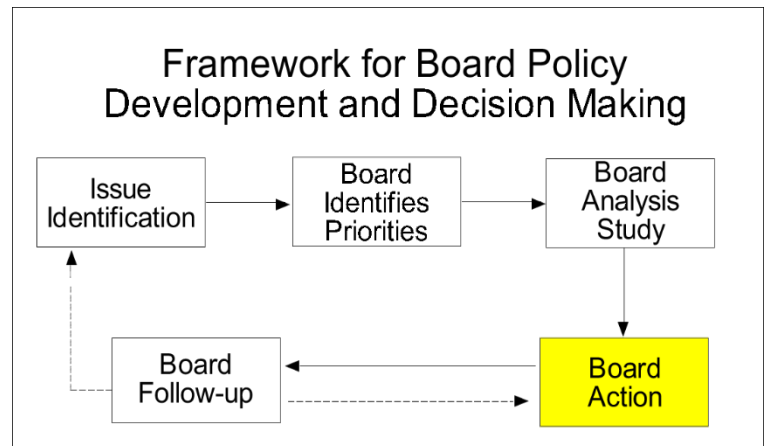


Iowa State Board of Education

Executive Summary

March 23, 2023



Agenda Item: Buena Vista Educator 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 Iowa Administrative Code 281—79.5.

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

Attachment(s): One

Recommendation: It is recommended that the State Board award full approval to Buena Vista University Educator Preparation Program through the next review scheduled for the 2028-2029 academic year.

Background: Buena Vista University in Storm Lake, Iowa, provides teacher and professional school counselor preparation programming. The attached report is a summary of the program review and site visit in April 2022 under Iowa Administrative Code 281—79. Buena Vista University has met Chapter 79 standards without condition; therefore, the Iowa Department of Education recommends the State Board grant full approval to the Buena Vista University Educator Preparation Program.



Educator Preparation Program Approval Report

Buena Vista University

Site Visit: April 10-14, 2022

Presented to the State Board of Education

March 23, 2023

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

State Board of Education

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Background and History

Buena Vista University (BVU) operates a traditional teacher preparation and Professional School Counseling (PSC) program. This school is located at the home campus in Storm Lake, Iowa. Storm Lake is culturally and ethnically diverse with no single racial or ethnic group comprising 40 percent of the population. In addition to the home campus, BVU provides online and hybrid offerings across 16 locations in Iowa. Undergraduate and graduate programs are available in varying modalities serving traditional and non-traditional learners.

Site Visit Team Members

Dr. Lawrence R Bice, Iowa State University
Dr. Chad Biermeier, University of Dubuque
Dr. Darcie Davis-Gage, University of Northern Iowa
Dr. Benjamin Forsyth, University of Northern Iowa
Dr. Lindsay Woodward, Drake University
Dr. Cori Jakubiak, Grinnell College
Ms. Dana Oswald, William Penn University
Dr. Maryam Rod Szabo, Iowa Department of Education

Department Summary of the Report

Selected Commendations

- The presence of a liaison that provides recruitment and retention support of undergraduate teacher education students is a strength of the program. This is evidenced by improvements in retention rates of students.
- The director of the Center for Diversity and Inclusion is an asset to BVU. The director has knowledge and expertise to help BVU continue to establish a climate that will continue to promote and support diversity.
- The School of Education (SOE) faculty supports and appreciates the leadership and work climate that the current SOE dean has provided. Faculty interviews consistently shared this perspective.
- The unit provides support for academic advisors to assist candidates through checkpoints. Transparency and oversight is provided through SharePoint. The director of the Center for Academic Excellence provides additional support for candidates with needs, including preparation for the Praxis II Tests.
- The research and creation of the Educational Dispositional Assessment (EDA) training guide is to be commended.
- A Program Evaluation Committee is in place to review data and to recommend changes in program processes.

- There is evidence from teacher candidate surveys and discussions with teacher candidates that the unit provides an accessible system that teacher candidates use to both monitor their field experiences as well as view feedback from cooperating teachers.
- PSC has a student success point of contact in the Extended University Program (EUP).
- Students are encouraged to join PSC organizations and attend conferences.

Resolution of Concerns

Governance and Resources Standard

Based on the unit’s resolution of compliance concerns as summarized below, the Department considers the Governance and Resources standard to be MET.

Resolution summary: Due to the concern of not having appropriate faculty in the art and music programs, including oversight, the music education program has been eliminated. A part-time faculty is hired to teach courses leading to an art education endorsement. BVU has resolved concerns regarding the PSC program by hiring a second full-time faculty member with additional responsibilities in curriculum development and assessment while no longer utilizing three adjunct faculty due to the lack of adequate counseling experience in school settings. Other changes to resolve concerns include direct oversight of educator coordinators/advisors, adding a position with release for assessment and curriculum, a new hire for a special education faculty and an elementary literacy specialist for the 2023-2024 academic year to adequately staff the program and reduce faculty overloads.

Diversity Standard

The Department considers the Diversity standard to be MET.

There were no compliance issues identified in the Diversity standard.

Faculty Standard

Based on the unit’s resolution of compliance concerns, as summarized below, the Department considers the Faculty standard to be MET.

Resolution summary: The unit resolved compliance issues in the PSC program by releasing several adjunct faculty in the PSC program who lacked appropriate experience. An evaluation process is in place, with evidence, for full-time, part-time and adjunct faculty along with professional development support. BVU communicates and tracks the forty-hour requirement yearly. Faculty who do not comply with the forty-hour rule will not be utilized.

Assessment Standard

Based on the unit’s resolution of compliance concerns, as summarized below, the Department considers the Assessment standard to be MET.

Resolution summary: The program added an assessment and curriculum coordinator who developed a multi-year plan with the 2022-2023 work underway. The majority of tasks will be completed in a two-year timespan to build an assessment system across all programs that is based on standards with consistent data points. Specifically, the PSC program is engaged in a three-year plan with the assessment coordinator to align with state standards across varying developmental stages.

Teacher Clinical Standard

Based on the unit's resolution of compliance concerns, as summarized below, the Department considers the Teacher Clinical standard to be MET.

Resolution summary: BVU has a documented process in place to evaluate and review supervisors as evidenced by provided exhibits. Through review of evidence, BVU is following requirements for student teaching supervision and observation, which is communicated and tracked.

Teacher Knowledge Skills and Dispositions Standard

Based on the unit's resolution of compliance concerns, as summarized below, the Knowledge Skills and Dispositions standard to be MET.

Resolution summary: The unit demonstrated candidate preparation through syllabi, which included content, assignments and assessments to exhibit readiness in the professional core curricula, teaching students with diverse learning needs, and preparation within the Iowa Core Standards. The unit is revising key assignments to align with national standards versus Pillars, which will demonstrate alignment of field experiences with InTASC standards and will be reviewed at the one-year follow-up visit.

Professional School Counseling Clinical Standard

Based on the unit's resolution of compliance concerns, as summarized below, the Department considers the Teacher Clinical standard to be MET.

Resolution summary: Candidates in the PSC program engage in supervised indirect and direct practicum hours. Supervisors in the PSC program were reviewed for alignment of qualifications. Several supervisors are no longer being utilized. A suitable plan has been developed when a qualified supervisor is not available at a clinical site. The unit has aligned candidate progress and goal review during practicum and internships to unit standards as seen in provided evidence. A tracking tool with a coding system was shared to ensure candidates are placed in educational settings including diverse populations along with a process when the school lacks diversity. The PSC program ensures interaction with parents or guardians through 504 plan and individualized education program (IEP) meetings. The program has

aligned assessments to Chapter 13 and the School Counselor Association (ASCA) candidate standards.

Professional School Counseling Knowledge Skills and Dispositions Standard

Based on the unit's resolution of compliance concerns, as summarized below, the Knowledge Skills and Dispositions standard to be MET.

Resolution summary: The program prepares candidates on how to qualify and obtain a Class G or B license. Assessments are aligned to Chapter 13 and the ASCA standards for PSC and prepare candidates to work with diverse learners.

Full Report with Original Concerns, and Buena Vista University's Responses

Buena Vista University

Team Report

Preliminary Review: 2/3/2022

Site Visit: 4/10/2022 through 4/14/2022

Final Report: August 12, 2022

Presented to the State Board of Education on: March 23, 2023

Iowa Department of Education

Review Team Members:

Dr. Lawrence R. Bice, Iowa Department of Education

Dr. Chad Biermeier, University of Dubuque

Dr. Darcie Davis-Gage, University of Northern Iowa

Dr. Benjamin Forsyth, University of Northern Iowa

Dr. Lindsay Woodward, Drake University

Dr. Cori Jakubiak, Grinnell College

Ms. Dana Oswald, William Penn University

Dr. Maryam Rod Szabo, Iowa Department of Education

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 NELP standards.

79.10(5) The unit provides evidence of ongoing collaboration with appropriate stakeholders. There is an active advisory committee that is involved semiannually in providing input for program evaluation and continuous improvement.

79.10(6) When a unit is a part of a college or university, there is ongoing collaboration with the appropriate departments of the institution, especially regarding content knowledge.

79.10(7) The institution provides resources and support necessary for the delivery of quality preparation program(s). The resources and support include the following:

- a. Financial resources; facilities; appropriate educational materials, equipment and library services; and commitment to a work climate, policies, and faculty/staff assignments which promote/support best practices in teaching, scholarship and service;
- b. Resources to support professional development opportunities;
- c. Resources to support technological and instructional needs to enhance candidate learning;
- d. Resources to support quality clinical experiences for all educator candidates; and
- e. Commitment of sufficient administrative, clerical, and technical staff.

79.10(8) The unit has a clearly articulated appeals process, aligned with the institutional policy, for decisions impacting candidates. This process is communicated to all candidates and faculty.

79.10(9) The use of part-time faculty and graduate students in teaching roles is purposeful and is managed to ensure integrity, quality, and continuity of all programs.

79.10(10) Resources are equitable for all program components, regardless of delivery model or location.

Commendations/Strengths:

- Through interviews with the faculty and administration, it appears that faculty and the dean are respected within the institution.
- The presence of an SOE Liaison that provides recruitment and retention support of undergraduate teacher education students is a strength of the program even if the liaison is based solely at the Storm Lake campus. This is evidenced by strong improvements in retention rates of students.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required, but it is expected that the unit provides a response.)

1. 79.10(1) The team finds evidence that Education Coordinators/Advisors (EC/A) are not well articulated in the governance structure of BVU's Educator Preparation Program. This is in part due to the fact that EC/A's are evaluated by Extended University Programs despite maintaining substantial interaction with the School of Education (SOE). As such, EC/A's appear to not have a firm understanding of their role between the SOE and Extended University Program (EUP), which strains the work that they do as both Education Coordinators and Advisors. The team recommends implementing a revised model for how EC/A's are used and evaluated within the SOE and EUP so that the efficacy of their role in the EPP is improved.

