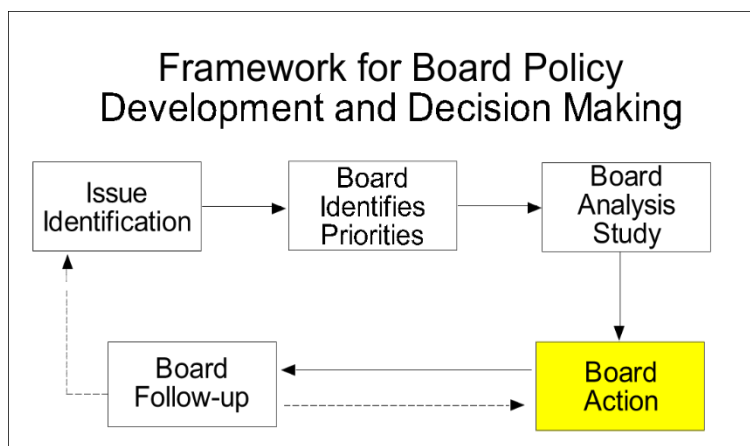


Iowa State Board of Education

Executive Summary

November 14, 2018



Agenda Item: University of Northern Iowa - Practitioner Preparation Program Approval

State Board Priority: Improving Teacher and Leader Preparation

State Board Role/Authority: The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 281 Iowa Administrative rule 79.5.

Presenter(s): Lawrence R. Bice, Administrative Consultant
Bureau of Leading, Teaching, Learning Services

Matt Ludwig, Program Consultant
Bureau of Leading, Teaching, Learning Services

Carole Richardson, Program Consultant
Bureau of Leading, Teaching, Learning Services

Attachment(s): One

Recommendation: It is recommended that the State Board award full approval to the University of Northern Iowa practitioner preparation program through the next review scheduled for the 2023-2024 academic year.

Background: The University of Northern Iowa provides a practitioner preparation program on their Waterloo-Cedar Falls campus. The University of Northern Iowa offers almost all endorsements available in Iowa. The attached report is a summary of the fall 2017 review of the University of Northern Iowa practitioner preparation program under 281 Iowa Administrative Code chapter 79. The program has met all Chapter 79 standards without condition; therefore, the Department recommends the State Board grant full approval to the University of Northern Iowa practitioner preparation program.

The University of Northern Iowa

Team Report

Preliminary Review: September 20, 2017

Site Visit: November 12-16, 2017

Final Report: February 2, 2018

Presented to the State Board of Education: November 14, 2018

Iowa Department of Education

Review Team Members:

Dr. Lawrence R. Bice, Iowa Department of Education
Dr. Carole Richardson, Iowa Department of Education
Mr. Matt Ludwig, Iowa Department of Education
Dr. Patricia Carlson, Iowa State University
Mr. Robb Beane, William Penn University
Dr. William Coghill-Behrends, University of Iowa
Dr. Kari Vogelgesang, University of Iowa
Dr. Randal Peters, Drake University
Dr. Catherine Gillespie, Drake University
Dr. Jeffrey Haverland, University of Dubuque
Dr. Jill Buchan, Upper Iowa University
Dr. Rick Snyder, Wartburg College

NOTE: In addition to all findings, this report provides a summary on resolutions of compliance concerns only. See the attached Appendix (beginning on page 31) for the complete, unedited UNI response to recommendations and concerns.

Acknowledgements

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

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit. Some of those people are:

Dr. Victoria Robinson, Executive Vice President for Educator Preparation

Dr. Gaetane Jean-Marie, Dean, College of Education

Dr. Mark Nook, President

Dr. Jim Wohlpart, Provost and Executive Vice President for Academic Affairs

Dr. James D. Cryer, Coordinator of Elementary Teacher Education Programs

Mr. Chad Christopher, Coordinator of Secondary Teacher Education Programs

GOVERNANCE AND RESOURCES

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 ISSL 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 Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- The team received abundant evidence of the quality work of three individuals:
 Dr. Benjamin Forsyth, Dept. Head, Ed Psych & Foundations and Chair of the EPP
 Chad Christopher, Coordinator of Secondary Teacher Preparation

Dr. JD Cryer, Coordinator of Elementary Teacher Preparation

- The unit is developing a governance structure working toward improvements in unification, coherence and efficiency.
- The faculty senates provide an opportunity for a voice to all members of the unit.
- The 2+2 program in partnership with DMACC is providing a quality opportunity for students to be prepared as elementary teachers in rural/isolated communities.
- The unit's conceptual framework (CF) is well developed, based in research and clear. The CF is consistently applied (through standards, curriculum and assessments) in the teacher preparation program.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.10(1)** There is evidence of a lack of clarity of oversight between the position of Executive Vice Provost and Dean of the COE. Further, there is a potential for a lack of equity on the executive council. The executive council contains the deans of four colleges (Education; Business Administration; Humanities, Arts and Sciences; Social and Behavioral Sciences) that make up the educator preparation unit. This provides decision making authority equally split between the four deans. However, the Dean of the COE is responsible for approximately 75% of unit students, faculty and programming. This structure provides the potential for inequitable governance from the standpoint of decision making and program functions. The team recommends the institution examine governance structures to ensure oversight meets the needs of all unit students and faculty equitably.
2. **79.10(1)** The executive council does not keep or share minutes; therefore, there is no record of policy decisions and how they are made. Faculty express that they are unsure their voices are heard in policy decisions. The team recommends the unit explore opportunities for clarity and transparency in communication with faculty.
3. **79.10(7)** The team finds evidence that faculty roles and requirements are in many cases changing and becoming more difficult. Faculty members cite limited communication of how and why such changes are being manifested. The team recommends the unit clearly articulate information about changes in faculty roles and requirements.
4. **79.10(7)a.** The team finds evidence that work assignment overload negatively impacts faculty work climate and the ability to teach using best practices. Faculty members teaching content and methods courses described working a consistent overload. Additionally, faculty members in many programs described the juxtaposition of declining numbers of faculty positions (and subsequent combining of faculty roles and responsibilities) with consistent, or in some cases increasing, numbers of course sections negatively affecting work demands and climate. They also attribute the challenging circumstances to last minute course section changes based, in part, on advising errors. The team recommends the unit establish and maintain manageable faculty load to support

faculty members' ability to perform quality work. Additionally, the team recommends the unit develop and implement policies for consistent and accurate advising.

5. **79.10(7)**. Evidence indicates student advising is inconsistent, primarily in teacher preparation. Evidence includes candidates' descriptions of inaccurate advising information impacting their program completion in regard to timing and endorsements earned. Evidence also includes impact on advising to a lack of accurate student records. Transfer and post-baccalaureate students present a considerable problem. With no records in the admission/advising system for them, the advisor may not have the information necessary for proper advising. The team recommends the unit and institution work together to ensure an adequate number of advisers with readily available student records, and to provide professional development to ensure properly informed advisers.
6. **79.10(7)e**. Evidence indicates the position of executive vice provost does not have adequate clerical/administrative support, impacting functions of the position. The team recommends the institution examine human resource allocation to provide adequate administrative support for all administrative positions, including the executive vice provost position.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.10(1)** The governance structure is in transition. There are elements in the structure that have been in place for some time (college of education, faculty senates, various councils), and some are new (executive VP position, Chair of EPP, some councils). Individuals at various points in the governance structure were interviewed for understanding of the structure. Virtually all expressed a unique and different understanding of the structure or the direction the institution is taking it. The evolving governance structure is not clearly understood. As the unit continues work in developing the governance structure, the team recommends the unit retain opportunities for faculty to have a voice (as seen in the senate system), examine redundancy (as seen in the work of the grad and executive councils with other committees and the senates), and clearly determine oversight regarding positions such as executive vice provost, dean of the COE, and Chair of the EPP). The team requires the unit to develop and disseminate a clear articulation of the design for the governance structure. This finding is repeated from the 2010 and 2003 program reviews.

2. **79.10(5)** Evidence indicates an inconsistent use of advisory committees. In particular:

- Teacher Education Advisory: Minutes and agendas are on file, documenting consistent meetings in accordance with requirements. Minutes do not indicate assessment data used to inform the advisory committee.
- School Psychology: There are no agendas or minutes to provide evidence of meeting this standard.
- Professional School Counselor: Agendas and minutes are available; however, the most recent minutes are from 2012.

- Educator Leadership: The advisory membership list contains 47 members, which may be too large to be useful. There is no evidence of the committee providing program feedback. Records indicate meetings are often cancelled because members cannot attend.

The team requires the unit examine and adjust membership, policies, and function of advisory committees in order to sustainably ensure they are involved semi-annually in providing useful input for program evaluation and continuous improvement. This finding is repeated from the 2010 program review.

Resolution of Concern #1:

The unit continues to make changes to refine the governance structure. The position of the Associate Vice President for Educator Preparation is suspended, and the Provost will serve as the head of the Executive Council, effectively providing unit oversight. An oversight faculty committee, composed of representatives from various senates and colleges, the organizational structure is more coherent. This faculty committee will work in the summer of 2018 to develop policy for relationships and responsibilities. The committee is also planning for vetting and communication of policy. **The team considers this standard MET.** See appendix for documentation and evidence submitted by the University of Northern Iowa.

Resolution of Concern #2:

School Psychology: The school psychology program has initiated semiannual advisory board meetings and has a plan to continue to do so.

Professional School Counselor: The school psychology program has initiated semiannual advisory board meetings and has a plan to continue to do so.

Educational Leadership: The Educational Leadership program advisory council charter contains plans for two separate advisory committees (one for principal, one for superintendent), with plans to meet semiannually.

The team considers this standard MET. See appendix for documentation and evidence submitted by the University of Northern Iowa.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- President, Provost and Executive Vice President for Academic Affairs, Associate Provost for Faculty, Dean of College of Education, Associate Dean of College of Education and Head of Department of Teaching, Associate Dean of College of Education, Dean of College of Business Administration, Associate Dean of College of Humanities Arts and Sciences, Dean of Social and Behavioral Sciences, Head of Department of Curriculum and Instruction, Head of Department of Educational Leadership and Post-Secondary

Education, Head of Department of Educational Psychology and Foundations and Chair of the Educator Preparation Program Faculty, Head of the Department of Special Education, Director of School of Kinesiology, Administrative Assistant for Department of Teaching, Coordinator of Secondary Teacher Preparation, Coordinator of Elementary Teacher Preparation, College of Education Advisors, Secondary Advisors, Teacher Education Advisory Council, Faculty, Staff, Students

Review of:

- Course syllabi
- Institutional Report and Exhibits
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students.

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators.

Final Recommendation:

Met Or Met with Strength	Not Met
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DIVERSITY

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 Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- The university administration has articulated the creation of a diverse and inclusive community as a priority goal.
- Faculty and candidates frequently describe a commitment to, and an appreciation of, working with diverse students in P-12 schools. Candidates spoke highly about their opportunities to engage with populations of students that are different from their own identities and cultures.
- The university administration has begun the process of strategic planning for targeting the recruitment and retention of diverse faculty and students.

- The College of Education has established a number of initiatives to promote and support meeting the needs of diverse students at the college and P-12 levels. Initiatives include:
 - Minorities in the Leadership of Education
 - Multicultural Initiatives in Teaching
 - Multicultural Teaching Alliance
 - The Center for Disability Studies in Literacy, Language and Learning.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.11(1)** Professional development opportunities are available at the introductory level for faculty and staff to enhance the understanding and skills necessary to support a broader definition of a diverse and inclusive community. However, participation is limited. The team recommends that the university develop and implement sustainable policies to ensure all faculty and staff utilize these opportunities as a beginning point for deeper study and application.
2. **79.11(1)** The self-assessment form used in field experiences for teacher preparation asks candidates to report about the presence of diverse students in their clinical sites by checking boxes representing a very limited concept of diversity. This impacts candidates' abilities to honor cultural differences and meet the learning needs of all students. The team recommends that the unit engage in critical examination of practices used that may undermine the value of diversity and to implement actions to change those practices.
3. **79.11(2)** The team finds evidence that the recruitment and retention of diverse students and faculty has decreased in educator preparation programs. The team recommends the development and implementation of strategic plans for increasing the diversity of faculty and the student body.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Interviews with:

Admissions office team, diversity team, College of Education advisors, Teacher Advisory Board members (local principals, adjuncts, current candidates, alumni), cooperating educators, candidates, unit faculty

Review of:

- Student records
- Institutional Report

- Program Response to Review Team’s Initial Report
- Visits to classrooms and discussions with students
 Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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FACULTY

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 Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Students report that faculty at UNI are committed to their students' success at the university and in their careers.
- The faculty at UNI are clearly engaged in collaborative efforts across the unit, institution and throughout the community. This is a strength of the faculty with academic appointments in the College of Education, but is also quite evident in educator preparation faculty with academic appointments in other units, but who are engaged in Educator Preparation.

- The team commends the Elementary Education program for very clear messaging and expectations and a sense of teamwork around faculty professional growth and development for continuous improvement and program/curriculum consistency.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.12(1)** The team finds evidence that candidates for faculty positions who do not have requisite P-12 experience are often considered for open faculty positions. While a faculty member's contribution to the body of knowledge is important to the role of a tenure-track faculty member, the team recommends that greater consideration be given to qualified candidates with experience in the field, even if such candidates may need additional development in their scholarly output.
2. **79.12(1)** The team finds evidence that temporary faculty are not supported to the degree needed for implementation of effective educator preparation programs. Many temporary faculty report a need for ongoing training and professional development, more thorough evaluation and feedback, and enhanced inclusion in the educator preparation unit and culture. The team recommends that the unit evaluate adequacy of support provided to temporary faculty and implement a plan to ensure maximum utilization of their contributions to programs.
3. **79.12(4)** The team finds evidence of inconsistent requirements and expectations for faculty professional growth. Some faculty are engaged in professional development opportunities; however, there are several faculty members who list no professional development activities. Additionally, faculty members describe being discouraged from participating in professional development. For instance, faculty members report being told that professional development activities conflict with direct service to students, rendering them inadvisable and a poor use of time. The team recommends that the unit re-evaluate its policies for holding faculty accountable for professional growth, and adopt more consistent expectations across programs.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.12(2)** The team did not find evidence of consistent alignment of teaching duties with faculty members' appropriate preparation, knowledge, experiences and skills. Review of faculty appointments within the unit provides evidence that some faculty members are teaching courses outside of their area of expertise or appropriate grade level. Evidence indicates the following faculty are teaching courses not aligned with their qualifications:
 - KB – Evidence shows teaching experience only at secondary level
 - DC – No evidence of PK-12 teaching experience
 - CF – Evidence shows teaching experience only at secondary level
 - HG – No evidence of PK-12 teaching experience, prepared as a secondary teacher
 - JM – No evidence of PK-12 teaching experience

- CR – No evidence of PK-12 teaching experience
- BZ - No evidence of PK-12 teaching experience

The unit is required to align teaching assignments with appropriate faculty preparation, knowledge, experiences and skills. This finding is repeated from the 2010 program review.

