate opportunities for diversity initiatives within the unit, the response acknowledges the suggestion and expresses gratitude, indicating a willingness to consider practices aimed at raising awareness of diversity among future teachers at the unit level. This is particularly important with the number of candidates who are not housed on the Fayette campus.

There were no concerns in the Diversity standard.

Faculty Standard

The Faculty standard is considered met.

The review team recommended that the unit utilize program data to align faculty professional development with academic needs, as they found no documentation of this alignment despite evidence of accountability for professional growth. In response, the unit committed to using program data to guide professional growth initiatives, organizing a faculty retreat and summer meetings for focused development, and adopting a strategy of attending various conferences to share best practices.

The team found that while the unit defines general faculty and adjunct roles, there was no documentation of administrative roles or appropriate load allocation, requiring the unit to establish written descriptions of these roles, determine sustainable work levels, and develop a process to monitor faculty overload. In response, the unit provided written roles and responsibilities.

The team initially found that several faculty members' qualifications did not align with their course assignments, requiring the unit to ensure proper alignment of qualifications for licensure courses. The unit responded by asserting that all listed faculty were qualified based on their knowledge, preparation, and experiences, providing detailed explanations of each faculty member's credentials and relevant experience. The review team acknowledged the supplemental information and concurs with the unit that faculty are qualified for the assigned teaching.

Assessment Standard

The Assessment standard is considered met.

The team recommended building on the newly developed program outcome matrix to further develop the unit's program assessments. The unit responded and provided evidence that the program outcome matrix was previously in place and revised in 2023 with markers to indicate when student learning outcomes are introduced, reinforced, and mastered, with ongoing updates as courses and programs change.

The team found inconsistent support and feedback for the Teacher Work Sample (TWS) process, with candidates reporting contradictory feedback from different reviewers, a

disconnect between courses and the TWS, and insufficient support from the student teaching seminar. The team recommended reviewing the TWS process for consistency. The unit responded that the TWS is embedded in every course, with preparation provided throughout the program and a dedicated seminar for TWS questions. Efforts toward increased communication, training for readers to ensure inter-rater reliability will continue and expand while also emphasizing the potential benefits of diverse faculty interpretations for candidate growth and reflection.

The team found that while the unit is developing a comprehensive assessment system, there was no evidence of aggregated data for the school counseling program, and required a plan and timeline for data collection and aggregation. The unit responded that the school counseling program was newly approved in March 2021 and had just begun its courses, hence lacking significant data to aggregate. The IDOE acknowledged that the concern is resolved with the provided assessment report.

The team found that while program standards were aligned, the identification of standards was inconsistent, requiring consistent use of language referencing InTASC and Iowa Teaching Standards throughout the assessment system, including course syllabi and evaluation forms. The unit responded by incorporating a standard alignment table in all program syllabi, implementing an enhanced field experience assignment, utilizing consistent language in assessment materials and incorporating visual displays to illustrate the alignment among unit outcomes, Iowa Teaching Standards and InTASC standards. With these changes, the standard is considered met, and will be reviewed at the one-year follow-up visit.

Teacher Clinical Practice Standard

The Clinical standard is considered met.

The team found a need for clearer communication of expectations to cooperating teachers and candidates before the foundation field experience, recommending the unit define and communicate these expectations more effectively. The unit responded by detailing their current practice of informing cooperating teachers via email and informal check-ins from instructors. Additionally, the team noted inconsistencies in clinical evaluations and student teaching final evaluations regarding alignment with unit/InTASC Standards, recommending a review and restructuring of assessments. The unit acknowledged the issue, explaining that they use different sources aligned to unit and InTASC standards and will clarify the standards used on each form. The team also highlighted the heavy reliance on cooperating teacher evaluations for Field Experience I and II, recommending increased university supervision. The unit justified their grading process but agreed to provide evidence of video lesson feedback. Lastly, the team recommended a more efficient document management system for candidate evaluations, to which the unit responded with a plan to improve document storage and access processes for greater transparency and accessibility.

Teacher Knowledge, Skills and Dispositions Standard

The Knowledge, Skills and Dispositions standard is considered met.

The team recommended indicating InTASC standards in assessments and syllabi throughout all course documents before student teaching to bridge the gap between coursework and field

experiences. The concern was resolved through work accomplished in the assessment standard.

Professional School Counseling Clinical Practice Standard

The Clinical standard is considered met.

The team noted faculty and adjuncts' strong commitment and dedication to students, as well as applauded the positive initial steps taken in the development of a school counseling program.

The team identified two recommendations in the unit's clinical supervision process. Firstly, they noted that while site supervisors have requisite experience and licensure, there is no formal assessment of their training in clinical supervision, prompting a recommendation for faculty to review and track such training to ensure high-quality supervision. Secondly, although faculty maintain regular contact with site supervisors, there is no aggregation of data from site supervisor evaluations. The unit committed to enhancing site supervisor training and incorporating aggregate data from evaluations into their Annual Assessment Report as the school counseling program expands.

The review revealed several concerns regarding the unit's clinical experiences and related documentation. Firstly, while clinical hours and assessments are conducted, there is a need for more direct connections between evaluations and learning outcomes, with a requirement for aggregated data to close the assessment cycle. The unit committed to using clinical evaluations for better data aggregation. Secondly, although the unit updated its clinical log form to include required standards for site placements, evidence of candidates' experience with diverse populations was lacking, prompting the unit to update clinical logs.

Professional School Counseling Knowledge, Skills and Dispositions Standard

The Knowledge, Skills and Dispositions standard is considered met.

The team noted a lack of coverage on addressing students with disabilities, including those struggling with literacy, dyslexia, gifted and talented students, and English language learners, in the program's curriculum and syllabi. The unit responded by incorporating SPED 304: Exceptional Persons as a requirement for Professional School Candidates.

Continuous Improvement

Previous Site Visit Concerns (2016-2017) and Correlations with the recent visit (2023-2024)

1. Governance

2023-24 Site Visit Correlation: The concerns from the previous site visit (2016-2017) were repeated in the most recent review. The correlations include inadequate resources, lacking technology for candidate exposure and practice, and administrative support.