Program Response

The School of Education is moving forward with primary oversight of the EC/As. The Directors of Teacher Education will evaluate the Education Coordinators twice a year within our Kronos system. The secondary evaluator will be the Director of Enrollment and Student Success within EUP. The Directors of Teacher Education and the Director of Enrollment and Student Success have a follow-up conversation with each of the Education Coordinators to discuss their evaluations and goals for the academic year. The three Directors have also established one-on-one meetings with each the EC/As to help keep open lines of communication about the needs of EUP and SOE.

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(2) The institutional report review, and interviews with the faculty indicate that the Art Education and Music Education programs are led by faculty (part-time or full time) that don't have the appropriate knowledge, preparation and experience to oversee the curriculum for these endorsements. Further, it doesn't appear that these programs are managed and overseen within the unit. It is required that the institution review the sustainability of the programs and that appropriate faculty (full time/part-time) be hired by the unit to oversee the curriculum for the programs. If the institution chooses to discontinue these programs, it is required that a teach out plan is submitted within this report.

Program Response

Buena Vista University eliminated the music education program in May of 2022 by both the Dean for the School of Education and the Dean for the School of Liberal Arts. The academic proposal for elimination was approved by the Academic and Curriculum

committee and Faculty Senate. BVU currently has two students who are majoring in music education that will be given teach-out plans for the next two academic years 2022-2023 and 2023-2024.

Student A is student teaching fall of 2022 and will complete the program by December 2022.

Student B is a junior at BVU who will require additional music coursework for fall 2022, spring 2023, and fall of 2023 before student teaching in the spring of 2024.

Student B is taking woodwind instrumental techniques for fall 2022 along with other general education and education coursework. In the spring 2023, student B will be taking percussion instrumental techniques along with general education and education coursework. In the fall of 2023, student B will be completing her three methods courses: vocal methods, instrumental methods, and general music methods courses as well as any final general education courses. Finally, student B will be student teaching in spring of 2024 and completing the program in May of 2024.

The School of Education has hired a part time faculty member, faculty1, to begin teaching courses within art education (contract was provided). Faculty 1 is a current art educator within a local K-12 setting. Faculty 1 will be teaching our methods of visual arts, general art methods, and secondary art methods courses for BVU. She has served as an adjunct for the School of Education in the past and now has transitioned to being a part-time faculty member.

2. 79.10(7)a. The team found evidence that the Professional School Counseling program lacks resources and support necessary to maintain a quality program. The total number of faculty (1 FT, 1PT) is inadequate for the number of students within the program. In addition, software, equipment, secretarial support and space requirements all appear to need improvements. The team requires that the unit addresses appropriate resources and staff for this program.

Program Response

The School of Education has hired a second full time faculty member for the Professional School Counseling program. The second faculty member will better be able to support the curriculum development and assessment for the Professional School Counseling program. The Graduate office suites are located in Dixon Eihlers which is where the other education faculty's office spaces are located to create more comradery between both graduate and undergraduate faculty members. Additionally, the Professional School Counseling program will be using VIA within the SLL platform to implement time logs, evaluations from supervisors, and key assessment rubrics for student data. The platform has been in place for two years and has more capabilities than it did the first year it was implemented. The Assessment Coordinator will work with the Professional School Counseling program Director on the different pieces within the assessment process to be implemented into SLL. The SPEC currently helps with connections from cooperating teachers or supervisors to the platform and will work closely with both the Program Director and the Assessment Coordinator to better support the program's assessment, curriculum, and evaluation of its candidates.

3. 79.10(9) Based on a review of teaching documents, interviews with students and an evaluation of faculty records, the team found that the PSC program has instructors that do not have adequate counseling experience in school settings. If the institution chooses to maintain the program, the team requires the institution to ensure the qualification of the faculty members.

Program Response

After a careful review of faculty qualifications in the Professional School Counseling Program, the Program Director and the Dean have decided to no longer use the following adjunct faculty members going forward: [Adjunct 1, Adjunct 2, and Adjunct 3]. The Professional School Counseling program will continue to employ [Faculty 1, Faculty 2, Faculty 3, and Faculty 4]. The Director will continually review applicant materials to provide quality instruction for the program with final approval is completed by the SOE Dean.

4. 79.10(7) Coinciding with a reduction in workforce from two years ago, the team finds that many faculty, staff and administrators have had to take on additional duties to maintain the current governance model. Examples of unfilled positions include an Assessment Coordinator/Director and Director of Curriculum and Professional Development. Faculty and administration have taken on higher loads for teaching over the academic year, including faculty teaching above the university maximum overload amount (35). As a result of this, curriculum oversight, record keeping, and communication related to the assessment system, placement data, and clinical and key assessment assignments (including those in Professional School Counseling) is not consistent. It is required that the unit ensures commitment of sufficient administrative, clerical and technical staff, and that these duties be defined within job descriptions rather than depending on personnel.

Program Response

BVU's School of Education has created a position with a release for an Assessment and Curriculum Coordinator. This individual will work with the SOE Dean, Division Chairs, and Director of Professional School Counseling to begin the assessment and curriculum alignment process. The Assessment and Curriculum Coordinator will work closely with SOE's Data Manager to get a better understanding of the assessment system, VIA. The VIA system is where the data for both program and individual candidate assessments are collected for the undergraduate education program and the graduate Professional School Counseling program. Dr. Karin Strohmyer has taken on this new leadership position as the Assessment and Curriculum Coordinator who will have 9 credit hours of release for this position. The approval for the position and additional evidence shared. In addition to the Assessment and Curriculum Coordinator, the School of Education has also hired a new special education faculty member and has a current open position for an elementary literacy specialist for the 23-24 academic year ([website](#)). Once the School of Education is fully staffed, faculty will return to the 24-credit hour load for full time faculty with a max of 36 credit hours (time and a half).

5. 79.10(7) The team found that the policies surrounding supervision, evaluation, utilization and communication with EC/A's to be inadequate. This is evidenced through interviews with Extended University Program (EUP) and School of Education (SOE) personnel and a review of job descriptions, advising loads and job assignments. For example, although Educator Coordinator/Advisor (EC/A's) job descriptions appear to be well described, the "EC" portion of their work may not be appropriately evaluated/weighted by their EUP supervisor. In addition, through the interviews with individuals and administrators managing these roles, the team found a lack of timely and appropriate communication between EUP and SOE personnel. Concerning advising loads, the evidence suggests that there is not an equitable distribution of work between advisors in the EUP that work with education majors compared to non-education majors. The unit is required to provide a consistent plan for oversight of the educator preparation related duties and on boarding of staff engaged in the Extended University Programs. It is further expected that these responsibilities are clearly defined and unit oversight be clarified within the current governance structure. The unit is responsible for: (1) direct oversight and justification of how roles and requirements are determined; and (2) direct involvement in hiring, evaluation, professional development, meeting the educator preparation requirements based on the state codes and rules. If these individuals are not reporting to the unit, the team requires that the unit clarifies how they ensure these requirements are met.

Program Response

The School of Education is moving forward with primary oversight of the EC/As. The Directors of Teacher Education will evaluate the Education Coordinators twice a year within our Kronos system. The secondary evaluator will be the Director of Enrollment and Student Success within EUP. The Directors of Teacher Education and the Director of Enrollment and Student Success will have a follow-up conversation with each of the Education Coordinators to discuss their evaluations and goals for the academic year. The three Directors have also established one-on-one meetings with each of the EC/As to help keep open lines of communication about the needs of EUP and SOE. The advising loads are being monitored carefully among the Education Coordinators and the non-education advisors. Due to the influx of numbers from the TPRA grant, [Faculty 5] and [Faculty 6] have been moved to just having education students. The non-education advisors who have smaller advising loads have been assigned additional duties like retention, financial aid specialists, recruiting events, and new territories for advisees. Additionally, SOE and EUP have agreed to create a hiring committee for any new Education Coordinators who could be hired in the future. The committee will consist of the Directors of Teacher Education and the Director of Enrollment and Student Success along with one or two additional advisors (education coordinators or non-education advisors). The committee will come together to review the applicants to determine who will be interviewed for these positions. Following the interviews, the committee will meet to decide the best candidate for the position and then move forward with the hiring process. Finally, the School of Education will continue to provide professional development opportunities with the Education Coordinators by attending IACTE and providing funding for other professional opportunities that interest the Education Coordinators.

Sources of Information:

Interviews with:

President, Vice President for Academic Affairs, Chief Financial Officer, Vice President of Enrollment Management, Vice President for University Advancement, Vice President for Vice President of Extended University Programs, Extended University Program, Director of Extended University Programs, Dean of School of Education, Student Professional Experience Coordinator, Directors of Teacher Education Programs, Division Chairs, Education Coordinator/Advisors, Academic Deans, School of Education Liaison, Director of Graduate Programs, Candidates, Unit Faculty, Library Director(s),

Review of:

Organizational Charts, Job Descriptions, Advising workloads, Program Response to Review Team's Initial Report, Faculty workloads, Visits to classrooms and discussions with students

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.

Commendations/Strengths:

- The Director of the Center for Diversity and Inclusion is an asset to Buena Vista University. The Director has knowledge and expertise to help BVU continue to establish a climate that will continue to promote and support diversity.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required, but it is expected that the unit provides a response.)

1. 79.11(2) Through interviews with the SOE faculty, the Director of the Center for Diversity and Inclusion and the Director of Academic Innovation, and a review of the Institutional Report and preliminary responses, the team found evidence of collaborations with the Director of the Center for Diversity and Inclusion and the Director of Academic Innovation. The team recommends the unit establish stronger collaborations with the Director of the Center for Diversity and Inclusion and the Director of Academic Innovations for continued support and growth in recruiting diverse candidates and updating curriculum in all programs for use of appropriate language and practices to support the diversity in the program.

Program Response

The School of Education has established meetings with the Director of Academic Innovation to help keep our online courses on a cycle of review to help provide the most up to date curriculum for our students. The Director of the Center for Diversity and Inclusion has been setting up round table discussion during lunch to begin deeper

conversations with faculty and staff about inclusion. As new openings within the School of Education are available, the search committee will work with the Director of the Center for Diversity and Inclusion to help cast a wider net and target faculty of diversity.

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:

President, Vice President for Academic Affairs/Provost, Chief Financial Officer, Director of Academic Innovation, Instructional Technologist, Assessment Director, Dean of GPS, Dean of School of Education, School of Liberal Arts Dean, Vice President for Finance and Administration, Director of Center for Academic Excellence, School of Education Liaison, Director of Center of Diversity and Inclusion, Vice President for University Advancement, Vice President for Student Success, Career Services, SOE Part-Time Faculty, Education Coordinators/Advisors, SOE Division Chairs, Director of Professional School Counseling, Director of Admissions, Vice President for Extended University Programs, Director of Teacher Education Programs, Teacher Advisory Council member surveys (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Library Director(s)

Review of:

Course syllabi, Student records, Institutional Report, Program Response to Review Team's Initial Report, Faculty CV's, Faculty 40-hour documentation
Surveys from candidates, adjunct faculty, alumni, supervisors, Visits to classrooms and discussions with students

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.

