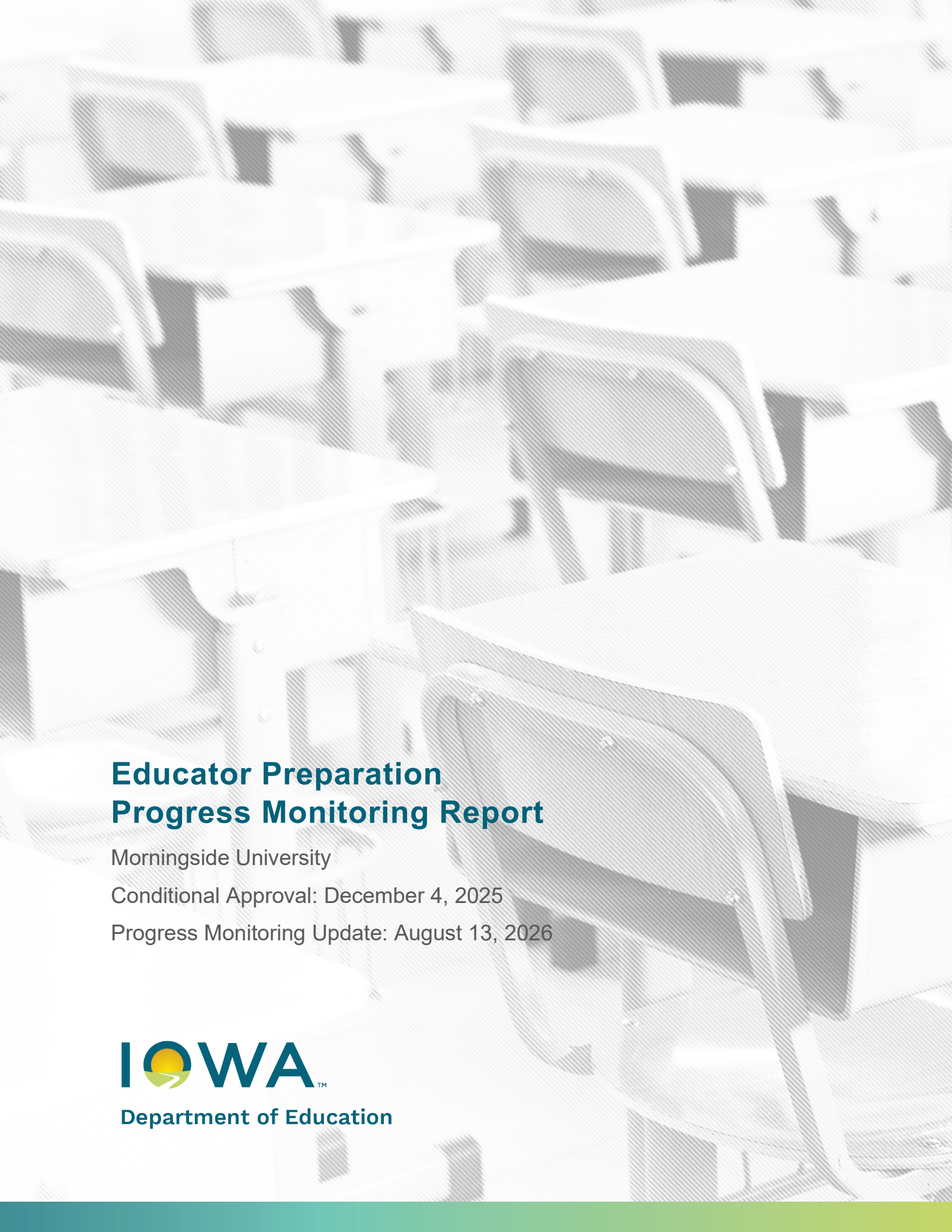


Iowa State Board of Education

Executive Summary

August 13, 2026

Agenda Item:	Morningside University Educator Preparation Progress Monitoring Update
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):	Amy Mayer, Education Program Consultant Office of Educator Quality Kelly Chaney, Dean, Sharon Walker School of Education Morningside University
Attachment(s):	Two
Recommendation:	It is recommended that the State Board award full approval to Morningside University educator preparation programs through the next review scheduled for the 2031-32 academic year.
Background:	Morningside University in Sioux City, Iowa, offers traditional teacher preparation and teacher intern preparation programs. During a conditional approval phase, the program has provided evidence and documentation of concern resolution and ongoing compliance with the intern program of student standard.