2016-17 Site Visit Concerns:

79.10(1) The team finds evidence human resources are not adequate to maintain a high-quality educator preparation program over time. One person holds both the position of chair of the teacher education program and chair of the Master of Education program. The work of both roles, spread over four separate campuses and a large online presence, overextends one person. The team is concerned that it is impossible for one individual – no

matter how capable – to continue to fulfill all the responsibilities effectively. The team requires the institution to examine the administrative roles of the unit and to ensure adequate resources are provided to maintain a high-quality educator preparation program.

79.10(2) The team finds evidence of a lack of consistent oversight of the program across sites. Evidence across sites indicates inconsistent understanding of the roles of full-time faculty and TECs at each center. Additionally, support for adjuncts in course delivery and professional development is uneven; some adjunct faculty report being well supported but others express a lack of connection with the larger unit and frustration at not receiving information/support when needed. The team requires the unit to examine program oversight and develop and implement policies and procedures to ensure consistent program management.

79.10(7) The team did not find evidence that adequate additional resources are allocated as programs continue to be added, expanded, and growing.

- a. The M.Ed. program grew from 30 to 180 students in the past year, with few resources added.
- b. Evidence indicates that faculty load is excessive. The apparent student to faculty ration of 70:1, with all the non-teaching work associated with that ratio indicates inadequate faculty resources.
- c. Evidence indicates resources do not support a productive work climate. Fulltime faculty, particularly those at the Fayette campus, describe time consuming expectations that are not recognized in work load (e.g., developing syllabi for all those teaching an assigned course, working with adjunct instructors on course delivery, reading Teacher Work Samples, travel for summer PD).

The team requires the unit to examine the adequacy of resources needed to maintain a high-quality educator preparation program and to ensure resources allocated match the scope of the programs provided.

2. Faculty

2023-24 Site Visit Correlation: Several concerns regarding faculty alignment with teaching assignments were dismissed after being provided additional evidence and two faculty will focus the collaborative 40-hour teaching requirement in the areas without formal preparation.

2016-17 Site Visit Concerns:

1. 79.12(2) –The team finds that not all faculty members are qualified for their assignments:

Nine faculty members, full and part time, were identified as lacking evidence of full qualifications to teach assigned courses.

The team requires the unit to ensure that faculty qualifications meet qualification requirements for all of the courses assigned.

3. Assessment

2023-24 Site Visit Correlation: Concerns in the recent visit correlate with the recommendations from the previous review. The main correlation includes a lack of consistent understanding of formative assessment in the unit, particularly candidates. The previous recommendation moved to a concern in the recent review.

2016-17 Site Visit Recommendations:

There were no concerns in the assessment standard. Four recommendations from the previous visit included were:

79.13(1) There is no position responsible for oversight of the entire assessment system. The team recommends the unit consider establishing a position to manage the assessment system, which would enhance integrated use of assessment data gathered and used for both candidate and program information.

79.13(2) Summative assessment is aligned with standards and uses multiple measures, candidate formative assessment is more fragmented. There is not a consistent understanding of formative assessment in the unit. The team recommends the unit reviews practices and standards for informing candidates' attainment of standards as they progress through the program.

79.13(5) Candidate assessment may not provide useful feedback for candidates regarding their progress on dispositions. The team recommends the unit examine policies and communication to inform candidates on dispositions.

79.13(6) The unit is missing an opportunity for using rich data for program evaluation by not synthesizing formative assessment data into system. The team recommends the unit examine the assessment system to incorporate aggregated formative assessment data into program assessment.

4. Teacher Clinical

2023-24 Site Visit Correlation: No correlations.

2016-17 Site Visit Concerns:

79.14(7)(a) The team found evidence that some athletes have not completed fourteen consecutive weeks of fulltime student teaching due to attendance at athletic events. The team requires the unit to develop and implement and adhere to policies to ensure all student teachers complete at least fourteen consecutive weeks of fulltime student teaching.

79.14(8) The team finds evidence that workshops for cooperating teachers occur one time prior to the student experience and range in length from 1-2 hours. The team requires that the unit develop and deliver workshops for cooperating teachers that are equivalent to one day in duration.

79.14(10)f Evidence indicates that candidates are not given the opportunity to become knowledgeable about the Iowa Teaching Standards and are not experiencing a mock evaluation based on the Iowa Teaching Standards by a cooperating teacher or a person who holds an Iowa evaluator license. The team requires the unit to develop and implement

a policy to ensure that all candidates become knowledgeable about the Iowa Teaching Standards and experience a mock evaluation.

5. Teacher Knowledge Skills and Dispositions

2023-24 Site Visit Correlation: No correlations.

2016-17 Site Visit Concerns:

79.15(3) The team found evidence that course sequence negatively impacts elementary education candidates' opportunity to demonstrate knowledge about literacy since they participate in a literacy clinical experience before taking coursework in literacy. The team requires the unit to redesign the sequence of pre-student teaching field experiences and coursework for elementary candidates so that they are able to practice literacy methods they have learned in their coursework.

79.15(5) The team finds that the elective sequencing of core courses does not provide for sequential learning. Many candidates expressed frustration at being expected to perform skills they have not yet been taught. Most frequently expressed was the expectation to develop and be assessed on lesson plans in courses before being taught how to create lesson plans. Candidates and faculty both expressed frustration at needing to remediate students who have not learned prerequisite concepts at the expense of time wasted for students who had already learned these concepts. The team requires the unit to examine and adjust curriculum scope and sequence to ensure that learning and assessment are in an effective sequence to maximize candidate learning.

Full Initial Site Visit Report with Institution Responses

Upper Iowa University

Team Report

Preliminary Review: August 22, 2023

Site Visit: November 5, 2023 through November 9, 2023

Final Report: January 8, 2024

Presented to the State Board of Education on: August 1, 2024

Iowa Department of Education

Site Visit Team Members:

Dr. Maryam Rod Szabo, Iowa Department of Education
Dr. Stephanie S. TeKippe, Iowa Department of Education
Dr. Kelly Faga, Iowa Department of Education
Dr. Darcie Davis-Gage, University of Northern Iowa
Ms. Amy Mayer, Regents Alternative Pathway to Iowa Licensure
Ms. Rachel Onken, Iowa State University
Dr. Abby DeGroot, Dordt University
Ms. Angela Hunter, Buena Vista University
Ms. Melanie Hill, University of Northern Iowa
Dr. Becky Smith, Loras College

Acknowledgements

Team members would like to express their gratitude to the Upper Iowa 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, particularly Dr. Billie Cowley, Mr. Alex Hansen, Ms. Carrie Taylor and Dr. Panagiotis (Panos) Markopoulos.