Commendations/Strengths:

- The SOE faculty supports and appreciates the leadership and work climate that the current SOE Dean has provided. Faculty interviews consistently shared this perspective.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required, but it is expected that the unit provides a response.)

1. 79.12(1) Through interviews with faculty and a review of the Institutional Report and supporting documents, the team found that faculty are carrying excessive loads. The team recommends a review of each position's job roles and responsibilities in both Teacher Education and School Counseling, and whether or not faculty are meeting or exceeding the requirements of their job title.

Program Response

The School of Education has reviewed the loads of the faculty within the unit. The unit is currently making sure faculty loads are consistent across graduate and undergraduate programs. The Professional School Counseling Program has hired an additional faculty to help support the Program Director and the Director of Practicum and Internship. Additionally, the undergraduate programs have hired a new full time faculty member in special education to enable both special education faculty members to teach in the graduate and undergraduate programs. The School of Education also has a full time elementary specialists position open to be filled during the 2023-2024 academic year. In addition to adding faculty, the School of Education has transitioned to two division chairs with a School of Education assessment coordinator. These three leadership positions will enable more classes to be taught and fulfill the administrative needs of the unit.

2. 79.12(5)b Through interviews with faculty, Deans of other colleges and a review of the Institutional Report and supporting documents, the team found evidence of collaboration across other departments that house content for the candidates. The team recommends the unit develop a formal process of collaborating with other departments.

Program Response

The School of Education is working on developing thorough collaboration with the other departments on-campus. The Deans meet as a group weekly to help discuss department issues and create working relationships with the other departments on-campus. The School of Education faculty will begin annual meetings with different departments to help support the collaborative process.

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) According to the original report and preliminary response, the experience that is provided for 4 of the adjunct faculty, the team couldn't locate the evidence of

their experience, preparation, and training as school counselors [Adjunct 1, Adjunct 3, Adjunct 7, Adjunct 2]. Some of these instructors teach the courses identified as the primary courses that students learn the role of the school counselor (ie. Counseling Children and Adolescents), the team requests information regarding the faculty knowledge, experience and preparation.

Program Response

The following faculty members will not be used going forward within the Professional School Counseling program: [Adjunct 1, Adjunct 3, and Adjunct 2]. This will begin during the 2022-2023 academic year going forward. [Adjunct 7] as a Ph.D. in Educational Leadership and Master's degree in School Psychology. [Adjunct 7] works for a local Area Education Agency that partners with the local school districts to support professional school counselors and students through counseling and training sessions.

2. 79.12 (3) Through the review of the Institutional Report and interviews with the Director of Professional School Counseling, the team found no evidence that School Counseling faculty are evaluated for teaching prowess and that they are not provided feedback for continuous improvement. The unit is required to develop a plan to regularly evaluate School Counseling instructors and provide feedback for continuous improvement.

Program Response

The Director of Professional School Counseling completes evaluations of each of her full time, part-time, and adjunct faculty members at least once a year. There is a standard form that the faculty complete as a self-evaluation before the Director completes the form. From there, the Director has a follow-up conversation with each of her faculty members to review the evaluation. At the beginning of each academic year, the Director sends a list of evaluations for the academic year by term to make sure she has been able to evaluate every faculty member throughout the academic year. (evidence was shared)

3. 79.12(5)c Through a review of the Institutional report and supporting documents, the team found that a number of full time faculty, adjunct faculty, and supervisors are not meeting the 40-hour prowess requirement. It is required that the unit provide a clear plan and timeline regarding how they plan to meet this requirement. If this is a factual error, it is requested that the unit provide evidence of the requirement being met.

[Faculty 8], [Faculty 9] (completing this year), [Adjunct 4] (1st time adjunct), [Faculty 10], [Faculty 11] (completing this year), [Adjunct 5] (new adjunct), [Faculty 12] (says 2 years left to get 40 hours), [Adjunct 6] (1st year adjunct), [Faculty 13] (1 year left to get to 40), [Faculty 14] (0, 1 year left to get 40).

Supervisors that are new with 0 hours complete:

[Supervisor 1], [Supervisor 2], [Supervisor 3], [Supervisor 4], [Supervisor 5], [Supervisor 6], [Supervisor 7], [Supervisor 8], [Supervisor 9], [Supervisor 10], [Supervisor 11], [Supervisor 12], [Supervisor 13], [Supervisor 14], [Supervisor 15], [Supervisor 16] (36 hours), [Supervisor 17], [Supervisor 18], [Supervisor 19], [Supervisor 20], [Supervisor 21], [Supervisor 22], [Supervisor 23], [Supervisor 24], [Supervisor 25], (0 with 1 year left to complete)

Program Response

At Buena Vista University, all faculty, regardless of roles are expected to track professional engagement in P-12 classrooms in their areas of expertise. BVU firmly believes that faculty can only remain current in their field if they are engaged in the classrooms our students will serve in the future. All faculty are required to regularly engage in a teaching capacity in schools and to document this participation in our 40-hour Verification Log (example was shared). In addition to this, we ensure logs reflect appropriate experiences through provision of a “40 Hour Rule FAQ” document and annual reviews of progress. Faculty submit their form annually to the Dean's office and are notified of remaining hours needed and potential gaps in areas of engagement. For example, evidence of participation across a variety of age levels or subject areas is considered. The faculty have 5 years to get their 40-hours completed within the P-12 setting. We track the hours yearly and within the 5-year timeframe. Below you will see the current 40-hour rules for each faculty member that was requested. There are several faculty members who have left BVU or are not being used going forward due to their performance or inability to complete the 40-hour rule. In addition to their current hours, there is a note as to how many years each faculty member has remaining to complete the 40-hours before being removed as an adjunct, faculty member, or university supervisor.

Faculty	Experience	40-hour rules
[Faculty 8]	Left BVU	Left BVU
[Faculty 9]	Part-time Faculty member in Literacy 15 years as an elementary, middle school, and administrator in the K-12 setting	50.5 hours
[Adjunct 4]	No longer being used as an adjunct at BVU	No longer being used as an adjunct at BVU
[Faculty 10]	21 years in the K-12 setting teaching elementary and secondary history. He has also served as an administrator	75.5
[Faculty 11]	No longer being used as an adjunct at BVU	No longer being used as an adjunct at BVU
[Adjunct 5]	14 years in the K-12 setting as an elementary and middle school educator and a curriculum director	Current K-12 teachers
[Faculty 12]	18 years teaching elementary and preschool as well as an instructional coach	Currently has 36 hours with 2 year left to get the additional 4 hours to be within the rule of 40 hours in 5 years.
[Adjunct 6]	3 years teaching K-12 music	Currently has 0 hours but just started at BVU 2021-2022 academic year. He has 4 years left to get his 40 hours.
[Faculty 13]	2 years in the K-12 setting in ELA and technology	Currently has 24.5 hours with 1 year remaining to get her 40 hours in 5 years.
[Faculty 14]	15 years as a math educator in the K-12 setting	40 hours completed
[Supervisor 1]	21 years in the K-12 setting teaching elementary, special education early childhood, and preschool	Currently has 0 hours but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours.

[Supervisor 2]	32 years in the K-12 setting as an elementary educator	Currently has 0 hours but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours.
[Supervisor 3]	5 years as an elementary educator, 5 years as a professional school counselor, and 25 years as an administrator	90 hours completed
[Supervisor 4]	No longer being used as a supervisor at BVU	No longer being used as a supervisor at BVU
[Supervisor 5]	8 years in the K-12 setting teaching mathematics	Currently has 0 hours but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours.
[Supervisor 6]	9 years in the K-12 setting teaching early childhood 5 years as an AEA consultant	Currently has 0 hours but she has 3 years left to get her 40 hours.
[Supervisor 7]	7 years in the K-12 setting teaching elementary and a variety of administration roles	Currently has 0 hours but he has 2 years left to get her 40 hours.
[Supervisor 8]	15 years teaching in the elementary school	Currently has 0 hours but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours.
[Supervisor 9]	32 years teaching elementary, middle school and high school physical education and ELA	Currently has 0 hours but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours.
[Supervisor 10]	22 years in the K-12 setting as an elementary and Title I educator	Currently has 0 hours but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours.
[Supervisor 11]	20 years teaching as an elementary educator	Currently has 0 hours but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours.
[Supervisor 12]	39 years in the K-12 setting as an elementary educator, special education teacher, and an administrator	40-hours complete
[Supervisor 13]	14 years teaching as an elementary and special education teacher	Currently has 0 hours but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours.
[Supervisor 14]	No longer being used as a supervisor at BVU	No longer being used as a supervisor at BVU
[Supervisor 15]	31 years in the K-12 setting teaching elementary	40-hours complete
[Supervisor 16]	39 years as social studies educator	79 hours complete
[Supervisor 17]	29 years in the K-12 setting teaching middle school and high school. 6 years as an administrator	Currently has 0 hours but he has 3 years left to get her 40 hours.
[Supervisor 18]	15 years in the K-12 setting as an elementary educator and an instructional coach	Currently has 0 hours but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours.

[Supervisor 19]	36 years teaching elementary and special education	Currently has 18 hours, but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours
[Supervisor 20]	No longer being used as a supervisor at BVU	No longer being used as a supervisor at BVU
[Supervisor 21]	No longer being used as a supervisor at BVU	No longer being used as a supervisor at BVU
[Supervisor 22]	13 years as a high school science educator	Currently has 0 hours but just started at BVU 2021-2022 academic year. He has 4 years left to get his 40 hours.
[Supervisor 23]	29 years in the K-12 setting teaching special education and high school social studies	Currently has 0 hours but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours.
[Supervisor 24]	6 years as a high school math educator	Currently has 0 hours but just started at BVU 2021-2022 academic year. She has 4 years left to get her 40 hours.
[Supervisor 25]	No longer being used as a supervisor at BVU	No longer being used as a supervisor at BVU

The Department staff will review an updated chart of the 40-hour rule at the one-year follow-up visit.

4. 79.12(4) There is no evidence to support that the School Counselor faculty are engaging in school counseling professional development. The unit is required to implement a plan to keep faculty and adjuncts current and ensure the program has qualified supervisors.

Program Response

At Buena Vista University, all faculty, regardless of roles, are expected to track professional engagement in P-12 classrooms in their areas of expertise. BVU firmly believes that faculty in Professional School Counseling can remain current in their field by engaging in individual or group counseling sessions within the K-12 setting. The Professional School Counseling faculty are not required to complete the 40-hour year, but the School of Education began to encourage the faculty to get involved in their local K-12 settings. The following are the 40-hour paperwork for the Professional School Counseling faculty from the 2021-2022 academic year. There are several Professional School Counseling faculty who will not be used as an adjunct going forward due to issues with their credentials.

