

Iowa State Board of Education

Executive Summary

December 4, 2025

Agenda Item: Morningside University Educator Preparation Program Approval Report

State Board Goal(s): 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 Iowa Administrative Code chapter 281-79.

Presenter(s): Maryam Rod Szabo, Administrative Consultant
Office of Educator Quality

Attachment(s): One

Recommendation: It is recommended that the State Board award conditional approval to Morningside University Educator Preparation Programs through December 2026.

Background: Morningside University in Sioux City, Iowa, offers traditional teacher preparation and teacher intern preparation programs. Morningside University Education Department has provided evidence that programs are in compliance with most standards in Iowa Administrative Code chapter 281-79. Additional time is needed to fully resolve compliance concerns.



Department of Education

Educator Preparation Program Approval Report

Morningside University

Site Visit: October 13-16, 2025

Presented to the Iowa State Board of Education: December 4, 2025

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

State Board of Education

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Contents

Program.....	4
Recommendation.....	4
Teacher Preparation Program.....	4
Conditional Approval.....	4
Teacher Intern Preparation Program.....	4
Conditional Approval.....	4
Executive Summary.....	5
Morningside University Overview.....	10
Program Review Fast Facts.....	15
Full Initial Site Visit Report with Institution Responses	22

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 Dr. Stephanie Erps, St. Ambrose University
 Dr. Linda Lind, Iowa State University
 Dr. Larry Bice, Iowa State University

Recommendation to the Board

Program	Recommendation
Teacher Preparation Program	Conditional Approval
Teacher Intern Preparation Program	Conditional Approval

Morningside University Program Representatives

Dr. Kelly Chaney, School of Education Dean, Morningside University

Executive Summary

Recommendation

It is recommended that the Iowa State Board of Education (State Board) grant conditional approval for Morningside University's teacher and teacher intern preparation programs.

Morningside University's education unit has demonstrated compliance with seven standards, while three remaining standards require additional time to resolve concerns with state requirements for high-quality preparation programs. For standards in compliance, Morningside addressed initial concerns or presented detailed plans for resolution. The Iowa Department of Education (Department) has provided Morningside with action steps to resolve compliance for the remaining concerns with a plan for targeted support throughout the next year.

Morningside also responded to and devised an action plan for some recommendations. It is important to note that recommendations are intended solely for the program's continuous enhancement, there is no immediate action necessary beyond a thoughtful response. Following an anticipated recommendation for full approval after the conditional year, the unit will be revisited annually over the next three years. Additionally, the recommendations and concerns identified in this review will be reevaluated during the subsequent site visit cycle.

Governance and Resources Standard

The Governance and Resources standard is considered met.

Morningside University was commended for its collaborative approach to instructional design and technology integration, which resulted in consistently formatted e-learning sites and syllabi enhancing the quality and accessibility of online instruction. The program's investment in Tevera software platform provided a robust data management system, supporting effective monitoring of assessment, placement and curriculum data. The unit also strengthened its curriculum oversight by establishing faculty leadership roles in literacy and mathematics and creating a Unit Curriculum Alignment Team to maintain curriculum maps aligned with state and national standards. Additionally, the Methods of Teaching Social Sciences course was revised from two to four credits, standardizing credit hours across secondary content methods courses and ensuring equitable course structures.

The review team identified concerns regarding clarity of oversight and adequacy of resources, which the unit addressed through formalized governance processes, representation in curriculum and program review decisions and regular meetings between the unit and secondary program leadership. Operational capacity was further strengthened by expanding the Communication Coordinator role, adding a full-time Records Manager and forming an Instructional Support Team to assist faculty across programs. The addition of three full-time faculty enhanced curriculum oversight, mentorship and expertise in high-need areas, resulting in improved consistency, communication and instructional quality across all delivery models.

Diversity Standard

The Diversity standard is considered met.

The review team found that Morningside University consistently exceeded expectations in its commitment and demonstrated diversity was deeply valued throughout the university community, coursework, teaching and student outcomes. Instruction is consistently integrated with student-centered practices and prioritizes inclusive learning environments. The university's dedication to belonging and respect was reinforced through the Morningside Statement of Community, which guided its educational culture.

No recommendations were made and no concerns were found.

Faculty Standard

The Faculty standard is not met.

The review team recommended the unit clarify and communicate the role of Academic Coordinators to ensure consistent fulfillment of their responsibilities. In response, the unit strengthened the operational structure by formalizing reporting to assigned Program Coordinators, requiring acknowledgment of Service Agreements, implementing an enhanced annual evaluation system through the Perform Yard platform and distributing a newsletter to support communication, understanding and professional growth.

The team also identified compliance concerns related to faculty engagement and qualifications. The unit did not consistently track faculty participation in P-12 settings, including the required 40 hours of classroom experience within a five-year period, and not all faculty qualifications aligned with their assigned teaching responsibilities. The unit responded by implementing a Faculty Credentials and Status policy, reviewing and documenting faculty qualifications, updating teaching assignments as needed and establishing a formal Part-Time Faculty Hiring Policy. While most faculty are now in compliance, two faculty still need to complete required hours and evidence for four faculty regarding qualifications remains outstanding. Resolution for both concerns is needed to consider this standard met.

Assessment Standard

The Assessment standard is considered met.

Morningside University was commended for its exemplary leadership in developing a comprehensive assessment system across initial licensure programs. The system was intentionally designed to track student progress, facilitate clear communication and support structured processes, reflecting a strong commitment to data-informed decision-making and continuous program improvement.

The review team recommended that the unit align content area assessments with national standards in secondary education and ensure fairness and reliability of candidate evaluations. In response, the unit developed a Content Knowledge Supplemental Assessment for cooperating teachers and discipline-specific methods instructors; revised methods courses to include micro-lesson creation and delivery; and established a formal interrater reliability policy with faculty training and summer workshops. These measures strengthened the consistency, reliability and practical preparation of candidates prior to student teaching.

Clinical Standard

The Clinical standard is considered met.

The review team commended the unit for its well-designed clinical field experience plan, which provided a structured progression from exploratory and intermediate placements to advanced practicum experiences. This approach supported candidates' development and readiness for student teaching and professional practice.

Concerns were noted regarding the alignment of university supervisors' qualifications with the grade level and content areas of student teachers and teacher interns, as well as the need for consistent documentation of varying learner populations in clinical placements. In response, the unit implemented a formal policy to guide supervisor assignments, ensuring alignment of licensure and experience, and defining when a content area evaluator was required. The unit also updated its policies and procedures to define varying learner populations, standardize placements and systematically document candidate experiences across all clinical settings.

Knowledge, Skills and Dispositions (KSD) Standard

The Knowledge, Skills and Dispositions standard is considered met.

Morningside University was commended for its strong emphasis on ethical practice, demonstrated by the integration of the Model Code of Ethics throughout professional courses. The program also excelled in preparing candidates to effectively integrate instructional technology into classroom instruction. Candidates consistently reported receiving valuable feedback from faculty, which supported their professional growth. Faculty participation in LETRS training was recognized as a notable strength.

The review team recommended enhancements to curriculum alignment and the unit responded by updating curriculum maps to reflect legislative rule changes and incorporating standards for literacy and evidence-based mathematics. A Unit Curriculum Alignment Team was appointed to maintain and refine these maps across programs. Additionally, in response to a concern regarding differentiation, the unit developed EDUC 112: Characteristics of Learners, a required foundational course for all undergraduate teaching majors, ensuring

candidates gain dedicated preparation to meet the needs of gifted and talented students, English language learners and students at risk of not succeeding in school.

Teacher Intern Governance Standard

The Intern Governance standard is considered met.

Morningside University was commended for the leadership of its internship program, which provided exemplary guidance and support to candidates, interns and alumni. Program leaders were highly respected for their responsiveness, professionalism and commitment to ensuring high-quality experiences throughout the internship process.

The review team recommended clarifying governance roles, strengthening documentation processes and improving administrative capacity. In response, the unit distributed an updated School of Education Directory, integrated governance explanations into orientations and the Teacher Intern Summer Institute and considered updating the Teacher Intern Job Verification form to better track mentor assignments. Additionally, the university approved the creation of a Unit Records Manager position to enhance review of transcripts and management of teacher intern records, ensuring improved administrative support and oversight.

Teacher Intern Faculty Standard

The Teacher Intern Faculty standard is not met.

Morningside University was commended for its development of the pre-internship summer workshop, which provided candidates and interns with meaningful learning experiences and practical lesson plan activities. The review team also noted that both full-time and adjunct faculty demonstrated a strong understanding of the program's depth and breadth.

The review team recommended clarifying reporting structures, enhancing collaboration and formalizing faculty evaluation processes. In response, the unit reinforced the operational structure, clearly articulating roles and reporting lines in Service Agreements, team meetings, the School of Education Directory and newsletters. To promote collaboration and professional growth, the unit established a Part-Time Faculty Internal Advisory Committee and integrated professional development into annual evaluation goals. Additionally, the unit implemented the Perform Yard platform to formalize performance evaluations for part-time faculty, ensuring consistent communication, review and feedback among supervisors, coordinators and faculty.

Concerns for 40-hour documentation and alignment of coursework with instructor preparation and experience were reported with the faculty standard (79.12) and both remain unresolved.

Teacher Intern Program of Study Standard

The Teacher Intern Program of Study standard is not met.

Morningside University was commended for its strong commitment to technology integration and for faculty and staff leadership in online delivery across all levels of the program. The review team also recognized the dedication to advising and mentorship in the intern program, noting consistent support and guidance provided to candidates throughout their experiences.

The review team recommended improving alignment of special education courses with Iowa Teaching Standards (ITS), Interstate Teacher Assessment and Support Consortium (InTASC) standards and state rules, enhancing instruction in diagnostic strategies and differentiation for diverse learners and formalizing contracts with employing school districts. In response, the unit revised curriculum maps, tasked the Unit Curriculum Alignment Team with ongoing maintenance, enhanced key courses to address differentiation and responsive teaching and implemented revisions to employment contracts beginning Fall 2025. The unit also addressed compliance concerns in the special education pathway by revising SPED 502 to focus on learner growth, SPED 645 for literacy aligned with the science of reading, and SPED 661 and SPED 662 to integrate Iowa Core (Iowa Academic) Standards, providing targeted instruction, assessments and practical applications. Additional evidence is still needed to fully resolve integration of Iowa Core (Iowa Academic) Standards in both special education pathways to consider this standard met.