GOVERNANCE AND RESOURCES STANDARD

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 NELP standards.*

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

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

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

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

b. *Resources to support professional development opportunities;*

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

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

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

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

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

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

Initial Team Findings - Governance and Resources

Commendations/Strengths

- Interviews with students, members of the UIU community and review of survey feedback from multiple stakeholders indicate the administration, faculty and staff are trusted, respected and committed to student and program success.
- The team commends the program for the strength of the conceptual framework with a foundation on specific learning outcomes that are featured throughout the curriculum and candidate assessment.

Recommendation

1. 79.10(9) The team found evidence (through interviews with the dean, faculty, adjuncts and program staff) that the impact of changes at the university level have shifted the unit's ability to manage the needs of part-time faculty to ensure integrity, quality and continuity of all programs. The team recommends the unit develop a clearly articulated process to support the on-boarding, technical needs and curricular support for part-time faculty.

Program Response

The unit adheres to the University's established onboarding process, supplementing it with our own comprehensive procedures. In the summer of 2023, UIU took an initiative to launch a University Mentoring Program catering to both new full-time and part-time faculty members. Our long-serving adjunct faculty graciously volunteered to serve as mentors, including two from our own unit.

UIU also has a Faculty Academy, offering a variety of modules including Center for Excellence in Learning and Teaching (CELT) trainings, opportunities for professional development, and resources aimed at enhancing teaching excellence.

In the spirit of fostering a supportive environment, the unit extends its mentorship to adjunct faculty members, assisting them in familiarizing themselves with course content and unit-specific requirements. Each new adjunct faculty member is warmly welcomed to meet with either the Chair/Director or a full-time faculty member overseeing the relevant content area. Additionally, to facilitate their integration, content from a Master course shell is thoughtfully transferred to the adjunct instructor's course shell, accompanied by the provision of previous syllabi for their reference and updating purposes.

The unit conducted a comprehensive assessment of course allocations, aiming to optimize faculty workload by scrutinizing the learning experiences through which courses were delivered. Across the four designated locations, it became apparent that numerous courses were consistently offered in traditional face-to-face formats, with full-time faculty members instructing small class sizes of fewer than ten students. Through collaborative efforts within the unit, a strategic initiative was undertaken to transition select face-to-face courses to a hybrid instructional format, facilitated primarily through digital platforms such as Zoom.

This transition involved a reconfiguration of course delivery methods, wherein courses previously offered face-to-face at all four locations were consolidated into one or two hybrid

offerings accessible across the designated centers. As a result, faculty workload was alleviated, affording them additional bandwidth to attend to other professional responsibilities. This approach identified several instances across the curriculum where a similar transition from face-to-face to hybrid instruction could be leveraged to optimize faculty workload allocation effectively.

With the refinement of faculty workload, we fostered an environment conducive to enhanced collaboration in supporting adjunct instructors. This alleviation gave faculty the freedom of time to concentrate on their areas of expertise within the curriculum. Concurrently, a systematic process was devised to address curricular constraints and streamline course instruction efficiency, based on a comprehensive survey of adjunct faculty needs and the extent of their course preparation obligations. Analysis revealed that a significant proportion of adjunct instructors were tasked with preparing for four or more different courses.

Utilizing the insights gathered from survey data and collaborative efforts, an awareness of adjunct faculty strengths in instructional learning experiences and content areas ensued. Consequently, a restructuring of adjunct workloads ensued, optimizing efficiency by restricting course preparation to two subjects wherein proficiency could be cultivated, matched with instructional learning experiences aligning with individual skill sets. With the newfound capacity among full-time faculty the support of adjuncts elevated to a higher level, pairing their content expertise with adjuncts possessing the same expertise in subject matter.

This collaborative framework, coupled with the strategic reduction in course preparation obligations, increased consistency in curriculum delivery, elevated pedagogical quality, and bolstered confidence in instructional methodologies across courses.

Concerns

1. 79.10(7)a: The team found (through interviews with the dean, chair, faculty, coordinators and administrative staff) the unit's commitment to excellence is challenged by institutional resources and support. The team did not find evidence of adequate financial resources, commitment to a sustainable work climate nor faculty/staff assignments to promote/support best practices in teaching, scholarship and service. The team requires university leadership to review program needs and develop a plan and justification to provide adequate resources for the unit to address these areas.

Program Response

Although resources at UIU have experienced some constraints, the unit remains sufficiently equipped to sustain its programs. Prior to the upcoming site visit, a faculty member tendered their resignation with limited notice, resulting in an open position within the unit. In response to this urgent need, existing faculty graciously accepted additional teaching responsibilities during the fall semester to ensure the continued offering of courses.

On December 6, 2023, a part-time Clinical Placement Coordinator was appointed to aid in facilitating Field Experience and student teaching placements, both at the Quad Cities Center and the Fayette Campus. Additionally, we were able to address the unit's full time

faculty vacancy by hiring a faculty member to support our program in the areas of special education, early childhood, and elementary ed. The start date will be July 1, 2024.

Our unit demonstrates a commitment to excellence through initiatives such as the University Mentoring Program and Faculty Academy. These programs provide resources and support for faculty development, enhancing teaching excellence, and fostering a supportive environment.

Our unit is working to optimize faculty workload and streamline course delivery methods. By transitioning select face-to-face courses to a hybrid format and restructuring adjunct workloads, the unit aims to achieve greater efficiency without necessarily requiring additional financial resources.

Our unit's initiatives, such as mentorship programs and workload optimization, contribute to a more sustainable work climate by providing support and resources for faculty members, including adjunct instructors. By alleviating faculty workload and addressing curricular constraints, the unit creates an environment conducive to collaboration and professional development.

