Iowa State Board of Education

Executive Summary

June 19, 2025

Framework for Board Policy Development and Decision Making
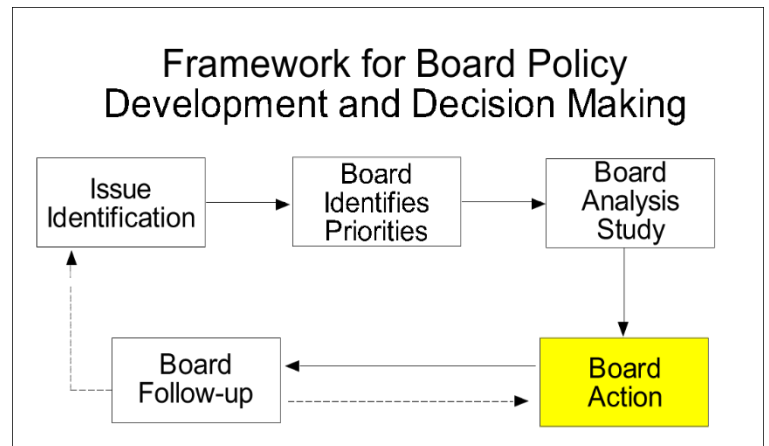
Agenda Item:	Simpson College Teacher Preparation Program Approval Report	
State Board Priority:	Goal 3	
State Board Role/Authority:	The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 281 Iowa Administrative 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 award full approval to Simpson College teacher preparation programs through the next review scheduled for the 2031-2032 academic year.	
Background:	Simpson College in Indianola, Iowa, provides traditional teacher preparation. The Simpson College education department has provided evidence that all of their 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.	

Educator Preparation Program Approval Report

Simpson College

Site Visit: October 27th – October 30th, 2024

Presented to the Iowa State Board of Education: June 19, 2025

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State of Iowa

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Contents

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Recommendation to the Board

Program	Recommendation
Teacher Preparation Program	Full Approval

Simpson College Program Representative

Dr. Kate Lerseth, Associate Dean of General Education and Assessment

Executive Summary

Recommendation

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

Simpson 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 clear timelines and strategies. 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.

The Teacher Education Department is recognized for its strong leadership, respected campus presence, thoughtfully renovated learning spaces and meaningful faculty engagement with advisory council members. In response to identified areas for growth, the department has committed to sharing assessment data with the advisory council starting in April 2025, formalizing collaboration with content-area faculty through regular meetings and documented discussions and maintaining a shared model of assessment responsibilities among faculty to ensure balanced leadership. Additionally, the department has realigned its conceptual framework with Interstate Teacher Assessment and Support Consortium (InTASC) standards and is implementing a comprehensive communication plan to ensure consistent understanding across faculty, staff, students and stakeholders.

Diversity Standard

The Diversity standard is considered met.

The institution and unit have actively worked to establish a climate that promotes and supports diversity. Students note faculty modeling, support and advocacy for diverse student needs within their classrooms. Students feel enabled to successfully utilize modifications and accommodations, fostering meaningful engagement in classroom activities.

Faculty Standard

The Faculty standard is considered met.

The teacher education unit is celebrated for its collegial environment, culture of inquiry and strong rapport among faculty, students and alumni. Faculty are praised for their responsiveness, instructional support and mentoring. In response to identified recommendations, the department now maintains regular communication with adjuncts through monthly emails and has improved access to and awareness of professional development opportunities tailored to their needs. To strengthen accountability, the unit has

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formalized its adjunct evaluation process, aligning it with institutional policy and ensuring consistency. Additionally, to meet the 40-hour team teaching requirement, the department clarified expectations, embedded reminders throughout the academic year and integrated the policy into faculty contracts and orientations, ensuring all faculty are informed and compliant moving forward.

Assessment Standard

The Assessment standard is considered met.

Simpson's education department has established a well-organized and consistent assessment system. Faculty are highly responsive and committed to providing meaningful feedback to support student success. In response to recommendations, the department revised and aligned its assessment practices with the updated conceptual framework and InTASC standards. The new assessment plan now includes clearly defined rubrics for each standard, a curriculum map showing where skills are introduced and mastered and a four-year analysis timeline for program-level assessment. Additionally, the department has addressed concerns about reliability and validity by implementing detailed proficiency criteria, enhancing consistency in feedback and embedding interrater reliability sessions and faculty training into the assessment cycle. These improvements ensure that data is used purposefully for program decisions and continuous improvement.

Teacher Clinical Practice Standard

The Clinical standard is considered met.

The program is commended for its well-organized and consistently communicated field placement process. The program offers licensure renewal credit to mentor teachers through EDUC 900: Mentoring New Teachers. However, the team identified several areas of concern. First, there was insufficient evidence that clinical placements ensure experience with diverse student populations as required by 79.15(2). In response, the program enhanced alignment of coursework and practicum reflections with these diversity indicators and revised practicum expectations to explicitly address them. Second, college supervisors were not actively participating in candidate evaluations, relying solely on mentor input. The unit addressed this by updating training and now requires both supervisors and mentors to independently complete evaluations for each placement. Lastly, the program lacked documentation verifying that student teachers engage in parent or guardian communication. To resolve this, the unit updated the supervisor checklist to include verification of family engagement and clarified related expectations in the student teaching handbook for both mentors and supervisors. These changes collectively strengthen the program's commitment to comprehensive and reflective clinical experiences.