Teacher Intern Assessment Standard

The Teacher Intern Assessment standards is considered met.

Morningside University was recognized for its development and use of common rubrics that enhanced consistency and reliability in assessing candidate and intern understanding of key concepts. These rubrics provided clear expectations, supported faculty collaboration and strengthened the alignment of assessments across programs.

The review team recommended the unit collect feedback from each teacher intern's building administrator once per semester to gain a more comprehensive understanding of the intern's progress toward mastery of the ITSs. In response, the unit developed two formal feedback instruments to document intern progress and confirm district support for licensure recommendation. Building administrators were scheduled to complete the Teacher Intern Progress Report each November and March, ensuring regular communication and documentation of teacher intern performance.

No concerns were found for this standard.

Morningside University Overview

Source: U.S. Department of Education Scorecard, Morningside University

General Information

Type:	Private Nonprofit
Size:	Small
Location:	City
Awards Offered:	Bachelor's, Master's, Doctoral and Graduate/Professional Certificates

Cost

Avg. Annual Cost:	\$23,169 (midpoint for 4-yr schools is \$19,740/year)
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Acceptance Rate, Enrollment, Retention and Graduation Rate

Acceptance Rate:	71%
Enrollment:	1,166 undergraduate students
Retention Rate:	67% (% of students returning after the first year)
Graduation Rate:	58% (midpoint for 4-yr schools is 58%)

Student and Faculty Ratio

Student-to-Faculty Ratio:	12:1
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Programs and Endorsements Offered

Awards Offered:	Bachelor's, Master's, Graduate/Professional Certificate, Undergraduate Certificate or Diploma
Main Campus:	Sioux City, IA
Alternative Paths:	Teacher Intern
Online Programs:	Some endorsements are offered in a hybrid model or fully online

Education Programs

Elementary Education
Secondary Education
Teacher Intern

Endorsements Offered

K-6	Teacher Elementary Classroom
K-8	Art, Music, Reading, Instructional Strategist 1: Mild and Moderate
5-8	Language Arts, Mathematics, Science, Social Studies, STEM
5-12	Agriculture, English/Language Arts, Spanish, Mathematics, Music, Reading, Biological Science, Chemistry, Physics, American Government, American History, World History, All Science, Work Exp. Coordinator, Instructional Strategist 1: Mild and Moderate
K-12	Coaching, English as a Second Language , Talented and Gifted, Special Education Consultant, Instructional Strategist II: BD/ID, Instructional Strategist II:ID
All	Instructional Strategist I and II

*Bold text indicates 2024-25 Iowa teacher shortage area endorsements

Partnerships

Morningside University educator preparation program partners with the following:

- All AEA's through the Community Partners Program
- Sioux City Community School District
- MOC Floyd Valley TPRA Consortium

Program Initiatives

Morningside University initiatives reported from the 2025 Annual Report:

- Embedded Science of Reading aligned reading endorsement as required coursework in the traditional undergraduate elementary education program
- Added K-12 Special Education - All major for traditional undergraduates
- Implemented a post-graduate seminar, Mustang Connection, for all graduates from initial licensure programs to provide support during their first year as novice teachers
- Implementing a digital portfolio platform to track and analyze clinical placement data, student and program assessment data, and house student records
- Launched Teacher Quest, a pre-service teacher professional development conference
- Opened the Career Closet, a professional development initiative to provide professional attire to aspiring teachers

Program Trends

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

Program Enrollment

Table 1: Morningside University Education Enrollment

Semester	# FTE Candidates	# Graduates
Fall 2023	204	77
Fall 2022	129	53
Fall 2021	140	45
Fall 2020	248	30
Fall 2019	211	40

Source: Title II Reports

Table 2: Morningside University Teacher Intern Enrollment

Semester	# FTE Candidates	# Graduates
Fall 2023	184	70
Fall 2022	199	53
Fall 2021	98	44
Fall 2020	60	20
Fall 2019	29	10

Source: Title II Reports

Program Completers

Table 3: Morningside University Teacher Program Completers

Academic Year	Elementary Only	Secondary Only	Combined K-6 and 7-12	Total
2023-24	49	15	13	77
2022-23	29	26	8	53
2021-22	29	10	6	45
2020-21	20	4	5	29
2019-20	24	14	4	42

Source: Annual Reports

Table 4: Morningside University Teacher Intern Program Completers

Academic Year	Secondary Only	Combined K-8 and 5-12 (e.g., Art, Music)	Total
2023-24	42	28	70
2022-23	41	12	53
2021-22	44	-	44
2020-21	18	-	18
2019-20	10	-	10

Source: Annual Reports

Placement Rates

Table 5: Morningside University Teacher Placement Rates

Academic Year	# Graduates	# Teaching Jobs	# Grad School
2023-24	77	49	1
2022-23	53	38	-
2021-22	45	33	-
2020-21	29	26	1
2019-20	42	39	-

Source: Annual Reports

Table 6: Morningside University Teacher Intern Placement Rates

Academic Year	# Graduates	# Teaching Jobs	# Grad School
2023-24	70	50	-
2022-23	53	47	-
2021-22	44	44	-
2020-21	18	17	-
2019-20	10	10	-

Source: Annual Reports

Clinical Faculty, Adjunct and Cooperating Teacher Totals

Table 7: Morningside University Faculty, Adjuncts and Cooperating Teachers

Academic Year	# FT Faculty	# Adjunct Faculty	# Cooperating Teachers	# Candidates in a Supervised Clinical Experience
2023-24	3	21	257	426
2022-23	2	12	276	370
2021-22	4.75	19	225	281
2020-21	7	7	48	43
2019-20	5	7	324	256

Source: Title II Reports

Table 8: Morningside University Teacher Intern Faculty, Adjuncts and Cooperating Teachers

Academic Year	# FT Faculty	# Adjunct Faculty	# Cooperating Teachers	# Candidates in a Supervised Clinical Experience
2023-24	0	23	238	248
2022-23	2	28	270	281
2021-22	0	7	168	85
2020-21	0	5	20	20
2019-20	0	3	38	19

Source: Title II Reports

Program Review Fast Facts

Duration

Self-Study/Process Review Meeting:	November 1, 2022
Cohort Meetings:	January 2023 through May 2023
Institutional Report Received:	June 6, 2024
Preliminary Review:	June 26, 2024
Program Response Received:	September 23, 2024
Site Visit:	October 13-16, 2024
Out Brief to Program:	October 16, 2024
Draft Report:	February 14, 2025
State Board:	December 4, 2025

Review Team

Four Department program consultants

Nine on-site volunteers and nine state panel members representing the following institutions:

University of Northern Iowa, The Regents Alternative Pathway to Iowa Licensure (RAPIL), Iowa State University, Dordt University, Northwestern College, Simpson College and St. Ambrose University

Stakeholder Input

Surveys: 10-12 questions per survey
Includes short response, Likert scale and open-ended questions

Responses: 287 responses from the following stakeholders:

Teacher Preparation:

Advisory Committee	10
Adjunct faculty	13
Alumni	35
Candidates	47
Cooperating teachers	29
Content area faculty	15
Student Teaching Supervisors	19

Teacher Intern Preparation:

Advisory Committee	9
Adjuncts	24

Alumni	27
Candidates	45
Evaluators	14

Interviews: Thirty-four interviews held with administration, program chair, faculty, staff and stakeholders

- President
- Provost
- Vice President for Business/Finance
- Dean, School of Education
- Dean, Agriculture and Aviation
- Dean, Visual and Performing Arts
- Full-time, Part-time and Adjunct Faculty
- Director of Adult and Graduate Initial Licensure Programs
- Program Coordinator - Graduate Special Education
- Director of Operations/Recommending Official
- Academic Coordinators
- Program Coordinators
- Central Operations Staff
- Placement Coordinator
- Director of Instructional Design
- Dean's Advisory Group
- Student Teachers and Teacher Interns

Class Visits: Six classroom visits (approximately 20 students per class)

- TESL 337: Culturally Inclusive Environments
- EDUC 490: Student Teaching
- EDUC 413: Advanced Methods
- EDUC 300: Instructional Design and Assessment
- EDUC 590: Intern Seminar
- EDUC 321: Methods of Teaching in Secondary Schools

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

2017-2018 Site Visit Concerns

1. 79.10(1) Evidence indicates a lack of a cohesive unit providing governance/oversight/quality to two traditional education programs (graduate and undergraduate). The two programs operate redundant endorsements, yet are separate and distinct in oversight, management and quality of delivery. The oversight of the graduate program is not comprehensive. The team requires the institution to evaluate and adjust the governance structure and human resources of the educator preparation programs to provide a clear and cohesive structure that will benefit the quality of preparation in all programs.

2. 79.10(2) The team finds evidence the unit does not exercise primary responsibility for the program. Evidence includes:

- a. Offering a Family and Consumer Science (FCS) Career and Technical Education (CTE) course for an intern candidate when Morningside does not have an approved FCS program.
- b. Offering credit for the Iowa Principal Leadership Academy (ILPA) principal program when Morningside does not have an approved principal preparation program.
- c. The team requires the unit to examine their approved programs and develop policies to ensure that they no longer offer coursework for endorsements for which they do not have expertise or program approval.

3. 79.10(7) The team notes the presence of four full-time faculty members who have been hired to further advance the quality of the master's degree foundational core of the Graduate Education program. No full-time faculty members have been hired to provide the same to the graduate endorsement content areas. The work of the Lead Academic Coordinator (LAC) and Assistant Lead Academic Coordinator (ALAC) positions provides a level of oversight over course delivery, however, the management of programming is also spread across the LAC/ALAC positions, some of which may not have adequate expertise in an endorsement area in their purview. The team requires the institution to examine faculty resources and adjust to provide for oversight and advancement of endorsement programming.

2024-25 Site Visit Correlations

In both reviews, the unit was cited for insufficient clarity and cohesion in governance structures (79.10(2)), with concerns about clarity of roles and whether oversight mechanisms were effective, particularly for specific program areas such as graduate and secondary education. Additionally, both cycles identified inadequacies in staffing and faculty resources (79.10(7)), calling for a reassessment of personnel assignments,

qualifications and support structures to ensure effective management and quality across all licensure programs.

2. Diversity

2017-18 Site Concerns

None.

2024-25 Site Visit Correlations

None.