Our unit's actions align with promoting best practices in teaching, scholarship, and service. Initiatives such as mentorship programs, professional development opportunities, and curriculum optimization aim to enhance pedagogical quality, curriculum delivery consistency, and faculty confidence in instructional methodologies.

2. 79.10(7)c: The team did not find evidence (through interviews with the dean, faculty, alumni, and students) that the institution provides adequate resources to support technological and instructional needs to enhance candidate learning. Conversations with students indicate they do not have the opportunity to interact and learn through and with technology that they encounter during clinical experiences in PK-12 classrooms. The team requires the unit to determine where gaps in resources exist and develop a plan to address these curricular technology needs.

Program Response

As we move forward in our commitment to empower our students with the latest in educational technology, we're excited to announce the acquisition of a smart board for our classrooms. Our collaboration with school districts allows us to integrate software and applications that amplify our students' tech proficiency.

We are committed to equipping our students with the fundamental skills necessary to navigate the technological complexities of P-12 school environments. However, we recognize the challenge of comprehensively preparing them for the diverse array of resources available across schools. To address this, we have actively engaged with districts through our advisory board meetings to gain insights into the software and learning applications utilized within their respective districts. By doing so, our faculty can strategically incorporate these tools into our coursework, ensuring that our pre-service educators are better equipped to meet the demands of modern educational settings.

3. 79.10(7)e: The team did not find evidence (through interviews with the dean, chair, Master of Education Program Director, faculty and administrative staff) of sufficient administrative, clerical and technical staff. The specific loss of instructional designers and other key positions has resulted in remaining administrators, staff and full-time faculty taking on responsibilities above-and-beyond the expectations of their positions. The team requires the unit to ensure adequate administrative support for all locations and share a plan and appropriate timeline to address staffing concerns.

Program Response

The dynamics within our unit have evolved, notably with the appointment of a new chair. Additionally, adjustments to faculty duties have been made in response to shifts in student enrollments.

Leading up to the site visit in November, the unit was fully staffed. Throughout the academic year 2022-2023, the hiring of five new faculty members. Furthermore, [Faculty 2] emerged as a promising candidate for the TEP Chair role in 2023, given his prior experience in PK-12 administration and his successful completion of his first year at UIU.

In response to financial exigency, faculty and staff positions within the unit were regrettably eliminated. This restructuring necessitated increased involvement from the dean, who took on a mentoring role to support [Faculty 2] during this period of transition. Ensuring stability within the unit amidst these changes became a priority, leading the dean to adopt a hands-on approach in mentoring the newly appointed chair. Since the site visit, [Faculty 2] has assumed additional responsibilities, while the dean has transitioned to a consultant role to further empower [Faculty 2]. The roles and responsibilities of the dean, chair, and faculty members outlined in the initial Institutional Report remain consistent with their current activities.

Following the site visit, collaborative efforts have been undertaken to redefine how workloads are distributed among faculty, chairs, directors, and staff. This includes the utilization of work-study students to assist with administrative tasks, the hiring of a part-time placement coordinator, and the recruitment of adjunct faculty members to alleviate the workload of full-time faculty members.

On December 14, 2023, the Upper Iowa University Board of Trustees voted to conclude financial exigency. Subsequently, on January 17, 2024, Upper Iowa University received notification from HLC announcing the removal of financial distress status from their website.

Sources of Information

Interviews with:

President, Vice President for Academic Affairs, Assessment Director, Dean of Academic and Educational Programs, Department of Education Chair, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Library

Director; Faculty; Alumni Satellite Campuses: Managers, Education Coordinators, Faculty, Staff

Review of:

Institutional Report, program response to the Preliminary Review, surveys, program opening presentation, visits to classrooms and discussions with students

DIVERSITY STANDARD

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

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

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

Initial Team Findings - Diversity

Commendations/Strengths

- The team found institutional strengths through an Inclusion, Diversity, Equity, and Access committee along with additional subcommittees that represent students, faculty and staff; and initiatives to build community with employees and students at the institution (i.e., monthly lunch and learns, professional development, student connection opportunities).
- The team found evidence in the Institutional Report and interviews with faculty and staff of the unit's various efforts (Teacher and Paraeducator Registered Apprenticeship program, uiuLive, paraeducator certificate) to establish and maintain a diverse student body.

Recommendations

1. 79.11(1) While the team found that campus wide, diversity initiatives were a strength, there may be additional opportunities for increased direct planning and candidate opportunities with the unit (i.e., Education Club activities). The team recommends the unit consider practices to raise the awareness of diversity among future teachers at the unit level.

Program Response

Thank you for this suggestion.

2. 79.11(2) While the team found evidence of efforts of establishing and maintaining a diverse student body, the team could not find evidence of efforts of establishing and maintaining a diverse faculty (i.e., expertise, background, ethnicity) resembling the student population at Upper Iowa being served. The team recommends developing a plan, approved by administration, that is documented, maintained and tracked to utilize in hiring practices.

Program Response

Advertisements for full-time and part-part faculty include the following information under Required qualifications:

- Demonstrated ability and desire to work collegially with faculty from diverse cultural backgrounds;
- The ability to work with, and be sensitive to, the educational needs of students from culturally diverse and/or underserved populations.

Under “Preferred Qualifications” includes the following:

- Experience with education and research of culturally diverse and underserved populations;
- Intellectual contributions in the areas of diversity, inclusion and prior experience teaching and mentoring students from diverse cultural backgrounds; and
- The preferred candidate will have an academic record in multicultural education, diversity, and inclusion.

Concern

None

Sources of Information

Interviews with:

Assessment Director, Dean of School of Education, Teacher Education Preparation Department Chair, candidates, unit faculty, staff, alumni, Satellite Campuses: Education Coordinators

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, program opening presentation, visits to classrooms and discussions with students

FACULTY STANDARD

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.*

Initial Team Findings – Faculty

Commendations/Strength

- The team found evidence in the institutional report and faculty interviews that multiple unit faculty are collaborating extensively with colleagues in PK-12 schools, agencies and learning settings through collaborating more than the required 40 hours (every five years of teaching) at the appropriate grade level(s).