Educator Preparation Progress Monitoring Report

Morningside University

Conditional Approval: December 4, 2025

Progress Monitoring Update: August 13, 2026



Department of Education

State of Iowa

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

State Board of Education

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Morningside University Program Representative

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

Recommendation to the Board

Program	Recommendation
Teacher Preparation Program	Full Approval
Teacher Intern Preparation Program	Full Approval

Executive Summary

Conditional Approval

The Iowa State Board of Education (State Board) granted conditional approval for Morningside University's (Morningside) teacher and teacher intern preparation programs on December 4, 2025.

At that time, Morningside demonstrated compliance with seven standards, while three remaining standards required formal resolution and additional time for the Iowa Department of Education (Department) to monitor resolution implementation. The Department provided Morningside with action steps to resolve the remaining concerns and a plan for targeted support and progress monitoring. A progress monitoring update and resolution for two concerns in the Faculty standard were presented to the State Board in April 2026.

This update is the last progress monitoring report requested by the State Board prior to a consideration for full program approval. The report examines implementation of concern resolution for the Iowa Academic Standards in the Program of Study.

Progress Monitoring and Support

The original review found insufficient evidence that candidates in the special education intern pathway demonstrated knowledge and application of the Iowa Academic Standards. In addition, the review identified the learning around the Iowa Academic Standards was not consistent across the Behavior Disorder/Learning Disability (BD/LD) and Intellectual Disabilities (ID) intern tracks. The review team required Morningside to evaluate the special education intern curriculum and implement revisions that more intentionally addressed the Iowa Academic Standards equitably across the program of study.

Morningside completed a comprehensive review and revision of learning activities, instructional resources, curriculum structures and candidate assessments. The program developed a new and revised learning and assessment framework designed to embed intentional scaffolding of engagement with the Iowa Academic Standards throughout coursework and clinical experiences. Revisions included integration of Morningside's lesson planning model with an explicit focus on standards alignment, expanded use of backward design principles and development of instructional resources to support candidates in unpacking standards into measurable and teachable learning objectives. The revised framework also strengthened candidate understanding of instructional accessibility and strategic planning for learners with disabilities and guidance for aligning Individualized Education Programs with grade-level standards. Instructional revisions emphasized maintaining the integrity of academic standards while appropriately scaffolding instruction for students receiving specialized services. As part of these revisions, the program redesigned or newly created twelve assignments to strengthen candidate understanding, assessment and application.

Morningside also implemented a Program Concept Review process designed to measure candidate understanding and application of the Iowa Academic Standards at multiple checkpoints throughout the special education intern program. The process included concept maps and concept review activities specific to both the BD/LD and ID pathways. Pre- and post-surveys, combined with targeted instructional interventions, were used to measure growth in

understanding and candidate confidence with the Iowa Academic Standards. Analysis of survey data demonstrated noticeable increases in candidate proficiency following instructional interventions and provided evidence of growth in mastery level. The concept review process also identified several areas for continued program development and refinement: connecting Essential Elements to grade-level Iowa Academic Standards within the intellectual disabilities pathway and strengthening candidate preparation related to planning in non-core subject areas. Morningside incorporated these findings into ongoing program improvement efforts.

Additional enhancements included expansion of the Teacher Intern Summer Institute to include a focused workshop *Anchoring Specialized Instruction in the Iowa Academic Standards* for all interns in the special education tracks. Other planned activities include Individualized Education Plan simulations that emphasize vertical alignment of standards, strategic scaffolding practices, instructional accessibility and maintaining rigorous academic expectations for all learners. Morningside also developed a detailed curriculum map identifying where Iowa Academic Standards concepts are introduced, reinforced, and mastered throughout the special education teacher intern coursework sequence. The curriculum map aligned learning outcomes, readings, assignments, assessments, and field experiences within key courses, including clinical practice, methods coursework, field experiences and teacher intern seminar courses.