3. Faculty

2017-18 Site Concerns

1. 79.12(2) The team does not find evidence that all part time faculty members in the graduate program are qualified for their teaching assignments. In particular:

- Faculty A's teaching experience has been exclusively at faith-based schools, she has her MAT from Morningside, and is teaching a graduate level class on diversity.
- Faculty B is supervising graduate English as a Second Language (ESL) internships for both elementary and secondary, but has no evidence of teaching experience with ESL, and the bulk of her teaching experience is at the PreK-8th grade levels.

The team requires the unit to document a clear policy and process for examination of all faculty qualifications aligned with teaching assignments.

2. 79.12(2) The LAC/ALAC positions are designed to provide oversight for instruction in online courses in the graduate program. The persons in these positions are responsible to oversee instruction in a variety of courses in varied endorsement areas. Because of the distribution of oversight work, persons in LAC/ALAC positions have oversight over content they are not qualified to teach. The team requires the unit to examine all faculty qualifications, including LAC/ALAC, and develop a sustainable policy to ensure faculty have knowledge preparation and experience aligned with the teaching/oversight assignments.

2024-25 Site Visit Correlations

A comparison of the faculty-related compliance concerns shows persistent correlations in the areas of faculty qualifications and teaching assignment alignment. The unit continues to lack a comprehensive and sustainable system for verifying that all faculty, particularly adjuncts and those with supervisory responsibilities, possess appropriate qualifications aligned with their teaching assignments. Additionally, the unit has not consistently monitored or documented faculty fulfillment of the required 40 hours of co-teaching. These recurring findings indicate the need for immediate and systemic improvement in faculty credential management, policy enforcement and oversight to ensure compliance and instructional quality.

4. Assessment

2017-18 Site Visit Concerns

1. 79.13(general): The team finds evidence that the undergraduate teacher education program and the graduate program are referenced as a unit, yet they do not function as such in terms of assessment. The team requires the unit or institution to examine governance and assessment structures to develop a coherent unit assessment system for quality, coherent assessment for all candidates and programs.

2024-25 Site Visit Correlations

None.

5. Teacher Clinical

2017-18 Site Concerns

1. 79.14(1) The team finds evidence that all teachers in the graduate programs are making their own placements. There are practicum agreements made with schools but there are no documented systems to ensure that each endorsement candidate is placed in an appropriate setting or with an appropriately licensed cooperating teacher. The team found no evidence that experiences are structured and managed to provide quality learning and practice. The team requires the unit to develop and implement policies and procedures to ensure clinical experiences are appropriate to meet the needs of earning an additional endorsement.

2. 79.14(3) The team found no evidence that the graduate program and P-12 school partners share responsibility for evaluating the graduate students' achievement of unit standards. The team requires the unit to develop and implement structures to ensure collaborative evaluation of graduate student learning in clinical experiences.

2024-25 Site Visit Correlations

Findings in both reviews noted a concern that the unit failed to ensure that candidates were consistently placed with appropriately licensed and experienced mentors. In 2017-2018, this finding pointed to the quality of supervision due to candidates making their own placements, however in 2024-2025 the concern noted lack of experience for assigned supervisors. An explicit policy was written in 2017-2018 and that policy was updated to guide the assignment of supervisors to address the current concern.

6. Teacher Education Knowledge, Skills and Dispositions

2017-18 Site Concerns

None.

2024-25 Site Visit Correlations

None.

7. Teacher Intern Governance

2017-18 Site Concerns

1. 77.8(1) The team finds evidence that the designed governance structure is not in effect. Comments from the lead instructor indicate that although the course syllabi may have been revised in 2016, he has not adjusted his teaching practice or content. He stated the program was originally 10 sessions that he designed, that included “everything you need to know.” He further stated that regardless of the new curriculum, the original 10 sessions is, “that’s still what I do.” The team requires the unit to implement governance of the program in a way that ensures the program curriculum is being taught and assessed with fidelity in accordance with program standards and governance requirements.

2. 77.8(6) The team finds evidence that the Director does not have sufficient time to oversee the program in addition to other duties. The team requires the institution to examine and adjust human resources in order to ensure a position with adequate time to provide program governance.

2024-25 Site Visit Correlations

Ongoing issues in governance and operational support for the Teacher Intern program were found in both reviews. The unit continues to lack sufficient staffing and oversight mechanisms to ensure fidelity in program delivery and compliance. In 2017–2018, concerns centered on the failure to implement revised curriculum and limited administrative capacity; in 2024–2025, similar deficiencies persist with clerical support for transcript review and record maintenance. Resolution of the current concerns includes documentation of an approved position description and hiring process, in progress, for the needed clerical support.

8. Teacher Intern Faculty

2017-18 Site Concerns

1. 77.9 (5) The team finds no evidence that the lead instructor has completed at least 40 hours of team teaching during a period not to exceed five years in duration at the middle school, junior high school or high school level. The team requires the unit to establish and enforce policy to ensure faculty members remain current in classroom practices.

2024-25 Site Visit Correlations

Faculty correlations for the Teacher Intern program are reported with the Faculty standard, 79.12, above.

9. Teacher Intern Program of Study

2017-18 Site Concerns

1. 77.10(3) The team finds evidence that although there has been a dedicated course created for classroom management techniques (EDUC 4051), the discussion of practices facilitated by the lead instructor in EDUC 4241 are not considered current best practice and are detrimental to the preparation of intern candidates to meet the learning needs of all students. For instance, the following solutions were cited by a teacher intern candidate who

received a 4.0 rating (highest rating) on a classroom management successes and challenges chart:

- a. Disrespectful behavior isn't tolerated. Collect data for alternative school.
- b. Private schools have some advantages, especially in family involvement, and demographics. Not every student[s] comes from a wealthy background, but they are in private school because they are hopefully more serious about their education.
- c. Pattern: bad home life, lack of motivation. The team requires the unit to ensure best practices are incorporated in all coursework to prepare intern candidates to meet the learning needs of all students.

2024-25 Site Visit Correlations

None.

10. Teacher Intern Assessment

2017-18 Site Concerns

- 1. 77.11(2)a.2** The team finds evidence that teacher intern candidates are admitted to the program with content course deficiencies. The team requires the unit to document policies and procedures are in place and conducted with fidelity to ensure candidates have completed coursework for the endorsement being sought prior to admission to the program.
- 2. 77.11(2)a.2.** The team did not find evidence that content coursework deficiencies were resolved prior to being recommended for a teacher intern license. The team requires the unit to ensure and document resolution of content deficiencies for candidates admitted prior to resolution of assessment concern number one.
- 3. 77.11(2)** Through review of candidate files, the team found evidence that candidates have been advised incorrectly regarding coursework needed for state minimum requirements. The team requires the unit to engage in professional development and then develop advising policies and procedures to ensure candidates are advised in accordance with BoEE and Department requirements.

2024-25 Site Visit Correlations

None.

Full Initial Site Visit Report with Institution Responses

Morningside University

Team Report

Preliminary Review: June 26, 2024

Site Visit: October 13, 2024 through October 16, 2024

Final Report: December 19, 2024

Presented to the State Board of Education on: December 4, 2025

Iowa Department of Education

Site Visit Team Members:

Dr. Maryam Rod Szabo, Iowa Department of Education
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Dr. Lindsay Harrison, Iowa Department of Education
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Graduate Enrollment Manager and Orientation Advisor, Davi Grader, Senior Administrative Coordinator

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 team commends the work of the instructional designer and the educational technologist in development of consistent formatting of e-learning sites and syllabi that support online instruction.
- The investment in Tevera has provided a data management system for monitoring assessment, placement, and curriculum data.

Recommendations

1. 79.10(7) The team found through the Institutional Report, interviews and faculty data an over-reliance on part times when considering the ratio of full-time faculty to part times. It is recommended that the unit review and increase the full-time faculty oversight of the curriculum and instruction and formalize professional development opportunities for adjunct faculty members. This will allow for more program consistency for course offerings and collaborations across the unit.

Unit Response

In response to the recommendation that the unit, review and increase full time faculty oversight of the curriculum and instruction, the unit has crafted the following plan:

1. Continue to develop and strengthen the existing School of Education (SOE) team model that designates full time faculty who provide oversight for curriculum and instruction on a specific SOE academic team aligned with their expertise and qualifications.
2. Create the role of Unit Literacy Coordinator (a faculty designate) to ensure literacy programs across the unit are in compliance with Iowa standards for the Science of Reading.
3. Create the role of Unit Mathematics Coordinator (a faculty designate) to ensure mathematics curriculum for education majors is aligned with evidence-based practice.
4. Form the Unit Curriculum Alignment Team (UCAT) to develop and maintain curriculum maps that include explicit course objectives, course topics, and major assessments clearly aligned to InTASC, Iowa Teaching Standards (ITS), Chapter 79, and the Iowa Literacy Standards.
5. Conduct annually an internal review of endorsement programs guided by full time faculty members in collaboration with Program Coordinators, Academic Coordinators and part time instructors annually, where course objectives, course activities, course assessments and student work samples are reviewed to ensure compliance and best practice.

In response to the recommendation to formalize professional development opportunities for part time faculty members, the unit has developed the following plan:

1. Create a Part Time Faculty Internal Advisory Committee to provide input and feedback regarding curriculum, instruction, operations and professional development. The first meeting is slated for August 2025.

2. Continue to develop and strengthen the Part Time Faculty Professional Development initiative where part time faculty professional development opportunities are offered based on needs identified by Program Coordinators, Academic Coordinators and the instructional designers. In addition, the unit will continue to enhance a computer-based training library on the learning resource management platform (Moodle) that will be a content resource for Program Coordinators, Academic Coordinators and part time faculty.
3. Part time faculty will be encouraged to choose one professional development activity to add to the goals section of their annual evaluation.
4. Part time professional development will be under the leadership of the newly formed Instructional Support Team, which will include a Director of Instructional Support, Instructional Designer and Instructional Technologist to serve all full time and part time faculty in all programs across the unit.

2. 79.10(10) The team finds evidence in course catalogs, syllabi and interviews with program faculty that not all secondary content area methods courses are equitable across disciplines in terms of credit hours. The team recommends the unit reevaluate the allotted credit hours.

Unit Response:

In response to the recommendation that not all secondary content area methods courses are equitable across disciplines in terms of credit hours, the unit took the following action:

1. The unit submitted to the university Curriculum Policies & Assessment Committee the following proposal which was approved on April 15, 2025, where the secondary methods course, SSCI 425: Methods of Teaching Social Sciences & Practicum (2 credit hours) will be replaced by EDUC 425: Methods of Teaching Social Sciences & Practicum (4 credit hours) for the American Government/American History Teaching and American History/World History Teaching majors. This makes all secondary content area methods courses equitable across disciplines in terms of credit hours and also uniform in terms of using EDUC as the course prefix.