Recommendations

1. 79.12(4) While the team found evidence (through the Faculty Handbook, faculty CVs and interviews with faculty) that the unit holds faculty members accountable for professional growth to meet the academic needs of the unit; however, the team could not find documentation of how the unit's professional development activities were aligned to program data. The team recommends the unit utilize program data to more fully align professional growth to unit needs.

Program Response

In response to your recommendation, we are pleased to inform you that we are taking proactive steps to align our professional development activities with program data.

We are implementing a comprehensive approach by utilizing program data to identify specific areas of focus for faculty professional growth. This will ensure that our development initiatives directly address the academic needs of our unit.

Additionally, we are organizing a faculty retreat dedicated to professional development, providing an opportunity for focused discussions and skill-building sessions tailored to the needs identified through program data analysis. We have also scheduled regular faculty meetings throughout the summer specifically dedicated to professional development, allowing us to delve deeper into relevant topics and strategies.

We recognize the importance of staying up to date on the latest trends and advancements in our field. To achieve this, we are adopting a strategy of "dividing and conquering" by attending different conferences throughout the year. This approach enables us to gather a wide range of insights and best practices, which we will then share with our colleagues to enrich our collective knowledge and practice.

By aligning our professional growth initiatives with program data and implementing targeted activities such as the faculty retreat and summer meetings, we are confident that we will further enhance the academic excellence and effectiveness of our unit. Thank you for your valuable input, and we look forward to continuously improving our practices in line with your recommendations.

2. 79.12(2) The team found evidence (through the Institutional Report and faculty CVs) that while the unit is aligning Master of Education and Master of Science in Counseling faculty to courses based on their education and experience, several faculty in those programs do not have terminal degrees ([PSC Faculty 1], [PSC Faculty 2]—in progress, [PSC Faculty 3], [PSC Faculty 4], [PSC Faculty 5], [PSC Faculty 6], [PSC Faculty 7], & [PSC Faculty 8]). The team recommends, based on alignment with best practices in higher education, that the unit work to staff those courses with faculty who have terminal degrees.

Program Response

The unit faculty are qualified through knowledge, preparation, and experience as required with Chapter 79. We follow UIU's Policy for Credentialing Faculty, which was reviewed and approved by HLC September 2023.

Concerns

1. 79.12(1) The team found evidence (through the Institutional Report and Faculty Handbook) that the unit defines the general roles and requirements of faculty and adjunct members, but the team did not find evidence (through the Institutional Report, interviews with the TEP Department Chair, dean, and faculty members) that the administrative roles in the unit are documented or allocated appropriate load. The team requires the unit to establish written descriptions of administrative roles within the unit, determine a sustainable level of work/responsibility and develop/execute a process that monitors faculty overload.

Program Response

This concern is identified and will be addressed in the Governance section. We will reattach the job descriptions here.

Our unit supplements the University's onboarding process with its own comprehensive procedures, indicating a proactive approach to defining roles and requirements within the unit.

The launch of the University Mentoring Program, where long-serving adjunct faculty members volunteer as mentors, showcases a structured system for supporting faculty members and potentially addresses concerns regarding the documentation of administrative roles and responsibilities.

The existence of the Faculty Academy, offering training modules and resources for professional development, suggests a commitment to providing support and enhancing teaching excellence, which indirectly relates to defining and monitoring faculty roles and responsibilities.

The comprehensive assessment of course allocations indicates an awareness of workload distribution among faculty members, which is essential for determining appropriate load and ensuring sustainable work/responsibility levels.

The systematic process devised to address curricular constraints and streamline course instruction efficiency, based on insights gathered from survey data, demonstrates a proactive effort to optimize workload allocation and potentially mitigate faculty overload.

2. 79.12(2) The team found (through review of the Institutional Report, Preliminary Review responses, faculty CVs) that not all faculty members' qualifications align with their assignments. Five faculty members, full time and adjunct, were identified as lacking evidence of full qualifications to teach assigned courses. The team requires the unit to ensure alignment of faculty qualifications for all assigned courses leading to licensure.

- [Faculty 1] (EDU 485: Content Area Reading)
- [Faculty 2] (SPED 304: Exceptional Persons)
- [Faculty 3] (EDU 485: Content Area Reading)
- [Faculty 4] (EDU 300-02 Teaching Secondary Specific English/LA)
- [Faculty 5] (SPED 462: Individual Behavior and Classroom Management)

Program Response

All listed faculty are qualified for their assignments based on their knowledge, preparation, and experiences.

- [Faculty 2] (EDU 485 – our course number is 425 - Content Area Literacy). This course is for the reading endorsements and the requirement for content area literacy for secondary majors. [Faculty 2] is licensed and experienced in El. Ed; K – 8 Reading; and administration.
- [Faculty 3] (SPED 304 Exceptional Persons). This is a core course that meets the ELL, at risk, TAG, and disability requirement. [Faculty 3] is licensed El. Ed and ESL.

- [Faculty 4] (EDU 485 – our course number is 425 - Content Area Literacy). This course is for the reading endorsements and the requirement for content area literacy for secondary majors. [Faculty 4] is licensed and experienced in El. Ed; K – 8 Reading; and K – 8 Social Studies.
- [Faculty 5] (EDU 300-02 Teaching Secondary Specific English/Language Arts. [Faculty 5] is licensed in 5 – 12 English; 5 – 12 Reading; 5 – 12 Special Education and is currently an instructional coach.
- [Faculty 6] (SPED 462 Individual Behavior and Classroom Management). This is a core course on management procedures. Any licensed educator can teach this course. [Faculty 6] is licensed to teach K – 12 Spanish and has her masters in Quality Schools.

Sources of Information

Interviews with:

TEP Department Chair, Dean of Academic and Educational Affairs, Instructional Technology Director, M.Ed. Program Director, candidates, unit faculty, center faculty, content faculty

Review of:

Institutional Report, program response to the Preliminary Review, surveys, course syllabi, Faculty Handbook, faculty CVs, program opening presentation, visits to classrooms and discussions with students

ASSESSMENT STANDARD

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. If a unit chooses to use a preprofessional skills test from a nationally recognized testing service for admission into the program, the unit must report passing rates and remediation measures annually to the department.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

d. *Evaluation data are shared with stakeholders.*

e. *The collection, aggregation, analysis, and evaluation of assessment data described in this subrule take place on a regular cycle.*

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

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

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

Initial Team Findings - Assessment

Recommendations

1. 79.13 (general) The team found evidence (through the institutional report and the assessment presentation) of a newly developed program outcome matrix. The team recommends considering building on this work for continued development of the unit program assessments at both the graduate and undergraduate levels.

