Iowa State Board of Education

Executive Summary

April 17, 2025

Framework for Board Policy Development and Decision Making

	Agenda Item:	Coe College Educator Preparation Program Approval

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State Board Priority: Goal 3

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): Maryam Rod Szabo, Administrative Consultant
Bureau of Community Colleges

Attachment(s): One

Recommendation: It is recommended that the State Board approve Coe College Teacher Preparation Programs through the 2030-2031 academic year.

Background: Coe College in Cedar Rapids, Iowa, offers a teacher preparation program. Coe College education department has provided evidence that their program is 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.

Educator Preparation Program Approval Report

Coe College

Site Visit: March 3-7, 2024

Presented to the Iowa State Board of Education: April 17, 2025

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

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Contents

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Recommendation to the Board

Program	Recommendation
Teacher Preparation Program	Full Approval

Program Representative(s)

Sarah Kress, Chair of Teacher Education, Coe College

Executive Summary

Recommendation

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

Coe College'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 in the coming months including a clear timeline and strategy. The unit responded promptly and devised an action plan to implement recommendations.

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.

Diversity Standard

The Diversity standard is considered met.

Faculty Standard

The Faculty standard is considered met.

Assessment Standard

The Assessment standard is considered met.

Teacher Clinical Practice Standard

The Teacher Clinical Practice standard is considered met.

Teacher Knowledge, Skills and Dispositions Standard

The Knowledge, Skills and Dispositions (KSD) standard is considered met.

Coe College Overview

Source: U.S. Department of Education Scorecard, Coe College

General Information

Type: Private Nonprofit

Size: Small

Location: City

Awards Offered: Bachelor's

Cost

Avg. Annual Cost: $18,673 (midpoint for 4-yr schools is $19,519/year)

Acceptance Rate, Enrollment, Retention and Graduation Rate

Acceptance Rate: 100%

Enrollment: 1,224 undergraduate students

Retention Rate: 72% (% of students returning after the first year)

Graduation Rate: 63% (midpoint for 4-yr schools is 58%)

Student and Faculty Ratio

Student-to-Faculty Ratio: 10:1

Programs and Endorsements Offered

Awards Offered: Bachelor's

Main Campus: Cedar Rapids, IA

Alternative Paths: N/A

Online Programs: N/A

Education Programs

Elementary Education
Secondary Education

Endorsements Offered

K-6: Teacher Elementary Classroom*
K-8: Art*, English/Language Arts*, French*, Spanish*, Health*, Mathematics*, Music*, Physical Education*, Reading*, Science (Basic)*, History, Social Studies*, Speech
5-12: Art*, Business – All*, English/Language Arts*, French*, Spanish*, Health*, Mathematics*, Music*, Physical Education*, Biological Science*, Chemistry*, Basic Science*, Physics*, American Government, American History, Economics, Psychology, Sociology, World History, Speech, Social Sciences – Basic*
K-12: Athletic Coach
*Designates a 2023-24 Iowa teacher shortage area

Partnerships

Coe College educator preparation program partners with the following:

- K-12 school districts in the Cedar Rapids area
- Iowa Department of Education
- Coe College belongs to and regularly interacts with Iowa Association of Colleges for Teacher Education (IACTE), Associated Colleges of America, the National Association of Independent Colleges and Universities, the American Association of Colleges and Universities, Council on Undergraduate Research, and the Association of Presbyterian Colleges and Universities.

Program Initiatives

Coe College initiatives reported from the 2024 Annual Report:

- Junior check-in to discuss upcoming senior year, student teaching and applying for a substitute authorization license.
- Department newsletter sent to alumni, cooperating teachers, administrators, advisor board members and other stakeholders.
- Teacher Education Moodle page to be accessible for all students for resources and information about the program.
- Extend practicum professional learning communities (PLCs) to all content areas to allow students to meet and discuss experiences and current events in education.

Program Trends

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

Program Enrollment

Table 1: Coe College Education Enrollment

Semester	# FTE Candidates	# Graduates
Fall 2022	103	30
Fall 2021	105	19
Fall 2020	111	29
Fall 2019	77	15
Fall 2018	105	19

Source: Title II Reports

Program Completers

Table 2: Coe College Teacher Program Completers

Academic Year	Elementary Only	Secondary Only	Combined K-6 and 7-12	Total
2022-23	9	10	11	30
2021-22	8	8	3	19
2020-21	16	6	7	29
2019-20	4	5	6	15
2018-19	21	6	16	43

Source: Annual Reports

Placement Rates

Table 3: Coe College Teacher Placement Rates

Academic Year	# Graduates	# Teaching Jobs	# Grad School
2022-23	30	25	2
2021-22	19	16	0
2020-21	29	26	1
2019-20	15	13	0
2018-19	43	36	0

Source: Annual Reports

Clinical Faculty, Adjunct and Cooperating Teacher Totals

Table 4: Coe College Clinical Faculty, Adjuncts and Cooperating Teachers

Academic Year	# FT Faculty	# Adjunct Faculty	# Cooperating Teachers	# Candidates in a Supervised Clinical Experience
2022-23	5	6	58	31
2021-22	1	4	26	13
2020-21	6	3	54	31
2019-20	2	6	36	19
2018-19	1	4	26	13

Source: Title II Reports

Program Review Fast Facts

Review Timeline

Self-Study Meeting:	November 15, 2021
Cohort Meetings:	Oct. 6, Nov. 10, Dec. 9, 2022; Oct. 6, Nov. 10, Dec. 9, 2023; Jan. 12, Jan. 17, May 3, 2024
Inst. Report Rec.:	November 16, 2023
Preliminary Review:	January 31, 2024
Program Resp. Rec.:	April 5, 2024
Site Visit:	March 3-7, 2024
Out Brief to Program:	March 6, 2025
Draft Report:	June 20, 2024
State Board:	April 17, 2025

Review Team

One Iowa Department of Education (DE) program consultant

Fifteen faculty from Iowa educator preparation programs with six site visit volunteers and nine state panel volunteers, including:

> University of Iowa, Buena Vista University, University of Dubuque, St. Ambrose University, Emmaus Bible College, Northwestern College, William Penn University, University of Northern Iowa, and Morningside University

Stakeholder Input

Surveys:	10-12 questions per survey
	Includes short response, Likert scale and open-ended questions
Responses:	87 responses from the following stakeholders:

Teacher Preparation: Advisory Committee (14), adjuncts (5), alumni (21), candidates (11), cooperating teachers (23), content area faculty (7), supervisors (6)

Interviews and Site Visit

Interviews:	Forty four interviews held with administration, chair, faculty, staff and stakeholders including seven classroom visits (approximately 20 students per class – including Methods of Elementary Reading, Methods of Elementary Language Arts, Human Relations and Practicum in Education)

Continuous Improvement

Previous site visit concerns (2016-17) and correlations with the recent visit (2023-24)

Previous Site Visit Concerns and Correlations to Recent Review

1. **Governance**

   2016-17 Site Visit Concerns

   1. 79.10(2) The team did not find evidence that the art, music and physical education (PE) faculty are included in a purposeful manner into the education unit. The team requires the entire unit work together to provide cohesive, collaborative oversight and management of the unit.