During progress monitoring, the Department reviewed documentation including revised curriculum materials, assessment rubrics, survey data, curriculum maps and program planning materials. Morningside has demonstrated successful resolution of the concerns and provided evidence of ongoing sustained compliance. Updated documentation will be required during the one-year follow-up to reassess continued compliance.

Faculty Standard Documentation

Timeline

Morningside Site Visit: October 14-October 16, 2024

Draft Report Sent to Morningside: December 19, 2024

Additional Review of Intern Curriculum Requested by Morningside: January 15, 2025

Additional Review Responses Sent: February 10, 2025

Initial Responses Submitted: June 2, 2025

Request for Clarification of 20 Unresolved Items Sent: July 31, 2025

Second Round of Responses Submitted: September 30, 2025

Concern Resolution Report Sent to Morningside: October 16, 2025

State Board Decision – Conditional Approval: December 4, 2025

Progress Monitoring Plan Review: December 11, 2025

Progress Monitoring Meeting – Faculty Standards: January 26, 2026

Progress Monitoring Meeting – Faculty Evidence Review: March 5, 2026

State Board Progress Monitoring Update – April 16, 2026

Progress Monitoring Evidence Review – April 27, 2026 and May 5, 2026

1. Original Finding/Concern - 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.

Steps taken by Morningside University to Address Concern and Progress Monitoring

1. New and Revised Learning and Assessment Outline
 - Morningside lesson plan integration with focus on standard alignment
 - Comprehensive guide for backward design framework
 - Expert video content for unpacking standards into teachable objectives
 - Universal Design for Learning (UDL) resource suite
 - Centralized access to all content standards
 - Direct links to Essential Elements (EE) and dynamic learning maps across all core subjects
 - Strategic instructional design elements, including aligning Individual Education Plans (IEPs) with standards
 - Pedagogical impact by aligning specific teaching strategies with state standards
 - Final project scaffolding includes standard-linked instruction for the literacy unit plan
 - 12 assignments are new or revised
2. Program Concept Review – Iowa Academic Standards
 - Designed to gauge level of understanding of Iowa Academic Standards at specific program checkpoints
 - BD/LD and ID concept maps and concept reviews provided to candidates
 - Pre and post surveys with intervening instruction

- Survey analysis applied to support candidate preparation and guide program improvement
- Key survey findings:
 - i. Definitions need to evolve from basic to a more sophisticated understanding
 - ii. Early introduction in the program with assessment in multiple courses
 - iii. Shift from identifying standards to unpacking standards
 - iv. Bridging EE to Iowa Academic Standards for interns in the Intellectual Disabilities track
 - v. Noticeable increase in “confident” survey responses post-intervention
 - vi. Identified areas for continued focus: unpacking standards, planning for non-core subjects and applying EEs in practice
- 3. Teacher Intern Summer Institute
 - Three-day program concept focused workshops
 - New session beginning Summer 2026: Anchoring Specialized Instruction in the Iowa Academic Standards for all special education track interns
 - i. IEP simulations applying vertical alignment of the Iowa Academic Standards
 - ii. Strategic scaffolding
 - iii. Accessibility vs. “dilution” of expectations
 - iv. Ensuring integrity of the standards for all learners
- 4. Special Education Intern Tracks Curriculum Map for Iowa Academic Standards
 - Establishes target understanding level (introduce, review, master) for Iowa Academic Standards in key courses
 - Detailed alignment of resources/readings, assignments and assessment for key courses with Iowa Academic Standards learning outcomes.
 - i. EDTE 520: Foundations of Clinical Practice
 - ii. SPED 660: Introduction to Intellectual Disabilities
 - iii. SPED 661: Behavior Disorders Methods
 - iv. SPED 662: Learning Disabilities Methods
 - v. SPED 675: Intellectual Disabilities Curriculum & Methods
 - vi. SPED 566/567/568/569: Field Experiences
 - vii. SPED 590/592: Teacher Intern Seminar

Progress Monitoring Evidence

1. Program Concept Review process documents
2. Video Tour of Revised Curriculum
3. Special Education Intern Curriculum Map for Iowa Academic Standards
4. Teacher Intern Summer Institute Program – July 2026
5. Summary of New and Revised Learning and Assessments
6. Lesson Plan Rubric
7. Lesson Delivery Rubric
8. Program Concept Review Pre and Post Surveys
9. Pre and Post Survey Data

Outcome – The finding/concern for 77.10(8) is resolved.