Links to evidence provided to the Department

Curriculum exhibits for American Government/American History and American History/World History were submitted to the BOEE on August 15, 2025, reflecting the course change from SSCI 425 to EDUC 425.

Concerns

1. 79.10(2) The team did not find evidence, through interviews and review of the Institutional Report, that all stakeholders understood the roles and responsibilities associated with overseeing components within the SOE particularly in the secondary programs. While positive relationships and collaboration were expressed, the team requires the unit to develop a plan and process to ensure oversight of secondary programs and clearly communicate the updated governance structure.

Unit Response:

In response to this concern, the unit developed the following plan to ensure oversight of secondary programs:

1. The Provost conferred with the faculty chair of the university Curriculum Policies & Assessment Committee. They agreed that the Dean or Department head of the SOE shall be present at Curriculum Policies & Assessment Committee meetings where there are proposed changes to any teaching major to provide oversight and guidance to curriculum changes related to approved programs.
2. The Provost modified the institutional program review process to require the SOE department head to participate in the review of secondary teaching majors.
3. Deans and department heads from secondary teaching majors will meet with the SOE Dean and department head twice each semester to review a variety of issues affecting secondary teaching majors; for example, SOE policy and procedure, Iowa State legislative or administrative code changes, content knowledge assessment data and matters related to advising. The meetings will be held in August, October, February and April.
4. The SOE UCAT will confer with each secondary teaching program's Dean or department head to review and update curriculum maps annually each November.

Links to evidence provided to the Department.

2. 79.10(7) The team did not find evidence of sufficient resources through interviews, review of operations staff duties, and review of unit responsibilities for multiple programs with varying delivery models leading to licensure. The unit is required to review staff and faculty roles and responsibilities, and appropriate resources for the following:

1. Administrative support for the Dean for major programs such as adult and graduate programs.
2. Appropriate resources for Central Office of Operations responsibilities (i.e., record keeping, admissions and registration processes).
3. Instructional and Educational Technologist, and faculty development support for both face to face and online programs.
4. Program Coordinator for professional development, in particular, for adjunct faculty.
5. Full-time faculty and adjunct faculty ratio and appropriate distribution of curriculum oversight based on individual expertise.

Unit Response:

In response to these concerns, the following personnel modifications have been approved by the Morningside University administration:

1. The Unit Communication Coordinator position has been increased from part time to full time and modified to support the Dean.
2. A search is underway for a full time Unit Records Manager to support the central office of operations area.

3. An Instructional Support Team has been formed that will include a Director of Instructional Support, Instructional Designer, and Instructional Technologist to serve full time and part time faculty in all programs across the unit.
4. The Director of Instructional Support will coordinate part time professional development for all part time faculty in the unit.
5. Three faculty positions have been added.
6. When appropriating resources for instruction, the unit places emphasis on its initial licensure programs. The Dean, department heads and Program Coordinators ensure that priority is given to initial licensure programs in the assignment of teaching loads for full time faculty. In addition, full time faculty provide oversight for curriculum and instruction on a specific SOE academic team aligned with their expertise and qualifications.

The decision to add three full time faculty to the unit impacts the SOE Academic Operations Model in these ways:

1. Strengthens the reliance on full time faculty for curriculum oversight, compliance and course design. More full-time faculty serving in the unit, increases the number of individuals who can contribute to the oversight of curriculum at all levels and programs. Furthermore, more full-time faculty are available to serve as mentors to part time faculty, support (or serve) as Program Coordinators and Academic Coordinators. Part time faculty do not design the courses – as such, having more full-time faculty increases the amount of expertise in the unit as it relates to curriculum, subject matter and content and instructional approach. Three more of Morningside's full time faculty will assume roles as Academic Coordinators in the coming academic year.
2. Strategically increases the number of full time faculty qualified to teach in high need areas in the SOE, such as special education and initial licensure programs across the unit.

Faculty Responsibilities

The addition of these full time faculty increases faculty oversight of curriculum, and will allow for more full-time faculty to hold teaching assignments in our initial licensure programs and in our high need areas, such as special education, teacher intern and literacy.

1. Faculty A will provide curriculum oversight for and teach elementary education and literacy courses for adult and graduate programs. The faculty will lead as an academic coordinator for literacy courses in collaboration with the Unit Literacy Coordinator, to ensure courses are aligned across the unit, and will advise graduate students in the reading endorsement.
2. Faculty B will have teaching assignments in undergraduate and graduate special education programs; by Summer of 2026, it is anticipated that the faculty will lead as an academic coordinator in special education, and they will provide curriculum oversight on the special education team.
3. Faculty C will have teaching assignments in the Masters research core, and will lead as an academic coordinator in the research core as well as serve as a research mentor. They will also serve as a faculty consultant on the ESL team, and teach one

course in the MAT ESL degree program. Faculty C's responsibilities will allow for the reassignment of some current, full time faculty to teach courses in the undergraduate initial licensure program and the teacher intern initial licensure programs.

The impact of adding three full time faculty to the SOE allows the unit to realize the power of collaborating as teams, to continue to emphasize our Academic Operational Model of working together in community and provides faculty leadership in the development and enhancement of best practice for instructional strategies to be shared unit-wide.

Sources of Information

Interviews with:

School of Education Dean, Department Head for Curriculum and Assessment, Director of Adult and Graduate Initial Licensure Programs, Director of Instructional Design, Teacher Education Advisory Committee, Unit Faculty, Placement Coordinator, Alumni

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, program opening presentation

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

- Evidence from the Institutional Report, opening presentation, course syllabi and interviews indicate diversity is valued at Morningside University across the community, coursework, teaching and student outcomes.
- Students define diversity as encompassing more than demographics, including English Language Learners, struggling learners, students from poverty, talented and gifted individuals, students with an Individualized Education Program and those with dyslexia. They highlight the importance of understanding how the brain functions and how culture or backgrounds influence learning and thinking styles.
- Faculty and student interviews confirm that diversity is integrated into course instruction, with educators addressing diverse student needs through an equity mindset. There is a strong focus on creating inclusive environments and fostering a sense of belonging for everyone, supported by the Morningside Statement of Community.

Recommendations

None.

Concerns

None.

Sources of Information

Interviews with:

School of Education Dean, Department Head for Curriculum and Assessment, Director of Operations and Recommending Official, Director of Instructional Design, Program Coordinator for Undergraduate Programs, Program Coordinator for Graduate Advanced Practice Programs, student teacher candidates, classroom visits with current candidates, Unit Faculty, Placement Coordinator

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, course syllabi, program opening presentation

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

Recommendations

1. 79.12(1) During interviews and survey review, the team learned Academic Coordinators are intended to ensure courses are equitable and consistent across modalities, however the function of the academic coordinator is not always clear. The team recommends the unit define and communicate the role of the Academic Coordinators and ensure the responsibilities are consistently fulfilled.

Unit Response:

In response to the recommendation that the unit define and communicate the role of Academic Coordinators and ensure responsibilities are consistently fulfilled, the unit plans to proceed as follows:

1. Continue to develop and strengthen the existing operational structure where Academic Coordinators serve as course authors and report to assigned Program Coordinators, which is explicit in the Service Agreement. Morningside will continue the practice of requiring Academic Coordinators to sign a form acknowledging the terms and conditions of their Service Agreement.
2. Academic Coordinators will continue to be required to attend monthly meetings with their team every term and complete required course readiness checklists and the continuous course improvement logs.
3. Academic Coordinators will be encouraged to participate in dedicated professional development sessions delivered by the Instructional Support Team based on needs expressed by Academic Coordinators, Program Coordinators or the Instructional Support Team.
4. Academic Coordinators will be required to participate in the improved annual evaluation system (using the new platform, Perform Yard) to foster understanding, growth and development.
5. In addition to routine communication from their Program Coordinators, the unit will distribute a newsletter to Academic Coordinators each term.

Links to evidence provided to the Department

Concerns

1. 79.12(5)c & 77.9(5) Through review of the Institutional Report, program response to the Preliminary Review Report and faculty spreadsheet, the team did not find evidence of the unit tracking ongoing involvement (40 hours) for all faculty, to include appropriate co-teaching and engagement in PK-12 settings. The unit is required to submit documentation using a provided table for the faculty members.

Unit Response:

Links to evidence of 40-hour compliance provided to the Department.

The unit has developed and implemented a clear policy that requires all faculty in educator preparation to meet the requirements of this sub rule. The details of the policy and evidence provided are listed below.

Description of Policy

All Sharon Walker SOE full time and part time faculty who teach courses that meet Iowa endorsement requirements must submit a current CV each year, and must maintain ongoing, meaningful involvement in P-12 schools annually. Furthermore, faculty must have a minimum of 40 hours of classroom experience within a 5-year period in order for the SOE to be in compliance with Iowa's Faculty Standard requirement (Ch. 79.12(5)(c.)).

Criteria for 40 hours of Classroom Experience

Morningside defines the 5-year period as beginning 5 years prior to the completion of this form. For example, if this form is completed in June 2015, any classroom experiences dating back to June 2010 may be submitted. All faculty must submit very explicit and detailed information about classroom experiences. For example, for substitute teaching, the exact grade level, name of school, district, etc., must be listed. Furthermore, in order for those contact hours to be considered "compliant," they must match the areas and grade level in which they are assigned to teach or supervise at Morningside.

Procedure for Regular Review of Faculty Credentials

1. All newly hired full time and part time faculty must submit the Faculty Credentials and Status Form upon hire and sign a Statement of Understanding, acknowledging the obligation to submit the status form annually.
2. Each eight-week term, the SOE Central Operations team prompts all currently assigned full time and part time faculty to submit an updated Faculty Credential and Status Form within 30 days of the initial request.
3. The SOE's Unit Records Manager, reviews the submissions using the Faculty Credential tracking system, to ensure that the faculty have current and appropriate records on file with the SOE.
4. Program coordinators, department heads, and Directors review faculty credentials during the annual evaluations of their faculty and part time faculty members to ensure compliance. Faculty who have not made progress in completing contact hours will be asked to submit a detailed plan describing a timeline for completion. The Dean will be notified of failure to comply on an ongoing basis.