   2. 79.10(3) The team did not find evidence that the conceptual framework is used to determine unit best practices, that best practices are modeled and that the conceptual framework is aligned with program standards, curriculum and assessments. The team requires the unit work to align a coherent program through alignment of a current conceptual framework with standards, curriculum, best practices and assessment.

   3. 79.10(5) The team did not find evidence that the advisory committee is meeting/being solicited for input twice a year as required by this standard. There is evidence that they meet once a year, but there is no evidence that they are solicited for input at another time. There is also little evidence of the sharing of data or soliciting input from the advisory committee. The team requires the unit to develop and implement policy to ensure an advisory committee that functions according to the standard.

   2023-24 Site Visit Correlation

   The unit employs adjuncts to assist in teaching courses to help manage the teaching load of full-time faculty. Some content areas rely heavily on adjuncts to deliver instruction. Previously, some content areas needed more inclusion into what was happening in the education unit. While that has shown improvement, the recent visit shows a continued need for adjunct support and course alignment with program expectations. The advisory committee meets regularly to share program data and seek input on improvements that are best for teacher candidates in the program.

2. **Faculty**

   2016-17 Site Visit Concerns

   1. 79.12(2) The team finds evidence that several faculty members are not qualified for the teaching assigned to them. Findings include:

      a. The team finds evidence that one faculty member has no experience as a teacher, rather as a counselor and principal. The team finds no evidence she is qualified to teach the courses she has been assigned.

      b. The team finds evidence that another faculty member is not qualified to teach elementary math methods since his preparation and experience are only at the secondary level.

      c. The team finds evidence that a student teacher supervisor is supervising student teachers in areas he is not adequately prepared to teach. His background, training and

experience is elementary education. He is supervising 5-12 language arts, biology, and K-12 art.

The team requires the unit to examine course assignments and faculty qualifications to ensure and document that faculty are qualified for teaching assignments.

2. 79.12(3) The team did not find evidence of evaluation (and subsequent professional development/support) of faculty (including full-time, part-time and adjunct faculty in all departments in the unit) for teaching quality and alignment of teaching practices with unit best practices. The only evaluation measure shown to be in use is student perception surveys. The team requires the unit to develop and implement policies and procedures to ensure evaluation of faculty for quality and alignment to unit best practices.

3. 79.12(5)c The team did not find evidence that all faculty members meet the 40-hour requirement for recency in classroom experience. Findings include incomplete information about what the faculty member is doing during the 40 hours and no information for several faculty members. The team requires the unit to ensure and document that all faculty are completing 40 hours of team teaching.

2023-24 Site Visit Correlation

The unit uses qualified instructors based on knowledge, experience and preparation to teach courses in the program. Two areas remained concerns from the last site visit. The recent site visit found that some instructors did not meet the 40-hour requirement as intended. The unit is required to implement a policy and monitor progress regularly. The unit also needs to continue to work on the instructor evaluation process to support continuous improvement and accountability toward teaching prowess.

3. Assessment

2016-17 Site Visit Concerns

1. 79.13(1) The team finds a lack of a coordinated assessment system. There is no evidence of aggregation of candidate data to inform the progress of candidates through the program and the program as a whole. The team requires the unit to establish more intentional coordination for collecting, aggregating and reporting assessment data for both candidate progress and program improvement.

2. 79.13(1) The team finds evidence that the Coe College competencies are not documented in syllabi or aligned with specific assignments. Candidates are informed that a record of their ratings per each of the competencies is available, however, no such evidence was available upon request. The team requires the unit to examine the alignment of curriculum and assessments with the conceptual framework, standards and instruction in order to develop and implement a cohesive candidate assessment system.

3. 79.13(4) The team did not find evidence that the checkpoints are being applied in a consistent manner. The team requires the unit develop and document clear polices for checkpoint adherence, including the requirement to deny admission to a candidate who does not pass the pre-professional skills test. The unit must also document adherence to the policy for all candidates.

4. 79.13(7) The team finds the unit has not collected and used graduate and employer survey data to inform program assessment. The team requires the unit to establish policy and procedures to obtain and use survey data to inform program improvement.

5. 79.13(8) The team finds a lack of evidence that the assessment system has been reviewed or revised. The team requires the unit to establish policy and procedures to review the assessment system and document data examined and changes made to the assessment system.

2023-24 Site Visit Correlation

The unit has checkpoints in place for candidate progress through the program. Graduate and employer surveys are now being collected to help inform decisions for program improvement. The unit continues to develop a cohesive assessment system. Alignment of program standards and competencies is in place, but the next phase of aligning syllabi to match remains a task to be completed. The syllabi alignment will help candidates understand the difference between program standards and program competencies.

4. Teacher Clinical

2016-17 Site Visit Concerns

1. 79.14(2)b Evidence indicates the candidates' opportunities to practice planning, teaching and assessment are primarily dependent on the willingness and capacity of the cooperating teacher, rather than aligned with Coe College expectations. The team requires the unit to examine clinical expectations and develop a system of communication with cooperating teachers to prescribe and evaluate clinical work for candidates.

2. 79.14(6)c The team finds evidence that a significant number of candidates do not have the opportunity to participate in lesson planning and assessment in the field prior to student teaching. The team requires the unit to examine curriculum for courses and clinical experiences and to develop and implement changes to ensure participatory clinical experiences. Further, the team requires the unit to communicate updated expectations with cooperating teachers to ensure candidates gain meaningful experience in clinical settings.

3. 79.14(7)e The team finds evidence that candidates are not taking part in a mock evaluation based on the Iowa Teaching Standards. The team requires the unit to implement policy to ensure candidates experience a mock evaluation based on the Iowa Teaching Standards.

2023-24 Site Visit Correlation: None

The unit has developed and implemented a system to help monitor student placements throughout the program. There is strong support from the director of student teaching for all involved in the student teaching semester. Teacher candidates have ample opportunities to practice planning, teaching and assessing prior to their student teaching experience. Teacher candidates also have diverse experiences in a variety of schools, grade levels and work with a variety of student differences.

5. **Teacher Knowledge, Skills, and Dispositions**

   2016-2017 Site Visit Concerns

   1. 79.15(3) Reading in the content area is not consistently included in curriculum for secondary candidates in science, math, music, art and PE. It is referred to in some syllabi, and not others, and the team was not able to verify instruction in candidate interviews. The team requires the unit to examine curriculum and candidate data for secondary majors (including art, music and PE) and adjust ensure candidates demonstrate the ability to integrate reading strategies into content area learning.