Program Response

We have maintained a program outcome matrix as a foundational aspect of our program structure. In 2023, we undertook revisions to enhance its effectiveness, notably incorporating indicators for when student learning outcomes are introduced (I), reinforced (R), and mastered (M). Furthermore, our commitment to ongoing improvement is reflected in the regular updates made to the matrix to accommodate any changes to courses and programs.

2. 79.13(5) e,f,g In conversations with candidates, the team found reports of inconsistent support and feedback regarding the Teacher Work Sample (TWS) process. Candidates commented that one reviewer's feedback was at times contradictory to the second reviewer feedback. Candidates shared a disconnect between program courses and the TWS. Additionally, candidates reported the student teaching seminar did not provide sufficient support for the TWS. The team recommends reviewing the TWS process and implementation for consistency across the locations and content areas.

Program Response

The Teacher Work Sample is embedded into every undergraduate Teacher Education course, and students are prepared throughout the entire program. There is one seminar devoted just to questions and preparation for writing the TWS. This is all they need based on how much it's embedded throughout the program. We continue to conduct training with all readers to ensure inter-rater reliability. Faculty often have different interpretations, which can be helpful for candidates. We kindly request that you provide specific evidence outlining any issues encountered with TWS, as this will enable us to promptly address and rectify them. Your feedback is highly valued, and we are committed to ensuring the smooth functioning of TWS for all users.

Our unit's initiatives, such as the University Mentoring Program and Faculty Academy, demonstrate a commitment to providing support and resources for faculty members, including adjunct instructors. This supportive environment can potentially address issues of inconsistent support reported by candidates regarding the Teacher Work Sample (TWS) process.

By extending mentorship to adjunct faculty members and assisting them in familiarizing themselves with course content and unit-specific requirements, the unit ensures alignment

between program courses and the TWS. Additionally, the provision of previous syllabi for reference and updating purposes facilitates integration between course content and the TWS process.

The unit's efforts to optimize faculty workload, such as transitioning select face-to-face courses to a hybrid instructional format and restructuring adjunct workloads based on survey data, contribute to creating an environment conducive to enhanced collaboration and support for adjunct instructors. This could potentially address concerns about insufficient support for the TWS reported by candidates.

The collaborative framework implemented by our unit, which pairs adjunct faculty members with content expertise with those possessing similar expertise in subject matter, enhances consistency in curriculum delivery and elevates pedagogical quality. This collaborative approach may help address issues of inconsistency and disconnect reported by candidates regarding the TWS process.

Concerns

1. 79.13(1) While the team found evidence that the unit is in development of a comprehensive assessment system, the team could not find evidence of aggregated data for the school counseling program. The team requires the unit to provide and execute a plan and timeline for formalized data collection and aggregation in the school counseling program.

Program Response

School Counseling was just approved in March of 2021, with the first school counseling course beginning May 2021. We do not have much data to aggregate. The MSC faculty have a plan for the collection and aggregation of data. The MSC faculty have a plan for the collection and aggregation of data.

2. 79.13(2) The team found the development of a crosswalk of program standards to include program outcomes, InTASC standards and Iowa Teaching standards. While program standards are aligned, the identification of standards throughout is inconsistent. The team requires consistent use of language surrounding standards to include references to InTASC and Iowa Teaching Standards throughout the assessment system (to include course syllabi and candidate evaluation forms).

Program Response

Our Assessment System is based on unit standards and aligned with the Iowa Teaching Standards and InTASC Standards. The unit does have posters showing the alignment among unit outcomes, Iowa Teaching Standards, and InTASC as displayed in each classroom and the hallway. Moving forward, the unit will create an assignment in Field Experience, which will require students to analyze the alignment among unit standards, the Iowa Teaching Standards, and the national InTASC standards.

To address this concern, we are implementing a standardized approach by incorporating a standard alignment table into all syllabi within our program. This table will serve as a comprehensive reference point, clearly outlining the alignment of program outcomes with InTASC standards. By including this alignment table in every syllabus, we aim to ensure faculty and candidates have a consistent and transparent understanding of how course objectives align with these essential standards.

We are also committed to promoting a culture of accountability and adherence to best practices in our assessment processes. As such, we will reinforce the consistent use of language surrounding standards throughout our assessment system, including references to InTASC and Unit Standards in course syllabi and candidate evaluation forms. (TWS Rubrics and Student Teaching Evaluation Form) This consistency will facilitate a more systematic and effective approach to assessing candidate progress and program outcomes.

Sources of Information

Interviews with:

Assessment Director, Director of Master of Education, Dean of Academic and Educational Program, Teacher Education Program Department Chair, candidates, unit faculty, Director of Career Services, Registrar and Licensing Official, Teacher Education Program Administrative Assistant, Satellite Campuses: Teacher Education Administrative Assistant

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, course syllabi, program opening presentation, visits to classrooms and discussions with students

TEACHER EDUCATION CLINICAL PRACTICE STANDARD

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 weeks in duration during the teacher candidate's final year of the teacher preparation program.*
- b. *Takes place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the teacher candidate is being prepared.*
- c. *Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the teacher candidate.*
- d. *Involves the teacher candidate in communication and interaction with parents or guardians of students in the teacher candidate's classroom.*
- e. *Requires the teacher candidate to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation, which shall not be used as an assessment*

tool by the unit, performed by the cooperating teacher or a person who holds an Iowa evaluator license.

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

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

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

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

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

Initial Team Findings - Clinical Practice

Recommendations

1. 79.14(1) The team found evidence (through the institutional report and candidate interviews) of a wide variety of clinical experiences provided to candidates during the foundations field experience. The experience is highly impacted on the opportunities provided by the cooperating teacher. The team recommends the unit consider clearly defining and communicating cooperating teacher and candidate expectations to the cooperating teacher prior to the foundation field experience.