2. **79.12(5):** The team did not find evidence that all unit faculty members are engaging in ongoing meaningful involvement in activities in preschool and elementary, middle, or secondary schools. The following individuals are listed as teaching professional teacher preparation education courses but there is not evidence of 40 hours team teaching activities for them:

- LH
- JM
- GB

The unit is required to ensure all faculty members teaching professional education courses in the teacher preparation program complete 40 hours of team teaching over a five year period.

Resolution of Concern #1:

The unit has documented a number of changes to resolve this concern. Several faculty members have been reassigned to teaching duties more closely aligned with their knowledge, preparation and experience. For those not reassigned, the unit has documented professional development plans for these faculty members to gain knowledge and/or experience to align with the assigned teaching. The plans have been reviewed and found to be adequate to resolve this concern. **The team considers this standard MET.** See the appendix for detailed information provided by UNI on each faculty member. Department consultants will monitor the professional development activities for completion.

Resolution of Concern #2:

The unit provided information on all three of the faculty members listed. One is no longer working for UNI. UNI has provided documented plans for GB to come into and maintain compliance with this standard. One member, LH, serves in a unique position of not providing direct feedback to UNI candidates. Her 40 hours work has been determined to be adequate. **The team considers this standard MET.** See appendix for documentation and evidence submitted by the University of Northern Iowa. Department consultants will monitor ongoing unit work to maintain compliance with this standard.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- Faculty senates; various faculty groups; various instructional staff at different appointment levels; several students (undergraduate and graduate students)

Review of:

- Course syllabi
- Student records
- Faculty CVs
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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ASSESSMENT

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 (for teacher education, this includes testing described in Iowa Code section 256.16).

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

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

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

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

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

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

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

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

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

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

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

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

- a. Individual candidate assessment data on unit standards, as described in subrule 79.13(5), are analyzed.
 - b. The aggregated assessment data are analyzed to evaluate programs.
 - c. Findings from the evaluation of aggregated assessment data are used to make program improvements.
 - d. Evaluation data are shared with stakeholders.
 - e. The collection, aggregation, analysis, and evaluation of assessment data described in this subrule take place on a regular cycle.
- 79.13(7)** The unit shall conduct a survey of graduates and their employers to ensure that the graduates are well-prepared, and the data shall be used for program improvement.
- 79.13(8)** The unit regularly reviews, evaluates, and revises the assessment system.
- 79.13(9)** The unit annually reports to the department such data as is required by the state and federal governments.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- A unit-wide annual data day has been implemented and shows promise for review of program data.
- Teacher education candidate performance and dispositions are addressed through the Notice of Concern (NOC) process, and are monitored by the directors of elementary and secondary education.
- The elementary education program requires a portfolio to enhance candidate reflection.
- Annual aggregated Praxis II content data are sent to the program areas by the director for assessment for review and potential program improvement.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.13(1)** The team found evidence that the unit has developed and is implementing a plan to provide a cohesive assessment system based on program standards for all preparation programs offered by the university. The team recommends the unit carefully examine the data being collected to determine its usefulness for candidate and program evaluation rather than for marketing value. The team encourages the unit to continue moving ahead with plans being implemented for a more clearly defined, efficient assessment system.
2. **79.13(1)** Evidence indicates inconsistent records of checkpoint and other candidate assessment data for the teacher preparation program. Some data is captured in the UNITED system, but records are inconsistent, particularly records of clinical evaluations. The team recommends the unit continue to develop and implement a plan for consistent record keeping that provides effective and useful candidate assessment data.

3. **79.13(2)** Many adjunct faculty stated that they are not familiar with the assessment system. They were also unsure of their roles in assessing candidates on unit standards. The team recommends the unit develop more effective methods for integrating all faculty, including part-time and adjunct faculty, into the processes of assessment so that data collected can be more effectively used for candidate progression and unit evaluation.
4. **79.13(3) a** Teacher preparation candidates reported unfamiliarity with program standards and expected progress/assessment timelines. The team recommends the unit develop effective articulation and communication of standards and expected timelines in order to enhance candidates' ability to know and reflect on their progress toward meeting unit standards.
5. **79.13(5) b** Evidence indicates data on candidate progress toward meeting standards are not being reviewed on a regular and consistent manner by faculty in the programs of secondary teacher preparation, education leadership, and school psychology. The team recommends that the unit develop and implement procedures for systematically assessing candidates' progress toward program standards to inform all candidate' progress.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, the program is required to address concerns before State Board action.)

None

Sources of Information:

Interviews with:

Coordinator of Secondary Teacher Preparation, Coordinator of Elementary Teacher Preparation, Director of Assessment, Secondary Senate, Secondary department heads, Director of Career Services, Professional education sequence faculty

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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TEACHER EDUCATION CLINICAL

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 consecutive 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 Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Evidence indicates that the scope and sequence of clinical experiences are well aligned to standards and coursework, facilitating cohesive learning and practice that enhances candidate growth.
- The requirements for clinical supervision are strong in providing qualified faculty opportunities to monitor, evaluate and provide feedback to candidates throughout clinical experiences.
- Expectations for clinical practices are communicated with candidates, cooperating teachers and supervisors using a number of documents and methods.
- All teacher candidates are completing 16 consecutive weeks of student teaching, beyond the requirement of 14 weeks.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.14(1)** The team finds evidence that the expectations and completion of Level III placements are inconsistent between elementary candidates and secondary candidates. For example, secondary math and science candidates are not required to do the week long clinical placement, but rather complete their hours through other course work related experiences. Music education students describe their clinical experiences, including those at Level III, as primarily observational, with little or no opportunity to practice their teaching skills. The team recommends the unit examine clinical requirements and ensure all candidates are equitably afforded the best opportunities for growth.

2. **79.14(4)** The team finds the unit describes a narrow definition of diversity, using Waterloo schools as a representation of statewide diversity. Candidates expressed a lack of experience with other diverse learning needs (e.g., students with disabilities, ELL). The team recommends the unit apply a broader definition and application of diversity in managing diverse placements and experiences for candidates to learn to meet the needs of diverse students.

3. **79.14(5)** The team finds that elementary education candidates have a well-defined and articulated sequence of pre-student teaching clinical experiences. The sequence for all other teacher candidates is not as clearly defined. The team recommends the unit examine and adjust clinical experience requirements to ensure equitable opportunities for all teacher candidates.

4. **14(7c)** Student teaching candidates and cooperating teachers expressed concerns that splitting special education placements (two placements, each lasting four weeks) does not allow for building relationships and ensuring quality learning and practice. The team recommends the unit examine policies for candidates earning multiple endorsements and related student teaching requirements and make adjustments to ensure candidates have student teaching experiences that are long enough for quality practice.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.14(7)** The team finds that many student teachers do not experience bi-weekly observations with feedback. The unit describes meetings and discussions between supervisors and candidates without an observation to provide feedback. Meetings without observations do not meet the requirement of this standard. The team requires the unit to develop, document and implement policies that ensure that all student teachers are provided bi-weekly observations with feedback by an appropriately qualified supervisor.

2. **79.14(7)b** The team finds evidence that student teaching placements are not consistently made in an appropriate classroom setting. Candidates earning a K-12 ESL endorsement student taught in only an elementary or secondary setting, not both, as required. The team requires the unit to document changes to policies to ensure candidates experience student teaching in a classroom in the appropriate content and grade level.

Resolution of Concern #1:

As discussed with unit leadership on site, the team cites evidence for this concern in two ways: 1. A lack of documentation in candidate records, and 2. Interviews with recent graduates and supervisors who indicated that supervisor observations of student teaching did not take place at least bi-weekly. Those interviewed noted that meetings took place bi-weekly, but observations were not included bi-weekly. Based on their evidence, the unit considers this a communication concern rather than a policy concern, to which the team agrees. The unit has verified their policy for bi-weekly observations with feedback. The unit has met with student teacher supervisors and reiterated the requirement for bi-weekly observations with feedback. The unit has also updated their communication policies with student teacher supervisors, as well as documentation requirements to ensure bi-weekly observation with feedback. **The team considers this standard MET.** See appendix for documentation and evidence submitted by the University of Northern Iowa. Department consultants will monitor documentation in the one-year follow up review.

Resolution of Concern #2:

The unit has provided evidence that policy is in place for proper student teaching placements for K-12 ESL student teachers. The unit described the placement in concern as an anomaly during transition. **The team considers this standard MET.** See appendix for documentation and evidence submitted by the University of Northern Iowa. The Department will monitor placements made for K-12 ESL at the follow up visit.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- Student teacher candidates, cooperating teachers, site supervisors, Level I, II, and III faculty, and school principals.

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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TEACHER EDUCATION KNOWLEDGE, SKILLS AND DISPOSITIONS

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 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.
- e. Students who may be at risk of not succeeding in school.

79.15(3) Each teacher 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. Each teacher candidate in elementary education demonstrates knowledge related to the acquisition of literacy skills and receives preparation in a variety of instructional approaches to reading programs, including but not limited to reading recovery.

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 exhibits competency in all of the following professional core curricula:

a. Content/subject matter specialization. The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This specialization is evidenced by a completion of 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. The teacher candidate must either meet or exceed a score above the 25th percentile nationally 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 above the 25th percentile nationally on an alternate assessment also approved by the director. The alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning. 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.

b. Student learning. The teacher candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.

c. Diverse learners. The teacher candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.

d. Instructional planning. The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

e. Instructional strategies. The teacher candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.

f. Learning environment/classroom management. The teacher candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.

g. Communication. The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.

h. Assessment. The teacher candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student,

and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.

i. Foundations, reflective practice and professional development. The teacher candidate develops knowledge of the social, historical, and philosophical foundations of education. The teacher candidate continually evaluates the effects of the candidate’s choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.

j. Collaboration, ethics and relationships. The teacher candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

k. Technology. The teacher candidate effectively integrates technology into instruction to support student learning.

l. Methods of teaching. Methods of teaching have an emphasis on the subject and grade-level endorsement desired.

79.15(6) Teacher candidates demonstrate competency in content coursework directly related to the Iowa core.

79.15(7) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended.

79.15(8) Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- The InTASC standards are clearly embedded within syllabi.
- The pedagogical instruction in the elementary education program is well aligned with standards and presented with depth of understanding and opportunities for reflection.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.15 (general)** The team finds inconsistencies in syllabi for separate sections of the same courses, including content delivered. The team recommends the unit examine curriculum and develop ways to ensure candidates have consistent preparation, aligned with the unit standards, to be prepared for subsequent learning.

2. **79.15(5)** The team finds evidence that secondary candidates do not receive the same level of learning about pedagogical elements, such as lesson planning, standards, and classroom management, as their elementary colleagues. The recommends the unit examine curriculum across the teacher preparation programs to ensure equitable access to in depth learning and preparation.
3. **79.15(5)c.** Examinations of syllabi and interviews with candidates provide evidence of a lack of adequate learning in meeting the learning needs of all diverse students, in particular, students from diverse ethnic, racial and socioeconomic backgrounds. The team recommends the unit examine curriculum for learning to meet the needs of diverse learners and make adjustments as necessary.
4. **79.15 (5)** Candidates, recent graduates and cooperating teachers identify a need for more in-depth learning in the use of assessment for learning and classroom management, especially as it applies to all content areas. Candidates in Art/Music and PE consistently expressed a need for application specifically in their teaching fields. The team recommends the unit examine coursework for preparation in use of assessment and classroom management, and make adjustments as necessary.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.15 (3)** The team finds evidence that the secondary (and Art/Music/PE at both the elementary and secondary levels) program content area methods courses are not providing literacy instruction, specifically reading strategies in content area coursework. The team requires the unit to restructure curriculum in order to ensure all candidates are well prepared for integrating reading strategies into content area coursework. This finding is repeated from the 2010 program review.

Resolution of Concern #1:

The unit has articulated a plan to consistently provide literacy instruction for all secondary level programs. Syllabi and other documents are being developed. **The team considers this standard MET.** See appendix for documentation and evidence submitted by the University of Northern Iowa. The Department will examine syllabi, student records and other evidence in the follow up review.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- Vice President for Academic Affairs, Associate University Librarian, Information Technology Specialist, Instructional Resource and Technology Support Staff, Assessment Director, Dean of School of Education, Elementary and Secondary Senate, Elementary

and Secondary Advisors, Elementary and Secondary department heads, Methods Instructors

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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ADMINISTRATOR CLINICAL

281—79.16(256) Administrator preparation clinical practice standard. The unit and its school partners shall provide clinical experiences that assist candidates in becoming successful school administrators in accordance with the following provisions.

79.16(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, purposeful, supervised by appropriately qualified personnel, monitored by the unit, and integrated into unit standards. These expectations are shared with candidates, supervisors and cooperating administrators.

79.16(2) The PK-12 School and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:

- a. High-quality college/university supervisors, and
- b. High-quality cooperating administrators.

79.16(3) Cooperating administrators and college/university supervisors share responsibility for evaluating the candidate’s achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ attainment of unit standards.

79.16(4) Clinical experiences include all of the following criteria:

- a. A minimum of 400 hours during the candidate’s preparation program.
- b. Take place with appropriately licensed cooperating administrators in state-approved schools or educational facilities.
- c. Take place in multiple high-quality educational settings that include diverse populations and students of different age groups.
- d. Include minimum expectations and responsibilities for cooperating administrators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members.
- e. Include prescribed minimum expectations and responsibilities of the candidate for ethical performance of both leadership and management tasks.
- f. The involvement of the administrator candidate in relevant responsibilities to include demonstration of the capacity to facilitate the use of assessment data in affecting student learning.

g. Involve the candidate in professional meetings and other school-based activities directed toward the improvement of teaching and learning.

h. Involve the candidate in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating administrators in the school.

79.16(5) The institution annually delivers one or more professional development opportunities for cooperating administrators to define the objectives of the field experience, review the responsibilities of the cooperating administrator, build skills in coaching and mentoring, and provide the cooperating administrator other information and assistance the institution deems necessary. The professional development opportunities incorporate feedback from participants and utilize appropriate delivery strategies.