   2. 79.15(5) The team did not find evidence that some professional core curricula are assessed as a part of candidate or program assessment. Course syllabi do not include course descriptions, learning outcomes/objectives or topic lists relative to required professional core competencies. There was not data to show these standards are met. Interviews with faculty indicated these curriculum standards were being taught inconsistently. Specific concerns include:

    c. Diverse learners: Course work is evident but interviews indicate that candidates may need more practice with students included in the regular classroom who have diverse needs.

    d. Instructional planning: Secondary candidates in some disciplines communicated that they did not have a clear understanding of lesson planning when they reached student teaching. They relied on their cooperating teacher for this.

    h. Assessment: The team did not see evidence that use of assessment was taught or evaluated consistently.

   The team requires the unit to examine and adjust curriculum to ensure adequate instruction and assessment in each of these areas.

   2023-24 Site Visit Correlation: None

   The unit has a strong progression in place for candidates to increase knowledge, skills and dispositions in working with students who struggle with dyslexia. Candidates have multiple learning and training opportunities throughout the program in this area.

Full Initial Site Visit Report with Institution Responses

Coe College

Team Report

Preliminary Review: December 15, 2023

Site Visit: March 3, 2024 through March 7, 2024

Final Report: June 3, 2024

Presented to the State Board of Education on: April 17, 2025

Iowa Department of Education

Site Visit Team Members:

Dr. Maryam Rod Szabo, Iowa Department of Education
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Dr. Allison Pattee, University of Northern Iowa
Ms. Amanda Klinkenberg, Mount Mercy University
Dr. Jeffrey Haverland, University of Dubuque
Dr. Mark Hopkins, University of Iowa
Ms. Beth Globokar, Cornell College

Acknowledgements

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

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit, particularly Sarah Kress, Chair of Teacher Education.

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

The Coe education unit is going above and beyond to ensure candidates reflect on their teaching and learning experiences.

A well-organized record system provides unit members access to student information.

The team found evidence of the unit modeling the conceptual framework element 'professional collaboration' through a partnership with the Jane Boyd Communication Center in which pre-service teachers get to plan together with a professional learning community (PLC) and put planning into practice by tutoring a student. Another example is the partnership with Grant Wood Area Education Agency (AEA) to facilitate a young writers conference for 200+ 4/5th grade candidates in the Cedar Rapids area. PLCs consist of varied groups including elementary, secondary and music education candidates to foster collaboration across grade levels.

The team found evidence of an authentic teaching experience through interviews with the kinesiology teacher education unit staff. The unit faculty has coordinated with local middle schools and the educational transition center (for learners with disabilities ages 18-21 years old) to bring these learners to campus. Through adaptive physical education courses, students engage in teaching, instructing and learning alongside community members, fostering inclusive and meaningful experiences.

The team discovered the importance of "professional leadership" within their conceptual framework, as Coe promotes active engagement in education by designing interactive learning activities. This commitment is evident during Coe College Institute Week, where student-teaching candidates join early, engaging in leadership exercises and literacy activities across all subject areas. Additionally, in the expressive methods course, candidates develop self-expression skills through hands-on experiences. Collaborations like the Anne Frank exhibit in partnership with the University of Iowa Museum Studies department showcases the team's dedication to fostering professional leadership in educational experiences.

The team discovered a librarian collaborating with the education department, a strong interlibrary loan program that has been affected by budget cuts, endowments for children's literature books and annual purchases of Caldecott winners for student use. The library director shows a keen interest in working with the education department through various activities; it is advised to leverage this opportunity to engage candidates.
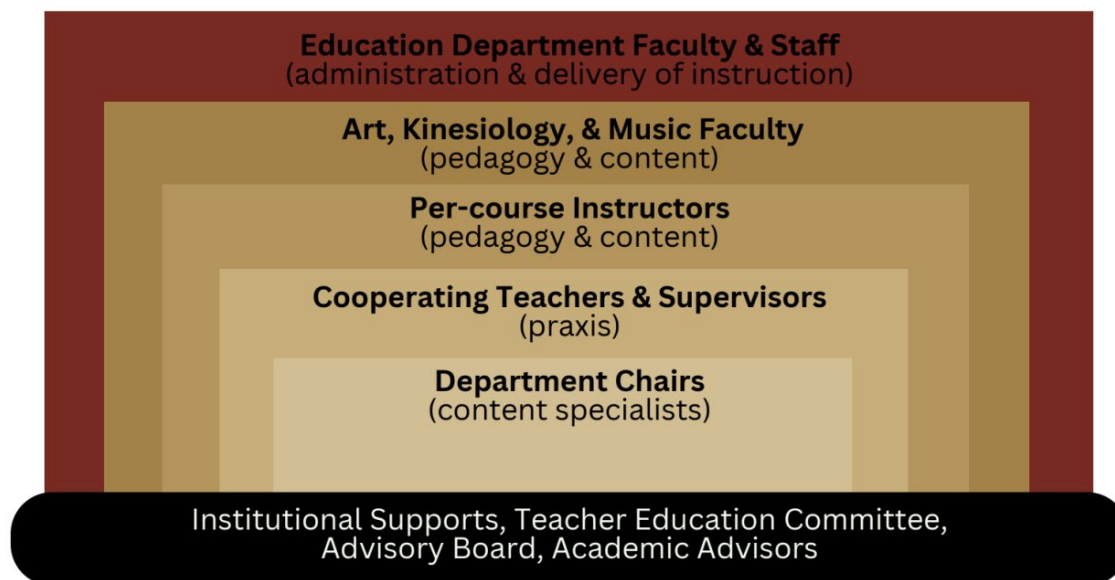
Recommendations

1. 79.10(2) The team found evidence of the unit responsibilities and how they fit within the institutional management policies. On page 26 of the institutional report of rectangles, it is labeled with "levels of contribution within the education unit." While this graphic represents the parts of the teacher education unit, there are three full-time faculty members in the department and 27 adjuncts. Each full-time employee is assigned multiple roles in this organizational chart outside of their course load. The team recommends that an alternative visual be created to highlight distinct roles that currently exist in the department and a balanced visual for when the unit is fully staffed.

Unit Response: The red on the graphic reflects both teaching and administrative loads. The list of adjuncts provided in the Institutional Report reflects everyone who has served. On a yearly basis, we rely on six to ten adjuncts per year.

**LEVELS OF CONTRIBUTION WITHIN THE EDUCATION UNIT**

The foundation on which we accomplish our work includes institutional supports, input from our Advisory Board, and decisions made by the Teacher Education Committee.