Failure to Comply with the Faculty Credentials and Status Policy

All faculty who fail to comply annually with this policy will be subject to disciplinary action that may include termination. Faculty who fail to complete ongoing classroom experience may also be required to submit a detailed plan describing a timeline for completing contact hours each year to ensure that 40 hours are met within a five-year period.

Communication of Faculty Credentials and Status Policy

Compliance with this policy is a condition of employment for full time and part time faculty in the Sharon Walker SOE at Morningside University. Faculty are informed of the policy as follows:

1. At the time of hire, as evidenced by the signed Statement of Understanding document.

2. As noted in appointment letters for full time faculty and in Service Agreements for part time faculty.
3. The SOE Faculty and Staff Handbook and the SOE unit resource Google site (a repository of handbooks, forms, resources, etc. for internal use by SOE faculty and staff) will be updated to reflect these policies.
4. As a preface in the email that prompts faculty to complete the Faculty Credentials and Status Form each term.

The unit has required all faculty who still teach and will regularly teach for Morningside to complete the required hours to come into compliance. Each faculty member has a notation that indicates one of the following actions have been taken to bring the faculty member into compliance: a) completion of required hours, b) a detailed plan describing a timeline for completing contact hours each year to ensure that 40 hours are met within a five-year period, or c) the faculty member has separated from the university.

2. 79.12(2) & 77.9(2) Through review of faculty curriculum vitae and provided information, the team did not find evidence of appropriate qualifications for all adjunct faculty members that aligns with their teaching assignment. The team requires the unit to provide a clear record to ensure faculty qualifications align to the teaching assignments; please use the provided table to document alignment of faculty preparation, skills and experience with their teaching assignment.

Unit Response:

Following is a summary of review of faculty qualifications and teaching assignments for the faculty identified in this concern.

Links to evidence of faculty qualifications provided to the Department.

1. Faculty E's information has been added to the Alignment Tab of the Morningside Faculty Review-August 2025 response spreadsheet.
2. Documentation of alignment for those instructors to begin Fall 2025 has been updated on the alignment tab of the Morningside Faculty Review-August 2025 response. Actions taken include: evidence of appropriate qualifications, reassignment of teaching duties or the faculty member has separated from the university.
3. A policy for hiring faculty is displayed below. This policy has been communicated in writing to all Directors, department heads and Program Coordinators and will appear in the Faculty and Staff Handbook and on the SOE unit resources Google site.

Part Time Faculty Hiring Policy

Directors, department heads, and Program Coordinators are responsible for recruiting and recommending for hire qualified part time faculty. The following policy shall guide this process.

1. At the point of application and prior to conducting a formal interview, the candidate must complete the Faculty Status and Credentials (FCS) form.
2. The Director, department head or program coordinator reviews the FSC form to ensure all components are completed and the candidate has uploaded a current curriculum vitae, a copy of teaching licenses and unofficial transcript.
3. The Director, department head or program coordinator may then invite the candidate for an interview.

4. To recommend a candidate for hire, the Director, department head, or program coordinator must complete the Request for Hire form and the Verification of Faculty Qualifications form, providing explicit evidence of the candidate's qualifications for specific teaching assignments with regard to the candidate's credentials and experience. (This information will be exported to the faculty alignment spreadsheet.)
 5. The Request to Hire form is processed by the Senior Administrative Coordinator.
 6. The Request to Hire form and the Verification of Faculty Qualifications form are presented to the Dean for final approval and assignment of compensation.
 7. The Director, department head and Program Coordinators are responsible for verifying part time faculty's credentials to ensure they are appropriately aligned with teaching assignments before submitting instructor assignments on the master course list.
-

Sources of Information

Interviews with:

School of Education Dean, Department Head for Curriculum and Assessment, Director of Operations and Recommending Official, Director of Instructional Design, Program Coordinator for Undergraduate Programs, Program Coordinator for Graduate Advanced Practice Programs, Senior Administrative Coordinator, Academic Coordinators, student teacher candidates, classroom visits with current candidates, Unit Faculty, Placement Coordinator

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, course syllabi, program opening presentation

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.*

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 commends the unit's leadership in building an intentional assessment system for tracking, communication and processes across initial licensure programs.

Recommendations:

1. 79.13(5)c The team found evidence through the Institutional Report, assessment system walk through, interviews and records review that multiple measures are used for candidate assessment for each unit standard. The team recommends the unit consider alignment of content area measures with required national standards in secondary education, prior to student teaching.

Unit Response:

In response to this recommendation, the unit will proceed as follows:

1. Create and pilot a Content Knowledge Supplemental Assessment, aligned with sub indicators for InTASC #4 and #5, to be completed by cooperating teachers during practicum and also discipline-specific methods instructors prior to student teaching.
2. Modify assignments in discipline-specific methods courses to require students to create micro-lessons in designated domains for their respective content areas to ensure students are developing and delivering lessons across the scope and sequence of the content prior to student teaching. A meeting was held in April with the discipline-specific methods instructors to discuss and plan the course changes. These modified courses will be delivered again in Spring 2026, as part of the standard course rotation.

Link to evidence provided to the Department.

Concerns

1. 79.13(5)a and 77.11(3)a The team did not find evidence of how the unit ensures candidate assessment measures are fair and reliable through review of the Institutional Report, assessment system walkthrough and Assessment Director interview. The team requires the unit to develop a process for regular interrater reliability activities with all faculty (educator and intern preparation) engaged in evaluation using a common rubric.

Unit Response:

In response to the concern related to interrater reliability activities, the unit has developed the following:

A policy and procedure for interrater reliability has been created. Current faculty and new faculty will complete a computer-based training module to educate them about the basic concepts of interrater reliability. Then, during summer workshops all current full time faculty will participate in the interrater reliability training sessions using the Checkpoint 2 Rubric for initial

licensure programs (educator and intern preparation). Subsequent workshops will be held to address additional rubrics through the 2025-2026 academic year.

Links to evidence provided to the Department.

Sources of Information:

Interviews with:

School of Education Dean, Department Head for Curriculum and Assessment, Director of Operations and Recommending Official, Teacher Education Advisory Committee, student teacher candidates, Unit Faculty

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, course syllabi, program opening presentation, assessment system walkthrough

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 unit has a well-crafted plan for clinical field experiences that builds from exploratory and intermediate to advanced placements.

Recommendations:

None.

Concerns:

1. 79.14 (2)a Through a review of records, the team found evidence that some candidates are supervised by principals with little experience in subject areas, such as the special education field. The unit is required to align supervisor preparation and experiences to evaluate and mentor clinical participants. Additionally, the unit is required to plan a process to ensure candidates are provided feedback on their instruction and content knowledge from supervisors and cooperating teachers appropriately licensed in the grade level and content area the candidates are being prepared.

Unit Response:

In response to this concern, the unit has added an explicit policy to guide the assignment of university supervisors across all programs in the unit.

The unit reviews the qualifications of the university supervisor to ensure they have appropriate experience as it relates to the grade level and content area of the student teacher or teacher intern they are supervising. The phrase, "closely align," in the context of the policy accounts for instances, such as a supervisor who has congruent qualifications; for example, a supervisor may hold 5-12 Science - All (#185) license and supervise a student teacher or teacher intern who is pursuing a 5-12 Biology (#151) license; or a supervisor may hold a K-12 Instructional Strategist II: BD LD (#263) and supervise a student teacher who is pursuing the K-12 Strategist I and II - All (#259) license during the portion of their student teaching experience for K-12 Instructional Strategist II BD LD.

The following factors guide the unit in determining the need for a content area evaluator:

1. If the university supervisor is licensed in the content area for which the student teacher or teacher intern is teaching but does not have recent experience teaching in the content area.
2. When the university supervisor has experience as a principal evaluating teachers at the same grade level that the student teacher or teacher intern is teaching, but does not have a license in the specific content area.

Link to evidence provided to the Department.

2. 79.14(4) The team found through review of the Institutional Report, student record review, and conversations with the Placement Coordinator and candidates the unit considers diversity through placement of candidates in a local district. However, this requirement is not designated in the policy required for all the candidates. The team requires the unit to define the diverse populations and learner groups it will consider when placing candidates in clinical experiences.

In addition, the unit needs to update the policy for how candidates are placed and the tracking system to document the variety and diversity in placements.

Unit Response:

In response to this concern, the unit has updated its policy and procedure for how candidates are placed.

Link to evidence provided to the Department.

Sources of Information

Interviews with:

School of Education Dean, Department Head for Curriculum and Assessment, Director of Operations and Recommending Official, Director of Instructional Design, Program Coordinator for Undergraduate Programs, Program Coordinator for Graduate Advanced Practice Programs, Senior Administrative Coordinator, Academic Coordinator, University Supervisor Coordinator, student teacher candidates, classroom visits with current candidates, Unit Faculty, Placement Coordinator, Alumni

Review of:

Institutional Report. program response to the Preliminary Review, student records, surveys, course syllabi

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 Morningside SOE is commended for the incorporation of the Model Code of Ethics throughout professional courses.
- The team finds strength in the program's instructional technology integration and preparation of candidates to use educational technology in the classroom.
- Teacher candidates regularly noted they receive beneficial and consistently useful written feedback from faculty.
- The team commends Morningside on multiple faculty participating in LETRS training.

Recommendations

1. 79.15(5) The team recommends the unit continue to develop the existing curriculum map to more clearly align the stated course objectives, course topics, and major assessments directly to the program standards (InTASC, ITS, Chapter 79) that apply to each. The program may also consider indicating developmental stages for major assessments.

Unit Response:

The unit agrees with this recommendation, especially given recent legislative and rule updates that occurred just after the submission of our institutional report in the summer of 2024. The unit plans to use this opportunity to edit existing maps to align educator and intern programs to the revised Chapter 79 rules, as well as incorporate specific standards for literacy and evidenced-based mathematics in the unit curriculum maps. Notations will be added to indicate development stages for major assessments. The Dean has appointed UCAT to further develop and maintain curriculum maps for the unit that include explicit course objectives, course topics and major assessments clearly aligned to InTASC, ITS, Chapter 79 and the Iowa Literacy Standards. Members of UCAT include: SOE faculty department head, Program Coordinators, Director of Adult and Initial Licensure programs and Director of Instructional Support.

Concerns

1. 79.15(2) The team finds evidence through syllabi review, interviews with the Dean of the SOE, class visits/interviews with candidates, and review of the Institutional Report and response to the preliminary review that differentiation is generally covered. However, the same evidence suggests there is not dedicated coursework, across all programs, in which all candidates develop the ability to identify and meet the needs of students who are:

- 79.15(2)d: gifted and talented
- 79.15(2)e: English language learners
- 79.15(2)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

The unit is required to add dedicated coursework in which all candidates develop the ability to identify and meet the needs of students of the populations as listed in Chapter 79.