Teacher Knowledge, Skills and Dispositions Standard

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

The review team commended Simpson College for its effective organization and management of "Portfolium" artifacts by the education records manager, which supports both faculty and students in monitoring gateway and program completion. Additionally, the program was recognized for its intentional integration of the International Society for Technology in Education (ISTE) standards throughout coursework, providing candidates with multiple opportunities to engage with and be assessed on technology integration. Despite these

strengths, the team identified three primary concerns. First, candidates expressed a need for more instruction in working with English language learners (ELL). Second, music and physical education candidates lacked documented instruction related to supporting students with dyslexia. Third, candidates across content areas were not consistently receiving literacy instruction tailored to their subject. In response, the unit has developed a comprehensive solution: beginning Fall 2025, all licensure candidates, including those in Physical Education, Music, Secondary Education, Master of Arts in Teaching (MAT) and Elementary Education, will be required to complete EDUC 320/520: Content Area Reading and Writing. This course includes dedicated modules on ELLs, students with dyslexia and gifted learners, along with embedded training from the Iowa Reading Research Center. Curriculum updates have been reflected in Iowa Board of Educational Examiner documentation and approved by faculty, ensuring all future licensure candidates receive the necessary literacy preparation aligned with state standards.

Simpson College Overview

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

General Information

Type: Private Nonprofit

Size: Small

Location: Indianola, IA

Cost

Avg. Annual Cost: $22,925 (midpoint for 4-yr schools is $19,519/year)

Acceptance Rate, Enrollment, Retention and Graduation Rate

Acceptance Rate: 89%

Enrollment: 1,115 undergraduate students

Retention Rate: 74% (% of students returning after the first year)

Graduation Rate: 70% (midpoint for 4-yr schools is 58%)

Student and Faculty Ratio

Student-to-Faculty Ratio: 10:11

Programs and Endorsements Offered

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

Alternative Paths: Transition to Teaching

Online Programs: Three Master's programs and four post-baccalaureate certificate programs

Education Programs

Elementary Education
Secondary Education

Table 1: Simpson College Endorsements Offered

B-3	Birth-Grade 3 Inclusive Settings
PK-3	PreK-Grade 3 Teacher
K-6	**Teacher Elementary Classroom**

K-8	**English/Language Arts - Spanish - Health – Mathematics - Music - Physical Education - Reading** - Science (Basic) – History - Social Studies - Speech Communication/Theatre - **Instructional Strategist 1: Mild & Moderate**
5-12	**English/Language Arts - Spanish - Health - Language: Other** – Journalism – **Mathematics - Music - Physical Education - Biological Science - Chemistry** - General Science - Basic Science – **Physics - American Government - American History** – Economics – Psychology – Sociology - **World History** - Speech Communication/Theatre - **Social Sciences Basic - Instructional Strategist 1: Mild & Moderate - Business All**
K-12	Coaching

Bold designates a 2024-2025 Iowa teacher shortage area

Partnerships

Simpson College educator preparation program partners with the following:

- K-12 school districts
- Iowa Association of Colleges of Teacher Education (IACTE)
- Iowa State University and Central College
- Maseno University – Kisumu, Kenya
- Iowa Childcare Resource and Referral Network
- International Society for Technology in Education (ISTE)
- North River Arts Council and Indianola Kiwanis Club
- Iowa Talented and Gifted Association
- Iowa Department of Education

Program Initiatives

Simpson College reported from the 2023-2024 Annual Report:

- Integrate students into active research projects. A student presented research on adolescent mental health care and mental health literacy to the Indianola School Board. Another student's work on opportunities for neurodivergent children to interact with art was featured on a local media network.
- Faculty worked to install communications boards in all elementary school playgrounds in Indianola.
- The Dunn Library was finished and open to students beginning in January 2024. The new home for the education unit features up-to-date materials, spaces and technology that allows faculty and students to collaborate.
- Two new tenure track faculty for the 2023-24 academic year and another literacy tenure track faculty position for the 2024-25 academic year, brings the unit to fully staffed for the first time in ten years.
- Options for elective courses, general education curriculum, first year foundations courses, and new endorsement offerings are being discussed with the expertise of the new faculty.

Program Trends

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

Program Enrollment

Table 2: Simpson College Education Enrollment

Semester	# FTE Candidates	# Graduates
Fall 2023	110	30
Fall 2022	141	43
Fall 2021	131	42
Fall 2020	167	31
Fall 2019	139	21

Source: Title II Report

Program Completers

Table 3: Simpson College Teacher Program Completers

Academic Year	Elementary Only	Secondary Only	Combined K-6 and 7-12	Total
2023-24	16	9	5	30
2022-23	20	14	6	40
2021-22	20	14	9	42
2020-21	13	10	8	31
2019-20	12	4	5	21

Source: Annual Reports

Placement Rates

Table 4: Simpson College Teacher Placement Rates

Academic Year	# Graduates	# Teaching Jobs	# Grad School
2023-24	30	28	1

2022-23	43	41	
2021-22	42	37	1
2020-21	31	19	
2019-20	21	18	

Source: Annual Reports

Clinical Faculty, Adjunct and Cooperating Teacher Totals

Table 5: Simpson Clinical Faculty, Adjuncts and Cooperating Teachers

Academic Year	# FT Faculty	# Adjunct Faculty	# Cooperating Teachers
2022-23	9	17	219
2021-22	8	17	155
2020-21	9	17	155
2019-20	6	9	114