Education Department Faculty oversee all other levels of responsibility within the unit. The various stakeholders and contributors to our work are shown in the graphic on the previous slide, which indicates the level of responsibility within the unit by color (the darker the color, the more responsibility shouldered).

Education Department Faculty & Staff
(administration & delivery of instruction)

Art, Kinesiology, & Music Faculty
(pedagogy & content)

Per-course Instructors
(pedagogy & content)

Cooperating Teachers & Supervisors
(praxis)

Department Chairs
(content specialists)

Institutional Supports, Teacher Education Committee, Advisory Board, Academic Advisors

2. 79.10(3): Evidence collected through the unit's introductory presentation and interviews with unit faculty show that the conceptual framework establishes the shared vision for the unit and seeks to provide a foundation for all components of the educator preparation programs. There is a lack of consistency in regard to the conceptual framework outside of the education building. It is recommended that music, kinesiology and art unit members be involved in conceptual framework conversations and be supported in embedding this language into their syllabi and programs.

Unit Response: We have recently worked with our Marketing Department to create a visual all unit members could embed in their syllabi. In addition, communications regarding the conceptual framework have been added to the adjunct updates emailed throughout the year. The most recent is shown below along with the graphic. *"The future belongs to those who believe in the beauty of their dreams." Eleanor Roosevelt* Thank you all for your continued work with future teachers!
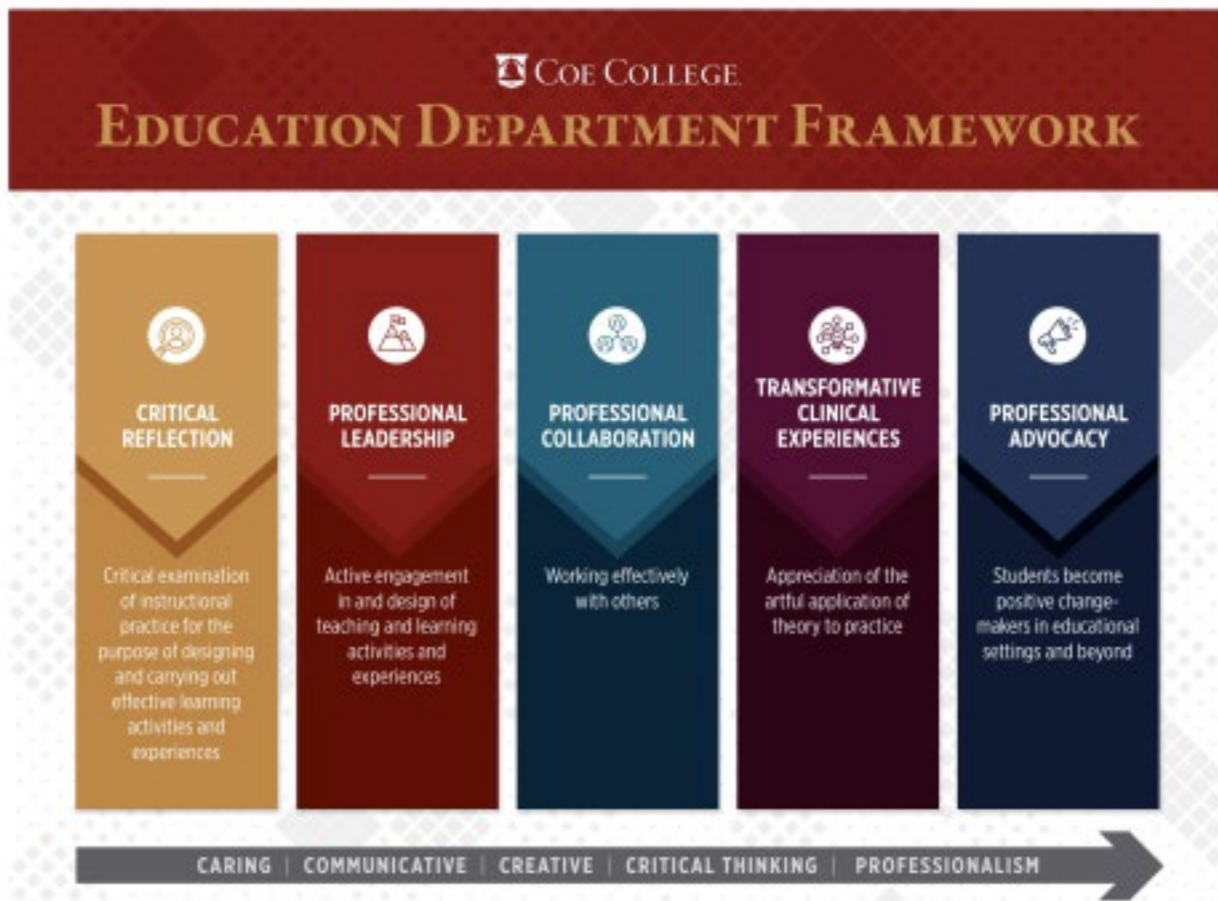
CONCEPTUAL FRAMEWORK

Above is a shortened version of our program's conceptual framework. This is the framework that explains how we do content and pedagogy, given what matters to us. We ask our students to actively develop their professional content knowledge and skills along with their dispositions.

We expect students to become proficient in learning and teaching, beginning with taking responsibility for their own learning process and eventuating in the design and implementation of sound teaching practices. We encourage students to work diligently at their craft, and we place emphasis on their learning processes and growth patterns. We know that students can and will continue to hone their content area expertise throughout their teaching careers and that a solid foundation in strong habits of mind and work will serve students best as they move into classroom teaching.

As you reflect on your class sessions with Coe students, I hope you will see evidence of their progress in the five frameworks of our program. As you plan future class sessions, I hope you will continue to provide experiences for students to develop in these areas and point out when you are modeling them.

Lastly, the department reviews the conceptual framework annually. We will invite our colleagues in Art, Music and PE to be a part of that review in the future.

3. 79.10(6): Evidence collected through interviews with unit faculty highlights weekly correspondence from the teacher education department chair to all faculty members. There is evidence of in-person

monthly teacher education department meetings. The art, music and kinesiology-aligned unit members are unable to attend these meetings and are missing opportunities for joint planning. The team recommends the prioritization of involving these members by including Zoom options, adjusting the time of meeting or changing the physical location to promote inclusivity of all unit members.

Unit Response: We will continue to strive for open communication and planning with our colleagues in art, music and PE. Our colleagues in these areas are invited to our advisory board each year. They are also encouraged to attend supervisor meetings, the cooperating teacher workshop and our annual adjunct meeting. Our weekly department meetings and monthly assessment meetings are also open for our art, music and PE colleagues.