Unit Response:

The unit embraced this feedback and was inspired to develop a dedicated, required foundational course for all teaching majors in the undergraduate educator program to ensure all teacher education students 1) have contextual understanding of learner differences prior to applying instructional strategies, 2) participate in teacher education program orientation, 3) complete baseline program assessments and 4) engage in required field experiences with varying learner populations. This course will also serve as a means for all students in teacher education programs to complete pre-clinical field experiences that are properly documented and tracked for English language learners, students with disabilities, students at risk, talented and gifted and students with high risk behaviors (as noted in 79.14(4)). All students, including transfers, will be required to complete this course in order to ensure compliance with Iowa Administrative Code 281 79.14(4) and 79.15(2).

The unit proposed the addition of EDUC 112 Characteristics of Learners that specifically addresses the concern noted at 79.15(2) related to the populations identified in 79.15(2)d, 79.15(2)e, 79.15(2)f. The course was approved as part of the “Education Package” on the consent agenda at the university faculty meeting on April 15, 2025.

Links to evidence provided to the Department.

Curriculum exhibits have been submitted to the BOEE to reflect the updated course sequence, which includes these courses: EDUC 101, EDUC 112, EDUC 234, EDUC 331, SPED 201, on August 15, 2025, 2025.

Sources of Information

Interviews with:

School of Education Dean, Department Head for Curriculum and Assessment, Program Coordinator for Undergraduate Programs, Program Coordinator for Graduate Advanced Practice Programs, student teacher candidates, classroom visits with current candidates. Unit Faculty, Placement Coordinator, Alumni

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, course syllabi, program opening presentation

TEACHER INTERN GOVERNANCE AND RESOURCES STANDARD

281—77.8(256) Governance and resources standard. *Governance and resources adequately support the preparation of teacher intern candidates to meet professional, state and institutional standards. As a component of the program, the institution shall work collaboratively with the local school district(s) or AEA.*

77.8(1) *The institution shall have a clearly understood governance structure that serves as a basis to provide guidance and support for the teacher intern preparation program.*

77.8(2) *The institution's responsibilities shall include but not be limited to:*

- a. Establishing a teacher intern leadership team that will provide oversight of the program;*
- b. Providing appropriate resources to ensure a quality program; and*
- c. Submitting a recommendation by the authorized official of the program to the BOEE for a teacher intern license after the teacher intern candidate's completion of the coursework and competencies as outlined in the program of study in subrule 77.10(3).*

77.8(3) *The leadership team's responsibilities include:*

- a. Establishing the conceptual framework to provide the foundation for all components of the program;*
- b. Screening and selecting teacher intern candidates;*
- c. Establishing an advisory team to provide guidance to the teacher intern preparation program annually for program evaluation and continuous improvement. The advisory team shall include institutional personnel, including program faculty, and representatives from LEA 5-12 grade level teachers and administrators; and*
- d. Using program evaluation and continuous improvement to review and monitor the program goals, the program of study, the support system, and the assessment system.*

77.8(4) *The teacher intern preparation program and LEAs will work collaboratively to provide opportunities for teacher intern candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.*

77.8(5) *The LEA will provide the following:*

- a. An offer of employment to a teacher intern candidate in the program;*
- b. A mentoring and induction program with a district-assigned mentor; and*
- c. An assurance that the LEA will not overload the intern with extracurricular duties.*

77.8(6) *The institution provides resources and support necessary for the delivery of a quality teacher intern preparation program. The resources and support include the following:*

- a. Financial resources; facilities; and appropriate educational materials, equipment and library services;*
- b. Commitment to a work climate, policies, and faculty/staff assignments that promote/support best practices in teaching, scholarship and service;*
- c. Equitable resources and access for all program components regardless of delivery model or location;*
- d. Professional development opportunities for all faculty members;*

- e. *Technological support for instructional needs to enhance candidate learning with instructional technology integrated into classroom experiences;*
- f. *Quality clinical experiences and evaluations for all educator candidates;*
- g. *Recruiting and supporting faculty; and*
- h. *Sufficient faculty and administrative, clerical, and technical staff.*

77.8(7) *The program has a clearly articulated process regarding candidate and intern performance, aligned with the institutional policy, for decisions impacting progress through the program. Program and school district policies for removal and replacement of interns from their internship assignment are clearly communicated to all candidates, school administrators and faculty.*

Initial Team Findings – Intern Governance and Resources

Commendations/Strengths

- The team commends the leadership in the internship program.
- They are highly respected by candidates, interns and alumni for providing quality and timely support throughout the program.

Recommendations

1. 77.8(1) The team did not find consistent evidence that constituents understood governance roles in the internship pathway. The team recommends the unit define and communicate the internship structure. Include roles and responsibilities for the following: Director of Adult and Graduate Initial Licensure Programs, Program Coordinator - Graduate Special Education, Director of Operations/Recommending Official, Teacher Intern Leadership Team and Dean.

Unit Response:

In response to the recommendation that the unit define and communicate the internship structure, the unit will a) continue to distribute the SOE Directory to faculty and staff in the unit, b) include an explicit explanation of governance roles as part of the part time faculty orientation and the new student orientation, c) continue to engage with teacher interns during the Teacher Intern Summer Institute so that interns clearly understand the Morningside University leadership roles that are in place to support them in the internship pathway.

2. 77.8(3)c The team found evidence through the Institutional Report, survey responses and interviews with faculty that there is an advisory board established that meets twice a year. The team recommends the unit to add a column for action items and follow up to the minutes to provide documentation for changes made based on data review and board recommendations.

Unit Response:

The unit has implemented this recommendation. Please see the link below that depicts the recommended format for minutes.

Links to evidence provided to the Department.

3. 77.8(5)b The team found evidence, through a records review and interviews with the Director of Adult and Graduate Initial Licensure Programs, the Program Coordinator - Graduate Special Education and the Director of Operations/Recommending Official, that the unit uses a spreadsheet to track the teacher interns' district-assigned mentor. The team recommends that the unit develop and communicate a timeline to receive mentor documentation from the district.

Unit Response:

In response to this recommendation, the unit is considering updating the current Teacher Intern Job Verification form to include a field for the district administrator to name the assigned

district mentor. This information could then be formally added to the student record for the teacher internship.

Concerns

1. 77.8(6)h The team found evidence through records review and an interview with the Director of Operations/Recommending Official that the unit does not have sufficient administrative/clerical staff to review transcripts and manage and organize teacher intern records. The team requires the unit to add additional administrative/clerical resources to address this need and ensure that the records are complete and maintained in a fashion that allows program staff, program candidates and interns to verify completion status of program and licensure requirements.

Unit Response:

The unit recognizes the need for this role; and the Morningside University administration has approved the addition of a Unit Records Manager to serve all programs in the unit, and the search is underway.

Link to evidence provided to the Department.

Sources of Information

Interviews with:

School of Education Dean, Teacher Education Advisory Committee members, Unit Faculty, Alumni, Director of Operations/Recommending Official, Director of Adult and Graduate Initial Licensure Programs, Program Coordinator - Graduate Special Education, Teacher Intern Leadership Team, Interns and Alumni

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, syllabi, coursework modules

TEACHER INTERN FACULTY STANDARD

281—77.9(256) Faculty standard. *Faculty qualifications and performance shall facilitate the professional development of teacher intern candidates in accordance with the following provisions.*

77.9(1) *The program defines the roles and requirements for faculty members by position. The program describes how roles and requirements are determined.*

77.9(2) *Faculty members shall have preparation and have had experiences in situations similar to those for which the teacher intern candidates are being prepared.*

77.9(3) *The program holds faculty members accountable for teaching prowess. This accountability includes evaluation and indicators for continuous improvement.*

77.9(4) *The program holds faculty members accountable for professional growth to meet the academic needs of the program.*

77.9(5) *Faculty members shall maintain an ongoing, meaningful involvement in activities in schools at the secondary grade level. Activities of faculty members shall include at least 40 hours of team teaching during a period not to exceed five years in duration at the middle school, junior high school or high school level.*

77.9(6) *Faculty members collaborate with colleagues in the intern program and colleagues in secondary settings.*

77.9(7) *All faculty members demonstrate an understanding of the depth, breadth and best practices of the program.*

Initial Team Findings – Intern Faculty

Commendation/Strength

- The team commends the unit for developing the pre-internship summer workshop. Candidates and interns value the learning and lesson plan activity experiences during the workshop.
- The team found both faculty and adjunct faculty understand the depth and breadth of the program. All faculty were aware of the conceptual framework and how it is addressed and taught in their specific courses.

Recommendations

1. 77.9(1) The team did not find evidence through interviews and survey responses that adjunct faculty are aware of the structure between the program coordinator, academic coordinator and supervision assignments. The team recommends this be addressed and a method devised for regular communication of these structures to all stakeholders.

Unit Response:

In response to the recommendation that the unit communicate the structure of Program Coordinators, Academic Coordinators and supervision, the unit plans to proceed as follows:

- a. Continue to develop and strengthen the existing operational structure where 1) Academic Coordinators serve as course authors and report to Program Coordinators, 2) part time faculty report to Program Coordinators and collaborate with Academic Coordinators, who design the courses they deliver, 3) University supervisors report to the Director of Adult and Graduate Initial Licensure programs. These roles and reporting lines are articulated in each employee's Service Agreement.
- b. All teacher intern part time faculty are required to attend team meetings each term, where the Director will review the roles and responsibilities of Program Coordinators, Academic Coordinators, and university supervisors. All part time faculty will receive a SOE Directory.
- c. In addition to routine communication from their Program Coordinators, the unit will distribute a newsletter to part time faculty each term, where the structure of the program is communicated.

2. 77.9(6) The team found evidence that full time faculty collaborate with colleagues in the intern program. However, the team recommends creating more collaboration opportunities between intern faculty and adjuncts who teach in the program. The team further recommends professional development is extended and provided purposefully to adjunct faculty. [similar to Governance #2. 79.10(7)]

Unit Response:

In response to this recommendation, the unit will proceed as follows:

- a. Create a Part Time Faculty Internal Advisory Committee (which will include part time faculty who teach in teacher intern programs) to provide input and feedback regarding

curriculum, instruction, operations and professional development. The first meeting was held August 2025.