Program Response

When we place candidates, we specifically explain where the candidate is in our Program. The email to cooperating teachers communicates the expectations of the cooperating teacher and the candidate. Please see example email. Instructors of the Field Experience course also email the cooperating teacher informally to check on progress and performance.

2. 79.14(1) The team found evidence (through clinical evaluations) of lacking continuity among the clinical evaluations and the student teaching final evaluation in regards to alignment of the unit/InTASC Standards. The team recommends the unit review and restructure all clinical experience assessments to clearly align with the unit/InTASC Standards; therefore, providing consistent candidate evaluation markers for program and candidate monitoring of progress throughout the program.

Program Response

We collect data from two different sources: TWS is unit standards and student teaching evaluation is InTASC standards. Both of which are aligned to one another. During the on campus file review, some student files provided were for students who went through the

checkpoints using old versions of the evaluation forms. Moving forward, the unit will identify on each form which standards – unit or InTASC – are being used for assessment.

3. 79.14(3) The team found evidence (through review of the field experience final evaluation, conversations with students and interviews with staff) that the evaluation of teacher candidates' achievement of unit standards in Field Experience I and II rely heavily on cooperating teacher evaluations. The team recommends reviewing Field Experience I and II evaluations for opportunities to increase university supervision throughout each 40-hour field experience.

Program Response

The cooperating teacher recommends a grade for the 40-hour component of Field Experience. The successful completion of the hours weighs heavily on the final grade. The reason is because students could pass all the written work, but do poorly in the 40 hours and still earn an A. In the past, the grade didn't reflect the performance. The Field Experience instructor evaluates all written work as well as the video lesson and considers the recommended grade from the cooperating teacher based on the evaluation to determine the final grade.

4. 79.14(7)h The team found evidence (through interviews with staff and faculty) that the student teacher holds responsibility to upload written evaluations into a shared folder. The evidence indicates university administration moves the content to Docfinity where university stakeholders request access to content as needed. The team recommends the unit explore and implement an efficient and accessible system to house documents; therefore, allowing access to all university stakeholders involved with the candidates' progress in the program.

Program Response

Moving forward, administrative assistants will work with the unit chair and faculty to determine the most user-friendly, confidential way to store and share documents with students, advisors, and administrative staff. This will create greater transparency and accessibility for students and advisors to monitor the progression of students through each checkpoint.

Concerns

None

Sources of Information

Interviews with:

Candidates, unit faculty, Registrar and Licensing Official, Field Placement Coordinator, Teacher Education Program Administrative Assistant, Satellite Campuses: Education Coordinators, Teacher Education Administrative Assistant, Regional Directors

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, course syllabi, program opening presentation, visits to classrooms and discussions with students

TEACHER EDUCATION KNOWLEDGE, SKILLS AND DISPOSITIONS STANDARD

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. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.*
- 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) Assessment requirements.

a. Each teacher candidate must either meet or exceed a score 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 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. The required passing score will be determined by the director using considerations described in Iowa Code section 256.16(1)“a”(2) as amended by 2019 Iowa Acts, Senate File 159, section 2. A candidate who successfully completes the practitioner preparation program as required under this subparagraph shall be deemed to have attained a passing score on the assessments administered under this subparagraph even if the department subsequently sets different minimum passing scores.

b. The director shall waive the assessment requirements in 79.15(6)“a” for not more than one year for a person who has completed the course requirements for an approved practitioner preparation program but attained an assessment score below the minimum passing scores set by the department for successful completion of the program under 79.15(6)“a.” The department shall forward to the BOEE the names of all candidates granted a waiver for consideration for a temporary license.

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

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

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

Initial Team Findings - Knowledge, Skills and Dispositions

Recommendation

1. 79.15(4) The team did not find evidence (through a review of the IR, PR responses, and interviews with faculty and students) of clear indications of InTASC standards embedded in the courses. While the InTASC standards are aligned within the unit standards, candidates were unable to voice any awareness of the InTASC standard language that will be utilized for evaluation purposes during the student teaching experience (vs. unit standard language). The team recommends the InTASC standards are indicated in the assessments and syllabi

throughout all course documents before student teaching (work sample uses unit standards; FE uses InTASC, student teaching uses InTASC).

Program Response

Our Assessment System is based on unit standards and aligned with the Iowa Teaching Standards and InTASC Standards. The unit does have posters showing the alignment among unit outcomes, Iowa Teaching Standards, and InTASC as displayed in each classroom and the hallway.

Moving forward, the unit will create an assignment in Field Experience, which will require students to analyze the alignment amount unit standards, the Iowa Teaching Standards, and the national InTASC standards.

To address this concern, we are implementing a standardized approach by incorporating a standard alignment table into all syllabi within our program. This table will serve as a comprehensive reference point, clearly outlining the alignment of program outcomes with InTASC standards. By including this alignment table in every syllabus, we aim to ensure faculty and candidates have a consistent and transparent understanding of how course objectives align with these essential standards.

We are also committed to promoting a culture of accountability and adherence to best practices in our assessment processes. As such, we will reinforce the consistent use of language surrounding standards throughout our assessment system, including references to InTASC and Unit Standards in course syllabi and candidate evaluation forms. (TWS Rubrics and Student Teaching Evaluation Form) This consistency will facilitate a more systematic and effective approach to assessing candidate progress and program outcomes.

Concerns

None

Sources of Information

Interviews with:

Instructional Technology Director, unit faculty, Program Director, candidates

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, course syllabi, program opening presentation, visits to classrooms and discussions with students

PROFESSIONAL SCHOOL COUNSELING PROGRAM CLINICAL PRACTICE

281—79.20(256) Clinical practice standard. The unit and its school, AEA, and facility partners shall provide clinical experiences that assist candidates in becoming successful practitioners in accordance with the following provisions.

79.20(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 professional educators.

79.20(2) The PK-12 school, AEA, and facility 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 professional educators.*

79.20(3) Cooperating professional educators 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 the candidate's attainment of unit standards.