Faculty	Experience	40-hour rules
[Faculty 3]	School Counselor for 28 years in the K-12 setting (K-6 & 9-12)	Current Professional School Counselor in the K-12 setting
[Faculty 15]	19 years as a School Counselor in elementary, middle school, and high school levels	710 hours
[Faculty 4]	School Counselor for 8 years in the K-12 setting (middle school)	Current Professional School Counselor in the K-12 setting
[Faculty 16]	17 years in the K-12 setting teaching TAG, elementary, and professional school counselor	1080 hours

	3 year as elementary principal	
[Faculty 1]	11 years as a school counselor in the K-12 4 years as a counselor educator for Upward Bound	Current Professional School Counselor in the K-12 setting
[Faculty 2]	12 years as a school counselor in the K-12 setting	90 hours

The Director of Professional School Counseling and the Practicum and Internship Coordinator have created a new process for approving quality supervisors for the practicum and internship experiences. The Practicum and Internship Coordinator will complete an approval form for each supervisor which describes the credentials of the supervisor (degree, preparation, etc.) and the specific license the supervisor holds within the state. The new process will create more consistency with utilizing high quality supervisors for our Professional School Counseling Program.

The full time and part-time faculty members have access to annual professional development funding to support their own professional growth in the field. Full time faculty members receive \$1500 dollars a year while part-time faculty members receive \$500 dollars annually to support conference attendance, workshops, research, etc. Adjunct faculty members are not provided professional development funding annually, but they do have the opportunity to apply for faculty development grants through the Faculty Welfare Committee. This committee reviews applications every month to approve funding for different professional development endeavors for our adjunct faculty members.

Sources of Information:

Interviews with:

President, Vice President for Academic Affairs/Provost, Chief Financial Officer, Director of Academic Innovation, Instructional Technologist, Assessment Director, Dean of GPS, Dean of School of Education, School of Liberal Arts Dean, Vice President for Finance and Administration, Director of Center for Academic Excellence, School of Education Liaison, Director of Center of Diversity and Inclusion, Vice President for University Advancement, Vice President for Student Success, Career Services, SOE Part-Time Faculty, Education Coordinators/Advisors, SOE Division Chairs, Director of Professional School Counseling, Director of Admissions, Vice President for Extended University Programs, Director of Teacher Education Programs, Teacher Advisory Council member surveys (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty.

Review of:

Course syllabi, Student records, Institutional Report, Program Response to Review Team’s Initial Report, Faculty CV’s, Faculty 40-hour documentation, Surveys from candidates, adjunct faculty, alumni, supervisors, Visits to classrooms and discussions with students

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. If a unit chooses to use a preprofessional skills test from a nationally recognized testing service for admission into the program, the unit must report passing rates and remediation measures annually to the department.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

d. Evaluation data are shared with stakeholders.

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

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

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

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

Commendations/Strengths:

- The team commends the unit in progress towards alignment of the InTASC Standards in course syllabi.
- The unit provides support for academic advisors to assist candidates through the checkpoints. Transparency and oversight is provided through SharePoint. The Director of the Center for Academic Excellence provides additional support for candidates with needs, including preparation for the Praxis II Tests.
- The research and creation of the Educational Dispositional Assessment (EDA) training guide is to be commended.
- A Program Evaluation Committee is in place to review data and to recommend changes in program processes.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required, but it is expected that the unit provides a response.)

1. 79.13(2) Through the review of syllabi, it is not clear or consistent how the assessment is aligned with the unit conceptual framework. The team recommends a review of alignment of standards, indicating clear connections in all syllabi.

Program Response

The School of Education is working through the alignment of the standards to each course within the program. The standards will be reflected in each of the syllabi for the programs within the unit. The unit is working on a table that identifies where each of the standards is introduced, developed, assessed throughout the program. The Assessment Coordinator has created goals and main priorities for each academic year.

2. 79.13(5)a. The team found that the assessments used for candidates across all programs lack validity and reliability due to the mix of standards used across programs. It is recommended that the unit complete the process of moving from Pillars to the standards to the InTASC Standards to ensure reliability and validity of all assessments

Program Response

The School of Education will have their assessment coordinators working with Division Chairs to identify the InTASC standards being introduced, developed, and assessed across the program. The Assessment Coordinator will work with the Data Manager to update all key assignment rubrics with SLL where the data from the key assignments will be pulled as part of program and candidate assessment. (Evidence was provided)

3. 79.13(5)d. In review of syllabi, key assignments and the scope and sequence map the team found that the assessment of candidates is unclear and is different through the developmental stages in the program. It is recommended that the unit review the scope and sequence map to include where the competencies are met at the different levels of proficiencies to ensure the syllabi and key assignments match the map.

Program Response

The Assessment Coordinator is working with Division Chairs to identify the InTASC standards that are introduced, developed, and assessed within each course and across the program. The Assessment Coordinator will work with lead faculty members to update their syllabi with the appropriate InTASC standards and work with the Data

Manager to update key assignment rubrics within SLL. These steps will create a clearer assessment system across the unit for our teacher candidates.

4. 79.13(5)a. The team found evidence through review of key assignments, rubrics and student and faculty interviews that the unit uses different rubrics within a course for some key assignments to measure candidate assessment. An example is in EDCO 250 where a rubric with all InTASC Standards and indicators are used for measurement and a rubric with some InTASC Standards and assignment criteria are used for measurement. The team recommends one rubric to maintain a consistent form of measurement.

Program Response

The Assessment Coordinator will work with our Data Manager to update every InTASC key assignment rubric in the SLL system to create consistency, reliability, and validity. The new key assignment rubrics will become part of the master course where the same course is deployed across all delivery models.

5. 79.13(5)e/f. The team found a lack of systemic processes to provide candidates formative feedback on attainment of unit standards. Through the review of interviews, syllabi, key assignments and checkpoints, the IR does not provide evidence of a consistent process to provide feedback to candidates on unit standards. The team recommends the unit not only ensure all faculty follow a systematic process to provide feedback to candidates on key assignments, but also an overview of their progress within the program.

Program Response

The teacher candidates within the unit have multiple points of feedback through detailed feedback on key assignments and reflective assignments within the course that ask candidates to self-assess their abilities on the InTASC standards covered throughout the course based on their classroom experiences, curriculum, and assignments. The Assessment Coordinator is working with the division chairs and lead faculty members to implement these self-assessment reflective practices for the teacher candidates in every course. Our teacher candidates have an orientation to the School of Education that covers the InTASC standards, checkpoints, and requirements for progress through the program. The students are reminded of the requirements as they complete each checkpoint and complete applications to move into the next checkpoint. The key assignment data is used to review within the local Teacher Education Committees to assess candidates progress through the program. Additionally, teacher candidates cannot pass a class without passing the key assignment.

6. 79.13(8) The team found through interviews that an inconsistent system is in place to review, evaluate and revise the assessment system. The team recommends policies and procedures to ensure the assessment process is implemented throughout the unit.

Program Response

The Assessment Coordinator is working with Division Chairs to identify the InTASC standards that are introduced, developed, and assessed within each course and across the program. The Assessment Coordinator will work with lead faculty members to

update their syllabi with the appropriate InTASC standards and work with the Data Manager to update key assignment rubrics within SLL. These steps will create a clearer assessment system across the program for our teacher candidates. Additionally, moving forward, our Assessment Coordinator will be taking the lead for both the program and candidate assessment system to create consistency and promote improvements for our candidates. The Assessment Coordinator has created goals and main priorities for each academic year.

Concerns:

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

1. 79.13(1) The team finds no evidence of a clearly defined, cohesive assessment system. After interviews with the Student Professional Experience Coordinator, the Program Director of Professional School Counseling and the SOE Dean, it was evident that the assessment system has areas that need improvement. The team requires that a designated coordinator with time and expertise oversee the transition of the assessment management system and to ensure a system of accountability and that use of data is implemented. In addition, the personnel responsible can train faculty and students in the use of the system to track candidates progress throughout the program. The unit is required to utilize the management system to gather data to assist in the comprehensive system, and further utilize assessment data in decision making.

Program Response

[Faculty 17], Ph.D., has been reassigned to the position of Assessments and Curriculum Coordinator. Her Division Chair position is being absorbed by [Faculty 18] and [Faculty 19]. Our primary focus is to bring our assessment practices into compliance and to build a robust system of accurate use of assessment data. We will then be able to apply this data to our curriculum design and revision in meaningful ways, trusting that the data is an accurate representation of student mastery. Initially we will update all syllabi and key assignments in SLL, with immediate orientation to the new standards-based assessments which will support consistency, reliability, and validity in the scoring. Over the next year we will add “Unpacking the rubric” tools to all key assignments. In year two, we will complete a scope and sequence analysis in order to add reflection tasks in each class where a standard is introduced and assignments for ongoing formative assessments. These will be tracked in Canvas by the Assessments and Curriculum Coordinator. The curriculum effectiveness through the InTASC standards is being addressed within our program, as evidenced by student performance data, will be evaluated on a four-year rotation using SLL data for summative evaluations and Canvas mastery data for formative data. We acknowledge that longitudinal data measuring growth across a students’ academic career will be less accurate in the next two years because we will not have accurate data points for 22-23 & 23-24 as the assessment system evolves to its full potential. Below is the review cycle for summative data, the curriculum map, and eventual scope and sequence grid.

- Year 1 (2022-23): 1, 2, 3
- Year 2 (2023-24): 4, 5
- Year 3 (2024-25): 6,7,8
- Year 4 (2025-26): 9,10

- Note: This sequence may change based on revised curriculum maps and scope and sequence grids in order to capture programmatic distributions more accurately.

2. 79.13(2) The team finds through interviews, syllabi and data provided that the comprehensive unit assessment system is not consistent. The Elementary program has transitioned to the InTASC Standards while the Secondary and Special Education programs use the Pillars. While it is clear the unit has a plan to complete the transition, it is not clear the unit has the resources to complete the transition to all state standards in a consistent way.

Program Response

Master course syllabi will be updated in the following timeline to create consistencies across the unit.

1. Spring course syllabi (Term 3& 4) will reflect major InTASC Standards by Dec 15, 2022
2. Term 5 course syllabi will reflect major InTASC Standards by March 15, 2023
3. Term 6 course syllabi will reflect major InTASC Standards by May 15, 2023
4. All remaining syllabi will reflect major InTASC Standards by July 31, 2023

3. 79.13(2) Through review of syllabi, the Institutional Report and interviews it is evident that the Professional School Counseling (PSC) is using the CACREP standards. The team found that there is no alignment to the conceptual framework and state standards. The unit is required to provide support to create an assessment system based on standards to meet the conceptual framework and state standards.

Program Response

It was determined that the state standards referred to in this report are laid out in Iowa Chapter 13: Issuance of Teacher Licenses and Endorsements, 282-23.28(26 through 282-23.28(27). The assessment system will mirror the undergrad program with key assignments distributed across the program and eventually including a scope and sequence to evaluate growth over the students' academic careers. The current curriculum map was adjusted to reflect this. It may be helpful to note that program design was already intentionally aligned to Chapter 13 282-23.28 (26)-(27) based on course content and is reflected in course titles as part of the development of the program curriculum exhibit. A table be created to reflect the alignment of course major assessments to Chapter 13 and the ASCA candidate standards.