- b. Continue to develop and strengthen the part time faculty professional development initiative, “Grow with Us,” that was presented during the site visit review, where part time faculty professional development opportunities are offered for part time faculty based on needs identified by Program Coordinators, Academic Coordinators and the instructional designers. In addition, the unit will continue to enhance a computer-based training library on our learning resource management platform (Moodle) which was started in Spring 2024, that will be a content resource for Program Coordinators, Academic Coordinators and part time faculty.
- c. Part time faculty will be encouraged to choose one professional development activity to add to the goals section of their annual evaluation.
- d. Part time faculty professional development will be under the leadership of the newly formed Instructional Support Team, which will include a Director of Instructional Support, Instructional Designer and Instructional Technologist to serve all full time and part time faculty in all programs across the unit. This team will collaborate with the Director of Adult and Graduate Initial Licensure Programs to seek opportunities to enhance professional development for intern faculty and intern part time faculty.

Concerns

1. 77.9(3) The team did not find evidence through review of the Institutional Report, program response to the preliminary review, interviews with unit faculty and adjunct faculty of a specific evaluation process for intern faculty. The team requires the creation of a formalized evaluation process as well as a way to communicate the process and expectations.

Unit Response:

Morningside University’s Human Resource Department launched a new performance evaluation platform, Perform Yard, for all university staff. The unit has permission to use Perform Yard to formalize the evaluation process for SOE part time faculty. The platform automates the distribution of the self-evaluation form, prompts for the review of the employee by both the program coordinator Academic Coordinators and encourages dialogue between all stakeholders in the process. The SOE will begin using Perform Yard to evaluate part time instructors following the summer term, in September. Orientation and training will occur in the latter part of the summer. Some SOE full time staff are already engaged with the platform for their annual performance evaluations.

The evaluation policy and process will be communicated as follows:

- a. The evaluation policy and procedure will be included in the SOE Faculty and Staff Handbook and an updated copy will be sent to part time faculty, highlighting the evaluation policy.
- b. As part of the onboarding and orientation process for new part time faculty, the SOE Faculty and Staff Handbook is reviewed; and at that time, the evaluation policy and process are reviewed.

- c. Department heads and Program Coordinators (who are direct supervisors of part time faculty) will review the policy and process with part time faculty in their regular semester meetings in the Fall 2025.
- d. The Instructional Support Team will develop informational and demonstration videos to include in Part Time Faculty Newsletters reviewing the evaluation policy and process.

Links to evidence provided to the Department.

Sources of Information

Interviews with:

Unit Faculty, Adjunct Faculty, School of Education Dean, Director of Operations and Recommending Official, Senior Administrative Coordinator, Interns, Alumni

Review of:

Institutional Report, student handbooks, program response to the Preliminary Review, surveys

TEACHER INTERN PROGRAM OF STUDY STANDARD

281—77.10(256) Program of study standard. *A program's required coursework shall include a minimum of 28 semester hours or equivalent designed to ensure that teacher intern candidates develop the dispositions, knowledge, and performance expectations of the InTASC standards embedded at a level appropriate for a beginning teacher.*

77.10(1) *Teacher intern candidates shall develop the dispositions, knowledge, and performance expectations of the Iowa teaching standards (aligned with InTASC standards), and the BOEE's Code of Professional Conduct and Ethics at a level appropriate for a beginning teacher.*

77.10(2) *All components of the program of study must be initiated and completed after the candidate has completed a baccalaureate degree.*

77.10(3) *Coursework and competencies to be completed prior to the beginning of the candidate's initial employment as an intern include, but are not limited to:*

- a. Understands how learners grow and develop and implements developmentally appropriate and challenging learning experiences. This aligns with InTASC standard 1.*
- b. Demonstrates competence in content knowledge appropriate to the teaching position. This aligns with Iowa teaching standard 2 (281—subrule 83.4(2)) and with InTASC standards 4 and 5.*
- c. Demonstrates competence in classroom management. This aligns with Iowa teaching standard 6 (281—subrule 83.4(6)) and with InTASC standard 3.*
- d. Demonstrates competence in planning and preparing for instruction. This aligns with Iowa teaching standard 3 (281—subrule 83.4(3)) and with InTASC standard 7.*
- e. Uses a variety of methods to monitor student learning. This aligns with Iowa teaching standard 5 (281—subrule 83.4(5)) and InTASC standard 6.*

77.10(4) *Additional coursework and competencies to be completed prior to the recommendation for an initial teaching license shall include but not be limited to:*

- a. Uses strategies to deliver instruction that meets the multiple learning needs of students. This aligns with Iowa teaching standard 4 (281—subrule 83.4(4)) and with InTASC standards 2 and 8.*
- b. Engages in professional growth. This aligns with Iowa teaching standard 7 (281—subrule 83.4(7)) and with InTASC standard 9.*
- c. Contributes to efforts to achieve district and building goals. This aligns with Iowa teaching standard 8 (281—subrule 83.4(8)) and with InTASC standard 10.*
- d. Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals. This aligns with Iowa teaching standard 1 (281—subrule 83.4(1)).*

77.10(5) *Each teacher intern candidate demonstrates knowledge about literacy and receives preparation in literacy. Each candidate also develops and demonstrates the ability to integrate reading strategies into content area coursework.*

77.10(6) Each teacher intern candidate effectively demonstrates the ability to integrate technology into instruction to support student learning.

77.10(7) Each teacher intern 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—77.2(256). The unit shall provide evidence that teacher intern candidates develop the ability to meet the needs of all learners, including:

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

77.10(8) Each teacher intern candidate demonstrates knowledge and application of the Iowa core to the teaching and learning process.

77.10(9) Each teacher intern candidate will be engaged in field experiences that include opportunities for both observation of exemplary instruction and involvement in co-planning and co-teaching. Each teacher intern candidate will complete at least 50 hours of field experience prior to the candidate's initial employment as an intern. The institution enters into a written contract with the cooperating school or district providing preinternship field experiences.

77.10(10) The teacher intern preparation program will provide a teacher intern seminar during the teacher internship year to:

- a. Support and extend coursework from the teacher intern content; and
- b. Facilitate teacher intern reflection.

77.10(11) Programs shall submit curriculum exhibit sheets for approval by the BOEE and the department.

77.10(12) In accordance with 281—Chapter 83, all interns shall be provided with a district-level mentor in addition to the program supervisor. The purpose of this district-level mentor is to provide coaching feedback dependent on the intern's classroom experience. This district-level mentor shall not serve in an evaluative role. The district-level mentor shall complete specialized training for serving as a mentor as required in rule 281—83.3(284). The program shall coordinate support between the teacher intern candidate's local district mentor and program supervisor.

77.10(13) The program shall provide an orientation for teacher intern candidates. The orientation will include, but not be limited to:

- a. Program goals and expectations;
- b. Licensure and ethics requirements;
- c. Support provided by the program; and
- d. Support provided by the LEA or AEA.

77.10(14) *Teacher intern faculty shall provide teacher intern candidates with academic advising, feedback about their performance throughout the program, and consultation opportunities.*

77.10(15) *Teacher intern faculty shall provide regular supervision in teacher intern candidates' classrooms with additional supervision and assistance provided as needed.*

Initial Team Findings – Intern Program of Study

Commendations/Strengths

- The team recognizes the commitment of resources to technology integration in the program. The efforts of the faculty and staff in being on the forefront of online delivery, technology integration throughout all levels of the program is to be commended.
- The team recognizes the commitment of resources to advising and mentorship in the Intern program. The efforts of the faculty and staff in advising throughout all levels of the program is to be commended.

Recommendations

1. 77.10(1) Through review of syllabi the team found that only some special education courses document alignment of course outcomes to the Iowa teaching standards and InTASC standards. The team recommends faculty review syllabi and address missing alignment where needed.

Unit Response:

The unit agrees with this recommendation, especially given recent legislative and rule updates that occurred just after the submission of our institutional report in the Summer of 2024. The unit plans to use this opportunity to edit existing maps to align intern programs to the revised Chapter 79 rules. The Dean has appointed a UCAT to further develop and maintain curriculum maps for the unit that include explicit course objectives, course topics and major assessments clearly aligned to InTASC, ITS, Chapter 79, and the Iowa Literacy Standards. Members of UCAT include: department head Program Coordinators, Director of Adult and Initial Licensure Programs and Director of Instructional Support. The Teacher Intern Special Education Curriculum Map is well underway.

Link to evidence provided to the Department.

2. 77.10(3)e Through an examination of program syllabi and additional documentation provided by the unit, the team only finds evidence of candidates' demonstration of a variety of methods to monitor student learning in the lesson plan and unit plan templates. The team recommends the unit review opportunities to introduce, review and assess diagnostic and responsive teaching strategies for both the secondary and special education pathways.

Unit Response:

The unit is giving this recommendation strong consideration. The UCAT will explore ways to explicitly scaffold a variety of methods to monitor student learning in the following courses: EDTE 520 Foundations of Clinical Practice, EDTE Field Experience I and II courses and EDTE 588/SPED 588 Pre-Service Seminar.

3. 77.10(7)a-e A review of course syllabi and modules found that following an introduction in EDTE 512 Inclusive Environments, the review and assessment of differentiation does not extend beyond students with learning disabilities typical in Individualized Education Programs or 504 plans to include multiple diverse learning groups. The team recommends the unit review curriculum and assignments to identify opportunities to include application of

differentiation for students from diverse backgrounds, students who are talented and gifted, English language learners and students at risk of not succeeding in school, throughout the curriculum.

Unit Response:

The unit appreciates this recommendation and sees opportunities to more explicitly scaffold differentiation for students from varying backgrounds, students who are talented and gifted, ELLs and students at risk across the curriculum in the following courses: EDTE 520 Foundations of Clinical Practice, Secondary Methods, Special Education Methods, and EDTE 588/SPED 588 Pre-Service Seminar. A similar curricular initiative is underway for traditional teacher preparation programs in the unit, and the UCAT will make recommendations to the intern programs as appropriate to enhance differentiated instructional strategies for all teacher interns.

4. 77.10(9) Through review of the Institutional Report and student records, the team found evidence that the unit does have contracts with school districts to provide clinical experiences where teacher interns are employed. The team recommends the unit create a more formal contract between the unit and the intern's employing school district, that is signed by a school district administrator, to ensure the additional expectations and responsibilities of internships are understood.