Concerns

1. 79.10(1): Evidence collected through interviews with unit faculty and review of the institutional report highlights that the full-time members of unit faculty are all teaching overtime, support dozens of advisees each and hold multiple non-teaching roles within the unit; additionally, the unit has been denied additional staffing requisitions and compensation for these multiple roles from the institution. There is a concern that the faculty load is not sustainable. The unit is required to review and provide appropriate load caps and release time to ensure bandwidth and time allocated for teaching and other responsibilities.

Unit Response: The responsibilities for different roles and appropriate compensation and criteria were developed for consistency and these documents were shared with the Provost on June 26, 2024 for review. After a discussion with the Education Chair, the Provost agreed to communicate the recommendations with the President of the College. The recommended job descriptions and compensation plan was approved by the Provost and the President of the College. The detailed job descriptions were submitted to the department.

2. 79.10(1): Evidence collected through a review of the institutional report and interviews with the unit faculty shows that the unit has clearly defined the different non-teaching roles. However, losing two full-time faculty members who were not replaced has reduced the capacity to stay in compliance with additional administrative responsibilities required by the state. The team has a concern about the unit's ability to stay in compliance. The unit is required to provide a plan to address insufficient faculty to staff the program and provide appropriate release time for the defined administrative duties as it relates to licensure program recommendations, assessment and reporting.

Unit Response: The following was shared with the Provost on June 26, 2024 for review. After a discussion with the education chair, the provost agreed to communicate the recommendations with the president of the college.

Grant two on-going, full-time positions beginning school year 2025-2026
- Replace our existing visiting professor positions with one tenure-track and one non-tenure track

We received assurances on August 22, 2024 from both the provost and president of the college that:
- Coe commits to approving and funding an additional full-time faculty line in the education department starting in the 25-26 academic year (with the search taking place in the 24-25 academic year)
- Coe commits an additional $3,000 in stipends for non-teaching, additional responsibilities of education department members.

Beginning in 2024-2025, we were able to hire a full-time, visiting professor to support the unit until we can begin our search. We were also able to hire a Director of Student Teaching so that our teaching and administrative loads are more balanced. Official documents were submitted to the Department.

3. 79.10(7) Evidence collected through a review of the Institutional Report and interviews with the unit faculty and institution administrators highlighted the insufficient funding for faculty professional development, and technology for teaching and learning. The team has concerns that the budget is assigned annually without input from the unit or consideration for the number of students enrolled in the programs. The team requires that the unit provide a plan for the department to update equipment and attend professional development on a regular basis. Additionally, the unit is required to provide a plan on appropriate budget allocation pending the number of student teachers for each year.

Unit Response: The following proposals were communicated to the administration on June 26, 2024:

- Full-time department faculty need to be provided with a laptop and a desktop computer.
- Technology resources need to be updated and replaced as needed. For Mac desktops, at least every 7 years. Currently, two of the desktops used in the department are 2017 models.
- The department needs a budget line for technology, including a one-time purchase of an interactive whiteboard ($2,000-$3,000) and continuing costs of maintaining the technology for the white board.
- We believe that adequate resources are available to attend professional development on a regular basis, but faculty members over-burdened schedules have prevented involvement. If the above chart is implemented, we believe that this issue will be resolved as long as the $1,300 travel and $1,000 training and development lines remain part of the yearly departmental budget.
- Currently, the student teaching budget covers costs for our assessment system account (Survey Monkey), supervisor and observation mileage, cooperating teacher stipends, cooperating teacher workshops, materials for courses and seminar, Coe t-shirts for student teachers to wear on Fridays (promotion of Coe), EDU lanyards for student teaching IDs, Ipads for teaching videos/maintenance of iPads. We have a budget of $13,500 allocated for our "student teaching" costs regardless of how many student teachers we have. We know that we need to increase the pay for cooperating teachers and with a larger group of student teachers projected for 2024-2025, we will need an increase in that line. The amount of $650 per student teacher would be adequate funding to support the program.

Our Provost and the President of the College have made substantial budgetary additions to our line including the following:
- $8,000 increase to student teacher budget line (effective immediately for 24-25 academic year)
- $2,500 one-time increase to technology budget for purchase of interactive whiteboard
- $500 annual increase to technology budget thereafter
- Laptops for each full-time faculty member and the new Director of Student Teaching
- Official documents were submitted to the Department.

Sources of Information:
Interviews with:
President, Chair/Assessment Director/Licensing Official, unit faculty, Registrar's Office, Faculty Volunteering for Teacher Education Committee, Alumni
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

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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 evidence in the institutional report and through the interview with the Vice President for Enrollment/Marketing/Institutional Effectiveness, Vice President for Enrollment and Dean of Admissions that Coe College has a diverse population of students, with over half of the student body deriving from Iowa and the other half originate from out of state, which offer a broad pool of students. Forty percent of their students are first-generation.

The team found evidence in the interview with the Vice President for Enrollment and Dean of Admissions that Coe Colleges diversity has continually increased starting in 2011 at 15% and now in 2023-2024 to 37%.

The team found evidence in interviews with the Vice President for Enrollment and Dean of Admissions that Coe College implements student communications to offer support based on current and historical data (i.e., midterms, FAFSA form dates, housing contracts).

The team found in the overview presentation and interviews with the Field Experience and Placement Coordinator, Director of Student Teaching and Teacher Education, faculty, and student teachers that placements are diverse in size and population.

Recommendations

1. 79.11(2) The team found evidence in the interview with the Library Director that multiple resources are used when selecting texts. The team recommends that the library may want to consider a review of current materials and potential gaps.

Unit Response:

1. Relayed this to the Library Director on June 28th.

Concerns

None

Sources of Information:
Interviews with:
Field Experience and Placement Coordinator, VP Enrollment, Marketing, Institutional Effectiveness, VP for Enrollment and Dean of Admission, Director of Student Teaching and Teacher Education, Library Director, Faculty, and Student Teachers
Review of:
Institutional Report, Coe Website, Program opening presentation, Visits to classrooms and discussions with students

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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/Strengths

The team identified a positive, collegial, teamwork-oriented nature, even though staffing and institutional challenges are present, that was appreciated by full-time faculty and was to the benefit of the candidates.

Student teacher supervisors indicated a strong connection and felt well-supported by the Director of Student Teaching.

Recommendation

1. 79.12(1) The team found evidence that the unit's administrative roles are defined. Full-time faculty work together to determine teaching duties using K-12 experience and endorsement/certifications to determine teaching coursework. They balance the teaching load to spread across various course levels, field observations and more. They are cognizant of making sure there is not an over-saturation of students with only one professor in multiple courses. Though the unit has been flexible with staffing and institutional challenges, some of the full-time faculty are engaged in multiple administrative roles that seem burdensome without appropriate time or resource allocations. The team recommends that the unit do an evaluation of how faculty roles have been defined to show evidence that those responsibilities are sustainable.