79.16(6) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for administrator candidates.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Candidates and mentors indicate a well-developed network of professional administrators that provide expertise in various stages of the program.
- Candidates and mentors see applicable value in the number of practical experiences received within the program.
- The superintendent program requires 450 hours of field experience, beyond the standard requirement of 400.
- Clinical experiences are aligned with ISSL and with the UNI EdLead mission/vision of Learning, Service, and Change.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.16(1)** Superintendent clinical field experience requirements are specific in describing and communicating expectations and opportunities. The principal program requirements do not contain adequate specificity. The team recommends the unit follow the superintendent model in developing and communicating clear descriptions of expectations and opportunities for principal clinical experiences.
2. **79.16(2)** The team finds evidence that the unit does not ensure the selection and support of high quality cooperating administrators. The team recommends the unit establish and implement an effective process to ensure selection and support of high quality cooperating administrators.
3. **79.16(5)** The team finds evidence that the unit does not assume responsibility for the annual workshop, but relies on attendance at professional organization conferences. This method does not provide information and collaboration specific to UNI program goals

and requirements. The team recommends the unit design and implement a workshop that allows the unit to define the objectives of the field experience, review the responsibilities of the cooperating administrator, build skills in coaching and mentoring, and provide the cooperating administrator other information and assistance the institution deems necessary.

4. **79.16(4)** The team finds evidence that clinical experiences do not consistently provide learning opportunities in diverse settings. Candidates choose their own placements, often based on convenience, rather than learning opportunities in diverse settings. The team recommends the unit develop and implement policy to manage diverse placements for all candidates.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Interviews with:

- Candidates, Unit Faculty, Field Supervisors, Mentors

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to clinical sites and discussions with candidates, mentors, and field supervisors.

Final Recommendation:

Met Or Met with Strength	Not Met
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ADMINISTRATOR KNOWLEDGE, SKILLS AND DISPOSITONS

281—79.17(256) Administrator knowledge, skills, and dispositions standard. Administrator candidates shall demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.17(1) Each educational administrator program shall define program standards (aligned with current ISSL standards) and embed them in coursework and clinical experiences at a level appropriate for a novice administrator.

79.17(2) Each new administrator candidate successfully completes the appropriate evaluator training provided by a state-approved evaluator trainer.

79.17(3) Each administrator candidate demonstrates the knowledge, skills, and dispositions necessary to support the implementation of the Iowa core.

79.17(4) Each administrator candidate demonstrates, within specific coursework and clinical experiences related to the study of human relations, cultural competency, and diverse learners, that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that administrator 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.
- e. Students who may be at risk of not succeeding in school.

79.17(5) Each administrator candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Candidates express strong connections to their cohorts and appreciate the opportunity to build that network both online and in person.
- Faculty members’ experiences as PK-12 administrators allow them to merge theory and practice for their students in a meaningful and productive manner, and to connect effectively with networks of practitioners outside of the university and across the state of Iowa.
- Faculty and students report the nine-day summer seminars provide a beneficial toolkit of skills that are likely to support students’ practice well beyond the conclusion of the program.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

None

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.17(4):** The team finds evidence that the principal preparation program has accepted transfer credit from an institution that is not approved to prepare school administrators. Transfer courses

accepted were taken in a teaching or endorsement program, and were designed for teachers rather than administrators. The unit is required to develop and implement a policy that ensures all coursework transferred is specifically designed for administrator preparation and meets the requirements in the UNI approved program of study.

Resolution of Concern #1:

The unit has developed a plan for review, acceptance and remediation for transfer course substitution from other institutions. **The team considers this standard MET.** See appendix for documentation and evidence submitted by the University of Northern Iowa. The Department will examine policies, student records and other evidence in the follow up review.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

Director, Unit Faculty, Adjunct faculty, Field Supervisors

Review of:

- Course syllabi
- Electronic management systems
- Graduate students
- Mentor principals
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and internship sites, and discussions with students in the field

Visits to clinical sites and discussions with candidates and administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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OTHER CLINICAL

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

79.20(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, purposeful, supervised by appropriately qualified personnel, monitored by the unit, and integrated into unit standards. These expectations are shared with candidates, supervisors and cooperating professional educators.

79.20(2) The PK-12 school, AEA, and facility partners and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:

- a. High-quality college/university supervisors, and
- b. High-quality cooperating professional educators.

79.20(3) Cooperating professional educators and college/university supervisors share responsibility for evaluating the candidate’s achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate the candidate’s attainment of unit standards.

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

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

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

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

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- The team finds the clinical experiences for Professional School Counseling, Speech Pathology, School Psychology, and School Library Studies occurring in all locations are well-sequenced, purposeful, and aligned with course learning.
- Clinical expectations are clearly communicated with candidates, supervisors and cooperating professional educators.
- Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate the candidate’s attainment of unit standards.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

79.20(1) The team finds that Professional School Counselor candidates secure their own internship placements. This practice will not allow the unit to ensure quality placements that are purposeful and made with appropriately qualified cooperating counselors. The team recommends the unit develop and implement policies to ensure unit management of all clinical placements.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Interviews with:

- Candidates and Graduates
- Supervisors and AEA Personnel
- Program Faculty

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating educators, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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OTHER KNOWLEDGE, SKILLS AND DISPOSITIONS

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

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

79.21(2) Each candidate demonstrates, within specific coursework and clinical experiences related to the study of human relations, cultural competency, and diverse learners, that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that candidates develop the ability to meet the needs of all learners, including:

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

79.21(3) Each candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Evidence indicates that all four programs under this standard clearly align standards with curriculum and assessments.
- Candidates expressed appreciation for the cohort structure, e-learning opportunities, and the on-campus components of their respective programs.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.21 (2)** The team does not find evidence that candidates in all programs are able to demonstrate adequate competency related to the study of human relations, specifically meeting the needs of students from diverse ethnic, racial and socioeconomic backgrounds. The team recommends the unit examine curriculum and assessments for learning to meet the needs of diverse students implement improvements.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Interviews with:

- Candidates and Graduates
- Supervisors and AEA Personnel
- Program Faculty

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating educators, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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APPENDIX: UNI Response to Team Report

The University of Northern Iowa

Team Report

Preliminary Review: September 20, 2017

Site Visit: November 12-16, 2017

Final Report: February 2, 2018

Presented to the State Board of Education on

Iowa Department of Education

Review Team Members:

Dr. Lawrence R. Bice, Iowa Department of Education
Dr. Carole Richardson, Iowa Department of Education
Mr. Matt Ludwig, Iowa Department of Education
Dr. Patricia Carlson, Iowa State University
Mr. Robb Beane, William Penn University
Dr. William Coghill-Behrends, University of Iowa
Dr. Kari Vogelgesang, University of Iowa
Dr. Randal Peters, Drake University
Dr. Catherine Gillespie, Drake University
Dr. Jeffrey Haverland, University of Dubuque
Dr. Jill Buchan, Upper Iowa University
Dr. Rick Snyder, Wartburg College

Acknowledgements

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

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit. Some of those people are:

Dr. Victoria Robinson, Executive Vice President for Educator Preparation

Dr. Gaetane Jean-Marie, Dean, College of Education

Dr. Mark Nook, President

Dr. Jim Wohlpart, Provost and Executive Vice President for Academic Affairs

Dr. James D. Cryer, Coordinator of Elementary Teacher Education Programs

Mr. Chad Christopher, Coordinator of Secondary Teacher Education Programs

GOVERNANCE AND RESOURCES

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 ISSL 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 Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- The team received abundant evidence of the quality work of three individuals:
Dr. Benjamin Forsyth, Dept. Head, Ed Psych & Foundations and Chair of the EPP
Chad Christopher, Coordinator of Secondary Teacher Preparation

Dr. JD Cryer, Coordinator of Elementary Teacher Preparation

- The unit is developing a governance structure working toward improvements in unification, coherence and efficiency.
- The faculty senates provide an opportunity for a voice to all members of the unit.
- The 2+2 program in partnership with DMACC is providing a quality opportunity for students to be prepared as elementary teachers in rural/isolated communities.
- The unit's conceptual framework (CF) is well developed, based in research and clear. The CF is consistently applied (through standards, curriculum and assessments) in the teacher preparation program.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.10(1)** There is evidence of a lack of clarity of oversight between the position of Executive Vice Provost and Dean of the COE. Further, there is a potential for a lack of equity on the executive council. The executive council contains the deans of four colleges (Education; Business Administration; Humanities, Arts and Sciences; Social and Behavioral Sciences) that make up the educator preparation unit. This provides decision making authority equally split between the four deans. However, the Dean of the COE is responsible for approximately 75% of unit students, faculty and programming. This structure provides the potential for inequitable governance from the standpoint of decision making and program functions. The team recommends the institution examine governance structures to ensure oversight meets the needs of all unit students and faculty equitably.

UNI Response:

- The governance structure of the UNI Educator preparation program has undergone some changes since the last state review in 2010 and is in the process of being finalized in response to recommendations and concerns that arose during the State Approval visit.

As a result of the previous visit, an Elementary Teacher Education Senate and a Secondary Teacher Education Senate were created to replace the one body, the Council on Teacher Education. This change alleviated a concern that the College of Education and the elementary voice dominated the former Council. The Elementary Senate and the Secondary Senate meet monthly under the leadership of the coordinators for elementary and secondary education. The two senates also meet together once each semester in a "joint senate session".

The creation of the two undergraduate senates created a vacuum for the voices of the many graduate programs that offer licensure at UNI. As a result, the Graduate Licensure Council was created in 2016 to provide the opportunity for a representative from each of the 5 Graduate Licensure Programs to communicate, share and collaborate. In response to the recent State Approval visit, the Graduate Licensure Council will meet in August, 2018 to better identify their purpose, function, and meeting schedule.

A faculty working group will be convened in the summer of 2018 to more clearly outline the responsibilities and accountability of each of these three groups, as well as their relationship to the wider faculty governance system at the University of Northern Iowa (including, for instance, the College Senates and the University Faculty Senate). The information generated in the summer will then be shared with all educator preparation faculty in the fall of 2018 in order to develop a deep and broad understanding of educator preparation governance on the UNI campus.

Additionally, the faculty working group will offer feedback to the Executive Council and the Provost and Executive Vice President for Academic Affairs regarding the administrative leadership of Educator Preparation. With the retirement of the current Vice President for Educator Preparation on June 1, 2018, we have the opportunity to refine the administrative leadership structure. The position will be suspended with no immediate plan to fill the position. This eliminates the confusion, noted in both the recommendations and the concerns, regarding the roles and relationship between the COE Dean and the Vice President for Educator Preparation. The faculty will then be involved in offering a perspective on how we will move forward with administrative leadership for educator preparation; this could include eliminating the Associate Vice President position, elevating the Coordinators of Elementary and Secondary Education to Director roles, elevating the Chair of Educator Preparation role, elevating an Associate Dean in the College of Education to oversee educator preparation, and other possibilities.

Going forward the Educator Preparation Executive Council, which consists of the deans of all academic colleges, the elementary and secondary coordinators, representatives from the elementary senate and the secondary senate, a representative from the Graduate Licensure Council, the chair of the Educator Preparation faculty, will be chaired by the Provost. A very important purpose of this body is to make sure that all deans and other representatives come together to discuss needs, issues and programs to ensure effective information and communication flow. The Executive Council does not operate through a vote, which might reduce the equity in decision-making (as the Dean of the College of Education, who oversees most of educator preparation, would have only 1 vote); rather, the Council operates through a consensus model to provide recommendations regarding issues that have been forwarded from the two senates. Ultimately, the Provost is the head of educator preparation at UNI and makes all final decisions.

With the suspension of the Associate Vice President for Educator Preparation position and the resumption of the Provost as the head of the Executive Council, the concerns expressed in the State Approval visit will be resolved. Further, with the convening of the faculty committee (which will include 2 members from the elementary senate, 2 members from the secondary senate, coordinator of elementary education, coordinator of secondary education, provost designee, incoming and outgoing chair of the educator preparation faculty, and a dean, likely the Dean of College of Education) further clarification of educator preparation governance will be developed on campus. This process will address redundancy and ensure that there is a clear determination of oversight in the unit, with broad understanding on the campus.

The committee will work over the summer (June-July, 2018) to create an initial draft of responsibilities and relationships of the various elements of educator preparation governance. This draft will then be shared with the various bodies and individuals (elementary and secondary senates, college senates, UNI faculty senate, Executive Council, etc.) to get feedback and make revisions. The final draft will then be shared with all of the Educator Preparation faculty for discussion, revision, and final approval. The Elementary and Secondary coordinators and the Educator Preparation Faculty Chair will take the lead in convening the committee and ensuring that all faculty feel engaged in the process and will understand the governance structure.

2. **79.10(1)** The executive council does not keep or share minutes; therefore, there is no record of policy decisions and how they are made. Faculty express that they are unsure their voices are heard in policy decisions. The team recommends the unit explore opportunities for clarity and transparency in communication with faculty.

UNI Response:

- The Executive Council will keep and share minutes with the educator preparation faculty beginning in August, 2018 to ensure clarity and transparency.
3. **79.10(7)** The team finds evidence that faculty roles and requirements are in many cases changing and becoming more difficult. Faculty members cite limited communication of how and why such changes are being manifested. The team recommends the unit clearly articulate information about changes in faculty roles and requirements.

UNI Response:

- Can clarification be provided as to what changes faculty are referring to in terms of roles and requirements? With more specific information, we will be better able to address this recommendation.
4. **79.10(7)a.** The team finds evidence that work assignment overload negatively impacts faculty work climate and the ability to teach using best practices. Faculty members teaching content and methods courses described working a consistent overload. Additionally, faculty members in many programs described the juxtaposition of declining numbers of faculty positions (and subsequent combining of faculty roles and responsibilities) with consistent, or in some cases increasing, numbers of course sections negatively affecting work demands and climate. They also attribute the challenging circumstances to last minute course section changes based, in part, on advising errors. The team recommends the unit establish and maintain manageable faculty load to support faculty members' ability to perform quality work. Additionally, the team recommends the unit develop and implement policies for consistent and accurate advising.

UNI Response:

- Across the university enrollment data is being captured and analyzed in order to clarify the actual student numbers in relation to the faculty within the Educator Preparation Program. With this information, an appropriate balance can be made

between the number of class sections offered and the class size for each section. Along with this review of enrollment numbers, conversations and decisions need to be made by faculty in regards to what changes might be made on their own in order to alleviate these overall concerns of work assignment overload.

- In terms of improving consistent and accurate advising, the College of Education will be hiring a Director of Advising. This person will be leading the COE advising center in the implementation of a new technology system for the collection, sharing, and storing of advising information across campus. Additionally, the COE Advising Office will also be hiring a full time secretary. The addition of these two roles will help address overall communication and help reduce advising errors and last minute changes to course sections, and thus alleviate some of the specific faculty concerns highlighted.
5. **79.10(7)**. Evidence indicates student advising is inconsistent, primarily in teacher preparation. Evidence includes candidates' descriptions of inaccurate advising information impacting their program completion in regard to timing and endorsements earned. Evidence also includes impact on advising to a lack of accurate student records. Transfer and post-baccalaureate students present a considerable problem. With no records in the admission/advising system for them, the advisor may not have the information necessary for proper advising. The team recommends the unit and institution work together to ensure an adequate number of advisers with readily available student records, and to provide professional development to ensure properly informed advisers.