4. 79.13(3) Through interviews with the Program Director of Professional School Counseling and the SOE Dean, a comprehensive unit assessment has not been conducted and reported to the SOE Dean for review. An institutional program review has been conducted for the university. The unit will be required to complete a comprehensive unit assessment each year for the PSC with oversight and support from the SOE Dean.

Program Response

It is important to note that the 2022-23 review will only yield partial data as we will only be able to view data from terms 3-6 and it will be the first-time faculty and students will engage in these assessments. We will review this data primarily as an orientation to the

process but acknowledge that it may not accurately represent student performance across the program. The following rotation for review is planned:

- 2022-2023 1,2,3
- 2023-2024 4,5,6
- 2024-2025 7,8,9
- 2025-2026 10,11,12
- Note: This sequence may change based on revised curriculum maps and scope and sequence grids in order to capture programmatic distributions more accurately.

5. 79.13(5) The team found evidence that the PSC candidate individual assessment lacks reliable measures. Upon review, the coursework grade, GPA and Key Assignments are currently used for measurement. The Key Assignments are not aligned with the state standards, meaning that the candidate lacks the ability to gain formative feedback to review progress in meeting the standards. The unit needs to ensure the alignment of the PSC program with state standards. In addition, it is required to have a system to ensure candidates are assessed at different developmental stages to receive formative feedback and an opportunity to reflect on progress towards the unit standards.

Program Response

The Assessment Coordinator has worked with the GPSC Director to align course major learning tasks to Chapter 13 282.28(26) – (27). Assessment rubrics will be added to SLL for Spring 2023 courses. The curriculum map establishes GPSC mastery assessments measured in SLL. A scope and sequence grid and guidelines will be developed as part of a 3-year plan in order to develop measures of knowledge/skills when standards are introduced and linked to developmental learning tasks. These will be assessed in the Canvas LMS where students can access longitudinal data across their academic career.

6. 79.13(6) Through the review it appears to be difficult for a comprehensive unit assessment to be in place when the unit has multiple standards (Pillars vs. InTASC) used across the programs and a new management system that is not yet fully functional to aggregate data for analysis and evaluation in a manageable manner. The review of past program evaluations, minutes and interviews cite that unit assessment has happened prior to the change in the management system. The current evidence found from requested reports, and through interviews with faculty and staff show the new system is not yet considered a reliable and valid process for analysis. It is required that the unit provide a commitment of oversight to the assessment process to ensure a comprehensive system is in place for program review to occur consistently.

Program Response

The Assessment Coordinator currently meets weekly with the SOE Dean and the Director of Professional School Counseling to ensure a plan of action is established and progress toward assessment development and implementation is on track.

7. 79.13(6) There is no comprehensive assessment for PSC. Since there has not been a submission of past program evaluations by PSC to the unit prior to the change in the management system, a system will need to be created. The current evidence found from pulled reports, and through interviews with faculty and staff show the new system is not

yet considered a reliable and valid process for analysis. The unit will be required to provide a commitment of oversight to the assessment process to ensure a comprehensive system is in place for program review to occur consistently.

Program Response

The Assessment Coordinator currently meets weekly with the SOE Dean and the Director of Professional School Counseling to ensure a plan of action are established and progress towards assessment development and implementation is on track.

The Assessment Coordinator has been working closely with the Director of Professional School Counseling. The Assessment Coordinator has worked through the current courses this academic year within the Professional School Counseling Program before they are offered in the upcoming term. In these courses the Assessment Coordinator is working to remove all CACREP standards and add Chapter 13 curriculum requirement standards. In addition to the Chapter 13 curriculum standards, the Assessment Coordinator is adding the ASCA standards to expose counselor candidates to the standards required for the field they are entering. Besides updating the course syllabi, the Assessment Coordinator is creating a spreadsheet that tracks where the Iowa Chapter 13 standards are being assessed within each course. Within these courses, there are key assignments that assess the different standards within Chapter 13. The Assessment Coordinator is working with the Director of the Professional School Counseling program to update the rubrics reflecting the key assignment tasks aligned to Chapter 13 standards. The current courses (syllabi examples were provided) reflect the changes within the syllabi for alignment to the Chapter 13 standards and ASCA standards. The Assessment Coordinator in conjunction with the Program Director are moving forward with updating each syllabus, key assignment, and assessment (current tracking spreadsheet was shared).

Sources of Information:

Interviews with:

Assessment Director, Dean of School of Education, Teacher Advisory Council member surveys (local principals, adjuncts, current candidates, alumni), Candidate interviews and surveys, Unit Faculty, Library Director(s), Satellite Campuses: Education Coordinators, Directors of Teacher Education Program, Faculty, Staff

Review of:

Course syllabi, Student records, Institutional Report, Program Evaluation Reports, Handbooks, Program Response to Review Team's Initial Report, Surveys, Visits to classrooms and discussions with students

TEACHER EDUCATION CLINICAL PRACTICE

281—79.14(256) Teacher preparation clinical practice standard. The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions.

79.14(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit, and integrated into the unit standards. These expectations are shared with teacher candidates, college/university supervisors, and cooperating teachers.

79.14(2) PK-12 school partners and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:

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

79.14(3) Cooperating teachers and college/university supervisors share responsibility for evaluating the teacher candidates' achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' attainment of unit standards.

79.14(4) Teacher candidates experience clinical practices in multiple settings that include diverse groups and diverse learning needs.

79.14(5) Teacher candidates admitted to a teacher preparation program must complete a minimum of 80 hours of pre-student teaching field experiences, with at least 10 hours occurring prior to acceptance into the program.

79.14(6) Pre-student teaching field experiences support learning in context and include all of the following:

- a. High-quality instructional programs for PK-12 students in a state-approved school or educational facility.
- b. Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.
- c. The active engagement of teacher candidates in planning, instruction, and assessment.

79.14(7) The unit is responsible for ensuring that the student teaching experience for initial licensure:

- a. Includes a full time experience for a minimum of 14 weeks in duration during the teacher candidate's final year of the teacher preparation program.
- b. Takes place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the teacher candidate is being prepared.
- c. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the teacher candidate.
- d. Involves the teacher candidate in communication and interaction with parents or guardians of students in the teacher candidate's classroom.
- e. Requires the teacher candidate to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation, which shall not be used as an assessment tool by the unit, performed by the cooperating teacher or a person who holds an Iowa evaluator license.
- f. Requires collaborative involvement of the teacher candidate, cooperating teacher, and college/university supervisor in candidate growth. This collaborative involvement includes biweekly supervisor observations with feedback.
- g. Requires the teacher candidate to bear primary responsibility for planning, instruction, and assessment within the classroom for a minimum of two weeks (ten school days).

h. Includes a written evaluation procedure, after which the completed evaluation form is included in the teacher candidate's permanent record.

79.14(8) The unit annually offers one or more workshops for cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the unit deems necessary. The duration of the workshop shall be equivalent to one day.

79.14(9) The institution enters into a written contract with the cooperating school or district providing clinical experiences, including field experiences and student teaching.

Commendations/Strengths:

- There is evidence from teacher candidate surveys and discussions with teacher candidates that the unit provides an accessible system, SLL, that teacher candidates use to both monitor their field experiences as well as view feedback from cooperating teachers.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required, but it is expected that the unit provides a response.)

1. 79.14(1) The expectations regarding teacher candidate reporting of activities conducted during field experiences and teacher candidate expectations of reviewing cooperating teacher feedback are unclear. Review of class log data indicated some inconsistencies in logging instructional activities. The team recommends that the unit clearly establish the professor's role in supporting teacher candidates in understanding expectations around field experience reporting and endeavors to utilize cooperating teachers' feedback to support teacher candidate learning.

Program Response

Each lead faculty member is adding in specifications for logging hours within clinical experiences. The detailed description will be created for the assignments, the expectations for activities within the field experience, best practices for logging hours, and the clinical handbooks. The faculty member is responsible for verifying the hours and making sure both the teacher candidate and the cooperating teacher have completed all of the requirements within SLL. The lead faculty member will be adding communication with faculty who teach the course to review the field experience expectations for the time logs, cooperating teacher feedback, student feedback, EDA, and cooperating teacher feedback forms. The data in SLL is pulled towards within the last week of the term by the SPEC. The data is then shared with the cabinet committee to review for areas of concern. If areas of concern are present, the information is passed onto the SOE advisor. Then a growth plan meeting is set up with the Dean, DTEP, Advisor, and teacher candidate to help support the student's growth within the area(s) of concern. The concern(s) should not be a surprise for the teacher candidate as they have access in SLL to review the cooperating teacher feedback.

2. 79.14(3) The unit relies on cooperating teachers communicating with unit faculty and staff when there are issues, as noted in both the Institutional Report and the Program Response to Review Team's Initial Report, as well as in multiple interviews. The unit may consider establishing a process that proactively asks about teacher

candidate progress during field experiences and student teaching, rather than waiting until there is a problem. Further, survey data indicated that cooperating teachers do not feel connected to university supervisors, with several cooperating teachers indicating they had not met or communicated with the university supervisors. Strengthening this connection would better support the work of these two groups to share responsibility for evaluating the teacher candidate and support their success.

Program Response

The cooperating teachers provide feedback on the teacher candidates in their classrooms through SLL which is a course requirement for all clinical experiences. The data is pulled towards the last week of the term by the SPEC. The data is then shared with the cabinet committee to review for areas of concerns. If areas of concern are present, the information is passed onto the SOE advisor. Then a growth plan meeting is set up with the Dean, DTEP, Advisor, and teacher candidate to help support the student's growth within the area(s) of concern. The concern(s) should not be a surprise for the teacher candidate as they have access in SLL to review the cooperating teacher feedback. The unit provides student teacher meetings before students begin their clinical experience where cooperating teachers, the student teacher candidates, and the university supervisors are invited via zoom. The meeting last about an hour and half with 30 minutes dedicated to each triad to talk about the upcoming placement, concerns, or questions prior to beginning their student teaching experience. The unit encourages the university supervisor to meet with the cooperating teacher and the student teacher for the initial meeting and after every observation to discuss the teacher candidate's progress. This will help them create a working team to support the student teacher candidate.

3. 79.14(5) Professors of courses with field experiences are responsible for monitoring class logs and cooperating teachers' feedback, as indicated by course syllabi and multiple interviews. However, interviews with faculty indicated a lack of consistency in professor engagement with class logs and cooperating teacher feedback. Thus, it may be possible for a teacher candidate to pass a course and reach a checkpoint review having not passed a field experience. Support for faculty to develop a system for review would be beneficial.