Source: Title II Reports

Program Review Fast Facts

Duration

Self-Study/Process Review Meeting: November 15, 2021

Cohort Meetings: October 2022 – May 2024

Institutional Report Received: June 4, 2024

Preliminary Review: July 23, 2024

Program Response Received: September 23, 2024

Site Visit: October 27, 2024 – October 30, 2024

Out Brief to Program: October 31, 2024

Draft Report: December 6, 2024

State Board: June 19, 2025

Review Team

Review Team:

Four Iowa Department of Education program consultants

Fourteen faculty from Iowa educator preparation programs:

Six site visit volunteers and eight state panel volunteers, including:

- University of Northern Iowa
- Buena Vista University
- Emmaus University
- Northwestern College
- University of Dubuque
- Upper Iowa University
- Luther College
- William Penn University
- St. Ambrose University
- Iowa State University

Stakeholder Input

Surveys: 10-12 questions per survey

                Includes short response, Likert scale and open-ended questions

Responses: 45 responses from the following stakeholders:

                Teacher Preparation: Advisory Committee (4), adjuncts (2, alumni (25), cooperating teachers (7), content area faculty (4), Student Teaching Supervisors (3)

Interviews: 12 interviews with various individuals and groups including:

- Teacher Education Department Chair
- Licensure and Placement Coordinator
- Full-time and Adjunct Faculty
- Director of Student Teaching
- College President
- Director of Master's in Teaching
- Records Manager

Class Visits: Variety of courses, grade levels, majors and endorsements including:

- EDUC 315: Reading and Early Childhood Assessment
- EDUC 236: Language and Communication
- EDUC 588: Student Teaching Seminar
- EDUC 340: Secondary Education Content Methods
- EDUC 222: Assess, Plan, Teach

Continuous Improvement

Previous site visit concerns (2017-18) and correlations with the recent visit (2024-25)

Previous Site Visit Concerns and Correlations to Recent Review

1. Governance

2017-18 Site Concerns:

1. 79.10(4) The team reviewed the unit standards and alignment chart to InTASC but is concerned that some unit standards do not appear to reflect the updated (2011) InTASC standards. In addition, syllabi reviewed by the team are inconsistent as to whether they align to the old or new InTASC standards. The team also notes that the unit standards do not reflect many of the more recent changes to curriculum and pedagogy in the program (e.g., professional learning community). The team requires that unit to review and update their standards, curriculum and syllabi in alignment with the 2011 InTASC standards.

2024-25 Site Visit Correlations

The prior site visit concerns for this standard were not identified as concerns in the latest review. Current InTASC standards are embedded as program standards across the unit and detailed in course syllabi. However, Simpson College was required to more clearly define alignment of the InTASC standards in the program's conceptual framework.

2. Diversity

2017-18 Site Concerns:

None.

2024-25 Site Visit Correlations

A commitment to serving diverse student learning needs remains a strength for Simpson College. As with 2017-2018, no concerns were found.

3. Faculty

2017-18 Site Concerns:

1. 79.12(2) The team does not find documented evidence to verify the alignment of teaching assignments with knowledge, preparation and experience for two faculty members. The team requires the unit to examine faculty qualifications and teaching assignments and make adjustments to resolve concerns by documenting a plan for faculty to gain experience to align with teaching assignments.

2. 79.12(5)c. The team found no evidence that 19 faculty members have met the 40-hour requirement. The team requires the unit to document 40 hours of team teaching in a five-year period for all faculty teaching in the professional program.
2024-25 Site Visit Correlations

While the team did not find evidence of full compliance with the 40-hour requirement for two faculty members, this is a significant improvement from 2017-2018. In addition, evidence of compliance was provided by the unit when the two situations were brought to

their attention and resolved the issue quickly. The program has a clear policy and communicates the expectation for meeting this substandard well.

4. Assessment

2017-2018 Site Concerns:

1. 79.13(5) Candidate progress is not assessed as attainment of standards. Unit faculty approve candidates' progress through checkpoints, but the assessments are generally a checklist of completed actions rather than an assessment of candidates' attainment of standards. The team requires the unit to examine and update the assessment measures of student progress and adjust as needed to ensure evaluation of candidate progress toward attainment of unit standards. The work must include examination of rubrics to clearly define developmental stages and to determine validity and reliability of assessments.

2. 79.13(6)c. Evidence indicates the direction for program assessment is driven by the annual documentation required by the college-level assessment process and not driven by candidate performance assessment data on unit standards as required. The team requires the unit to examine program assessment data and systems and adjust to ensure program assessment is based on the needs of the unit.

2024 – 2025 Site Visit Correlations

Simpson College has made significant progress in strengthening both candidate and program assessment following the prior site visit. Areas for improvement noted in this review build on that foundation. Revisions to the academic program assessment plan enhanced alignment of candidate assessment to mastery of InTASC standards over the span of the program. This also resulted in the development of revised rubrics for individual standards will allow the program to enhance the quality of feedback provided to candidates and consistent support for faculty across the curriculum.