UNI Response:

- The Office of Teacher Education will work with the UNI Registrar's Office to identify transfer and Post-BA students in order to ensure these students' records are housed in the UNITED system as soon as possible. This list of students will be shared with the appropriate departments and advisors to make sure information is being communicated.
 - In order to improve student advising, the Office of Teacher Education will hold bi-annual meetings with the UNI Registrar's Office and all Teacher Education advisors. As of the fall of 2018, these groups are now meeting each semester to help with communication, coordination, and accessibility of all student records.
6. **79.10(7)e**. Evidence indicates the position of Associate Vice President for Educator Preparation does not have adequate clerical/administrative support, impacting functions of the position. The team recommends the institution examine human resource allocation to provide adequate administrative support for all administrative positions, including the executive vice president position.

UNI Response:

- With the suspension of the position of Associate Vice President for Educator Preparation and no plans to fill this position, the issue of lack of clerical and administrative support is eliminated. It should be noted, however, that the Office

of Educator Preparation received clerical support from the Provost's secretary and the secretary and Record Analyst in the Office of Teacher Education.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. 79.10(1) The governance structure is in transition. There are elements in the structure that have been in place for some time (college of education, faculty senates, various councils), and some are new (executive VP position, Chair of EPP, some councils). Individuals at various points in the governance structure were interviewed for understanding of the structure. Virtually all expressed a unique and different understanding of the structure or the direction the institution is taking it. The evolving governance structure is not clearly understood. As the unit continues work in developing the governance structure, the team recommends the unit retain opportunities for faculty to have a voice (as seen in the senate system), examine redundancy (as seen in the work of the grad and executive councils with other committees and the senates), and clearly determine oversight regarding positions such as executive vice provost, dean of the COE, and Chair of the EPP). The team requires the unit to develop and disseminate a clear articulation of the design for the governance structure.

UNI Response:

- The governance structure of the UNI Educator preparation program has undergone some changes since the last state review in 2010 and is in the process of being finalized in response to recommendations and concerns that arose during the State Approval visit.

As a result of the previous visit, an Elementary Teacher Education Senate and a Secondary Teacher Education Senate were created to replace the one body, the Council on Teacher Education. This change alleviated a concern that the College of Education and the elementary voice dominated the former Council. The Elementary Senate and the Secondary Senate meet monthly under the leadership of the coordinators for elementary and secondary education. The two senates also meet together once each semester.

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The committee will work over the summer (June-July, 2018) to create an initial draft of responsibilities and relationships of the various elements of educator preparation governance. This draft will then be shared with the various bodies and individuals (elementary and secondary senates, college senates, UNI faculty senate, Executive Council, etc.) to get feedback and make revisions. The final draft will then be shared with all of the Educator Preparation faculty for discussion, revision, and final approval. The Elementary and Secondary coordinators and the Educator Preparation Faculty Chair will

take the lead in convening the committee and ensuring that all faculty feel engaged in the process and will understand the governance structure.

2. 79.10(5) Evidence indicates an inconsistent use of advisory committees. In particular:

School Psychology: Since the last review, there are minutes for only one meeting. This does not meet the requirement for semi-annual solicitation of the advisory.

UNI Response:

- Please see the link below for “Official minutes from UNI School Psychology Program Advisory Board, Nov. 17, 2017”
 - https://drive.google.com/open?id=1itT3Z1njYRXoSFaCwEH_QL7UqX6TgN2k
- We had our second advisory board meeting on May 1, 2018 (See [notes](#) here). We plan to continue with semi-annual advisory board meetings each year.

Professional School Counselor: Agendas and minutes are available; however, the most recent minutes are from 2012.

UNI Response:

- We meet with our advisory board annual in the Spring semester. Typically, we give a report on the program and provide them information from our annual evaluations such as our scores on the national exams (CPCE and NCE), program review documentation, and then pose discussion questions and ask for feedback on ways we can improve.
- Agendas and letters of inviduations are attached. Minutes will be taken at subsequent meetings retained for the the next report cycle.
- Once the Education Preparatory Program identifies policies and expectations for advisory councils, the program will create a plan for implementation. Currently, at our first fall program meeting, we select dates for upcoming events which will include selecting dates for both a Fall and Spring advisory board meetings. At this meeting we will also review our membership list and functions of the membership. This fall will will be creating key performance indicators regarding student progress for our CACREP accreditation and will ask for advisory board members to review our process and seek feedback from them.

Educational Leadership: The advisory membership list contains 47 members, which may be too large to be useful. There is no evidence of the committee providing program feedback. Records indicate meetings are often cancelled because members cannot attend.

UNI Response:

- The Educational Leadership Department agrees that a 47-member Advisory Council is too large to be useful and admits that meetings over the past five years have been inconsistent and documentation of meetings and conversation therein poorly documented. We understand and agree that Advisory Councils are needed in order for the Department to continue to offer strong and viable programs that sufficiently prepare graduates/completers for entry-level principal and superintendent positions. Therefore, the following changes will be made:

- The Advisory Council will be reduced from one very large 47-member Committee that served both the Principal and Superintendent Preparation Programs to two 12-member Committees, one to work specifically with the Coordinator of the Principal Preparation Program and the other to work specifically with the Coordinator of the Superintendent Preparation Program.
- The Department will recruit new members for the Advisory Committees and, during the recruitment phase, the following Charter will be shared. In doing so, we hope to inform prospective members in advance about the Purpose, Membership, Meetings, and Time Commitment involved in an effort to avoid problems experienced in the past related to Advisory Council members being unavailable for meetings that were scheduled. Additionally, the Program Coordinators agree to document meetings with agendas, minutes, and action plans.

Educational Leadership Advisory Council Charter	
Principal Preparation Program	
Purpose	<i>The Principal Preparation Program Advisory Council will strive to continuously improve the graduate program experience for candidates and faculty/staff in the program. They will systematically review available data to identify problems and collaboratively work towards solutions using the action planning process.</i>

Membership (12 two-year terms)	3 Elementary Principals (Rural/Suburban)	Anel Garza/Amy Schmidt/Dan Butler
	3 Secondary Principal (Rural/Suburban)	Jeff Dieken/John Hawley/Amy Griffin
	Program Faculty Member	Matt Townsley
	AEA Administrator	Tesha Ruley

	SAI Representative	Roark Horn
	DE Consultant	Matt Ludwig
	Ed Leadership Department Chair	Tim Gilson
	Principal Prep Program Coordinator	Sue Alborn-Yilek
Meetings	<p><i>The Program Coordinator will schedule and facilitate two meetings each year, set agendas in advance and maintain minutes of each meeting. The meetings may be held on the UNI campus or online using audio-video conferencing software.</i></p> <p><u><i>November/December -- Review results of two surveys and draft action plan</i></u></p> <ul style="list-style-type: none"> • <i>Iowa Survey for Employers of UNI Principal Preparation Program Graduates</i> • <i>Iowa Survey for UNI Principal Preparation Graduates Now Employed as Principals</i> <p><u><i>May/June -- Review results of one survey and draft action plan</i></u></p> <ul style="list-style-type: none"> • <i>UNI Survey for Principal Preparation Program Completers</i> 	
Time Commitment	<p><i>Advisory Council members commit to a two-year term beginning July 1 and ending June 30. Two meetings lasting no more than four hours will be held each year, one in November/December and one in May/June.</i></p>	
Superintendent Preparation Program		
Purpose	<p><i>The Superintendent Preparation Program Advisory Council will strive to continuously improve the graduate program experience for candidates and faculty/staff in the program. They will systematically review available data to identify problems and collaboratively work towards solutions using the action planning process.</i></p>	
Membership (12 two-year terms)	6 Superintendents (Rural/Suburban)	Ed Klamfoth, Tony Voss, Andy Pattee, Travis Fleshner, Chad Kohagen and Darwin Lehmann

	AEA	Dan Cox
	Program Faculty Member	Kim Huckstadt
	SAI Representative	Roark Horn
	DE Consultant	Matt Ludwig
	Ed Leadership Department Chair	Tim Gilson
	Superintendent Prep Program Coordinator	Denise Schares
Meetings	<i>The Program Coordinator will schedule and facilitate two meetings each year, set agendas in advance and maintain minutes of each meeting. The meetings may be held on the UNI campus or online using audio-video conferencing software.</i>	
Time Commitment	<i>Advisory Council members commit to a two-year term beginning July 1 and ending June 30. Two meetings lasting no more than four hours will be held each year, one in the fall and one in the spring..</i>	

The team requires the unit examine and adjust membership, policies, and function of advisory committees in order to sustainably ensure they are involved semi-annually in providing useful input for program evaluation and continuous improvement.

UNI Response:

- We will be reviewing all external advisory committees/councils associated with the Educator Preparation Program for membership, policies, and functions. Based upon this review, we will make sure each group has the function of being involved semi-annually in providing input for program evaluation and continuous improvement. This

information will be added to each of the website and bylaws associated with the Educator Preparation Program so all expectations are clearly stated across all programs.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- President, Provost and Executive Vice President for Academic Affairs, Associate Provost for Faculty, Dean of College of Education, Associate Dean of College of Education and Head of Department of Teaching, Associate Dean of College of Education, Dean of College of Business Administration, Associate Dean of College of Humanities Arts and Sciences, Dean of Social and Behavioral Sciences, Head of Department of Curriculum and Instruction, Head of Department of Educational Leadership and Post Secondary Education, Head of Department of Educational Psychology and Foundations and Chair of the Educator Preparation Program Faculty, Head of the Department of Special Education, Director of School of Kinesiology, Administrative Assistant for Department of Teaching, Coordinator of Secondary Teacher Preparation, Coordinator of Elementary Teacher Preparation, College of Education Advisors, Secondary Advisors, Teacher Education Advisory Council, Faculty, Staff, Students

Review of:

- Course syllabi
- Institutional Report and Exhibits
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students.

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators.

Final Recommendation:

Met Or Met with Strength	Not Met
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DIVERSITY

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 Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- The university administration has articulated the creation of a diverse and inclusive community as a priority goal.
- Faculty and candidates frequently describe a commitment to, and an appreciation of, working with diverse students in P-12 schools. Candidates spoke highly about their opportunities to engage with populations of students that are different from their own identities and cultures.
- The university administration has begun the process of strategic planning for targeting the recruitment and retention of diverse faculty and students.
- The College of Education has established a number of initiatives to promote and support meeting the needs of diverse students at the college and P-12 levels. Initiatives include:
 - Minorities in the Leadership of Education
 - Multicultural Initiatives in Teaching
 - Multicultural Teaching Alliance
 - The Center for Disability Studies in Literacy, Language and Learning.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.11(1)** Professional development opportunities are available at the introductory level for faculty and staff to enhance the understanding and skills necessary to support a broader definition of a diverse and inclusive community. However, participation is limited. The team recommends that the university develop and implement sustainable policies to ensure all faculty and staff utilize these opportunities as a beginning point for deeper study and application.

UNI Response:

- As we continue working on ways to improve the professional development opportunities related to diversity for all faculty and staff, and raise awareness across the entire Educator Preparation Program the UNI Educator Preparation Program will have:
 - The Teacher Education Program Subcommittee for the Diversity Standard review all professional development opportunities associated with diversity offered by the university at the beginning of each semester. This subcommittee will then become more intentional with explaining how the professional development opportunities offered by the university connect with the Mission, Vision, and Conceptual Framework of the Educator Preparation Program as it issues invitation to these events.

- The Teacher Education Program Subcommittee for the Diversity Standard work with UNI Institutional Relations to be purposeful in the marketing of these professional development opportunities so faculty and staff feel the information is more approachable, accessible and safe for all to attend and learn together.
 - By being more intentional with communicating the ways the professional development opportunities connect to the Mission, Vision, and Conceptual Framework of the Educator Preparation Program and creating an approachable, accessible, and safe environment for faculty and staff we hope to encourage more people to attend these opportunities as beginning point for deeper study and application.
 - The Coordinators of Teacher Education work with the Chairperson of the Educator Preparation Program faculty to hold monthly meetings that highlight each of our main belief statements associated with our Conceptual Framework. It will be at these meetings that faculty and staff can talk about knowledge and skills learned during all professional development opportunities in relation to the needs of our program. We feel that these meetings will also allow for an enhanced understanding of the skills necessary to support a broader definition of a diverse and inclusive community.
 - Utilize the online Faculty Activity Reporting (FAR) to allow each individual faculty member the opportunity to document their participation in the different professional development opportunities directly related to diversity. The Teacher Education Program Subcommittee for the Diversity Standard will work through the Senates, Graduate Licensure Council, and Executive Council to encourage faculty to not only check the boxes devoted to Diversity Opportunities on their faculty activity report, but also add a narrative about any/and all professional development opportunities they attend. This will help facilitate a more sustainable process connected to university policies and procedures.
2. **79.11(1)** The self-assessment form used in field experiences for teacher preparation asks candidates to report about the presence of diverse students in their clinical sites by checking boxes representing a very limited concept of diversity. This impacts candidates' abilities to honor cultural differences and meet the learning needs of all students. The team recommends that the unit engage in critical examination of practices used that may undermine the value of diversity and to implement actions to change those practices.

UNI Response:

- The Teacher Education Program Subcommittee for the Diversity Standard will work to create a broader definition of diversity for the entire Educator Preparation Program. This subcommittee will then deliver their recommended definition to the Elementary Teacher Education Senate, the Secondary Teacher Education Senate, and the Graduate Licensure Council for approval and adoption.

- To create this definition, the Teacher Education Program Subcommittee on the Diversity Standard will analyze many national definitions of diversity (AACTE, CAEP, etc.), the current definition of Diversity at UNI, and equal education opportunity statements issued by our P-12 school partners.
 - Once this new broader definition is finalized and approved, it will be the goal of the program to use this new definition as a guide for many aspects of the overall program, including the revision of the “Self-Assessment Form” used in field experiences.
 - The work done to revise this “Self-Assessment Form” will be completed by the Teacher Education Subcommittee for the Clinical Standard. The revised “Self-Assessment Form” will be used by teacher candidates to document the types of exposure they have had with students from diverse backgrounds. Teacher candidates will fill out this form with the support of their classroom teacher at the conclusion of each field experience. This form will list the many aspects of diversity found in our program’s new, broader definition for diversity. It will also include an area for teacher candidates to reflect on their specific interactions with diverse students. Each time a teacher candidate completes a form it will be housed on the UNITED system database. This will allow each UNI faculty making field experience placements the opportunity to review the information and use the information in order to maximize the diversity of placement. This will also allow the teacher candidate to see their own exposure and interaction working with students from diverse backgrounds. By allowing for self-reflection, it will help each individual teacher candidate the chance to determine if there are other professional development opportunities they would like to investigate during their program of study.
 - Additionally, the Teacher Education Program Subcommittee for the Assessment Standard will work to make sure that as plans are being completed to address the articulation needs of the overall Assessment System there is a critical examination of practices used that may undermine the value of diversity and to implement actions to change those practices.
3. **79.11(2)** The team finds evidence that the recruitment and retention of diverse students and faculty has decreased in educator preparation programs. The team recommends the development and implementation of strategic plans for increasing the diversity of faculty and the student body.