Prior Finding/Concern Correlations

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

9. Teacher Intern Program of Study

2017-18 Site Finding/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

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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 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 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.

Findings/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 through which their application of the Iowa Academic Standards is assessed. They are evaluated using the Written Lesson Plan Rubric and the Lesson Delivery Rubric, which includes 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

Morningside University Progress Monitoring Update and Approval Recommendation

August 13, 2026



Department of Education

Morningside University Review

Conditional Approval - December 4, 2025

Program review of compliance with Chapter 79 and former Chapter 77

- In compliance with a majority of standards
- Three standards needed additional support and time to resolve
- Several concerns with correlations to the previous review

Progress Monitoring Updates

- April 2026 - Faculty Standards
- August 2026 - Intern Knowledge, Skills and Dispositions Standard

Teacher Intern Program of Study Standard

Finding/Concern

- Iowa Academic Standards - Special Education Tracks

Progress Monitoring

- Curriculum revisions - knowledge and application of Iowa Academic Standards
- Growing consistent access to rigorous core instruction aligned to the Iowa Academic Standards including Iowa Alternate Academic Standards across BD/LD and ID tracks

Status

- Resolved
- Review continued compliance during one-year follow up

Teacher Intern Program of Study Standard

Curriculum Revisions

Module	Added/Amended Learning Content	New or Revised Assignments
1	Morningside Lesson Plan Integration: New instructional slideshow and time-stamped video guide for precise lesson planning, with a specific focus on Standard Alignment.	Iowa Core Digital Exploration: Navigating state standards. Major-Specific EdPuzzle: Content-tailored instructional analysis.
2	Backwards Design Framework: Replaced existing video with a comprehensive guide on starting with the end goal (standards) in mind.	Iowa Academic Standards Challenge: Replaced standard discussion with a high-rigor Scaffolding Challenge assignment.
4	Unpacking Standards: Added expert video content on how to deconstruct standards into teachable objectives.	Unpacking Standards Analysis: Applied practice in identifying core intent within standards.

Teacher Intern Program of Study Standard

Curriculum Revisions

Module	Added/Amended Learning Content	New or Revised Assignments
6	UDL Resource Suite: Added "Top 10 UDL Tips," a comprehensive UDL Checklist, and two high-quality Student Exemplars to model best practices.	REVISED: UDL Checklist & Analysis: Candidates must now explicitly bridge General Iowa Core Standards to Essential Elements, identifying specific "Features" or "Barriers" (e.g., assistive tech) relative to mastery.
13	State Standards Repository: Centralized access to Iowa Early Learning, 21st Century Skills, and Literacy/Math/Science/Social Studies standards. EE Resource Bank: Direct links to Dynamic Learning Maps (DLM) and Essential Elements across all core subjects.	Scaffolding Down Case Study: Practice in adjusting complexity while maintaining rigor. Lesson Design for ID: Creating a standards-aligned lesson for students with intellectual disabilities.

Teacher Intern Program of Study Standard

Curriculum Revisions

Module	Added/Amended Learning Content	New or Revised Assignments
3	Strategic Instructional Design: New focus on selecting EEs, integrating Assistive Technology, progress monitoring, and aligning IEPs with curriculum standards.	Assessment Alignment: Evaluating student schedules for "Time on Task" and mastery progression.
6	Pedagogical Alignment: Shifted focus from general self-determination to aligning specific teaching strategies with state standards.	Revised Forum: Standard-aligned strategy defense.
8	DLM Deep Dive: Added "Essential Elements in Detail," curriculum management guides, and a state-specific video overview of Iowa Academic Standards and EEs.	Foundations of Alternate Instruction: Navigating the logistics and legalities of alternate assessment frameworks.
11	Final Project Scaffolding: Added "Unpacking Standards" modules and concrete, standards-linked instructions for the Literacy Unit Plan.	Literacy Unit Plan Final: Now requires explicit connection to Iowa Standards and concrete evidence of instructional scaffolding.