Program Response

The Unit is working with faculty to make sure that time logs are complete and verified by the cooperating teachers, cooperating teacher feedback form, cooperating teacher lesson plan feedback, and educational dispositional form are complete. In addition to the faculty, the SPEC runs a report to provide completion of time logs, feedback forms, and EDA. She then notifies the faculty members that these are still not complete to reach out to the cooperating teacher. Students cannot pass a class with a field experience without completing the necessary documentation within SLL: time log approved by cooperating teacher, EDA, cooperating teacher feedback form completed by the cooperating teacher, the student feedback form, and the cooperating teacher lesson plan feedback form completed by the cooperating teacher. The last week of the term, the SPEC runs a report on the EDA and cooperating teacher feedback forms. The data is then shared with the cabinet committee to review for area(s) of concern. If area(s) of concern are present, the information is passed onto the SOE advisor. Then a growth

plan meeting is set up with the Dean, DTEP, Advisor, and teacher candidate to help support the student's growth within the area(s) of concern. The concerns should not be a surprise for the teacher candidate as they have access in SLL to review the cooperating teacher feedback.

4. 79.14(9) The cooperating teacher workshop would benefit from having clearer expectations and outcomes for cooperating teachers. While review of the workshop materials indicates the required information is provided, there is no evidence that cooperating teachers understand or are prepared to use this information as a result of the workshop. Further, the Additional Resources document, the forty minutes of video available and the three articles could be better targeted to the specific goals of the program and areas of growth for the unit's students specifically. Finally, the document "Resources for Grading", which supports cooperating teachers' evaluation of students' dispositions, is based on Pillars, rather than InTASC standards. The team recommends updating this document and providing specific training for teachers in feedback using the InTASC standards.

Program Response

At the cooperating teacher workshop, the unit sends an evaluation form at the conclusion of the Zoom meetings for all attendees to provide feedback. The unit will add an additional item on the Initial Visit form to have the university supervisor inquire if the cooperating teacher has any questions upon attending the Student Teacher meeting and reviewing the Cooperating Teacher Guidelines and Expectations. Additionally, the unit provides an overview page of the resources with general information regarding our program's foundational components along with the philosophy of the Candidate as a Reflective Practitioner. The unit reviews the Cooperating Teacher Guidelines and Expectations content to ensure it is relevant and current to our teacher education program. Furthermore, the unit will update the Resources for Grading document and include additional information within Cooperating Teacher Guidelines and Expectations regarding InTASC standards, such as a crosswalk between InTASC standards and the Iowa Teaching Standards.

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(2)a. While the Dean and Directors of Teacher Education Programs discussed informal conversations about university supervisors' performance, the team did not find evidence they are being evaluated. The team found that the unit collects teacher candidates' perceptions of university supervisor performance, but it is not clear how this data is used to evaluate university supervisors. It is required that the PK-12 school partners and unit share responsibility for selecting, preparing, evaluating, supporting and retaining high-quality college supervisors.

Program Response

The Unit evaluates their university supervisors using two different methods. The first method is through a formal evaluation process using Forms B & C. The SPEC and the SOE Dean evaluate each university supervisor annually for the first three years and then on a three-year rotation after the first three years. The university supervisors complete

the form and then the SPEC and SOE Dean meet with the university supervisors to discuss their process for supervision, areas of challenges, areas for improvements, etc. The SPEC and the SOE Dean also reach out to the advisors to see if any positive or negative feedback has been received from student teachers. The SPEC and SOE Dean then complete their evaluation of the university supervisors which is shared with each university supervisor (link to university supervisor evaluations). The second form of evaluation is through student teacher feedback forms from each of our student teachers. The student teachers complete a cooperating teacher and university supervisor feedback form with SLL. The data in SLL for the clinical experiences are pulled at the end of each term and shared with Cabinet who reviews the data for any concerns. Based on the concerns, Cabinet can decide to have a conversation with the supervisor to discuss the concerns and help them move forward with supports for their next student teacher or Cabinet can decide to put the supervisor on the do not use list going forward. The do not use list is tracked and housed by the SPEC who hires and evaluates all university supervisors.

2. 79.14(2)b. In the Program Response to Review Team’s Initial Report, the unit stated that faculty and university supervisor feedback is considered, and that negative feedback about cooperating teachers is “taken into consideration through conversations with DTEPs and SPEC (that are documented).” The team was unable to find evidence of this documentation, nor of any collection of faculty or university supervisor feedback data about cooperating teachers that could be used for evaluative purposes. While there is evidence that the unit does collect teacher candidates’ perceptions of cooperating teacher performance, it is not clear that this data is being utilized to evaluate cooperating teachers. It is required that the PK-12 school partners and the unit share responsibility for selecting, preparing, evaluating, supporting and retaining high-quality college supervisors.

Program Response

The Unit evaluates their university supervisors using two different methods. The first method is through a formal evaluation process using Forms B & C. The SPEC and the SOE Dean evaluate each university supervisor annually for the first three years and then on a three-year rotation after the first three years. The university supervisors complete the form and then the SPEC and SOE Dean meet with the university supervisors to discuss their process for supervision, areas of challenges, areas for improvements, etc. The SPEC and the SOE Dean also reach out to the advisors to see if any positive or negative feedback has been received from student teachers. The SPEC and SOE Dean then complete their evaluation of the university supervisors which is shared with each university supervisors (link to university supervisor evaluations). The second form of evaluation is through student teacher feedback forms from each of our student teachers. The student teachers complete a cooperating teacher and university supervisor feedback form with SLL. The data in SLL for the clinical experiences are pulled at the end of each term and shared with Cabinet who reviews the data for any concerns. Based on the concerns, Cabinet can decide to have a conversation with the supervisor to discuss the concerns and help them move forward with supports for the next student teacher or Cabinet can decide to put the supervisor on the do not use list going forward. The do not

use list is tracked and housed by the SPEC who hires and evaluates all university supervisors.

3. 79.14(7)f. Current and recently graduated teacher candidate files do not demonstrate evidence that student teachers receive biweekly supervisor observations with feedback. All teacher candidate files reviewed included only three observations. It is required to have collaborative involvement with the teacher candidate, cooperating teacher, and college/university supervisor, which includes biweekly supervisor observation with feedback.

Program Response

As outlined within the University Supervisor section of each student teaching handbook:

The state of Iowa requires the following, “Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.” Therefore, the number of visits you will complete will depend on the length of the student teaching placement. The University Supervisor will make a minimum of biweekly visits/formal observations for each placement. The primary purpose of these visits/observations is to provide specific feedback relating to the student teacher’s progress. The university supervisor will give assistance, guidance and suggestions relating to the student’s professional and personal development. Depending on the circumstances relating to the experience, additional visits may be required.

- Your initial visit/consultation is conducted with the student and cooperating teacher during the first week of student teaching. At this consultation, review the student teaching handbook and the Initial Visit/Consultation checklist. Documentation of this initial visit will be completed within SLL. Subsequent visits may be scheduled at that time.
- Formal observations should include the following activities:
 - At the beginning of the scheduled observation, the student teacher should provide a completed lesson design outlining what lesson topic to be presented along with any supplemental materials that will be used during the lesson.
 - The university supervisor will observe an entire lesson from start to finish for each formal observation.
 - Following the observation period, the university supervisor will complete the post-conference and appropriate evaluative paperwork and upload with Canvas.
 - The University Supervisor Responsibilities document includes further detail regarding the expectations for their role along with guidance for each of the visits. Documentation of all visits are collected within Canvas and SLL. Each Canvas master course has an assignment for the four observations. The Initial Visit/Consultation is completed within SLL (access link provided in Canvas). Formal observation documentation includes lesson plan, university supervisor feedback, and university

supervisor notes. The documents housed within Canvas and SLL remain accessible indefinitely.

Each of these visits are completed on-site for the student teaching placement with the student teacher, cooperating teacher, and university supervisor present. The following is the recommended schedule for completing observations:

- Week 1: Initial Visit/Consultation- discussion and feedback about the placement along with expectations for student teaching.
- Week 3: Formal Observation 1- observe lesson and three-way conference with student teacher, university supervisor, and cooperating teacher.
- Week 5: Formal Observation 2- observe lesson and three-way conference with student teacher, university supervisor, and cooperating teacher.
- Week 7: Formal Observation 3- observe lesson and three-way conference with student teacher, university supervisor, and cooperating teacher.

Below is a screenshot from Canvas of the assignments that document the visits during student teaching placements.



The screenshot shows a list of assignments under the heading 'Documentation'. The list includes: Initial Visit/Consultation Form, Formal Observation #1, Formal Observation #2, Formal Observation #3, Student Teacher Experience Checklist, and Mock Evaluation. Each item has a green checkmark icon and a vertical ellipsis icon to its right. A progress indicator at the top right shows '0% of Total'.

Assignment Name	Status
Initial Visit/Consultation Form	Completed
Formal Observation #1	Completed
Formal Observation #2	Completed
Formal Observation #3	Completed
Student Teacher Experience Checklist	Completed
Mock Evaluation	Completed

Sources of Information:

Interviews with:

School of Education Dean, Division Chairs, Part-Time Faculty, Full Time Faculty, Education Coordinators/Advisors, Directors of Teacher Education Programs, and Student Professional Experience Coordinator

Review of:

Presentations of Canvas, Via, and SharePoint Systems, Course syllabi, Teacher Candidate records, Reports of teacher candidate clinical experiences, Survey data from teacher candidates, adjunct faculty, alumni, cooperating teachers and administrators, and university supervisors, Institutional Report, Program Response to Review Team's Initial Report, Visits to classrooms and discussions with teacher candidates

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 identify and meet the needs of all learners, including:

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.
- b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.
- c. Students who are struggling with literacy, including those with dyslexia.
- d. Students who are gifted and talented.
- e. English language learners.
- f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

79.15(3) Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B. Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.

79.15(4) Each unit defines unit standards (aligned with InTASC standards) and embeds them in courses and field experiences.

79.15(5) Each teacher candidate demonstrates competency in all of the following professional core curricula:

- a. Learner development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas,

and designs and implements developmentally appropriate and challenging learning experiences.

b. Learning differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

c. Learning environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

d. Content knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

e. Application of content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

f. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

g. Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

h. Instructional strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

i. Professional learning and ethical practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

j. Leadership and collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

l. *Methods of teaching*. The teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.

79.15(6) Assessment requirements.

a. Each teacher candidate must either meet or exceed a score on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score on an alternate assessment also approved by the director.

That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning. The required passing score will be determined by the director using considerations described in Iowa Code section 256.16(1)“a”(2) as amended by 2019 Iowa Acts, Senate File 159, section 2. A candidate who successfully completes the practitioner preparation program as required under this subparagraph shall be deemed to have attained a passing score on the assessments administered under this subparagraph even if the department subsequently sets different minimum passing scores.

b. The director shall waive the assessment requirements in 79.15(6)“a” for not more than one year for a person who has completed the course requirements for an approved practitioner preparation program but attained an assessment score below the minimum passing scores set by the department for successful completion of the program under 79.15(6)“a.” The department shall forward to the BOEE the names of all candidates granted a waiver for consideration for a temporary license.

79.15(7) Each teacher candidate must complete a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Additionally, each elementary teacher candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the teacher candidate is recommended.

79.15(8) Each teacher candidate demonstrates competency in content coursework directly related to the Iowa Core.