5. Teacher Clinical

2017-18 Site Concerns:

1. 79.14(1) The May term provides candidates the opportunity for 90 hours of classroom experience. It is completed the May before fall semester student teaching, negating an opportunity for feedback, remediation or additional learning based on clinical experience assessments and feedback. Additionally, it may be the only opportunity for candidates to practice teaching in their content field after the 10-hour field experience as freshmen or sophomores. The team is concerned about the all-at-once nature of the May term as the sole practicum experience. The team requires the unit to examine clinical experience sequence requirements and adjust to ensure adequate candidate experience, feedback, assessment and growth opportunities.

2024-25 Site Visit Correlations

The prior site visit concerns for this standard were not identified as concerns in the latest review. Practicum hours are spread throughout the program sequence, giving candidates multiple opportunities to interact in a variety of clinical settings.

6. Teacher Education Knowledge, Skills, and Dispositions

2017-18 Site Concerns:

1. 79.15(3) The team interviewed a large number of elementary-level student teachers. The student teachers consistently described a lack of adequate preparation in literacy. The student teachers described their preparation as not current, and inadequate for the variety of reading concerns faced in classrooms. The team requires the unit to examine and revise literacy preparation curriculum and clinical experiences to better prepare candidates to teach reading in current Iowa classrooms.

2024-25 Site Visit Correlations

Simpson College has made significant progress in addressing literacy preparation throughout their coursework, however the team did find two concerns related to literacy instruction during this review specific to secondary education. While a foundation in literacy is addressed in unit coursework, evidence was not found for how literacy impacts learners in specific content areas and should be incorporated in content area learning. In addition, physical education and music methods courses did not include the required instruction related to dyslexia that was not previously required in 2017-2018. Simpson College has remediated both concerns through the EDUC 320/520: Content Area Reading and Writing course that is now required by any candidate seeking licensure.

Full Initial Site Visit Report with Institution Responses

Simpson College

Team Report

Preliminary Review: July 24, 2024

Site Visit: October 27, 2024 through October 29, 2024

Final Report: December 6, 2024

Presented to the State Board of Education on: June 19, 2025

Iowa Department of Education

Site Visit Team Members:

Dr. Maryam Rod Szabo, Iowa Department of Education
Dr. Lindsay Harrison, Iowa Department of Education
Ms. Amy Mayer, Iowa Department of Education
Dr. Chad Biermeier, University of Dubuque
Ms. Amy Updegraff, Upper Iowa University
Dr. Jean Bahney, Buena Vista University
Dr. Sarah Vander Zanden, University of Northern Iowa
Dr. Rebecca Newhouse, Luther College
Mrs. Nicole Eisbach, University of Dubuque

Acknowledgements

Team members would like to express their gratitude to the Simpson College community for their hospitality and assistance in facilitating the team's work. The institutional report was thoughtfully and thoroughly written and was an asset to the team. 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. Kate Lerseth, Linda Jermeland, McKaylla VanNausdle and the unit faculty.

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 Teacher Education Department Chair/Associate Dean provides strong leadership and a continuous improvement vision for the program.
- The Teacher Education Department is highly respected across campus for leadership in the field of teaching and willingness to step into leadership roles for the institution.
- The team commends the university for the thought, care and resources that went into the Dunn Library/Teacher Education Department home renovation, with special attention paid to flexible work and learning spaces.
- Engagement of unit faculty with advisory council members in one-to-one conversations within educational settings.

Recommendations

1. 79.10(5) Through interviews with advisory board members, a review of the institutional report, a review of Advisory Council meeting minutes, interviews with the Teacher Education Department Chair and unit faculty, the team found the unit meets semiannually to share updates on program changes and listen to updates from its advisory board members, but did not find evidence that the unit provides an opportunity for council members to review program assessment data and provide input for evaluation and continuous improvement. The team recommends the unit restructure advisory council meetings to share program data and seek council member feedback based on that data.

Unit Response:
In past years, we have used the Advisory Council meetings to discuss changes to our program, updates on enrollment, endorsements offered, administrative and faculty changes, and then allow time for the council members to discuss changes in their programs along with suggestions to help new teachers entering the field. Thank you for the suggestion to discuss assessment data to the council to gain even more insight into help provide our students the best possible preparation for the future careers. At our April 2025 Advisory Council meeting, we will share our new TE Assessment Plan with the group. In future years, we will share explicit information on the Student Learning Outcomes we evaluate in that academic year as well as the results of our student teaching evaluations.

2. 79.10(6) The team found evidence through faculty and Teacher Education Department Chair interviews, a review of the institutional report, and preliminary review responses, that significant collaboration is occurring. However, these conversations are largely informal and not well documented. The team recommends the unit consider a regular meeting schedule with unit faculty and faculty from departments providing content knowledge for candidates, provide attendees with an agenda for each meeting and document discussions through shared meeting minutes.

Unit Response:
Historically, it has been challenging to schedule regular meetings with the Physical Education (PE) and Music faculty for two primary reasons. First, faculty in these areas are not part of the Teacher Education (TE) Department and have distinct responsibilities within their respective departments, which has made coordinating schedules difficult. Second, the faculty members

teaching these subjects have predominantly been adjunct instructors, as the full-time, tenure-track positions have proven challenging to fill.