Teacher Intern Program of Study Standard

As teacher interns begin the program in EDTE 520 enabling them to apply these standards accurately

COURSE	I, R, M	RESOURCES/READINGS
EDTE 520	I	Skowron Chapter 1: Basic Instructional Design
		What is a Lesson Plan and How Do You Make One?
		Iowa Academic Standards
EDTE 520	I	Breaking Down a Lesson Plan
		Breaking Down a Lesson Plan Video
		Chapters 1 & 2 in The Handbook for The New Art and Science of Teaching (Marzano)
		LISTEN to the Cult of Pedagogy podcast: Backwards Design Basics
EDTE 520	I	View - Understanding by Design overview video (Grant Wiggins) Read - A Teacher's Guide to Bloom's Taxonomy Read- An Inside Look at Webb's Depth of Knowledge Watch- Identifying Webb's Depth of Knowledge Levels

COURSE	I, R, M	RESOURCES/READINGS
SPED 660	R	Universal Design for Learning UDL Guidelines Dynamic Learning Maps video Universal Design for Learning (UDL): Need to Know
		Iowa Academic Standards Essential Elements for English Language Arts Iowa Academic Standards: Essential Elements for Science Unpacking Iowa's Essential Elements for Social Studies for Students with Significant Cognitive
		Iowa Academic Standards Essential Elements for Mathematics
COURSE	I, R, M	RESOURCES/READINGS
SPED 662	R	Iowa DOE: About Student Standards Strategies for individualize instruction in education Iowa Common Core What are Core Standards & Why Do We Have Them

SPED 588	M	Teaching Vocabulary to Students with Special Needs Effective Vocabulary Instruction for K-12th Grade Students with Special Needs What should content-area teachers know about vocabulary instruction? Video-Teacher Toolkit: Frayer Model (Secondary) Video-Teacher Toolkit: Frayer Model (Elementary) Iowa Student Academic Standards
COURSE	I, R, M	RESOURCES/READINGS
SPED 590	M	Iowa Student Academic Standards 3 Strategies Marzano & Hattie Agree On A Simple Tool for Aligning Instruction and Assessment

Teacher Intern Program of Study Standard

MORNINGSIDE UNIVERSITY TEACHER INTERN SPECIAL EDUCATION PROGRAM IOWA ACADEMICS STANDARDS ALIGNMENT

As teacher interns begin the program in EDTE 520, students analyze the Iowa Academic Standards through targeted scaffolding tasks, enabling them to apply these standards accurately within their first instructional designs.

COURSE	I, R, M	RESOURCES/READINGS	ASSIGNMENT	ASSESSMENT METHOD	LOCATION
EDTE 520	I	Skowron Chapter 1: Basic Instructional Design	After reading and reflecting on this week's resources, create a Sketchnote or DoodleNote about what lesson planning means to you. This is meant to be a personal reflection of your key takeaways. Be detailed, embrace your creativity (meaning: you choose the format!), and try a new instructional approach that you can integrate into your own future classroom!	Straight Points	Module 1
		What is a Lesson Plan and How Do You Make One?		Edpuzzle	
		Iowa Academic Standards			
EDTE 520	I	Breaking Down a Lesson Plan	Iowa Core Standards Digital Exploration	Rubric on Assignment	Module 1
		Breaking Down a Lesson Plan Video			
		Chapters 1 & 2 in The Handbook for The New Art and Science of Teaching (Marzano)			
		LISTEN to the Cult of Pedagogy podcast: Backwards Design Basics			
EDTE 520	I	View - Understanding by Design overview video (Grant Wiggins) Read - A Teacher's Guide to Bloom's Taxonomy Read- An Inside Look at Webb's Depth of Knowledge Watch- Identifying Webb's Depth of Knowledge Levels	Understanding by Design this assignment includes DOK as well	Rubric on Assignment	Module 3

Teacher Intern Program of Study Standard

Program Concept Review (PRC)