Unit Response: We have been approved for the monetary stipends and course releases for non-teaching roles requested on June 26, 2024. See Governance 79.10 (1) action plan above.

2. 79.12(2) In examination of faculty curriculum vitae and in conversations with full-time faculty, the team found evidence of alignment of teaching duties for each faculty member with that member's preparation, knowledge and skills. Due to the large number of adjunct and part-time faculty teaching a variety of courses, the team recommends that the unit create a streamlined documentation process for oversight of the curriculum, syllabi and faculty qualifications for those courses, as well as an internal policy to align faculty qualification with courses they teach, ensuring the best match of faculty expertise with teaching assignment. Despite the efforts to ensure students learn from a variety of qualified faculty, there is regular overlap in full-time faculty performing most of the instruction, observation, advising and administration in the unit. The team recommends the unit examine and adjust the load to maintain quality instruction, including hiring qualified full-time faculty and administrative roles for the oversight of programs and curriculums taught by adjunct faculty members.

Unit Response: See Governance concern plans above. In addition, the department chair observes all adjunct faculty each year. This observation consists of a pre-conference, class observation and post-conference with written feedback. (Evidence- see Fall 2022 schedule and sample observations) Fall 2024 observations are underway of the seven per course/adjunct faculty currently teaching for us.

3. 79.12(4) The team found evidence in the Institutional Report and in conversations with full-time and part-time faculty that there are professional development opportunities available at the institutional level. Full-time unit members contribute to the teaching of university-level professional development and also participate in university-level offerings. There are institutional funds and a department budget line for training and development available by request. Weekly department meetings with full-time faculty start with highlighting current teaching and work that faculty are proud of. Much professional growth happens in the collegial team-work oriented nature of the full-time faculty as they focus together on data that indicates what improvements need to happen. Due to a large number of unit faculty members serving in part-time, per-course instructors, the team recommends that the unit devise and employ an organizational system to document the participation of all unit faculty in professional development that meets the academic needs of the unit and best serves the needs of pre-service candidates and aligned with the faculty teaching responsibilities.

Unit Response: Adjunct instructors are engaged in professional development within the unit with weekly communications from the chair, invitations to book study sessions and our annual adjunct meeting (evidence). Adjunct instructors have rich experiences in professional development through their own PLC and professional development experiences in the field.

The unit plans to record those rich experiences beginning Fall 2024. We will develop a survey to send after each semester for adjuncts to communicate classes, sessions, certifications and more they have experienced. This will allow for us to document professional development, but also to draw on the collective knowledge of our adjunct faculty more readily. The unit plans and implements a kick-off workshop each fall for adjunct faculty. This is yet another way that professional development opportunities are provided for our per course faculty.

Agenda and slides for fall 2024 were shared.

Concerns

1. 79.12(5)c In examination of the Institutional Report, 40-hour documentation and in conversation with full-time faculty and other faculty across the university, the team did not find clear evidence that all faculty members completed the 40-hour requirement. All unit faculty including supervisors need to have 40 hours of teaching in K-12 classrooms, which can include substitute teaching or co-teaching. The unit is required to share the evidence of this requirement being met by all the supervisors and tracked and develop, implement and monitor a policy to ensure all faculty members complete the 40-hour requirement.

Unit Response: All faculty will continue to log their hours in the following Google folder. The unit chair will continue to send reminders to faculty three times per year (August, December and May) and monitor progress each summer.
2017-2022

2023-2028

Supervisors will now report their hours each semester by completing a Google Form. The unit chair will monitor yearly progress towards the 40-hour requirement.

Our current supervisors have already completed the form to log hours they have procured.

Sources of Information:
Interviews with:
Dean/Chair of School of Education, Candidates, unit faculty, Faculty
Review of:
Institutional Report, Program Response to the Preliminary Review, Student Records, Surveys, Program opening presentation, Visits to classrooms and discussions with students

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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

Commendations/Strengths

The team found that data and assessment are at the forefront and constantly considered by the unit. This is evidenced by monthly assessment meetings, pragmatic creation and use of data tools (collection, storage, analysis), well-defined roles, regular communication of expectations and meaningful engagement with all shareholders.

The team found evidence of protocols and processes in place to support the continuation of the assessment cycle should a vacancy occur in any of the key assessment roles.

The team found that there has been tremendous work done since the last site visit to fully create the assessment system for the unit and that the unit is making a concerted and informed effort to make data accessible and meaningful for both candidate and program assessments.

Recommendations

1. 79.13(4)b Candidates voiced frustration with the rigid sequencing of courses that makes it difficult for students to progress in a timely manner if a course in the sequence is missed. The team recommends that the unit consider ways to ensure that students stay on track or have options for progressing through the program should they get off track. This could include online options, independent studies or tutorials.

Unit Response: We will work with candidates who have missed a course due to scheduling issues. We have run independent studies, cross-registered with Mount Mercy, accepted transfer credit or have had candidates take courses out of sequence on rare occasions. If a candidate did not pass a course or did not register for courses planned in their advising sessions, we do hold them accountable to retake the course or take the course the semester it is offered the following year.

2. 79.15(4)d Although there is a portfolio process (panel) that culminates in student teaching, the team could not find evidence of a rubric used to assess this process. It is not clear to the candidates how the Coe competencies are aligned with the InTASC standards. The team recommends that the unit refine the competencies, prioritizing the InTASC standards and creating a clearer picture of unit assessment and rubrics that can be shared with the faculty and students.

Unit Response: We are in the process of adopting InTASC as our sole program standards, moving away from the Coe Competencies. We began this work in May with curriculum mapping. This work will be our primary focus in department meetings, department professional development and assessment meetings this coming year.

May 2024 mapping was shared.

3. 79.13(5)f The team found that although assessment is a strong component of this unit, the overall system seems unbalanced due to the considerable focus on self-reflection that demands considerable effort from students and the unit (feedback to students). The team recommends that the unit audit their assessment system and utilize additional measurements that are put in place or minimally considered to provide data points that are not self-assessment or reflection. These could include performance-based evaluation and feedback in the classroom. Additionally, it is recommended that the unit discuss and implement ways to provide meaningful feedback in a way that does not further tax the faculty and staff while providing all students with actionable, constructive and individualized feedback.

Unit Response: These considerations will be a part of our revamp of the current system.

Concerns

1. 79.13(256) The team found that the department chair is tasked with assessment but not adequately

compensated for the role in unit assessment (i.e., course release, overload pay, stipend, summer pay). In order for the assessment system to continue to grow and to meet the reporting needs of the department, the team requires that the unit define an appropriate release of responsibilities for anyone who fills this role.