However, as of Fall 2025, both the Music and PE positions have been successfully filled, and all faculty involved are enthusiastic about becoming more integrated with the Teacher Education Department. Since the site visit, we have held two meetings to review the results of the final report and to strategize a path forward. A key objective for the coming years is to invite all faculty involved in teaching education courses—specifically those in PE, Music, and Secondary Education Master Teachers (secondary content instructors)—to attend all departmental meetings. While it may be challenging for Master Teachers to attend regularly due to their ongoing responsibilities as K-12 educators, the TE Department aims to foster an inclusive environment where they are welcome to participate. For those unable to attend, meeting minutes will be provided.

Currently, the department chair meets with all Master Teachers each August prior to the start of their secondary methods courses, followed by routine email check-ins throughout the year. Moving forward, the August meeting will also include the full-time PE and Music faculty, as well as adjuncts teaching methods courses, ensuring alignment on departmental policies, assessment plans, and standards. This group will continue to meet with the department chair before the start of each semester and at the end of each semester to maintain cohesion and alignment across all disciplines.

3. 79.10(7)a The team found evidence through interviews with the Teacher Education Department Chair, a review of the institutional report, interviews with faculty and a review of the preliminary review responses that the Department Chair also serves as the Assessment Coordinator for the unit. The Department Chair has recently taken on additional responsibilities as an Associate Dean. The team recommends the unit re-evaluate administrative roles and consider reassigning the Assessment Coordinator duties to another faculty/staff member to better balance responsibilities. As a part of this process, consider clear steps to engage all unit faculty members in program assessments and modification or improvement of curriculum when needed.

Unit Response:
While the department chair is responsible for organizing assessment data, the overall accountability lies with each faculty member. Below is an overview of the assessment responsibilities within the Teacher Education (TE) Department:

Records Manager: Responsible for maintaining and updating Portfolium, the system used to store and manage student portfolios and artifacts for assessment purposes, including overseeing the technical aspects of the platform.

TE Faculty: Each course identifies specific standard artifacts. Faculty members teaching these courses ensure their content aligns with the relevant standards and provide detailed information regarding the artifact submission for both individual and programmatic assessment. Faculty members review artifacts on an individual basis when they are submitted by students. During the program review process (outlined in the TE Assessment Plan which includes the rotating review of standards), all faculty participate in reviewing artifacts to ensure interrater reliability for each standard under evaluation.

TE Department Chair: The chair is responsible for organizing the review panel within Portfolium and generating reports to be shared with the department during the assessment review process.

During the 2024-2025 academic year, the entire department conducted a comprehensive review of all rubrics and artifacts. This collaborative approach will continue in future years

Concerns

1. 79.10(3) Through a review of the institutional report, faculty interviews, visits to classrooms, discussions with students, a review of the preliminary review responses and interviews with the Teacher Education Department Chair, the team did not find evidence that the conceptual framework provides a foundation for the program beyond the mission and vision statements. The team requires the unit to align the conceptual framework with the InTASC Standards (the designated program standards) and use this framework to guide the program, with specific consideration for communication with faculty, staff and students.

Unit Response:
This was an invaluable opportunity for the entire department to review our conceptual framework, our recently updated mission, and ensure alignment across all faculty. Over the past five years, we have experienced significant turnover. During the 2024-2025 academic year, one faculty member is completing her third-year review, three faculty members are completing their second-year reviews, and one faculty member is completing her first-year review. We are extremely fortunate to be fully staffed with highly skilled and talented professionals. Taking the time to revisit our conceptual framework allowed us to engage in meaningful discussions, exchange ideas, share insights, and explore research and best practices in the field of education.

Moving forward, we will communicate the conceptual framework in a variety of ways. In anticipation of sharing the framework with faculty, staff, students and other stakeholders, we worked with the Office of Marketing and Strategic Communication (OMSC) to make sure the visual represents the framework appropriately. To even start discussions with OMSC, we had to get approval from both the Dean of Academics and the President of the College. Both were extremely supportive and excited with how the TE framework blends in with the overall mission of Simpson College.

Advisory Council – April 23, 2025: This will be an agenda item for our spring advisory council meeting. The TE department chair will provide the entire document for the council to review and provide comments.

Students – The unit will share the framework in two different ways with students. First, in the orientation session, the TE department chair will provide the visual framework along with context around the narrative. Secondly, we will add the framework and mission to our syllabus template starting in the fall of 2025.

Faculty – While the TE department was monumental in working on the framework and mission, adjunct faculty, supervisors, and mentors were consulted as well in the development process. For anyone not full-time in the department, the unit is adding content from the

framework and mission into all orientation materials (adjunct, mentors and supervisors) provided at the start of each semester.

Sources of Information

Interviews with:
President, Assessment Director, Dean of Graduate Studies, Teacher Education Department Chair/Associate Dean, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Vice President for Diversity, Equity, and Inclusion, Faculty, Field Placement Coordinator and Licensing Officer, Alumni

Review of:
Institutional Report, program response to the preliminary review, student records, surveys, course syllabi, Advisory Council meeting minutes, and department meeting minutes

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 institution and unit have actively worked to establish a climate that promotes and supports diversity.
- Students note faculty modeling, support and advocacy for diverse student needs within their classrooms. Students feel enabled to successfully utilize modifications and accommodations, fostering meaningful engagement in classroom activities.

Recommendations

None.

Concerns

None.