UNI Response:

- The Teacher Education Program Subcommittee for the Diversity Standard will complete an audit of what current practice and procedures are for recruiting and retention within the College of Education. This will allow for a baseline of statistical information and data in order to compare with the other colleges across the Educator Preparation Program.
- As information and data is reviewed, the Teacher Education Program Subcommittee for the Diversity Standard will work to discover what the other colleges at UNI are doing for their recruiting and retention procedures to see if

anything could be replicated in the College of Education and/or Educator Preparation Program.

- The Teacher Education Program Subcommittee for the Clinical Standard will work with the UNI Office of Admissions team to investigate current data regarding reasons students self-identify for leaving our program during the Level I timeframe of our program. We believe that investigating this data will help our unit gain a stronger understanding of what is happening between Level I and Level II for students not being able to move in the program.
- The Teacher Education Program will engage faculty in the creation of a pool of faculty willing to act as mentors for students from diverse backgrounds.
- The Teacher Education Program Subcommittee for the Diversity Standard will work with the UNI Office of Student Success and Retention to identify students who are going into areas within the Educator Preparation Program and match them with a pool of faculty mentors who could support them with general information and guidance rather than academic advising.
- The Teacher Education Program Subcommittee for the Diversity Standard will work with the Office of Student Life to investigate the possibility of establishing a peer mentoring network for students from diverse backgrounds within the Educator Preparation Program. The goal of this network would be to allow each teacher candidate access to another student on campus to connect with for help answering questions and providing general guidance.

School Counseling

- Recruitment
 - Our program recruitment efforts typically have 80-100 strong applicants each year. We have updated our website, which students report is a positive draw to our program.
 - The diversity of our applicant pool this year earned our program four diversity graduate assistantships. This is the highest number of these diversity assistantships we have received since these were created.
 - We are currently collaborating with a university in Taipei Taiwan to engage in a faculty and student exchange program. Dr. Chen and Dr. Swazo have visited and presented to their students and a faculty member and students will be visiting our program this Fall and we hope to send faculty and students to their university in the Fall as well.
 - In addition, we also value diversity regarding gender, social class, sexual orientation, ability status, and religious/spiritual practices. Although not formally tracked, our program strives to include representation from all of these groups.
 - We also plan to join forces with other graduate programs within educator preparation division to attend recruiting fairs.
 - The faculty are also involved in a variety of community service activities which allow us to informally recruit and market our program to diverse population of prospective students.
 - We plan to visit diverse student groups to share information about our program.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Interviews with:

Admissions office team, diversity team, College of Education advisors, Teacher Advisory Board members (local principals, adjuncts, current candidates, alumni), cooperating educators, candidates, unit faculty

Review of:

- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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FACULTY

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 Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Students report that faculty at UNI are committed to their students' success at the university and in their careers.
- The faculty at UNI are clearly engaged in collaborative efforts across the unit, institution and throughout the community. This is a strength of the faculty with academic appointments in the College of Education, but is also quite evident in educator preparation faculty with academic appointments in other units, but who are engaged in Educator Preparation.
- The team commends the Elementary Education program for very clear messaging and expectations and a sense of teamwork around faculty professional growth and development for continuous improvement and program/curriculum consistency.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.12(1)** The team finds evidence that candidates for faculty positions who do not have requisite P-12 experience are often considered for open faculty positions. While a faculty member's contribution to the body of knowledge is important to the role of a tenure-track faculty member, the team recommends that greater consideration be given to qualified candidates with experience in the field, even if such candidates may need additional development in their scholarly output.
2. **79.12(1)** The team finds evidence that temporary faculty are not supported to the degree needed for implementation of effective educator preparation programs. Many temporary faculty report a need for ongoing training and professional development, more thorough evaluation and feedback, and enhanced inclusion in the educator preparation unit and culture. The team recommends that the unit evaluate adequacy of support provided to temporary faculty and implement a plan to ensure maximum utilization of their contributions to programs.

UNI Response:

- School Counseling
 - Support for new and adjunct faculty
 - We encourage our new faculty and adjuncts to use the services on campus such as the Center for Excellence in Teaching and attending the seminars provided by technology services.
 - To respond to the recommendation, the counseling faculty will hold a training for their adjunct faculty once a semester. At the meeting we will provide information about services on campus, review the handbook, train them to use the technology in our counseling rooms, and assign them a

faculty mentor to answer questions. We will also invite them to one faculty meeting a semester to make sure they are engaged and informed about the practices in our program

3. **79.12(4)** The team finds evidence of inconsistent requirements and expectations for faculty professional growth. Some faculty are engaged in professional development opportunities; however, there are several faculty members who list no professional development activities. Additionally, faculty members describe being discouraged from participating in professional development. For instance, faculty members report being told that professional development activities conflict with direct service to students, rendering them inadvisable and a poor use of time. The team recommends that the unit re-evaluate its policies for holding faculty accountable for professional growth, and adopt more consistent expectations across programs.

UNI Response:

- School Counseling
 - Professional Development
 - The faculty will set program and individual goals at the beginning of each academic year regarding professional development.
 - The outcome of these goals will be assessed in our annual program review used within our CACREP structure.
 - We will also include the goals and outcomes in our faculty activity report in our faculty activity report.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.12(2)** The team did not find evidence of consistent alignment of teaching duties with faculty members' appropriate preparation, knowledge, experiences and skills. Review of faculty appointments within the unit provides evidence that some faculty members are teaching courses outside of their area of expertise or appropriate grade level. Evidence indicates the following faculty are teaching courses not aligned with their qualifications:

- KB – Evidence shows teaching experience only at secondary level

UNI Response

SCIED 3100/5100 Integrating STEM in Elementary Classrooms

This class has most recently been taught by KB, who has extensive experience in science classrooms but not at the elementary level. The plan is to replace this course in the curriculum with ELEMECML 4141/5141 Integrated Activities in Elementary School STEM, which has a very similar course description and is taught by faculty with elementary school experience. The faculty have discussed this and are satisfied with this solution. The next step is to hold discussion between the colleges (CHAS and COE) to determine which semester we need to teach the course for the student cohorts.

- DC – No evidence of PK-12 teaching experience

UNI Response

Currently, Dr. DC is the instructor for SPED 4147/5147: Curriculum and Instruction for Secondary Students with Mild/Moderate Disabilities, SPED 4170/5170: Educational Management in Special Education, SPED 4183/5183: Designing and Developing Curriculum for Students with Intellectual Disabilities, and SPED 5181: Creating and Sustaining Positive and Inclusive Learning Environments. In order to gain the necessary experience, Dr. C has developed the following plan. (See the following link for this plan).

https://drive.google.com/file/d/1IrazVgL9_v96VCIFKUnoQfKvQousvTYB/view?usp=sharing

- CF – Evidence shows teaching experience only at secondary level, *Schools*
- HG – No evidence of PK-12 teaching experience, prepared as a secondary teacher

UNI Response

MATH 3203 Teaching Mathematics in Elementary Schools

CF and HG are two of the instructors for this class. In order to develop direct experience with elementary students in math classrooms, they propose to conduct research in classrooms with local in service elementary math teachers and their students; as part of this research project, they will also be co-teaching in elementary mathematics classes. (See following links for each faculty member)

CF: https://drive.google.com/file/d/1TRJ3b2aTTq3lHxK_cT-G6aD5kDqarg3T/view?usp=sharing

HG:

<https://drive.google.com/file/d/1B8pn0ZjmBlf7bsOUWSMyyOzEGUr76M09/view?usp=sharing>

- JM – No evidence of PK-12 teaching experience

UNI Response

TESOL 4520/5520 Cultural Aspects of Language and Language Teaching

TESOL 4760/5760 Principles and Practices in Language Teaching

JM will not teach these courses in the future. We are conducting a search for a new faculty member in TESOL, and have included the appropriate knowledge, experiences and skills in the job ad, which will be posted strategically to attract the best possible candidate from an international pool. Additionally, we currently have two faculty members with experience teaching English to speakers of other languages at the secondary level in schools outside the U.S. For TESOL in particular, we believe that this

experience is quite valuable to the development of our students, and would fulfill the expectations of the faculty standard. They may pick up part of the teaching load along with the new faculty member.

CR – No evidence of PK-12 teaching experience

UNI Response

COMM 4559/5559 Teaching of Speech

CR has maintained his certification to teach in the school system, but has not been employed in a K-12 school. He plans to coach or co-coach a high school speech team and/or teach a class in public speaking at a local school in order to gain this experience, depending on the needs of the school district who he works with. If the state accepts this plan, we will finalize arrangements that are currently in the planning stages.

BZ - No evidence of PK-12 teaching experience

UNI Response

Dr. BZ will not teach ELEMECML 4151: Early Childhood Curriculum Development and Organization (a methods class that she typically teaches) during the spring semester of 2019. Instead, during this spring semester, in order to gain the experience required by the state, Dr. Zwill team teach 2-3 mornings per week in a Prekindergarten classroom located within the Cedar Valley area. Dr. Z will select a classroom that serves a large number of children who are dual language learners, and will focus on investigating effective instructional strategies for supporting these children's learning and development.

The unit is required to align teaching assignments with appropriate faculty preparation, knowledge, experiences and skills.

2. **79.12(5):** The team did not find evidence that all unit faculty members are engaging in ongoing meaningful involvement in activities in preschool and elementary, middle, or secondary schools. The following individuals are listed as teaching professional teacher preparation education courses but there is not evidence of 40 hours team teaching activities for them:

LH

UNI Response

LH, in her role as the Foundations Block supervisor, oversees and provides supervision for UNI practica students placed in Waterloo Schools. While she does provide some feedback to students, she is not responsible for teaching them as in a classroom or student teaching supervision setting. In this capacity, she teams with the teachers with whom her UNI practicum students are placed in several ways. She collaboratively discusses the selection, the design, the implementation, and evaluation of the literacy curriculum as it relates to the special education needs of children in the classroom. LH then, in collaboration with the district supervising teachers, determines

what unit will be the focus of instruction and where each practicum student will focus their lesson within that unit. By engaging in these teaming opportunities, LH is able to align the special education educator preparation program with the district curriculum and promote success of all involved. As another example, LH participates and assists the teachers in extracurricular opportunities offered by the district schools, including Diversity Night, where district children present their writing projects to parents and teachers.

JM (incomplete information provided)

UNI Response

No longer teaches courses in the major

GB

UNI Response

Dr. B has turned in a team teaching report for what he has done in the past, totaling 17 hours. He plans to add another 15-16 hours this year to accelerate his total hours current for the amount of time he has been at UNI (4 years). After this year he will do at least 8 more hours in the following year to give him the requisite 40 hours in 5 years. (See the following link for the report documenting Dr. B's previous 17 hours of team teaching) https://drive.google.com/file/d/1sSxf_Rpeu5ObG06VjkeeLReTp5uOi8Qb/view?usp=sharing

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- Faculty senates; various faculty groups; various instructional staff at different appointment levels; several students (undergraduate and graduate students)

Review of:

- Course syllabi
- Student records
- Faculty CVs
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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ASSESSMENT

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 (for teacher education, this includes testing described in Iowa Code section 256.16).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

d. Evaluation data are shared with stakeholders.

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

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

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

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

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- A unit-wide annual data day has been implemented and shows promise for review of program data.
- Teacher education candidate performance and dispositions are addressed through the Notice of Concern (NOC) process, and are monitored by the directors of elementary and secondary education.
- The elementary education program requires a portfolio to enhance candidate reflection.
- Annual aggregated Praxis II content data are sent to the program areas by the director for assessment for review and potential program improvement.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.13(1)** The team found evidence that the unit has developed and is implementing a plan to provide a cohesive assessment system based on program standards for all preparation programs offered by the university. The team recommends the unit carefully examine the data being collected to determine its usefulness for candidate and program evaluation rather than for marketing value. The team encourages the unit to continue moving ahead with plans being implemented for a more clearly defined, efficient assessment system.

UNI Response:

- Part of our assessment system is to do a structured review of each component over time. We will follow-up on this recommendation by carefully examining “. . . the data being collected to determine its usefulness for candidate and program evaluation. . .”. The entire unit will participate in this review. The review will be done over the next two years, but any changes decided on will be implemented as they are found.
2. **79.13(1)** Evidence indicates inconsistent records of checkpoint and other candidate assessment data for the teacher preparation program. Some data is captured in the UNITED system, but records are inconsistent, particularly records of clinical evaluations. The team recommends the unit continue to develop and implement a plan for consistent record keeping that provides effective and useful candidate assessment data.

UNI Response:

- This is being attended to in connection with the Department of Teaching that handles the clinical evaluations. From Fall 2018 on, the every-two-weeks observation and feedback requirement will be fully and consistently documented in UNITED.
3. **79.13(2)** Many adjunct faculty stated that they are not familiar with the assessment system. They were also unsure of their roles in assessing candidates on unit standards. The team recommends the unit develop more effective methods for integrating all faculty, including

part-time and adjunct faculty, into the processes of assessment so that data collected can be more effectively used for candidate progression and unit evaluation.

UNI Response:

- We are developing a brief guide for faculty for assessment expectations and use of UNITED (the electronic assessment system). During the summer we will also develop training materials for faculty that will be implemented in Fall 2018.

4. **79.13(3) a** Teacher preparation candidates reported unfamiliarity with program standards and expected progress/assessment timelines. The team recommends the unit develop effective articulation and communication of standards and expected timelines in order to enhance candidates' ability to know and reflect on their progress toward meeting unit standards.

UNI Response:

- We are adding reporting by standard to the bottom of the Student View page in UNITED. This will allow students, as well as their advisors, to view and better make decisions in regard to progress on meeting standards. This will be implemented before the start of Fall 2018. Announcements of this and training for it will be provided to students and faculty.

5. **79.13(5) b** Evidence indicates data on candidate progress toward meeting standards are not being reviewed on a regular and consistent manner by faculty in the programs of secondary teacher preparation, education leadership, and school psychology. The team recommends that the unit develop and implement procedures for systematically assessing candidates' progress toward program standards to inform all candidate' progress.