Unit Response: Description of responsibilities and compensation plan was shared with the Department.

Sources of Information:
Interviews with:
Library Director; Directors of Institutional Assessment; Vice President for Enrollment, Marketing, and Institutional Effectiveness; Vice President for Enrollment and Dean of Admissions; TE Department Chair and Licensing Director; and Adjunct Professor of Education
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, Student Teaching Handbook, Guide to Teacher Education, Guide to Performance Expectations

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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

Commendations/Strengths

The Director of Student Teaching, Amy Russell, has established a strong working relationship with student teaching supervisors. During interviews, the supervisors mentioned the Director's enthusiasm and support. They appreciated the Director's guidance provided to them as they supported student teachers. The Director has also focused on recruiting new supervising teachers to provide new perspectives for Coe student teachers.

The Field Experience Placement Coordinator, Betsy Kigin, is to be commended for her role in developing and implementing an electronic system to maintain teacher education student information, which includes field experience placements, assessments and other data related to student field experiences.

Recommendations:

1. 79.14(2): Through interviews, the team learned that cooperating teachers and supervising teachers would benefit from professional development activities to better prepare them to work with Coe students during field experiences. If time and resources allow, the Director of Student Teaching may want to consider incorporating more inter-rater reliability activities for cooperating teachers and supervising teachers. These activities would provide opportunities to increase depth of understanding of the InTASC standards, Coe competencies and dispositions.

Unit Response: The new Director of Student Teaching made this a focus of our Fall 2024 cooperating teacher workshop utilizing this document to initiate discussions about what each competency would look like in action. As a unit, we are working to revise our program standards (see assessment above). We will continue to work on featuring inter-rater reliability activities into our on-going work with cooperating and supervising teachers.

2. 79.14(3): Through interviews with faculty and students, the team found evidence that students completing field experiences may not be fully prepared to use classroom technology utilized in school districts. The team recommends the unit conduct a review of current technology used in the education preparation program and the technology needs of students. Incorporate feedback and input from school district personnel to guide future decisions regarding technology. The team also recommends the unit engage in a technology audit of Coe College classrooms that are used for teacher preparation classes.

Unit Response: As part of our proposal for resources, we requested money to replace the outdated technology in our main classroom, Stuart Hall 403. The Provost approved our request and we were allotted a one-time budget increase of $2,500 to purchase an interactive board this year. Our technology budget was increased by $500 each subsequent year for technology updates and purchases.

The unit utilized remaining budgetary funds in 2022 to purchase ten new iPads for student and faculty use. The iPads are housed in the teacher education office and can be checked out for individual or classroom use. This summer, we reviewed EDU 219 Educational Technology Lab to ensure it was meeting state requirements and candidate needs. As a result of this audit, we made the following changes to the course description and title:

> EDU-219 Instructional Technology for Teaching and Learning: Focuses on integrating educational technology for instructional design in the K-12 setting. Application of technological resources, course reading, reflective writing and exposure to professionals in the field (both local and afar) help students gain the knowledge, skills and dispositions needed to select, implement, and manage technology. Corequisite: Recommended with Practicum in Education (WE) EDU-215, but must be taken with a Practicum or Methods course prior to student teaching. (0.5 course credit)

The course title and description changes were approved by faculty vote on September 26, 2024 along with the recommendation to add a .5 course credit to the class. These changes reflect our work to review how we prepare candidates in the area of technology.

Concerns
None

Sources of Information:
Interviews with:
President, Vice President for Academic Affairs, Chief Financial Officer, Instructional Technology Director, Assessment Director, Dean/Chair of School of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, unit faculty, Library Director; Faculty, Field Placement Coordinator and Licensing Officer; Alumni
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

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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

Commendations/Strengths

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. The team found evidence of policies and procedures in place to ensure students not only obtain these courses, but also have scheduled check-ins throughout their progression through the program starting with foundations and reviewed at scheduled points throughout their coursework.

The team found evidence of a strong progression of knowledge, skills and dispositions related to working with students struggling with dyslexia in EDU117 and later in the dyslexia training completed in student teaching along with citations of student's knowledge and completion of training of programs through the Iowa Reading Research Center.

Recommendations

1. 79.15(2): The team found evidence in syllabi, through interviews with students and staff, the review of the Coe Competencies and the alignment planners of the unit meeting the requirements of this standard throughout the course of studies. However, the team heard from student and alumni interviews of a desire to obtain more direct instruction for item 79.15(2)e English Language Learners. Additionally, much of this standard is met with a heavy reliance upon the practicum placements at both the 200 level and the methods courses. While this satisfies the requirements of the standard, practicum placements can vary so greatly that the team recommends more direct and intentional instruction of students in the (a-f) areas to increase confidence of instructional methods upon completion of the program.

Unit Response: We are in the process of adopting the InTASC as our sole program standards, moving away from the Coe Competencies. We began this work in May with curriculum mapping. This work will be our primary focus in department meetings, department PD and assessment meetings this coming year. (See initial mapping Assessment 79.15(4) above)

Our focus is to provide candidates with more opportunities to explore how teachers meet the needs of all students, including English Language Learners. Although we do have a course that focuses on ELL Methods, it is currently an elective. Embedding this course or offering an application course (Exceptional Learners II) has been a part of our study. As we continue to align courses to our standards, the following are ideas to provide more direct instruction and opportunities to meet the needs of our candidates in this area, some of which are currently in practice:

a. Students from diverse ethnic, racial and socioeconomic backgrounds.

- EDU 205 Educational Foundations- Examines growing diversity of learners across nation and initiates discussion with 'beginning' education students about schooling approaches to meet needs of all learners
- EDU 117 Exceptional Learners- Incorporate introduction to concepts of Universal Design for Learning
- EDU 187 Human Relations- Addresses needs of all learners (ethnic, racial, socioeconomic) as evidenced through activities, guest lectures, community experiences w/organizations, and school observations followed by class discussion/analysis
- EDU 270 K-12 Literature (ElEd, 5-12 ELA)- With focus to motivate learning via relevant texts, reading research and texts, discussions of diversity of learners, creating plans with literature to recognize students and learning needs of students of various ethnic, racial and socioeconomic backgrounds

- EDU 215 Practicum in Education- Inclusion of assignments to lesson plan with UDL and include data points of reference to adjust lesson based on students' diverse learning needs, backgrounds, contexts
- EDU 215 Practicum in Education (Secondary) - Reading, discussion, applications of ideas and content from Zaretta Hammond's Culturally Responsive Teaching and the Brain
- Methods - Inclusion of assignments to lesson plan with UDL and include data points of reference to adjust lesson based on students' diverse learning needs, backgrounds, contexts

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.