Sources of Information

Interviews with:
Candidates, Unit Faculty, Director of the Office of Diversity, Equity and Inclusion, Field Placement Coordinator and Licensing Officer and Alumni

Review of:
Institutional Report, program response to the preliminary review, surveys and the program opening presentation

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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 commends the unit for consistent, informal interactions that build the cohesiveness of the unit. The collegiality of the unit is enhanced by the camaraderie displayed by all faculty.
- Faculty members inspire an environment of inquiry, with expressed interest in learning from each other, and recognizing the expertise each brings to the teacher education program.
- The team found common respect and rapport among the faculty, students and alumni. The students highlight and appreciate faculty responsiveness, the quality of feedback, advising support, modeling through instruction and availability outside of office hours.

Recommendations

1. 79.12(4) The team found, after interviews with adjunct instructors, and the Teacher Education Department Chair as well as review of surveys, that adjunct instructors are involved in the opening of the year meetings and feel well supported by the unit. The team recommends a more formal policy to regularly communicate with adjuncts, support their understanding of changes in unit policy/curriculum and to enhance collaboration with the unit.

Unit Response:
In addition to the beginning and end of the year meeting, the department chair provides a monthly email detailing specific dates and times to 1) department meetings (and provide meeting minutes if they are unable to attend) and 2) list of faculty development opportunities.

2. 79.12(5)c The team found, after interviews with adjunct instructors and the Teacher Education Department Chair, as well as review of surveys and the institutional report, that adjuncts were unaware they could obtain professional development support. The team recommends the unit invite adjuncts and supervisors (who are not full-time faculty) to professional development opportunities, and ensure there is an ongoing communication regarding these opportunities.

Unit Response:
Currently, Simpson College offers a dedicated faculty development session in the evening specifically for adjunct faculty. However, in previous years, TE adjuncts found this session to be less beneficial, as the focus was primarily on basic teaching skills—content they felt equipped to lead themselves. As a result, we transitioned to hosting separate sessions for TE adjunct faculty at the beginning and end of each semester. The department chair will continue this practice, while also ensuring that adjunct faculty are kept informed about additional professional development opportunities, both during the day and in the evening, as well as any available grant funding opportunities.

Concerns

1. 79.12(3): The team found inconsistent evidence in interviews, survey responses, the institutional report and the preliminary review response for how the unit holds adjuncts accountable for teaching prowess. The document designed for that evaluation process is not consistently applied. The unit is required to develop a policy and procedures to formalize the evaluation of part-time faculty, adjuncts and supervisors.

Unit Response:

Per the faculty handbook, department chairs are responsible for regular review of part-time adjunct faculty. Evaluation includes classroom observation, a review of student course evaluations, and a discussion with the adjunct faculty member. Part time adjunct faculty members are to be reviewed in their first semester and sixth semester.

The review process should include a classroom observation, a review of the syllabus, and a post-observation conference with the adjunct faculty member. For hybrid classes with synchronous virtual meetings, the observer should join the virtual class meeting as you would for an in-person class. For asynchronous online courses, the reviewer should look at the activities in just one segment or module of the course that is equivalent to one class meeting. For example: the reviewer should examine one recorded lecture and the accompanying discussion board and any other activity the adjunct faculty member had planned for the students to engage in for that single course module/lesson.

Upon conclusion of the review, the department chair or designee should submit the evaluation form along with their recommendation letter to the Dean of Continuing, Graduate, and Online Education by the end of the semester in which the observation took place.

In the 2025-2026 academic year, one faculty member will be in her sixth semester of teaching at Simpson College. The department chair will inform her at the time she signs her contract that her review will happen in the fall of 2025 along with the details of the evaluation. This is the only adjunct faculty member we currently plan to utilize in the 25-26 academic year. Moving forward, any adjunct faculty that has not had a completed review, will have one the next semester they teach for Simpson and then again in their sixth semester teaching.

2. 79.12(5)c: Through interviews with multiple faculty members, review of the institutional report, and survey responses, the team did not find evidence for two faculty members' completion of 40 hours of team teaching over the past five years. The unit is required to document policies and procedures that will ensure the 40-hour expectation is clearly communicated and that all faculty are in compliance on an annual basis.

Unit Response:

After discussing this option with TE faculty, the majority felt it would be best to leave the hour completion open to using the entire five-year period to complete the hour as opposed to requiring a specific amount per year for anyone teaching in the TE department. To help provide clarity and encourage faculty to complete the hours in a timely fashion, we are implementing three separate policies.
1. Language will be added to every contract for anyone teaching an EDUC course (or SPSC or MUS methods). The language will encourage but not require instructors to complete 10 hours per year.
2. The TE Department chair will send a reminder along with a link to the 40-hour documentation folder a week before each semester (fall and spring) as well as a follow-up email in May reminding faculty (full-time, adjunct, and supervisors) to update their 40-hour documentation record.
3. Finally, when a new adjunct is hired, they all attend an orientation session where this information will be provided and included in the Adjunct Instructor Orientation.

The unit submitted evidence to document compliance for all faculty members.

Sources of Information

Interviews with:
Teacher Education Department Chair/Associate Dean, Faculty and Advisory Council

Review of:
Institutional Report, program response to the preliminary review, surveys, program opening presentation, program documents, and faculty vitae

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 assessment artifact collection process is consistent across program participants, efficiently organized and managed by the Licensure Official and Education Records Manager.
- The unit is highly responsive, provides quality feedback and welcomes dialogue to support student success.