Unit Response:

The unit agrees with this recommendation and will issue an addendum (beginning for the Fall 2025 term) for existing contracts with school districts who employ Morningside University teacher interns. The addendum, that shall be signed by both the district and the university, outlines the roles and responsibilities for teacher interns, university supervisors, district administrators, Morningside University and school districts when a teacher intern accepts an offer of employment with a district.

Concerns

1. 77.10(3)a Through review of the Institutional Report, program responses to the preliminary review, course syllabi, course modules and interviews, the team did not find evidence that candidates in the special education pathway receive instruction to understand how all learners grow and develop. The team requires the unit to examine course curriculum and provide instruction, review and opportunity for assessment to meet this standard.

Unit Response:

In response to the concern that candidates in the special education teacher intern pathway did not receive instruction to understand how all learners grow and develop, the unit chose to revise SPED 502 Survey of Exceptionalities to more explicitly address learner growth and development for all learners. The course was modified in title, description and objectives and approved at the university faculty meeting on March 18, 2025, as part of the "Education Omnibus" package, reflected in the minutes.

Morningside developed a specific module that discusses learning theory and learner growth and development. In Module 2 of SPED 502, students explore the different learning theorists to understand learner growth and development. The learner outcomes for this module are as follows:

1. Define the concept of theory and explain its role, use and limitations in educational practice
2. Articulate, compare and contrast the assumptions different learning theories make about knowledge, the learner, the role of the teacher and the implications for teaching methods and instructional design.
3. Examine how each different learning theory aligns with personal perspectives and beliefs about teaching and learning.

In this module. Students explore 17 learning theorists and summarize their beliefs about student learning through the learning theories graphic organizer. Students also explore high leverage practices and how this will help their special education students and meet them where they are.

Additionally, we have added a discussion forum question to help students synthesize their learning: How can you as a teacher integrate principles from multiple learning theories to create a differentiated and motivating classroom environment that effectively supports the diverse academic development of all students?

1. Students are assessed through their submission of the graphic organizer and their discussion about learner growth and development and how they can support student learning through a Summative Assessment: Learner Growth & Development.
2. In response to this concern, in Module 2, students are provided 14 different resources. All modules in our courses provide additional resources outside of the textbook. We also specifically use the eBook Educational Learning Theories to cover Learner Theories: Zhou, Molly and Brown, David, "Educational Learning Theories: 2nd Ed." (2015). Education Open Textbooks.

Links to evidence provided to the Department.

2. 77.10(5) The team did not find evidence that candidates in the special education intern pathway receive preparation in literacy following review of the Institutional Report, syllabi, the outcomes matrix, survey responses, and interviews with interns and alumni. The team requires the unit to incorporate instruction in this pathway that provides candidates preparation in literacy and opportunities to demonstrate their knowledge about literacy.

Unit Response:

In response to the concern that candidates in the special education teacher intern pathway did not receive preparation in literacy, the unit chose to revise SPED 645 Language Development and Communication Disorders to more explicitly address literacy instruction aligned with the concepts of Science of Reading and to provide opportunities for candidates to demonstrate their knowledge about literacy. The course description and objectives were modified and

subsequently approved at the university faculty meeting on March 18, 2025, as part of the “Education Omnibus” package, reflected in the minutes.

The reference to “running records” has been removed. This was actually not in reference to reading but the progress monitoring that special education teachers must do. The language has been changed to progress monitoring.

Our Special Education Curriculum Map and new course syllabus that reflect the additional assessments linked to the science of reading and course objectives. Curriculum exhibits were uploaded to the BOEE on August 15, 2025 and included the course syllabus for SPED 645.

In addition, we have updated the Special Education Curriculum Map for the program, reflecting the change to SPED 645.

Links to evidence provided to the Department.

3. 77.10(8) Review of the Institutional Report, syllabi, course modules, and interviews with interns and alumni did not provide evidence that candidates in the special education intern pathway demonstrate knowledge and application of the Iowa core (also known as Iowa Academic Standards). The team requires the unit to evaluate coursework in the special education intern pathway and add content to address this standard.

Unit Response:

In response to this concern, the unit revised SPED 661 Behavior Disorders: Theory and Methods and SPED 662 Learning Disabilities: Theory and Methods by modifying the courses to explicitly address the Iowa Academic Standards. SPED 675 Intellectual Disabilities: Curriculum and Methods addresses the Iowa Essential Elements and Comprehensive Literacy Instructional Framework.

1. In response to this concern, in SPED 661, understanding and application of the Iowa Academic Standards are now developed and assessed through several key elements.
 - a. Students review the Iowa Academic Standards, watch a video explaining what core standards are, learn about Iowa Common Core through reading this resource, watch a video on how to unpack a standard and then they must unpack a standard on their own as one assessment.
 - b. Students are also required to create two detailed lesson plans that explicitly integrate and reference specific standards from the Iowa Academic Standards. This process ensures that they are not only familiar with the standards but also actively planning how to adapt them for students with varying learning needs.
 - c. Students submit lesson plans and teaching videos where their application of the Iowa Academic Standards assessed. They are evaluated using the Written Lesson Plan Rubric and the Lesson Delivery Rubric, which include specific criteria for demonstrating alignment with the Iowa Academic Standards.

This multi-faceted approach ensures that students in SPED 661 develop a deep understanding of the Iowa Academic Standards and are able to apply these standards effectively when planning and delivering instruction for their students.

2. In response to this concern, similar to SPED 661, the understanding and application of the Iowa Academic Standards are now developed and assessed through several key elements in SPED 662.
 - a. Students review the Iowa Academic Standards, watch a video explaining what core standards are, learn about Iowa Common Core through reading this resource, watch a video on how to unpack a standard and then they must unpack a standard on their own as one assessment.
 - b. Students are also required to create 2 detailed lesson plans that explicitly integrate and reference specific standards from the Iowa Core. This process ensures that they are not only familiar with the standards but also actively planning how to adapt them for students with diverse learning needs.
 - c. Students submit lesson plans and teaching videos where their application of the Iowa Core is assessed. They are evaluated using the Written Lesson Plan Rubric, which include specific criteria for demonstrating alignment with the Iowa Academic Standards.

This multi-faceted approach ensures that students in SPED 662 develop a deep understanding of the Iowa Core and are able to apply these standards effectively when planning and delivering instruction for their students.

Links to evidence provided to the Department.

Sources of Information

Interviews with:

School of Education Dean, Teacher Education Advisory Committee, Faculty, Director of Operations and Recommending Official, Director of Adult and Graduate Initial Licensure Programs, Program Coordinator - Graduate Special Education, Program Coordinator - Graduate Advanced Practice Programs, Teacher Intern Leadership Team, Interns, Alumni

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, coursework modules, program opening presentation

TEACHER INTERN ASSESSMENT STANDARD

281—77.11(256) Assessment standard. *The teacher intern preparation program shall utilize a clearly defined assessment system based on program standards and include both individual candidate assessment and comprehensive program assessment.*

77.11(1) *The teacher intern assessment system shall be used by the teacher intern preparation program to appropriately monitor individual candidate performance and to evaluate and improve the intern program.*

77.11(2) *Candidate assessment includes clear criteria for the following:*

a. Acceptance into the program (to include testing described in Iowa Code section 256.16).

Acceptance requirements include but are not limited to:

(1) Completion of a baccalaureate degree from a regionally accredited institution, meeting program-established required grade point criteria for the baccalaureate degree and content area;

(2) Completion of coursework that meets the state minimum requirements for at least one of the BOEE's secondary endorsement areas; and

(3) Screening designed to generate information about the prospective candidate's attributes identified as essential for candidates in the program.

b. Continuation in the program with clearly defined checkpoints/gates, to include:

(1) For formal admission, a requirement that candidates have successfully passed a preprofessional skills test at the level approved by the program before beginning an internship; and

(2) Verification of an offer of employment as an intern from a school or district administrator.

c. Program completion and subsequent recommendation by the authorized official of the program for an initial teaching license, to include:

(1) The requirement that each teacher candidate must either meet or exceed a score on subject assessments designed by a nationally recognized testing service that measures pedagogy and knowledge of at least one subject area as approved by the director, 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.

(2) Waiver by the director of the assessment requirements in this paragraph for not more than one year for a person who has completed the course requirements for an approved intern preparation program but attained an assessment score below the minimum passing score set

by the department for successful completion of the program under this paragraph. The department shall forward to the BOEE the names of all candidates granted a waiver for consideration for a temporary license.

77.11(3) *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 program standards;*
- c. Multiple measures are used for assessment of the candidate on each program standard;*
- d. Candidates are assessed on program standards at different developmental stages;*
- e. Candidates are provided with formative feedback on their progress toward attainment of program standards; and*
- f. Candidates use the provided formative assessment data to reflect upon and guide their development and growth toward attainment of program standards.*

77.11(4) *Comprehensive program assessment includes all of the following:*

- a. Individual candidate assessment data on program standards are analyzed;*
- b. The aggregated assessment data are analyzed to evaluate the program;*
- c. Findings from the evaluation of aggregated assessment data are used to make program improvements;*
- d. Evaluation data are shared with stakeholders; and*
- e. The collection, aggregation, analysis, and evaluation of assessment data take place on a regular cycle.*

77.11(5) *The program 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.*

77.11(6) *The program shall regularly review, evaluate, and revise the assessment system.*

77.11(7) *The program shall annually report to the department such as is required by the state and federal governments.*

Initial Team Findings – Intern Assessment

Commendations/Strengths

- The team appreciated the development and availability of common rubrics to support faculty in assessing candidate and intern understanding of key concepts.

Recommendations

1. 77.11(4) Following a review of the Institutional Report, the program response to the preliminary review, survey responses, and interviews with candidates, interns and alumni, the team recommends the unit request feedback from each intern's building administrator once each semester to have a more complete understanding of the intern's progress toward mastery of the Iowa teaching standards.

Unit Response:

In response to this recommendation, the unit developed two forms to formally document teacher intern progress as reported by the building administrator and also to ascertain the district administrator's support of the candidate for the unit to recommend the teacher intern to the BOEE for an initial teaching license following the teacher internship period. District administrators will be invited to complete the Teacher Intern Progress Report in November and March during each academic year of the teacher internship.

Links to evidence provided to the Department.

Concerns

None.

Sources of Information

Interviews with:

School of Education Dean, Faculty, Placement Coordinator, Director of Operations and Recommending Official, Department Head for Curriculum and Assessment, Intern Leadership Team

Review of:

Institutional Report, program response to the Preliminary Review, student records, surveys, course syllabi, assessment rubrics, program opening presentation