UNI Response:

- Secondary Teacher Education Program
 - Each teaching program will have a separate "Student Outcomes Assessment" (SOA) and a "Student Learning Outcome" (SLO) devoted to teacher education. To accomplish this, each program will:
 - Review of Level II data in order to determine how students are doing on meeting all standards.
 - Develop a consistent Level III rubric with InTASC standards
 - Use this Level III rubric during Level III field experience and place evaluation on the UNITED system.
- The School Psychology Program
 - Has approximately 30 students at any one time. During the 2017-18 academic year, there are 10 in the first year cohort, 6 in the second year cohort, and 7 on internship (3rd year cohort). This means we know each student by name and daily track their progress towards standards like classroom teachers would do as part of their formative assessment practices. Formative assessments linked to the standards are done in each of our courses, and the data are reviewed by the instructor. Any students who are having difficulty are discussed at our monthly meeting. At that time, we would go over the data and discuss remediation and

possible notice of concern. At the end of the academic year, we look at field evaluation and comprehensive exam data from an individual student perspective and systems perspective. If students are struggling, we will make plans for remediation and/or a notice of concern. If the data indicate that curriculum needs revision, then we will develop plans for those revisions.

- Currently, we don't have documentation of a systematic approach and records. During the 2018-19 academic year we will develop procedures for systematically assessing candidates' progress toward program standards with the goal to implement the process during the 2019-20 academic year.

- **Educational Leadership**

- Candidate progress in the Educational Leadership Programs is monitored regularly and consistently by faculty in our department. Each term in the program -- Year 1 fall, spring, summer and Year 2 fall, spring, summer for Principal Preparation Program and Year 1 spring, summer, fall and Year 2 spring, summer, fall for the Superintendent Preparation Program -- candidates complete and upload program assessments to a Student Management System where they are archived. Qualitative feedback and/or grades are given for each assessment.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, the program is required to address concerns before State Board action.)

None

Sources of Information:

Interviews with:

Coordinator of Secondary Teacher Preparation, Coordinator of Elementary Teacher Preparation, Director of Assessment, Secondary Senate, Secondary department heads, Director of Career Services, Professional education sequence faculty

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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TEACHER EDUCATION CLINICAL

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 consecutive 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 Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Evidence indicates that the scope and sequence of clinical experiences are well aligned to standards and coursework, facilitating cohesive learning and practice that enhances candidate growth.
- The requirements for clinical supervision are strong in providing qualified faculty opportunities to monitor, evaluate and provide feedback to candidates throughout clinical experiences.
- Expectations for clinical practices are communicated with candidates, cooperating teachers and supervisors using a number of documents and methods.
- All teacher candidates are completing 16 consecutive weeks of student teaching, beyond the requirement of 14 weeks.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 79.14(1) The team finds evidence that the expectations and completion of Level III placements are inconsistent between elementary candidates and secondary candidates. For example, secondary math and science candidates are not required to do the week long clinical placement, but rather complete their hours through other course work related experiences. Music education students describe their clinical experiences, including those at Level III, as primarily observational, with little or no opportunity to practice their teaching skills. The team recommends the unit examine clinical requirements and ensure all candidates are equitably afforded the best opportunities for growth.

UNI Response:

- In order to continue improving the clinical field experiences for our teacher education students, the unit will work to examine clinical requirements for the entire program. This will be accomplished by:
 - The Teacher Education Program Subcommittee for the Clinical Standard will review data surrounding placements and expectations for each level of experience.
 - The Coordinators of the Teacher Education Program will work with each of the secondary departments to review the results of the TESI Level III Pilot. Based upon this review, there will be critical thought given to potential replication of the pilot for each field experience associated with each department. This could mean redesigning the Level III field experience so students have a greater opportunity to experience a broader, and more sequenced approach to the field experience.
 - The Coordinators of the Teacher Education Program will work with each of the secondary departments to create a consistent Level III rubric that can be integrated into a seamless assessment system for the entire Teacher Education Program.
 - The Teacher Education Subcommittee for the Clinical Standard will engage both the Elementary and Secondary Teacher Education Senates with a recommendation to create a taskforce to open up full discussion on reevaluating the entire clinical approach to our program. This work would need to connect and collaborate with efforts and plans to revise the overall professional sequence curriculum offered for our program.

2. 79.14(4) The team finds the unit describes a narrow definition of diversity, using Waterloo schools as a representation of statewide diversity. Candidates expressed a lack of experience with other diverse learning needs (e.g., students with disabilities, ELL). The team recommends the unit apply a broader definition and application of diversity in managing diverse placements and experiences for candidates to learn to meet the needs of diverse students.

UNI Response:

- The Teacher Education Program Subcommittee for the Diversity Standard will work to create a broader definition of diversity for the entire Educator Preparation Program. This subcommittee will then deliver their recommended definition to the Elementary Teacher Education Senate, the Secondary Teacher Education Senate, and the Graduate Licensure Council for approval and adoption.
- To create this definition, the Teacher Education Program Subcommittee on the Diversity Standard will use the current definition of Diversity at UNI along with other professional organizations' statements of diversity, and the equal education opportunity statements issued by our P-12 school partners.
- Once this new broader definition is finalized and approved, it will be the goal of the program to use this new definition as a guide for applying diversity in the management of diverse placements and experiences for candidates to learn to meet the needs of diverse students.

- To help with implementation of policies, the UNI Teacher Education Program will review Diversity of Placement Statements as they related to InTASC Standard 2-- Learning Differences--at other institutes of higher education.
- The UNI Department of Teaching will work to develop a tagging system within its field experience placement database. This tagging system would allow each school that hosts teacher candidates during their field experience to be “tagged” with specific demographic information associated with categories of diversity established by the Iowa Department of Education.
- Based upon this database system, each Field Experience Coordinator would then review the information in the system prior to making the individual placement. It would be the goal to make a good faith effort by the program to place each student in as many diverse settings as possible during their program of study.
- In order to document these diverse experiences, the Teacher Education Program Subcommittee for the Clinical Standard will create a new self-assessment form for each teacher candidate to fill out at the conclusion of each field experience. This form will list the many aspects of diversity found in our program’s new, broader definition for diversity. It will also include an area for teacher candidates to reflect on their interaction with diverse students. Each time a student completes a form it will be housed on the UNITED system database so at each level UNI faculty can review the information and, again, work to make a good faith effort for a diversity of placement. This will also allow the teacher candidate to see their own exposure to working with students with diverse backgrounds and determine if there are other professional development opportunities they would like to investigate during their program of study.

3. 79.14(5) The team finds that elementary education candidates have a well-defined and articulated sequence of pre-student teaching clinical experiences. The sequence for all other teacher candidates is not as clearly defined. The team recommends the unit examine and adjust clinical experience requirements to ensure equitable opportunities for all teacher candidates.

UNI Response:

- As described in the response to 79.14(1), The Teacher Education Subcommittee for the Clinical Standard will engage both the Elementary and Secondary Teacher Education Senates with a recommendation to create a taskforce to open up full discussion on reevaluating the entire clinical approach to our program. This work would need to connect and collaborate with efforts and plans to revise the overall professional sequence curriculum offered for our program.
 - It will be the duty of this taskforce to contemplate that while elementary education candidates have a well-defined and articulated sequence of pre-student teaching clinical experience, is this still the best sequence for the entire unit? It is our hope that by opening up a larger discussion of our clinical field experience opportunities, in relation to the overall professional sequence curriculum plans, our unit will be able to examine and adjust clinical requirements to ensure equitable opportunities for all teacher candidates

4. **14(7c)** Student teaching candidates and cooperating teachers expressed concerns that splitting special education placements (two placements, each lasting four weeks) does not allow for building relationships and ensuring quality learning and practice. The team recommends the unit examine policies for candidates earning multiple endorsements and related student teaching requirements and make adjustments to ensure candidates have student teaching experiences that are long enough for quality practice.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.14(7)** The team finds that many student teachers do not experience bi-weekly observations with feedback. The unit describes meetings and discussions between supervisors and candidates without an observation to provide feedback. Meetings without observations do not meet the requirement of this standard. The team requires the unit to develop, document and implement policies that ensure that all student teachers are provided bi-weekly observations with feedback by an appropriately qualified supervisor.

UNI Response:

- The student teaching coordinators observe student teachers every other week; using a 10 day window due to schedule conflicts and weather. **We have provided additional clarity to all supervisors that the bi-weekly visits are for observational/feedback purposes.** During the observations, the coordinators use scripting and narrative to evaluate. Post-observation feedback meetings with the student teacher and the cooperating teacher follow the observation; typically directly after the observation as available. To address this concern, upon completion of the post-observation feedback meeting, our student teaching coordinators will upload their observation narratives to the UNITED System in a newly-created “observation” category. Coordinators will have the option of typing directly into a provided space at the site or attaching a scanned document. Additionally, coordinators are in the process of developing a more “standard” form to include as part of the observation with particular “look fors” that will be able to be uploaded to the UNITED System. Evidence of meeting this requirement will be the housed observation/feedback documents in the UNITED System.

2. **79.14(7)b** The team finds evidence that student teaching placements are not consistently made in an appropriate classroom setting. Candidates earning a K-12 ESL endorsement student taught in only an elementary or secondary setting, not both, as required. The team requires the unit to document changes to policies to ensure candidates experience student teaching in a classroom in the appropriate content and grade level.

UNI Response

- Please [click here for the placement guide](#) that student teaching coordinators use. It clearly explains the requirements for the various majors and endorsements. The concern raised by the team may have occurred during the time when the ELL endorsement was moving to a K-12 license. The Head of the Department of Teaching is confident that the placement guide mentioned above has alleviated any such mis-placement.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- Student teacher candidates, cooperating teachers, site supervisors, Level I, II, and III faculty, and school principals.

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

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 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.
- e. Students who may be at risk of not succeeding in school.

79.15(3) Each teacher 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. Each teacher candidate in elementary education demonstrates knowledge related to the acquisition of literacy skills and receives preparation in a variety of instructional approaches to reading programs, including but not limited to reading recovery.

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 exhibits competency in all of the following professional core curricula:

- a. Content/subject matter specialization.* The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This specialization is evidenced by a completion of 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. The teacher candidate must either meet or exceed a score above the 25th percentile nationally 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 above the 25th percentile nationally on an alternate assessment also approved by the director. The alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning. 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.
- b. Student learning.* The teacher candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.
- c. Diverse learners.* The teacher candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.
- d. Instructional planning.* The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
- e. Instructional strategies.* The teacher candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.
- f. Learning environment/classroom management.* The teacher candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.
- g. Communication.* The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.
- h. Assessment.* The teacher candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.
- i. Foundations, reflective practice and professional development.* The teacher candidate develops knowledge of the social, historical, and philosophical foundations of education. The teacher candidate continually evaluates the effects of the candidate's choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as

consumers of research and as researchers in the classroom.

j. Collaboration, ethics and relationships. The teacher candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

k. Technology. The teacher candidate effectively integrates technology into instruction to support student learning.

l. Methods of teaching. Methods of teaching have an emphasis on the subject and grade-level endorsement desired.

79.15(6) Teacher candidates demonstrate competency in content coursework directly related to the Iowa core.

79.15(7) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended.

79.15(8) Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- The InTASC standards are clearly embedded within syllabi.
- The pedagogical instruction in the elementary education program is well aligned with standards and presented with depth of understanding and opportunities for reflection.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.15 (general)** The team finds inconsistencies in syllabi for separate sections of the same courses, including content delivered. The team recommends the unit examine curriculum and develop ways to ensure candidates have consistent preparation, aligned with the unit standards, to be prepared for subsequent learning.
2. **79.15(5)** The team finds evidence that secondary candidates do not receive the same level of learning about pedagogical elements, such as lesson planning, standards, and classroom management, as their elementary colleagues. The recommends the unit examine curriculum across the teacher preparation programs to ensure equitable access to in depth learning and preparation.
3. **79.15(5)c.** Examinations of syllabi and interviews with candidates provide evidence of a lack of adequate learning in meeting the learning needs of all diverse students, in particular,

students from diverse ethnic, racial and socioeconomic backgrounds. The team recommends the unit examine curriculum for learning to meet the needs of diverse learners and make adjustments as necessary.

4. **79.15 (5)** Candidates, recent graduates and cooperating teachers identify a need for more in-depth learning in the use of assessment for learning and classroom management, especially as it applies to all content areas. Candidates in Art/Music and PE consistently expressed a need for application specifically in their teaching fields. The team recommends the unit examine coursework for preparation in use of assessment and classroom management, and make adjustments as necessary.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.15 (3)** The team finds evidence that the secondary (and Art/Music/PE at both the elementary and secondary levels) program content area methods courses are not providing literacy instruction, specifically reading strategies in content area coursework. The team requires the unit to restructure curriculum in order to ensure all candidates are well prepared for integrating reading strategies into content area coursework.

UNI Response:

- Starting in the fall of 2018, in order to ensure that all candidates are well prepared for integrating literacy instruction and reading strategies into content area coursework, the unit will:
 - Meet as a secondary (and Art/Music/PE) faculty to discuss current literacy instruction and reading strategies that are being used in the content area methods coursework.
 - The secondary faculty will meet with UNI Division of Literacy Education within the Department of Curriculum and Instruction. Literacy Education will provide best practice instructional strategies for secondary education students to use in the classroom for each content area
 - Secondary methods faculty members will discuss these reading strategies and how to apply these within their content area coursework.
 - Secondary methods faculty members will implement these reading strategies within their content area coursework. This will be documented in course syllabi.
 - To ensure consistency across the program all secondary and K-12 teacher candidates will be required to take a lesson plan that is created during their methods class and make accommodations for students: with disabilities, who are at risk of academic failure, who are identified as talented and gifted, limited English proficiency, and students with dyslexia plus any other student group deemed appropriate by the instructor.
 - The unit will require all candidates in secondary and K-12 programs to complete the Iowa Reading Research Center Dyslexia training

(<https://iowareadingresearch.org/web-based-dyslexia-training>) and bring a certificate of completion to their methods class by the end of the semester.

- To help support students and faculty, a library of resources will be developed by the unit to house online and physical videos, articles, and books. Faculty are expected to use these resources as they instruct candidates on the latest research and strategies in reading.
- By 2020, the unit will:
 - Secondary faculty will work with local experts in literacy instruction to create and develop online modules for teaching language acquisition, teaching exceptional students and helping struggling readers utilize researched-based reading strategies in order to improve their own reading comprehension and understanding.
 - Each secondary education teacher candidate will be required to engage with 3-5 online modules and demonstrate their understanding of these concepts within the development and implementation of their lesson plans during their methods and student teaching semesters.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- Vice President for Academic Affairs, Associate University Librarian, Information Technology Specialist, Instructional Resource and Technology Support Staff, Assessment Director, Dean of School of Education, Elementary and Secondary Senate, Elementary and Secondary Advisors, Elementary and Secondary department heads, Methods Instructors

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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ADMINISTRATOR CLINICAL

281—79.16(256) Administrator preparation clinical practice standard. The unit and its school partners shall provide clinical experiences that assist candidates in becoming successful school administrators in accordance with the following provisions.