Recommendations

1. 79.13(6)a While the assessment management system is organized and updated regularly, as evidenced by review of artifacts, the assessment system walkthrough and interviews with faculty and staff, it is less clear how the data is used for program decision making. The team recommends the unit formalize the documentation of data-driven decision making and track implementation and impact over time.

Unit Response:

The Teacher Education (TE) Department has reviewed and updated the program assessment plan to better align with our conceptual framework and teaching philosophy. We began this process by revisiting and revising our conceptual framework, followed by a discussion on best practices in assessment. After thoroughly reviewing the standards, we developed individual rubrics for each standard within the program. These rubrics are being used for both individual and programmatic assessments.

Once the rubrics were finalized, we identified where the skills outlined in the standards and the key elements assessed in the rubrics are introduced, reinforced, and mastered across the curriculum (see Curriculum Map). Faculty then created key assignments that incorporate these identified elements for each standard. All relevant information is detailed in the TE Assessment Plan document.

At the conclusion of the TE Assessment Plan, there is an analysis timeline for each standard (Student Learning Outcome - SLO).

Evaluation Plan	Student Learning Outcome
2024-25	Planning Year
2025-26	Collection Year
2026-27	The Learner and Learning (SLO 1, 2, 3)
2027-28	Content (SLO 4, 5)
2028-29	Instructional Practice (SLO 6, 7, 8)
2029-30	Professional Responsibility & Personal Vision for Education (SLO 9, 10, 11, and 12)

The TE Department will collect artifacts each time the course that includes the key assignment is taught. However, program-level assessment will occur every four years, allowing us to focus on different key areas each year. Assessment data will be reviewed by the entire department following an interrater reliability session held each May. The department will then analyze the results during the May Assessment Day event.

Concerns

1. 79.13 (2) The team found inconsistent use of the InTASC standards (designated as the program standards) across the assessment system through a review of the institutional report, preliminary review responses, the assessment system overview and interviews with the Education Department Chair and faculty. The unit is required to evaluate and align assessment of key assignments submitted to the Portfolium and clinical evaluations to the InTASC standards.

Unit Response:
See TE Assessment Plan outlined in recommendation 1 for 79.13(6)a.

2. 79.13(5) a,e Through interviews with faculty and students and review of artifacts, the institutional report and assessment system walkthrough, there was conflicting evidence that measures of candidate assessment are reliable and valid. The 1-5 scale used to assess Portfolium submissions is inconsistently applied by faculty with no criteria established for a proficient or passing score. In addition, the simple numerical scale does not provide candidates substantive feedback regarding their progress toward mastery of the InTASC standards. The team requires the unit to develop evaluation tools that are aligned with InTASC standards and define candidate proficiency across levels of performance for key assessments submitted to the Portfolium. In addition, the unit is required to implement a policy for regular review of designated key assignments and faculty training to ensure interrater reliability and consistency of formative feedback provided to all candidates.

Unit Response:
See TE Assessment Plan outlined in recommendation 1 for 79.13(6)a.

Sources of Information:

Interviews with:
Teacher Education Department Chair/Associate Dean, Placement Coordinator and Licensure Official, Classroom Visits with Candidates, Unit Faculty and Director of Student Teaching

Review of:
course syllabi, student records, Institutional Report, program response to the preliminary review and the program opening presentation

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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, the Placement Coordinator and Academic Assistant, provide an organized and consistent process for securing field placement experiences and communication with students about the field placement procedures and processes.
- The unit is commended for providing licensure renewal credit for mentor teachers to complete EDUC 900: Mentoring New Teachers.

Recommendations

1. 79.14(4) The team did not find evidence following a review of student records (digital and physical), the institutional report and interviews with faculty and staff, that the unit verifies clinical practices include diverse groups and diverse learning needs. The unit is required to develop a policy to collect and document additional detail from clinical placements to ensure a variety of experiences prepare candidates to work with students from diverse groups, as defined in 79.15.2 a-f.

Unit Response:
Simpson College has always taken pride in our ability to provide a variety of experiences to prepare our candidates to work with students from diverse groups. Because of our location, we are well equipped to place students in urban and rural settings throughout their time in our program. After the site visit, and the IDOE response to this code, the faculty wanted to dive deeper to think about how we can encourage our candidates to deeply evaluate and reflect on their experiences with diverse groups. As a unit, we are working to find every place we discuss these separate groups so that the next course can build on the content provide in a prerequisite course. In addition, practicum courses have added specific language to align with 79.15(2) when asking candidates to reflect on their practicum and develop a personal vision for education.

Concerns
1. 79.14(3) Review of the institutional report, survey responses and interviews with students, faculty and unit staff indicate that college supervisors are not sharing the responsibility for evaluating the teacher candidates on achievement of unit standards, as they are only reviewing evaluations submitted by the mentor teacher. The team requires the unit to revise the current practice and implement a policy that includes active participation of the supervisor in the clinical evaluation process.

Unit Response:
This concern was felt throughout our department. As faculty supervisors, we have always maintained that the mentor and college supervisor share the responsibility of evaluation of practicum and student teaching candidates, with the final grade being the full responsibility of the college supervisor. After the concern was noted, the department chair worked with the Director of Student Teaching to add additional language to the supervisor and mentor training to explicitly state the requirements for both the mentor and supervisor during the evaluation process.