PROGRAM CONCEPT REVIEW

Iowa Academic Standards (Iowa Core)
FAQ Sheet

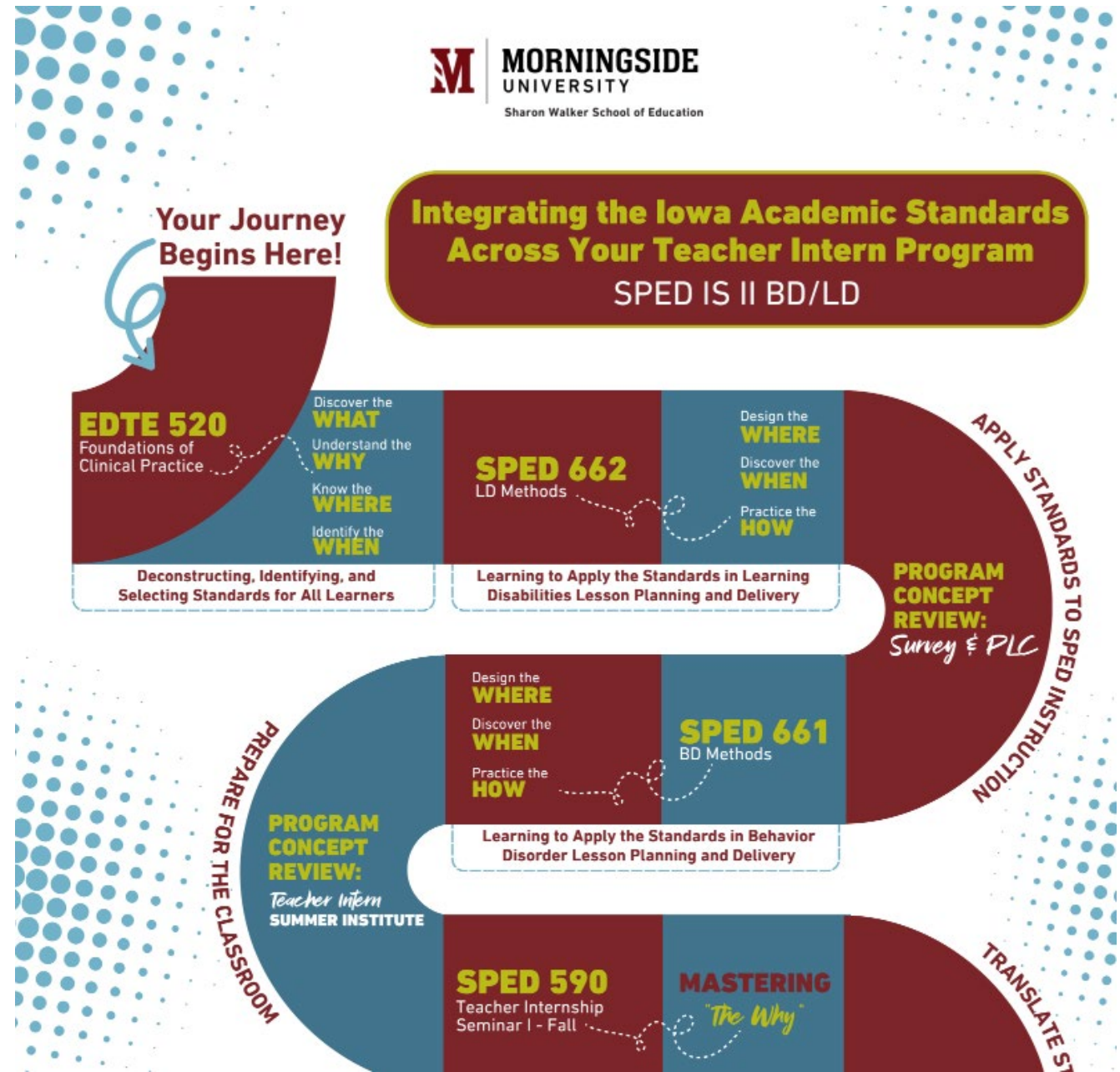
How will you use the Iowa Academic Standards as a teacher?

The Iowa Academic Standards are the foundation of your instructional design. Rather than telling you how to teach, they define what students should know and be able to do. You will use them in three primary ways:

- 1) Intentional Planning** - By analyzing the nouns (the content) and the verbs (the cognitive process) within a standard, you determine the necessary level of rigor. This ensures your daily learning targets are aligned with state expectations.
- 2) Backwards Design & Assessment** - The standards serve as the benchmark for student success. You will use them to create assessments that measure mastery, determine if a student has met the grade-level expectations, and communicate clearly with parents and stakeholders about student progress.
- 3) Differentiation** - While the standards are the same for all students, your instruction is not. You will use the standards to identify the "essential learnings" for your grade level, allowing you to scaffold support for struggling learners or provide extensions for those who have already mastered the material.