79.16(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, purposeful, supervised by appropriately qualified personnel, monitored by the unit, and integrated into unit standards. These expectations are shared with candidates, supervisors and cooperating administrators.

79.16(2) The PK-12 School and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:

- a. High-quality college/university supervisors, and
- b. High-quality cooperating administrators.

79.16(3) Cooperating administrators and college/university supervisors share responsibility for evaluating the candidate’s achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ attainment of unit standards.

79.16(4) Clinical experiences include all of the following criteria:

- a. A minimum of 400 hours during the candidate’s preparation program.
- b. Take place with appropriately licensed cooperating administrators in state-approved schools or educational facilities.
- c. Take place in multiple high-quality educational settings that include diverse populations and students of different age groups.
- d. Include minimum expectations and responsibilities for cooperating administrators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members.
- e. Include prescribed minimum expectations and responsibilities of the candidate for ethical performance of both leadership and management tasks.
- f. The involvement of the administrator candidate in relevant responsibilities to include demonstration of the capacity to facilitate the use of assessment data in affecting student learning.
- g. Involve the candidate in professional meetings and other school-based activities directed toward the improvement of teaching and learning.
- h. Involve the candidate in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating administrators in the school.

79.16(5) The institution annually delivers one or more professional development opportunities for cooperating administrators to define the objectives of the field experience, review the responsibilities of the cooperating administrator, build skills in coaching and mentoring, and provide the cooperating administrator other information and assistance the institution deems necessary. The professional development opportunities incorporate feedback from participants and utilize appropriate delivery strategies.

79.16(6) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for administrator candidates.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Candidates and mentors indicate a well-developed network of professional administrators that provide expertise in various stages of the program.

- Candidates and mentors see applicable value in the number of practical experiences received within the program.
- The superintendent program requires 450 hours of field experience, beyond the standard requirement of 400. The principal program requires 425 hours of field experiences, beyond the standard requirement of 400.
- Clinical experiences are aligned with ISSL and with the UNI EdLead mission/vision of Learning, Service, and Change.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.16(1)** Superintendent clinical field experience requirements are specific in describing and communicating expectations and opportunities. The principal program requirements do not contain adequate specificity. The team recommends the unit follow the superintendent model in developing and communicating clear descriptions of expectations and opportunities for principal clinical experiences.
2. **79.16(2)** The team finds evidence that the unit does not ensure the selection and support of high quality cooperating administrators. The team recommends the unit establish and implement an effective process to ensure selection and support of high quality cooperating administrators.
3. **79.16(5)** The team finds evidence that the unit does not assume responsibility for the annual workshop, but relies on attendance at professional organization conferences. This method does not provide information and collaboration specific to UNI program goals and requirements. The team recommends the unit design and implement a workshop that allows the unit to define the objectives of the field experience, review the responsibilities of the cooperating administrator, build skills in coaching and mentoring, and provide the cooperating administrator other information and assistance the institution deems necessary.
4. **79.16(4)** The team finds evidence that clinical experiences do not consistently provide learning opportunities in diverse settings. Candidates choose their own placements, often based on convenience, rather than learning opportunities in diverse settings. The team recommends the unit develop and implement policy to manage diverse placements for all candidates.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Interviews with:

- Candidates, Unit Faculty, Field Supervisors, Mentors

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to clinical sites and discussions with candidates, mentors, and field supervisors.

Final Recommendation:

Met Or Met with Strength	Not Met
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ADMINISTRATOR KNOWLEDGE SKILLS AND DISPOSITIONS (CURRICULUM)

281—79.17(256) Administrator knowledge, skills, and dispositions standard. Administrator candidates shall demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.17(1) Each educational administrator program shall define program standards (aligned with current ISSL standards) and embed them in coursework and clinical experiences at a level appropriate for a novice administrator.

79.17(2) Each new administrator candidate successfully completes the appropriate evaluator training provided by a state-approved evaluator trainer.

79.17(3) Each administrator candidate demonstrates the knowledge, skills, and dispositions necessary to support the implementation of the Iowa core.

79.17(4) Each administrator candidate demonstrates, within specific coursework and clinical experiences related to the study of human relations, cultural competency, and diverse learners, that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that administrator 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.
- e. Students who may be at risk of not succeeding in school.

79.17(5) Each administrator candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Candidates express strong connections to their cohorts and appreciate the opportunity to build that network both online and in person.
- Faculty members' experiences as PK-12 administrators allow them to merge theory and practice for their students in a meaningful and productive manner, and to connect effectively with networks of practitioners outside of the university and across the state of Iowa.
- Faculty and students report the nine-day summer seminars provide a beneficial toolkit of skills that are likely to support students' practice well beyond the conclusion of the program.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

None

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. 79.17(4): The team finds evidence that the principal preparation program has accepted transfer credit from an institution that is not approved to prepare school administrators. Transfer courses accepted were taken in a teaching or endorsement program, and were designed for teachers rather than administrators. The unit is required to develop and implement a policy that ensures all coursework transferred is specifically designed for administrator preparation and meets the requirements in the UNI approved program of study.

UNI Response:

- The UNI Principal Preparation Candidates graduating in 2018 will be allowed to substitute Special Education Law from Morningside College for SPED 6260: Special Education Law and Policy as this decision was made when those candidates began the program in 2016 and prior to an Iowa Department of Education letter explaining transfer credits for courses not specifically designed to prepare administrators do not align with Iowa Code. Matt Ludwig agreed to advocate for these students should there be any problems when they apply for PK-12 Principal/Special Education License #189.
- Principal Preparation Candidates graduating in 2019 will be allowed to substitute Special Education Law from Morningside College for SPED 6260: Special Education Law and Policy as long as they, additionally, complete a 1-credit course EdLead 6286: Studies in Special Education Administration w/Dr. Susan Etscheidt the summer of 2018. This 1-credit course will require them to attend class with Dr. Etscheidt on June 14, 26 and 28, 2018 and the focus of this instruction will be on developing

knowledge and skills around the legal, ethical and professional responsibilities of administrators who lead systems that offer special education programs for children with disabilities. Five candidates fall into this category. These candidates will pay for the 1-credit course so that it appears on their transcript.

- Candidates who begin the Principal Preparation Program in the Fall of 2018 and beyond will not be allowed to substitute courses from institutions not approved to prepare school administrators.
- The EdLead team reviewed the current policy, **Graduate Transfer Credit for the Master of Arts in Education Program Leading to Endorsement #189** and created a new policy, **Graduate Transfer Credit for the Advanced Studies Certificate Program Leading to Endorsement #189**. They are both below:

Graduate Transfer Credit for the Master of Arts in Education Program Leading to Endorsement #189

Credit from Other Institutions. Graduate credit earned at other regionally accredited colleges and universities may be accepted to a maximum of one-third of the minimum number of hours required by a particular UNI graduate degree program, but doctoral programs may allow a smaller fraction of transfer hours. Credits earned from other institutions will not satisfy the minimum 6000-level course requirement (or 6000/7000-level requirement for doctoral degrees). Transfer courses taken after degree admission will not be processed or approved for inclusion in the program of study until official transcripts for these courses are filed with the Office of Admissions, and a Graduate Transfer Credit Evaluation Form is completed. A Graduate Transfer Credit Evaluation Form must be completed for each course a student wishes to transfer, including courses taken prior to admission to the graduate program, unless the course is on a transcript from Iowa State University or the University of Iowa.

Prior to departmental evaluation of the course for use on the UNI graduate degree program, all transfer courses must satisfy criteria established by the Graduate Council. The Office of Admissions is the sole determiner of whether a course meets these criteria:

1. Course must be a regular graduate course with a graduate course number (not professional development or college credit through an Educational Agency or conference).
2. Course must be taken by the student in graduate status, and the official transcript must show a grade of B- or better earned.
3. Course must be applicable as a graduate requirement at the institution where it is taken.
4. Course must be taught by regular graduate faculty.

5. Course must meet the UNI seven-year recency requirement.

After a course has been ruled eligible for graduate transfer credit by the Office of Admissions, the student may submit an online Student Request to transfer the course and use it on the graduate program of study.

Prior to approving any request, the EdLead candidate's advisor will request the program coordinator ensure the previously-taken graduate-level course was designed for administrator preparation and aligns with the Principal Preparation Program standards. A student pursuing a graduate degree program should discuss plans to transfer credits with the program advisor as soon as possible. Academic departments are not obliged to count toward their degree programs any credit for course work undertaken without specific advice provided by the department.

Graduate Transfer Credit for the Advanced Studies Certificate Program Leading to Endorsement #189

Candidates who have already earned a master's degree in education often choose to pursue the Advanced Studies Certificate (ASC) for the principalship program as opposed to a second Master's Degree Program. The ASC also leads to Endorsement #189 in Iowa and includes the same coursework and internship experiences as the MAE, with minor exceptions. ASC candidates may request the program coordinator allow previously taken graduate-level courses to be substituted for required courses in the program. ***Prior to approving any request, the program coordinator will ensure the previously-taken graduate-level course was designed for administrator preparation and aligns with the Principal Preparation Program standards.***

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Interviews with:

- Director, Unit Faculty, Adjunct faculty, Field Supervisors

Review of:

- Course syllabi
- Electronic management systems
- Graduate students
- Mentor principals
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to classrooms and internship sites, and discussions with students in the field

Visits to clinical sites and discussions with candidates and administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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OTHER CLINICAL

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

79.20(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, purposeful, supervised by appropriately qualified personnel, monitored by the unit, and integrated into unit standards. These expectations are shared with candidates, supervisors and cooperating professional educators.

79.20(2) The PK-12 school, AEA, and facility partners and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:

- a. High-quality college/university supervisors, and
- b. High-quality cooperating professional educators.

79.20(3) Cooperating professional educators and college/university supervisors share responsibility for evaluating the candidate’s achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate the candidate’s attainment of unit standards.

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

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

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

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

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- The team finds the clinical experiences for Professional School Counseling, Speech Pathology, School Psychology, and School Library Studies occurring in all locations are well-sequenced, purposeful, and aligned with course learning.
- Clinical expectations are clearly communicated with candidates, supervisors and cooperating professional educators.
- Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate the candidate’s attainment of unit standards.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

79.20(1) The team finds that Professional School Counselor candidates secure their own internship placements. This practice will not allow the unit to ensure quality placements that are purposeful and made with appropriately qualified cooperating counselors. The team recommends the unit develop and implement policies to ensure unit management of all clinical placements.

UNI Response:

- School Counseling: Practicum and Internship
 - The faculty met to discuss the concerns raised regarding practicum and internship and develop a plan to address the concerns and to improve the clinical experience for students:
 - Practicum
 - The clinical coordinators will work together with faculty to identify specific practicum sites. At these sites, supervisors will be extensively training in counselor development and practicum supervision.
 - University faculty will have regular contact with the site supervisors and site throughout the semester to observe and provided feedback via:
 - Orientation email or phone call during the first two weeks of the semester
 - Visit with the site in person or via Zoom at mid-semester to review written evaluation form of student performance and answer questions

- Review Evaluations at the semesters end contact site supervisors to answer questions and thank them for their services.
- University and site supervisors will continue to fill out evaluation forms of the student and program each semester.
- University supervisors will be highly responsive to emails from students and site supervisors when situations arise.
- Internship
 - The clinical coordinators will work together with faculty to develop an list of approved internship sites. To qualify as an approved site and to be placed on the list, the following requirements will be met by the site:
 - Complete paperwork regarding CACREP requirements
 - Complete a program orientation
 - Complete an initial meeting with the clinical coordinator
 - Compile a list of all possible school counseling site supervisors in the school and their credentials
 - Provide updates to this list each year to ensure accuracy of the information
 - University faculty will have regular contact with site supervisors and provided feedback to the student and the site via
 - Orientation email or phone call during the first two weeks of the semester
 - Visit with the site in person or via Zoom at mid-semester to review written evaluation form of student performance and answer questions
 - Review Evaluations at the semesters end and contact site supervisors to answer questions and thank them for their services.
 - University and site supervisors will continue to fill out evaluation forms of the student and program each semester.
- Due to this large task of managing sites, the program will propose to gain a professional staff position to serve as clinical coordinator similar to the position in social work for for course release of current clinical coordinators to provide assure quality of the clinical experience of the students.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Interviews with:

- Candidates and Graduates
- Supervisors and AEA Personnel
- Program Faculty

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating educators, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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OTHER KNOWLEDGE SKILLS AND DISPOSITIONS (CURRICULUM)

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

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

79.21(2) Each candidate demonstrates, within specific coursework and clinical experiences related to the study of human relations, cultural competency, and diverse learners, that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that candidates develop the ability to meet the needs of all learners, including:

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

79.21(3) Each candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Evidence indicates that all four programs under this standard clearly align standards with curriculum and assessments.
- Candidates expressed appreciation for the cohort structure, e-learning opportunities, and the on-campus components of their respective programs.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 79.21 (2) The team does not find evidence that candidates in all programs are able to demonstrate adequate competency related to the study of human relations, specifically meeting the needs of students from diverse ethnic, racial and socioeconomic backgrounds. The team recommends the unit examine curriculum and assessments for learning to meet the needs of diverse students implement improvements.

UNI Response:

- Principalship
 - All students have had Human Relations in their teaching preparation programs.
- Speech Pathology
 - According to the Academic Catalog:
 - Students seeking endorsement #237 by the Iowa Department of Education typically complete course requirements as undergraduates, including [SOCFOUND 3119 \(260:119\)](#) Schools and American Society and [TEACHING 4170/5170 \(280:170g\)](#) Human Relations: Awareness and Application, as well as additional hours of specified major courses and course work in professional education. To complete the requirements for an endorsement, graduate students enroll in [TEACHING 6250 \(280:250\)](#) Advanced Laboratory Practice during their internship semester. Graduate students who need to complete course requirements for endorsement #237 should consult with their major academic advisor.
 - The following course is a required course for our undergraduate students. Students who completed their undergraduate degree elsewhere either have an equivalent course or they take this as a graduate elective:
 - **CSD 3700/5700 (51C:168g). Communication Disorders and Differences Across the Lifespan — 3 hrs.**
 - Study of communication patterns, assessment accommodations, intervention, transition, and linguistic and cultural diversity for selected clinical categories across the lifespan. Prerequisite(s): junior standing; minimum 3.00 GPA or consent of department head. Department consent required to take at 5000-level. (Spring)
 - The alternate license, Statement of Professional Recognition, has a human relations requirement too. The guidelines state: “..the speech-language pathologist must complete an approved course in human relations before the start of the next school year.”