79.20(4) Clinical experiences include all of the following criteria:

- a. Learning that takes place in the context of providing high-quality instructional programs for students in a state-approved school, agency, or educational facility;*
- b. Take place in educational settings that include diverse populations and students of different age groups;*
- c. Provide opportunities for candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice;*
- d. Include minimum expectations and responsibilities for cooperating professional educators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members;*
- e. Include prescribed minimum expectations for involvement of candidates in relevant responsibilities directed toward the work for which they are preparing;*
- f. Involve candidates in professional meetings and other activities directed toward the improvement of teaching and learning; and*
- g. Involve candidates in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating professional educators in the school.*

79.20(5) The institution annually delivers one or more professional development opportunities for cooperating professional educators to define the objectives of the field experience, review the responsibilities of the cooperating professional educators, build skills in coaching and mentoring, and provide the cooperating professional educators other information and assistance the institution deems necessary. The professional development opportunities incorporate feedback from participants and utilize appropriate delivery strategies.

79.20(6) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for candidates.

Initial Team Findings - Professional School Counseling Clinical

Commendations/Strengths

- The team found evidence that both faculty and adjuncts are committed and dedicated to students.

- The team applauds the program in their positive start to developing a school counseling program.

Recommendations

1. 79.20(2)a The team found (through review of the IR, PR responses and interviews with faculty) that most university supervisors do have training and licenses as school counselors. Particularly, the adjuncts have extensive school counseling experience. The team recommends core faculty obtain increased exposure to the profession of school counseling.

Program Response

We are working on expanding our adjunct faculty pool to include this experience.

2. 79.20(2)b The team found (through review of the IR, PR responses and interviews with the faculty) that resume/vitas of site supervisors are collected by students and given to faculty. Faculty reported that site supervisors have two years of experience as school counselors and are licensed. Faculty do not assess the site supervisors training in clinical supervision. The team recommends that faculty review and track site supervisor training in clinical supervision to ensure high-quality site supervisors.

Program Response

Site supervisors have at least two years of experience as school counselors. We currently send the PowerPoint training presentation to site supervisors and our P/I Coordinator, checks with each of them if they have any questions and/or concerns a minimum of three times a semester. We will explore ways to track the training completed by site supervisors.

3. 79.20(5) The team found (through review of the IR, PR responses, faculty interviews) that faculty have regular one-to-one contact with site supervisors regarding students' clinical experiences. Students complete assessments regarding their placement and site supervisors. The team recommends the unit provides relevant site supervisor training to build clinical supervision skills of the site supervisors and to aggregate data from the site supervisor evaluations.

Program Response

As the school counseling program grows, the unit will revise and enhance its current site supervisor training to build clinical supervision skills of the site supervisors. The unit will also use aggregate data from the site supervisor evaluations and include in the Annual Assessment Report.

Concerns

1. 79.20(3) The team found (through review of the IR, PR responses, interviews with the faculty, and viewing clinical files) that clinical hours and multiple assessments are conducted throughout the practicum and internship. The team requires more direct connections between the evaluations utilized in clinical experience to the learning outcome and that data

be aggregated to allow faculty to close the assessment cycle and understand the overall picture of the clinical experiences.

Program Response

The unit will use the evaluations in clinical experience to better aggregate data to close the assessment cycle.

2. 79.20(4)a-g The team found (through review of the IR, PR responses, interviews with the faculty, and review of clinical files) a list of school districts and supervisors who have served as site supervisors previously. The team requires that faculty review placements to ensure standards a-g are met and documented for each site.

Program Response

The unit did this and updated the clinical log form to include the a – g clinical experiences.

3. 79.20(6) The team did not find (through review of the IR, PR responses, faculty interviews) documentation of written contracts with districts. The team requires that the unit develop, execute and document a process for district contracts.

Program Response

We did provide contracts with districts and site supervisors. The unit has created one district contract ~~for~~ all clinical experiences.

Sources of Information

Interviews with

Dean of Academic and Educational Programs, council members (local principals, adjuncts, current candidates, alumni), candidates, unit faculty, and MSC coordinator

Review of

Institutional Report, program response to the Preliminary Review, student records, surveys, course syllabi, visits to classrooms and discussions with students

PROFESSIONAL SCHOOL COUNSELING KNOWLEDGE SKILLS AND DISPOSITIONS

281—79.21(256) Candidate knowledge, skills and dispositions standard. Candidates shall demonstrate the content knowledge and the pedagogical and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.21(1) Each professional educator program shall define program standards (aligned with current national standards) and embed them in coursework and clinical experiences at a level appropriate for a novice professional educator.

79.21(2) Each 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 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. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.*
- 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.*

79.21(3) Each 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.

Initial Team Findings - Professional School Counseling Knowledge Skills and Dispositions

Commendations/ Strength

- The team found that students report significant learning from faculty and adjuncts who have had specific school counseling experiences.

Recommendation

1. 79.21(1) The team found (through review of the IR, PR responses, syllabi; interviews with faculty, adjuncts, and students) that the program consistently refers to CACREP standards without CACREP accreditation. The team recommends that references to CACREP standards be removed from the syllabi, program handbooks and multimedia components as it creates confusion for students and a misunderstanding if the program is not accredited.

Program Response

The Program has removed CACREP specific language from its webpage and Graduate Counseling Student Handbook. The program removed the language from these sources and revised according to BoEE's team recommendation that states "the Counseling program is aligned with the National Standards". The Counseling program is currently in the process of removing the language from the UIU Catalog as well as from all syllabi.

Concern

1. 79.21(2)(b-e) The team did not find (through review of the IR, PR responses, syllabi; interviews with faculty, adjuncts and students) coverage of addressing students with disabilities (students who are struggling with literacy and dyslexia; students who are gifted and talented; and students who are English language learners). The team requires these topics be embedded into the curriculum and syllabi and assess accordingly.

Program Response

Professional school candidates now must take SPED 304 Exceptional Persons. SPED 304 Exceptional Persons.

Sources of Information

Interviews with:

Dean of Academic and Educational Programs, council members (local principals, adjuncts, current candidates, alumni), candidates, unit faculty, and MSC coordinator

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, course syllabi, visits to classrooms and discussions with students