79.15(9) Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required, but it is expected that the unit provides a response.)

1. 79.15(2) The team recommends that the unit faculty include the titles, publication dates and other reference material (e.g., authors’ names) for all assigned texts in course syllabi. Doing so would more clearly communicate to stakeholders how each candidate receives “dedicated coursework” related to the study of human relations, cultural competency and diverse learners.

Program Response

The Unit maintains a booklist for each course offered within the unit. These books are updated with the course content every time the publication goes out of print, or a new version is added. Faculty are not allowed to use texts that are over 10 years old for any course. Additionally, the unit is pushing to move to more OER for each course curriculum to incorporate more up to date trends in the educational field.

2. 79.15(2)a. The team recommends that the unit increase collaborations with Dr. Joel Berrien in the CDI, as evidence from an interview with Dr. Berrien suggests that he and his colleagues are very up-to-date on current pedagogical theories, practices and texts

related to meeting the needs of students from diverse ethnic, racial and socioeconomic backgrounds (e.g., texts on culturally relevant pedagogy).

Program Response

The unit will look into new strategies for collaboration with the CDI and Dr. Berrien moving forward.

3. 79.15(4) The team recommends that the unit align the ten InTASC standards with particular courses and course activities (including some Key Assignments) rather than using InTASC standards and indicators as the exclusive performance criteria for Key Assignments. These InTASC standards could also be listed on course syllabi so they are easily accessible to all stakeholders.

Program Response

The unit is working on full alignment of key assignments, course syllabi, and performance indicators to be present across the program for each area: elementary, secondary, special education, and physical education. The alignment process is thoroughly described within the assessment section of this report.

4. 79.15(7) The team recommends that the unit establish a formalized way to communicate relevant information about the TEP to content area faculty. Interview data with content area faculty suggest that content faculty can benefit from understanding state requirements for teacher licensure.

Program Response

The unit will set up meetings with the content area faculty to better identify the process for TEP as well as the required curriculum for each area. All content area programs are aware of the curriculum exhibits and requirements due to major redesigns: Spanish, Math, Science, History, English, Music, and Art.

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(2)a. Based on a review of course syllabi, the IR, and the Preliminary Review Report (including a link to a chart with “Key Assignments, Descriptions of Key Assignments and Key Assignment Rubrics”), the team finds no evidence that candidates develop the ability to meet the needs of students from diverse ethnic, racial and socioeconomic backgrounds. It is required that the unit provide documentation that teacher candidates develop the ability to identify and meet the needs of all learners.

Program Response

Below are the courses listed and syllabi attached that cover diverse learners and provide evidence that our teacher candidates develop the ability to meet the needs of all learners:

- a. Students from diverse ethnic, racial and socioeconomic backgrounds. EDCO 250 & EDCO 280
- b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent

student behavior and improve academic engagement and achievement. ESSI 101 & ESSI 303

c. Students who are struggling with literacy, including those with dyslexia. EDUC 336 or SEDU 365

d. Students who are gifted and talented. ESSI 101 & ESSI 303

e. English language learners. ESSI 101 & ESSI 303

f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse. ESSI 101, ESSI 303, EDCO 250 & EDCO 280

2. 79.15(4) Based on a review of course syllabi, the IR, the Preliminary Review Report (including a link to a chart with “Key Assignments, Descriptions of Key Assignments and Key Assignment Rubrics”) and interviews with unit faculty and staff, the team finds no evidence that the InTASC standards are clearly embedded in courses and field experiences. Evidence from Key Assignment Rubrics indicates that the unit is using both InTASC standards and indicators as the performance criteria for each respective Key Assignment. However, the team could not find evidence of how, or whether, these Key Assignment Rubrics were being used to collect and analyze data; how or whether these Key Assignment Rubrics were used by students and faculty to track candidates’ progress toward meeting the InTASC standards and whether all unit faculty were using the Key Assignment Rubrics shared with the team. Finally, data from field experiences (e.g., assignments tied to field experiences; descriptions of expectations for sequenced field experiences, assessments of student progress in field experiences, etc.) was not available to the team, so the team could not find evidence for how or whether field experiences are tied to the InTASC standards.

Program Response

The unit has embedded the InTASC standards into each course syllabi and key assignments within the courses. The unit is working on taking out the Pillars and will have this completed by the end of the 2022-2203 academic year with all key assignments and courses aligned with the InTASC standards identified within each course. The field experiences are embedded within the coursework for our teacher candidates. The embedded field experiences are associated with the InTASC standards for the course. The only standalone field experience course outside of student teaching is EDCO 291 Human Relations Field Experience. In student teaching courses and the EDCO 291, there are several assignments that students reflect on based on their classroom experiences related to each of the InTASC standards. The key assignment data is reviewed each year based on the InTASC standards being reviewed. The Program Evaluation Committee meets monthly to review the program level data for each standard which includes field experience data and course level data. The Program Evaluation completes thorough review of the data and then poses questions to the advisory board for more information. The outcome data is shared with everyone within the School of Education at the end of the review cycle. The key assignment data and field experience data are shared with each advisor for students at the close of each term. The data manager pulls the data from the SLL system that collects the field experience pieces (time log, cooperating teacher feedback, student feedback, and cooperating teacher

feedback on lesson plans) and the key assignment data (key assignments are submitted in SLL for grading based on the designed rubrics. The data shared with advisors goes out at the end of each term to discuss with their teacher candidates about their progress through the program and acquiring the InTASC standards. The teacher candidates have access to the feedback on the key assignment and feedback from their cooperating teacher within SLL to review. There are some intentional conversations that require a growth plan with the students to help support their attainment of the intended InTASC standards.

3. 79.15(5)a-l. Based on a review of course syllabi, the IR, the Preliminary Review Report (including a link to a chart with “Key Assignments, Descriptions of Key Assignments and Key Assignment Rubrics”) and interviews with unit faculty and students, the team finds no evidence that all candidates exhibit competency in the professional core curricula (i.e., a-l). Data collected from interviews with students and faculty suggest that the Key Assignment Rubrics are not used by all faculty, so the team could not find evidence as to how students’ competencies in these professional core areas are consistently measured and tracked across the program.

Program Response

The unit has identified the course for each of the areas within 79.15 (5a-l). The courses identified for each area of expertise is listed with a link to the syllabus. The key assignments that exist in these courses do assess students’ abilities based on the topic. However, not every course within the SOE programming has a key assignment. There are major assignments that might address the competency areas. If a course below has a designated key assignment or major assignments, it is being used consistently across programs as it is within the Master Courses that are deployed for both online and Storm Lake students. The rubrics for the Key assignments are assessed within SLL where the data can be used to measure candidate progress through the program and their attainment of the InTASC standards.

a. Learner development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
EDCO 250 (previously EDCO 240 and EDCO 245)

b. Learning differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
ESSI 101 (previously EDCO 300 and EDCO 301)

c. Learning environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
EDCO 250 (previously EDCO 240 and EDCO 245), ESSI 303 (previously EDCO 303), EDCO 390

d. Content knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. EDCO 250 (previously EDCO 240 and EDCO 245), ESS1 303 (previously EDCO 303), EDCO 390

e. Application of content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. EDCO 250 (previously EDCO 240 and EDCO 245), ESS1 303 (previously EDCO 303)

f. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. EDCO 250 (previously EDCO 240 and EDCO 245), ESS1 303 (previously EDCO 303)

g. Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. EDCO 250 (previously EDCO 240 and EDCO 245), ESS1 303 (previously EDCO 303), EDCO 291 (also EDCO 290)

h. Instructional strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. EDCO 250 (previously EDCO 240 and EDCO 245), EDCO 291 (also EDCO 290)

i. Professional learning and ethical practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. EDCO 291 (also EDCO 290)

j. Leadership and collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. EDCO 291 (also EDCO 290)

k. *Technology*. The teacher candidate effectively integrates technology into instruction to support student learning. EDCO 390

l. *Methods of teaching*. The teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.

ELEM— EDUC 338, EDUC 362, EDUC 363, EDUC 393, EDUC 410, EDUC 394
K-8 PE-- EDUC 360, PHED 308
K-8 Music-- EDUC 403
K-8 Art--EDUC 451

4. 79.15(8) Based on a review of course syllabi, the IR, the Preliminary Review Report (including a link to a chart with “Key Assignments, Descriptions of Key Assignments and Key Assignment Rubrics”) and interviews with unit faculty and students, the team finds no evidence that every teacher candidate demonstrates competency in content coursework directly related to the Iowa Core. It is required that each teacher candidate demonstrates competency in content coursework directly related to the Iowa Core.

Program Response

The unit teaches about the Iowa Core Standards within the professional course, elementary courses, and secondary courses. Students are first introduced to the Iowa Core during ESSI 303 where students are to create a standard trajectory for one of the Iowa Core standards. The students are able to select their standard and grade level to then identify how the standard progresses throughout the different grade levels. In addition to ESSI 303, elementary students are further introduced and required to use the Iowa Core Standards within their lesson plans within EDUC 338, EDUC 410 and EDUC 393. The secondary students are required to create lesson plans with Iowa Core focused on reading and literacy development within the SEDU 365 course. Our physical education and special education majors will also take ESSI 303 and SEDU 365 or EDUC 338. Below are the syllabi for each course.

ESSI 303
EDUC 338
EDUC 410
EDUC 393
SEDU 365

Sources of Information:

Interviews with:

- Unit Faculty, Director of CDI
- Course syllabi
- Institutional Report
- Program Response to Review Team’s Initial Report
- Interview with candidates

PROFESSIONAL SCHOOL COUNSELOR CLINICAL STANDARD

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.

Commendations/Strengths:

- The team found the Program Director open and willing to make needed changes.
- Students are encouraged to join professional school counseling organizations and attend conferences

Concerns:

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

1. 79.20(1) Through the review of documents and interviews, the school practicum is sequenced over the summer. It is unclear how students meet these requirements. The document provided demonstrates collection of hours from students, but the format did not allow the team to verify if students have appropriate hours collected at the various levels. In addition, through interviews and review of documentation, feedback and observations of students were present in some files, but it is unclear how this feedback is delivered to students and how unit standards are embedded into this information and feedback process.

Program Response

The Professional School Counseling practicum conducted over the summer focuses on Indirect Hours related to mandatory reporting, professional development, routines for the beginning of the school year, first steps for their hours as the school year opens, etc. Additionally, the candidates view the four ASCA videos focused on school counseling strategies and techniques and also write up both comprehensive and reflective papers. These are all activities conducted in term 6 prior to the beginning of the school year. The candidates then enter the K-12 setting once the academic year has started to complete Direct hours. The Director of the Professional School Counseling program is working with the Assessment Coordinator to make sure both clinical experiences and coursework are aligned with Chapter 13. The observation documents, supervisor feedback forms, and time logs are collected through the SLL in VIA. The Professional School Counselor candidates have access to SLL to review the feedback from their supervisors for practicum and internship. The Data Manager will pull the data towards the end of the term for the Program Director and the Director of Practicum and Internship to review. If area(s) of concern are present, then a growth plan meeting is set up with the Program Director and the Director of Practicum and Internship, and the Professional School Counseling candidate to help support the student's growth within the area(s) of concern. The concern(s) should not be a surprise for the counselor candidate as they have access in SLL to review the supervisors' feedback.