- EDU 117 Exceptional Learners- offers preparation in developing and implementing individualized education programs and behavioral intervention plans

c. Students who are struggling with literacy, including those with dyslexia. See also Content Reading plan

- EDU 117 Exceptional Learners- offers preparation in recognition of issues and instruction of literacy, including dyslexia
- EDU 215 Practicum in Education- learn about differentiation in the content areas, specifically, how to accommodate for students who struggle with literacy. How do PE students work with students who cannot read the directions at a station? How do music teachers work with students who cannot yet read the words to a song? How do secondary teachers work with students who struggle to read course material?
- Methods - learn how to integrate literacy instruction into the methods-specific content area. Reading strategies and approaches central to the content area will be explored in the course. Instruction will include work developed through the Iowa Reading Research Center.
- Student Teaching- engage in a review of the reading topics explored in level 1 and 2 coursework. In student teaching, students will have the opportunity to apply the various instructional strategies, reflect on their practices, and communicate their findings with colleagues in the student teaching seminar.

d. Students who are gifted and talented.

- EDU 117 Exceptional Learners- offers preparation of awareness and strategies to propel student learners with stretch/additional learning

e. English language learners.

- EDU 105 Foundations of Education- Introduction to meeting the learning needs of all students. Note and notice/Debrief of students' linguistic needs from classroom observation experiences. Equity of access to learning experiences and instruction
- EDU 117 Exceptional Learners- offers preparation of awareness and strategies for working with English language learners
- EDU 187 Human Relations- Equity of access to learning experiences. Awareness and appreciation of linguistic and cultural differences
- EDU 215 Practicum in Education- Focus on differentiation strategies to enhance student learning. Study of the range of assessment strategies to determine student progress on learning targets. ● EDU 219 Instructional Technology for Teaching and Learning- Exploring technology resources and strategies to support the learning and instruction of all students.
- Methods- Application of content-specific instructional strategies to support all learners' access of content knowledge and practice.

- Student Teaching- Institute Week Session on applied planning and instructional strategies for ELL students. Differentiation of materials to meet the needs of ELLs. Reflective process of meeting the needs of diverse 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.

- EDU 105 Foundations of Education- introduction to meeting the learning needs of all students
- EDU 187 Human Relations- addresses classroom management addressing high-risk behaviors as well as input/guests from organizations such as Four Oaks
- KIN 155 Substance Abuse- addresses behaviors related to substance abuse. Could make a requirement or advise accordingly.

2. 79.16(2): The team found evidence of inconsistencies in syllabi throughout the program, with a particular lacking in citation of Chapter 79 Competencies in the following key courses: EDU187 - 02 (Human Relations), EDU 275-01, EDU237 (English Language Learners). The unit would benefit from creating a consistent template for use amongst the faculty, especially adjuncts and part time faculty, that includes citation of Chapter 79 Competencies listed in this standard to ensure instruction throughout the progression of the program. The alignment planner is recognized as a good start and satisfies the requirements, but the intentionality of a syllabus template and the oversight of the syllabi could increase student knowledge, skills and dispositions.

Unit Response: The unit chair will continue to communicate syllabi expectations (Fall 2024 communication) and monitor program syllabi each semester. The following are Fall 2024 syllabi for two of the courses mentioned in the report. EDU 237 English Language Learners will not be taught until the spring semester and was not offered Spring 2024.

- EDU 187 Human Relations (Fall 2024)
- EDU 275 Math Comprehension for Teachers (Fall 2024)

The unit created an Adjunct Hub in Google to ensure all per course and adjunct faculty have access to alignment planners, syllabus requirements and other departmental resources. We believe this one-stop access will make it easier for everyone to create syllabi that serve as a tool to communicate our program standards.

3. 79.16(2): The team heard conflicting information regarding teacher preparation in the areas of classroom management, English Language Learners and at-risk students. Current students identified knowledge and instruction in these areas, but alumni indicated a desire for more preparation (which is consistent with data from recent graduates in Iowa). This is a great signal of program improvement, and it is recommended that the program engage in continued assessment in these specific areas to review instructional practices of performance and dispositions to ensure increased preparation.

Unit Response: As a part of revision to the program standard We will continue to track progress in this area, especially as we make changes in curriculum based on our new program standards.

4. 79.15(5): The team found evidence in interviews with students, supervisors and faculty, along with the review of course materials related to syllabi (Coe Competencies and alignment planner) of the InTASC Standards being embedded throughout the program, however the team recommends consistency and intentionality of including the InTASC standards in each course syllabus and instruction. (See also assessment recommendation #2) While the unit embeds the InTASC standards so thoroughly in the Coe Competencies that the students struggle to identify the standards until the

completion of their ePortfolios at the end of their progression. Identification of the InTASC Standards within each and every course syllabus would help clarify the alignment for the students. For example, in courses such as EDU187-02, ART 330 (Methods), EDU 275-01, and even in EDU311 - where the syllabus lists the competencies from the alignment planner, but does not identify each as they align with the InTASC standards. In contrast, the unit has some outstanding syllabi to utilize as models, such as EDU305, EDU312, EDU321, EDU365. It is recommended that the unit has consistent alignment of syllabi with InTASC standards.

Unit Response: As we shift away from the Coe Competencies, our alignment planners will indicate the priority InTASC standard(s) assigned to each course.

5. 79.15(5): Secondary student interviews confirmed the inconsistencies lead to inequitable opportunities to demonstrate performance in the InTASC standards. This combined with the desire that students expressed for more specific and personalized feedback and the inconsistent/variances in the syllabi may be identified as a concern in future reviews.

Unit Response: We will continue to monitor success of the practices we have put into place to ensure all candidates have opportunities to demonstrate performance on the InTASC standards.

Program Initiatives:

- EDU 215 Practicum in Education - PLC season with all candidates dedicated to InTASC overview and in connection with progressions that should happen during field placement (Spring 2025)
- EDU 215 Practicum in Education- Revision of placement progression (Advisory Board 2023)
- EDU 215 Practicum in Education- Revision of hour log requirement to include selection of InTASC standard to reflect on each week (Fall 2024)
- Methods- Revision of placement progression (Advisory Board 2023)
- Methods- Revision of hour log requirement to include selection of InTASC standard to reflect on each week (Fall 2024).
- In Midway program consultations, include overview and discussion of needing to meet InTASC for secondary students, specifically.
- All courses- encourage candidates to upload artifacts from the course to the ePortfolio (see chair email to instructors).

Concerns

None

Sources of Information:
Interviews with:
Chair of School of Education, Students in Education Classes, Teacher Candidates, Alumni, unit faculty, Supervisors
Review of:
Institutional Report, Program Response to the Preliminary Review, Student Records, Surveys, Course Syllabi, Coe Competencies, Student Radars, Alignment Planners, Program opening presentation, Visits to classrooms and discussions with students