In addition to the explicit instruction, the unit felt it would be beneficial to our assessment goals to have both the mentor and supervisor complete the evaluation for both practicum and student teaching. Moving forward, each student will receive two different evaluations for each placement.

2. 79.14(7)d The team did not find evidence through review of student records (digital and physical), program handbooks and interviews with faculty and department staff that teacher candidates are involved in communication and interaction with parents or guardians of students during the student teaching experience. The team requires the unit to develop and implement a process to verify and document student teacher participation in parent communication.

Unit Response:
We have added an additional line to the Student Teacher Supervisor Checklist under Responsibilities Completed so that the supervisor is required to verify parent/family communication. This document is added to the students permanent file after student teaching is completed.

Student Teachers have always been required to attend conferences during their placement and then journal about the interaction with families of the students in the classroom they are assigned. To make sure this is clear and documented, the unit added two bullet points in the Student Teaching Handbook under the mentor teacher responsibilities and another under the supervisor responsibilities (p. 7).

Sources of Information:

Interviews with:
Candidates, Alumni, Unit Faculty, Placement Coordinator and Licensing Official, Director of Student Teaching and the Education Records Manager

Review of:
Institutional Report, program response to the preliminary review, student records, surveys, course syllabi and the program opening presentation

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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

- The data collection and organization of Portfolium pieces by the Education Records Manager to document gateway progress and program completion provides strong support for faculty and students.
- The team recognizes the unit's effort to embed ISTE (International Society for Technology in Education) standards throughout coursework to support candidate knowledge of, provide multiple opportunities to authentically engage with and be assessed on, technology integration techniques.

Recommendations

1. 79.15(2)e The team found evidence through interviews with students and review of surveys that candidates need additional instruction to meet the needs of English Language Learners. The team recommends the unit evaluate current curricular approaches and course content to identify opportunities to add more in-depth learning, with attention to application of those skills.

Unit Response:
Beginning in the Fall 2025 semester, all students completing licensure requirements in Physical Education, Music, Secondary Education, MAT, and Elementary Education will be required to take EDUC 320/520: Content Area Reading and Writing. This course will include a module specifically addressing Gifted and Talented students, English Language Learners, and will incorporate the dyslexia training provided by the Iowa Reading Research Center. Students who have already declared their major will be strongly encouraged to enroll in this course, provided their schedules permit.

Each content area currently includes literacy instruction as part of the curriculum, and the endorsements have been approved by the Board of Educational Examiners (BOEE), with appropriate language included in each syllabus. These courses will continue to focus on the literacy components specific to their content areas, in addition to the requirements of EDUC 320/520: Content Area Reading and Writing.

The licensure coordinator has already updated the BOEE exhibits, and the department chair has submitted the necessary paperwork to include the additional requirements for all affected majors.

Concerns

1. 79.15(2)c The team did not find evidence of instruction related to dyslexia through interviews with faculty members, candidates, alumni and a review of syllabi for music and physical education students. The team requires the unit to establish a course requirement for the music and P.E. candidates to receive instruction related to meeting the literacy needs of students with dyslexia.

Unit Response:
Beginning in the Fall 2025 semester, all students completing licensure requirements in Physical Education, Music, Secondary Education, MAT, and Elementary Education will be required to take EDUC 320/520: Content Area Reading and Writing. This course will include a module specifically addressing Gifted and Talented students, English Language Learners, and

will incorporate the dyslexia training provided by the Iowa Reading Research Center. Students who have already declared their major will be strongly encouraged to enroll in this course, provided their schedules permit.

Each content area currently includes literacy instruction as part of the curriculum, and the endorsements have been approved by the Board of Educational Examiners (BOEE), with appropriate language included in each syllabus. These courses will continue to focus on the literacy components specific to their content areas, in addition to the requirements of EDUC 320/520: Content Area Reading and Writing.

The licensure coordinator has already updated the BOEE exhibits, and the department chair has submitted the necessary paperwork to include the additional requirements for all affected majors.

2. 79.15(3) The team found through interviews with faculty, candidates, alumni and a review of student records that candidates do not receive instruction in literacy within their content area. The team requires the unit address this requirement to ensure that all candidates, regardless of content or level, meet the conditions of this substandard.

Unit Response:
Beginning in the Fall 2025 semester, all students completing licensure requirements in Physical Education, Music, Secondary Education, MAT, and Elementary Education will be required to take EDUC 320/520: Content Area Reading and Writing. This course will include a module specifically addressing Gifted and Talented students, English Language Learners, and will incorporate the dyslexia training provided by the Iowa Reading Research Center.

Each content area currently includes literacy instruction as part of the curriculum, and the endorsements have been approved by the Board of Educational Examiners (BOEE), with appropriate language included in each syllabus. These courses will continue to focus on the literacy components specific to their content areas, in addition to the requirements of EDUC 320/520: Content Area Reading and Writing.

All students completing licensure requirements at Simpson College are required to take Educ 320/520. The changes to the majors were just approved by the full faculty at the March faculty meeting. No students will be licensed without the required course, ensuring that all elementary, secondary, PE, Music, and MAT pre-service candidates receive the necessary literacy preparation.

Sources of Information

Interviews with:
Teacher Education Program Chair/Associate Dean, Candidates, Alumni, Placement Coordinator and Licensure Official and Unit Faculty

Review of:
Institutional Report, program response to the preliminary review, student records, surveys, course syllabi, and the program opening presentation

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