- School Counseling
 - Meeting the counseling needs of diverse learners
 - Our program is seriously committed to training counselors to be culturally competent as it is one of the main tenants in our program missions statement and goals.
 - All of our current faculty have publishing records which include elements of training culturally competent counselors
 - Multicultural Counseling and Meeting the Needs of Diverse Learners
 - We incorporate diversity into each counseling courses as well as a separate course of Multicultural Counseling. Examples of this integration
 - Group Counseling: Students must identify three goals to improve cultural competency at the beginning of the semester. Throughout the semester, they strive to meet those goals by engaging in diverse interactions, attending cultural events, etc. and then write a reflection of the results of their actions and how this contributed to their cultural competence.
 - Career Counseling: Students complete a final project of implementing career services to an underserved, diverse population. Often times these programs are implemented into practice during practicum and internship.
 - Exit Requirement. Students must complete a variety of requirements before graduating from our program. One of those is a diversity plan which is created at the end of the Multicultural Counseling Class. This plan sets forth goals for the students regarding gaining culturally competent skills throughout the program. We then discuss the plan during internship and they write another plan to use after graduation to reinforce intentionality when building these skills. The intention of the plan is to also remind student that gaining these skills is a lifelong process.
 - The faculty have outlined how the various courses cover the topics related to meeting the needs of diverse learners:
 - **Students from diverse ethnic, racial and socioeconomic backgrounds.**
 - *COUN 6210: Developing Comprehensive School Counseling Programs*
 - This topic is covered throughout the course as comprehensive school counseling programs are multicultural in nature and school counseling students learn to design and deliver various services to promote social, emotional and academic growth of diverse student population.
 - For example, students select one school and examine its equity gaps among different subgroups using Iowa School Report Card (<http://reports.educateiowa.gov/schoolreportcard>). Students then identify their goals and develop improvement plans in class. This area is assessed through weekly assignments about the components of comprehensive school counseling programs.
 - *COUN 6256 Multicultural Counseling*

- This topic is covered throughout the entire course as it is one of the pillars of its content. However, more specifically, as all the diverse populations are addressed (i.e., African Americans, Hispanic/Latinos, Asian Americans, Native Americans, Religious groups (i.e., Muslims, Jews, etc.), CASE VIGNETTES, are discussed pertaining these issues and populations.
 - The following reading is discussed in-depth:
<http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx>
 - Students in the classroom dissect these strategies and address different ways in which these populations can be taught effectively, efficiently, and with respect.
 - If the course is taught abroad (Study Abroad), then students participating in the course are mandated to teach students in Guatemala as part of the international service learning activities. Then, it is not a mere rubric of intellectual dexterity that will determine their preparedness but the actual implementation of these skills.
- *COUN: 6228 Assessment*
 - This topic is addressed in chapters specifically related to multiculturalism and ethics as a part of our text. Ongoing issues related to diversity is considered with each of the assessment tools we cover in the course.
 - Example: We discuss issues related to intelligence testing, historical concerns as it relates to racial, ethnic and socioeconomic backgrounds, and current practices in the field of intelligence testing. We additionally discuss cost prohibitive issues as it relates to testing and socioeconomic status (for example, the number of providers in Iowa who will not accept Medicaid as a form of payment for psychological testing, ergo, those from disadvantaged backgrounds may not receive necessary services in schools if they have an unidentified learning disability; we also discuss how to advocate for those clients with testing facilities).
 - This area of competence is assessed through the use of in class quizzes, with questions which are designed to assess for content knowledge, as well as principle and virtue ethics related to this topic.
 - *COUN 6250 Family Counseling*
 - Students have several chapters of their textbook devoted to issues of multiculturalism, ethnicity, LGBTQ, single families, (which often includes information on socioeconomic status), adoption and foster families, etc. Each chapter is reviewed and discussed in the class.
 - Example: We spend time discussing the concept of kinship care, which occurs frequently in racially diverse families. We additionally discuss differences in families, and how practitioners

who may not be well acquainted with issues facing minority or LGBTQ families may mistake normal developmental issues for mental health concerns.

- An outcome of this is students are required to review information on adoption and kinship care resources available to families and to present to the class on what areas are available which may assist families with financial, social-emotional, and other needs as it relates to this topic.
- ***Students with disabilities***
 - *COUN 6210: Developing Comprehensive School Counseling Programs.* This topic is addressed in chapters specifically related to Individualized Education Programs (IEPs) and 504 plans for k-12 students. The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act as well as a school counselor's role in providing accommodations and educational services are discussed. Students learn the process of developing, evaluating and renewing IEPs. This area is assessed through weekly assignments about students with special needs.
 - *COUN 6256 Multicultural Counseling*
 - The lecture entitled: Persons with Disabilities in the USA: From Marginalization to Empowerment (see attached) by Dr. Dorota Celinska from Roosevelt University is discussed analyzed at length. The traditional disability education paradigm is analyzed and the impact to those receiving services, including those with dyslexia. Students compare traditional teaching strategies with those needed to assist students with disabilities.
 - The following readings are discussed in light of current teaching practices:
 - The Social Model of Disability
<http://www.brainhe.com/TheSocialModelofDisabilityText.html>
 - Evolving Concepts of Disability
<https://www.nap.edu/read/11859/chapter/4>
 - Working with Disabled Clients
https://bb9.uni.edu/bbcswebdav/pid-2426615-dt-content-rid-20701374_1/courses/2181-21081/Disabled%20Clients.pdf
 - *COUN: 6228 Assessment*
 - An extensive amount of time in this class is devoted to students with disabilities, including identifying disabilities, types of assessments, and when/how to assist families in procuring appropriate assessments, as they may be beyond the scope of what a school or mental health counselor may provide.
 - Example: I discuss autism, particularly as it relates to twice exceptionally and assessment extensively in class. We look at discrepancies in scores, such as with the WISC V where we may see substantial differences between Verbal and Fluid Reasoning

and Working Memory or Processing Speed. Students are apprised of what areas of concern to consider (such as differences of two standard deviations between scores, or scores that are in the below average or borderline category for individuals who are otherwise at higher functioning levels in other categories).

- Students are required to do presentations/papers over various assessments which will screen for disabilities. This requires familiarity with the screening assessment, its validity and reliability, potential concerns with the assessment, including multicultural issues, along with practical pieces for the assessment, including the classification required to give the assessment and the cost.
- *COUN 6250 Family Counseling*
 - In addition to reviewing areas of disabilities and its impact on families, I have a local school counselor come in to review 504 plans, IEPs and the work that is being done in the schools as well as with families for both school and mental health students.
 - Example: An area we discussed in depth was how to obtain respite care for families with children with extensive disabilities and what supports are out there for these families.
 - A way in which student proficiency was assessed came in the form of students coming up with group counseling curriculum for families with disabilities, along with interventions that were presented to the class.
- **Students who are gifted and talented.**
 - *COUN 6210: Developing Comprehensive School Counseling Programs*
 - Issues related to needs of gifted and talented students are covered in discussions about need assessments and a weekly class activity to help students keep up to date with current educational events. It is also addressed in chapters related to students having special needs and is assessed through assignments about school counseling programs in Tier 2 and Tier 3.
 - *COUN 6256 Multicultural Counseling*
 - The area of gifted and talented students is addressed as an extension of special education as it deals with special accommodations to address their unique needs in the classroom. Issues related to not paying attention to their needs and the consequences pertaining negative behavior and experimentation with substances to cope with frustration are addressed. Techniques and tactics to teach them effectively are discussed in small groups. The following readings are addressed:
 - [Gifted Students: Recommendations for Teachers](https://www.education.udel.edu/wp-content/uploads/2013/01/GiftedStudents.pdf)
<https://www.education.udel.edu/wp-content/uploads/2013/01/GiftedStudents.pdf>

- Tips and Ideas for Teaching Gifted Students
<https://www.weareteachers.com/teaching-gifted-students/>
- Differentiation Strategies for Gifted Learners
<https://www.st-clair.net/Data/Sites/1/media/public/SpecialEd/gifted-program/differentiation-and-enrichment-strategies-for-gifted-students.pdf>
- *COUN 6228 Assessment*
 - This area is extensively covered in the Assessment course. Two chapters from our textbook are specifically devoted to Intelligence Testing as well as Achievement Testing. Students are given the opportunity to review scores for students, look at discrepancies in score subcategories for IQ testing as well as Achievement Testing, and are taught traditional cut-off scores for assessing giftedness. While students in our program will not specifically be giving IQ or Achievement tests (typically) they may be responsible for either referring students out for further psychological testing or receive reports which would indicate potential areas of giftedness.
 - Example. As I work with areas of twice exceptionality, where a student is both gifted and has a disability, I bring in many case examples for students to review. Often, twice exceptionality is still not well recognized at the local school level, so students are engaged in case studies to begin to understand what patterns to look for and how to appropriately have students assessed for twice exceptionality when certain thresholds are met, or if there is a pattern which represents a trend towards twice exceptionality.
 - This is assessed through quizzes given in class, but additionally, students are required for their final project to review a psychological report with a “client” during which they must be able to demonstrate proficiency in understanding the purpose of the assessment, being able to convey this information to the “client” and to be able to answer any questions the client may present during the report review. Students are paired in dyads with one student representing the counselor and the other student representing a parent. In each dyad, at least one case study represents a student who has been diagnosed as twice exceptional.
- *COUN 6250 Family Counseling*
 - While this is not an area of focus in this course, we do discuss twice exceptionality and its impact on families.
 - Example: I discuss with students issues related to advocating for students and families in IEP and 504 meetings for students who are both gifted and have a disability. Particularly in rural communities, this an area that is not particularly well developed and many educators do not recognize the potential impact twice exceptionality has on students.

- **English language learners.**
 - *COUN 6210: Developing Comprehensive School Counseling Programs*
 - This topic is addressed as an extension of special education and diversity as it deals with unique needs of English language learners in K-12 school system. To be competent of serving this population, students learn current statewide population trends and the scope of challenges facing English language learners, including legal, familial, and school issues.
 - The following readings are addressed: Statewide population trend
<https://www.legis.iowa.gov/docs/publications/SD/16442.pdf>
 - Iowa statewide population trend in 2016
<https://wp.las.iastate.edu/soc-smalltowns/wp-content/uploads/sites/163/2017/06/soc-05-2017-popest.pdf>
 - Resource guide: Supporting undocumented youth
<https://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf>
 - A Framework for Bilingual School Consultation to Facilitate Multitier Systems of Support for English Language Learners
<https://www.tandfonline.com/doi/abs/10.1080/10474412.2017.1307758>
 - This area is assessed through weekly assignments about providing school counseling programs using a multi-tiered model.
 - *COUN 6256 Multicultural Counseling*
 - Students who go abroad as part of the Multicultural Counseling course have to teach via an interpreter a series of international service learning workshops to students in the K-12. This experience provides a hands on opportunity to fully interact with linguistically diverse students in their own dominant culture.
 - The following readings are part of the key concepts discussed pertaining English Language Learners, the psychology, misconceptions, and pedagogies involved with effective teaching. Most importantly, culture is at the core of these conversations as culture and language cannot be separated as distinctive constructs.
 - Monolingualism and its limitations are analyzed when teachers or school counselors who do not master a second or third language struggle with the cognitive understanding of counseling students who are in the process of learning a second or third language.
 - Teaching English Language Learners
<https://www.aft.org/sites/default/files/periodicals/goldenberg.pdf>
 - Misconceptions about Teaching English Language Learners
https://www.dcrsd.org/uploaded/District_Files/ell/local_inf

[o/www.dcrsd.org-Misconceptions_about_teaching_English_language_learners_Journal_of_Adolescent_Adult_Literacy_48_2_152_162_\(1\).pdf](http://www.dcrsd.org-Misconceptions_about_teaching_English_language_learners_Journal_of_Adolescent_Adult_Literacy_48_2_152_162_(1).pdf)

- o Principles of Effective English Language Learner Pedagogy <https://files.eric.ed.gov/fulltext/ED562799.pdf>
- *COUN 6228 Assessment*
 - Students are taught about the issues in assessments that are language specific and what occurs when instruments are not available for other non-native English speakers, or have not been normed on individuals who are English language learners. Additionally, we discuss issues related to individuals who may be deaf, or students with autism who may be nonverbal.
 - Example: We discussed concerns about IQ tests for English language learners and those who may be hearing impaired or nonverbal. In this case, the WISC-V may not be the most beneficial form of assessment, but instead, students could look at using an assessment like the Raven's Progressive Matrices.
 - This area of competence is assessed through in class quizzes; additionally, students must identify which assessments are offered in multiple languages and the barriers to treatment which may be experienced if they are unable to have an appropriate assessment form in their in class presentation on assessments.
- *COUN 6250 Family Counseling*
 - This area is discussed in chapters of their text and in class as it relates to multicultural issues.
 - Example: This semester, as part of a service learning project, one of my students wrote a grant for La Luz Hispania in Hampton, Iowa. According to the student, the purpose of the grant was to "help fund curriculum materials to support Spanish literacy for Hispanic youth who can speak Spanish but are not able to yet read or write in it" as well as to "help families communicate and continue to foster their cultural values." The student worked with AEA, the local library, and the Wish You Well Foundation when working on the grant.
- o **Students who may be at risk of not succeeding in school.**
 - *COUN 6210: Developing Comprehensive School Counseling Programs*
 - LGBTQ Populations
 - o This area is covered throughout the course and is particularly addressed in chapters related to diversity. I also discuss with student how to design school counseling programs in Tier 1 to promote school safety and a sense of belonging. Students learn concrete strategies to facilitate an LGBTQ-inclusive school climate and to support learning environment of LGBTQ populations.
 - o The following reading are discussed:

- *COUN 6250 Family Counseling*
 - This area is discussed in chapters of their text and in class as it relates to multicultural issues.
 - Example: This semester, as part of a service learning project, one of my students wrote a grant for La Luz Hispania in Hampton, Iowa. According to the student, the purpose of the grant was to “help fund curriculum materials to support Spanish literacy for Hispanic youth who can speak Spanish but are not able to yet read or write in it” as well as to “help families communicate and continue to foster their cultural values.” The student worked with AEA, the local library, and the Wish You Well Foundation when working on the grant.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Interviews with:

- Candidates and Graduates
- Supervisors and AEA Personnel
- Program Faculty

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating educators, administrators

Final Recommendation:

Met Or Met with Strength	Not Met
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