Where do you learn about the Iowa Academic Standards in your program?

- In EDTE 520 Foundations of Clinical Practice, you explore the standards, learn to unpack a standard, and do a standard scavenger hunt as well as alignment activity.

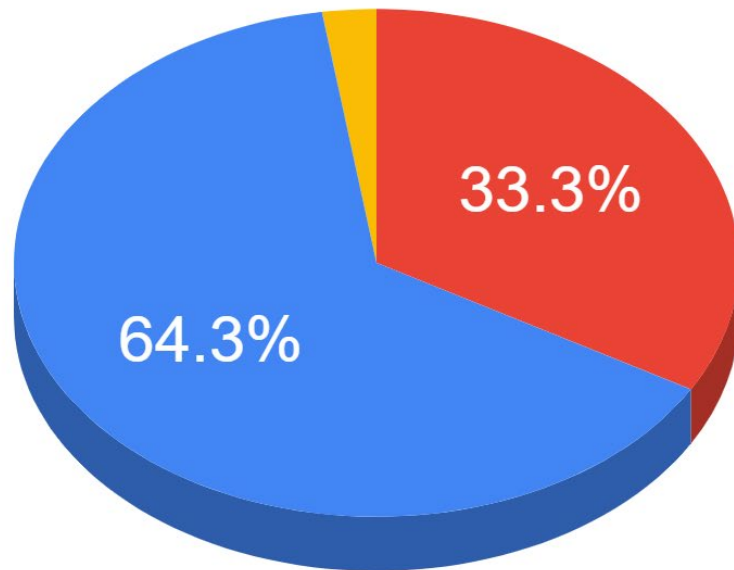


Teacher Intern Program of Study Standard

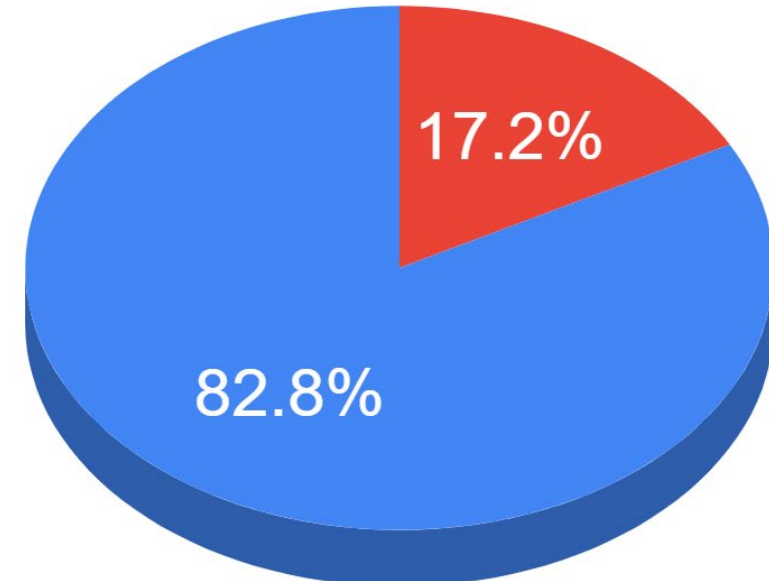
Program Concept Review (PCR)

Percentage of students confidence in understanding and applying the Iowa Academic Standards

Confidence **Before** PCR Process



Confidence **After** PCR Process



Teacher Intern Program of Study Standard

Teacher Intern Summer Institute



Welcome!

2026 TEACHER INTERN
SUMMER INSTITUTE

WEDNESDAY, JULY 8TH - FRIDAY, JULY 10TH

**WHERE NEW TEACHERS
BECOME READY TEACHERS**

Featuring Program Concept Workshops:

- Classroom Management Skills
- Differentiation
- IA Academic Standards
- ELL Strategies
- AI, Ethics, Self Care, and More!

Iowa State Board of Education Recommendation

Recommendations

- Intern Program of Study Standard is resolved and considered Met
- Full Approval for Morningside University's Teacher and Teacher Intern preparation programs until the next review in 2031-32.

Questions

Teacher Quality Team

Morningside University