The site supervisor who oversees the practicum and internship candidates go through a thorough training by the Practicum and Internship Coordinator who provides detailed information on both direct and indirect hours. The supervisors are then able to support their candidates progress through the 100-hour requirement with at least 40 hours of indirect. Every candidate goes through mandatory reporter training before entering the school district. All documentation of the hours for practicum and internship hours are documented within our SLL system and approved by the site supervisor. Within the SLL system, students and supervisors provide detailed descriptions of how the direct and indirect hours are fulfilled (past student logs with descriptions). The candidates are able to get a better idea of the requirements for direct and indirect hours through the student manual and within the Canvas course.

2. 79.20(2) The team found no evidence that the University faculty (Part-time and Adjuncts) have doctorate degrees in counselor education and it is unclear how the doctoral degrees they have are related and prepare faculty to provide content supervision. Based on the list of site supervisors provided by the PSC faculty, 18 of 54 site supervisors do not have a master's degree in counseling and do not have preparation

or experience in school counseling or content expertise to provide supervision. It is required that the unit retain high-quality supervisors and professional educators.

Program Response

The following faculty members will not be used going forward within the Professional School Counseling program: [Adjunct 2], [Adjunct 2], and [Adjunct 1]. This will begin during the 2022-2023 academic year going forward. [Faculty 7] has a Ph.D. in Educational Leadership and master's degree in School Psychology. [Faculty 7] works for a local Area Education Agency that partners with the local school districts to support professional school counselors and students through counseling and training sessions.

The Professional School Counseling Program requires the site supervisors to have a school counseling background and a master's degree in professional school counseling. The Director and Practicum and Internship Coordinator have created a new process for credential reviews of the site supervisors. The site supervisor must hold an Iowa Professional School Counseling License, master's degree in school counseling, and experience as a professional school counselor. These will be documented through an official approval document similar to the document used for the university supervisors at the undergraduate level. The exceptions that were noted in the report include administrators who filled in as the school counselor site supervisor when the student is operating with a Class G or B license and there is no other school counselor in the district. When that occurs, another professional counselor in a nearby community will provide oversight. Going forward, the dual supervision instances will rarely be used. Additionally, the Storm Lake Faculty, Renee Fensom and Kristine Meyer, will also be supporting these candidates with site supervision. They will provide additional supervision for our candidates in these situations. The professional school counseling budget will add resources for mileage and travel reimbursement to support these counselor candidates.

3. 79.20(3) Based on the interview with the Director and faculty of PSC, there is not a clear evaluation process of students throughout the program. Although forms of these evaluations were provided, it is unclear how these are sequenced, shared with students, and how they fit into the overall assessment and curriculum of the clinical courses to demonstrate achievement of the unit standards. Students reported it was unclear on how to access the feedback on key assignments.

Program Response

The Director of Practicum and Internship is working to align the progress and goal review during practicum and internship to the unit standards. Recently, the practicum and internship handbook/manual was updated to align with the Chapter 13 standards. The updates to the practicum and internship courses will occur as they are taught throughout the 2023-2024 academic year. The Assessment Coordinator is working collaboratively with the program director and the practicum and internship coordinator to update course syllabi, internship/practicum syllabi, manuals, and key assignment rubrics. These will be updated to align with Chapter 13 standards and the ASAC standards. Currently, there is a practicum assessment that is conducted at the end of Practicum II and Internship and collected in SLL. Students have the opportunity to go into SLL to review their feedback on their clinical placements. Additionally, the Director

of Practicum and Internship is going to be implementing an individualized mid-term review with each candidate and their site supervisor during their clinical placements. The mid-term check-in the candidates progress with his/her goals for the practicum or internship experience. The site supervisor will complete the final assessments as part of the evaluation process for the counselor candidate throughout his/her clinical experience. The Data Manager will pull the final evaluations by the site supervisors at the end of the term and share it with the Program Director and the Director of Practicum and Internship to review. If there are area(s) of concern, a growth plan will be created, and a meeting will be set up with the counselor candidate to discuss the concern(s). The growth plan will support the candidate's development in any area(s) of deficiency (sample growth plan).

4. 79.20(4)b. The team was not able to find evidence that students are serving a diverse population of students in their clinical placement. (c) the team did not find evidence of observations, feedback, or reflections on that feedback during the clinical experiences. In one file provided by the unit, a video of a counseling session with a student was found. The team recommends that videos be shared on a secure server or software be purchased to ensure the confidentiality of the students receiving students. It is also recommended that this video is deleted.

Program Response

The Professional School Counseling Program has been tracking their clinical placements. The School of Education SPEC has been making the clinical placements for the Professional School Counseling Program. There is a spreadsheet that is used each academic year to track candidates' clinical placements. Within this spreadsheet are various codes that the School of Education uses to track their placements serving diverse populations. These codes are created based on the various district agreements. The Professional School Counseling Program requires their candidates to be in at least three different buildings to help increase the diverse experiences of their counselor candidates. Due to the rural population in Iowa, there are some pockets where diversity will look different than areas with low SES, ELLs, etc. To help support our counselor candidates in working with diverse populations, the Program Director has implemented several scenarios for the candidates to work with for their coursework and reflect on how to better support students from diverse backgrounds. The unit will work with the SPEC to better identify districts that have higher levels of diversity to promote practicum and internship placements for our counselor candidates. The Professional School Counseling program has established group supervision within the practicum and internship courses. These courses meeting one night a week on zoom to demonstrate different group counseling techniques as a class with follow-up reflective conversations. Counselor candidates are required to record an individual, a small group, and a large group counseling session from their practicum and internship experiences for their clinical coursework. The instructor reviews these videos to provide additional feedback on their techniques and supports moving forward. The students also provide written reflections for each of their video recordings in both practicum and internship courses. Counselor candidates are required to work with their site supervisor to complete the practicum and internship statement of goals and evaluation of progress within practicum and internship. The statement of goals is a living document that is reviewed

periodically throughout practicum and internship experiences with the site supervisor to document the counselor candidate's progress towards his/her goals. The video recordings are to be linked from the candidate's one drive and then deleted as soon as the course has ended. The Professional School Counseling Director of Practicum and Internship will continue to remind students to delete their video recordings upon completion of his/her practicum and internship courses. Additionally, the site supervisors complete the Supervisor Evaluation of Student Counselor form which is completed within SLL. The Program Director and Director of Practicum and Internship review the data from SLL at the close of the term to support students with a growth plan if there are area(s) of concern.

5.79.20(4)g. The team did not find evidence of students providing teaching and learning activities and communication with parents and families. It is required that the unit provide clinical experiences in documented diverse settings, observe candidates and provide quality feedback as well as offer opportunities for reflection. In addition, it is required to provide opportunities for candidates to communicate and interact with parents or guardians, community members, faculty and staff and educators.

Program Response

The Program Director and Director of Practicum and Internship have a current assignment within Internship I and II. The Director of Practicum and Internship also brings in a speaker to group supervision to talk about working with students with special needs who are on an IEPs or 504s. The counselor candidates are required to write a reflective essay based on the speaker. Additionally, the counselor candidates are required to collaborate with classroom teachers to get experiences with a 504 plan and an IEP by attending one of the meetings with the parents, classroom teacher, and professional school counselor (assignment). If candidates cannot attend an IEP or 504 Plan meeting, candidates are required to attend a parent-teacher conference. This assignment will provide them with experiences working with parents, families, and classroom educators.

6. 79.20(5) In interviews with faculty, site supervisor training was provided. The team recommends training regarding the overall assessment process related to state standards including connections to the assessment, training on interrater reliability and the VIA systems.

Program Response

It was determined that the state standards referred to in this report are laid out in Iowa Chapter 13: Issuance of Teacher Licenses and Endorsements, 282-23.28(26 through 282-23.28(27). The assessment system will mirror the undergrad program with key assignments distributed across the program and eventually including a scope and sequence to evaluate growth over the students' academic careers. The current curriculum map was adjusted to reflect this. It may be helpful to note that program design was already intentionally aligned to Chapter 13 282-23.28 (26)-(27) based on course content and is reflected in course titles as part of the development of the program's curriculum exhibits. The Assessment Coordinator has been working closely with the Director of Professional School Counseling. The Assessment Coordinator has worked through the current courses being offered this academic year within the

Professional School Counseling Program before they are offered in the upcoming term. In these courses the Assessment Coordinator is working to remove all CACREP standards and add Chapter 13 curriculum requirement standards. In addition to the Chapter 13 curriculum standards, the Assessment Coordinator is adding the ASCA standards to expose counselor candidates to the standards required for the field they are entering. Besides updating the course syllabi, the Assessment Coordinator is creating a spreadsheet that tracks where the Iowa Chapter 13 standards are being assessed within each course. Within these courses, there are key assignments that assess the different standards within Chapter 13. The Assessment Coordinator is working with the Director of the Professional School Counseling program to update the rubrics reflecting the key assignment tasks aligned to Chapter 13 standards. The current courses (syllabi) the changes within the syllabi for alignment to the Chapter 13 standards and ASCA standards. The Assessment Coordinator in conjunction with the Program Director are moving forward with updating each syllabus, key assignment, and assessment (current tracking). Additionally, the lead faculty member for each course will have a meeting with the faculty teaching the courses to review the assessment rubrics and discuss interrater reliability within SLL. Finally, a training for all site supervisors will be conducted to review the assessment pieces for the practicum and internship courses by the Director of Practicum and Internship.

7. 79.20(6) The team was not provided with documentation of written contracts with schools for clinical experiences and were not able to find the completed forms in the VIA system. It is required that a written contract be entered into with the cooperating school districts providing field experience.

Program Response

The School of Education sends out one district agreement for all programs and clinical experiences. We also have a tracking spreadsheet with each district that has signed an agreement. We updated these district agreements every 2 years.

Sources of Information:

Interviews with:

- President, Vice President for Academic Affairs, Instructional Technology Director, Assessment Director, Dean of School of Education, Unit Faculty,

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report
- Documentation of adjunct faculty qualifications

Visits to classrooms and discussions with students

PROFESSIONAL SCHOOL COUNSELOR KNOWLEDGE SKILLS AND DISPOSITIONS STANDARD

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. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.
- c. Students who are struggling with literacy, including those with dyslexia.
- d. Students who are gifted and talented.
- e. English language learners.
- f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

79.21(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.

Commendations/Strengths:

- The PSC has a student success point of contact in the EUP.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required, but it is expected that the unit provides a response.)

1. 79.21(3) During visits with current students, many students report working as school counselors, which requires a PSC license or a class G license. It is unclear of their qualification to gain this license, or if they actually possess it. The class G license is only available once the candidate has completed all required coursework. The team requests clarification regarding how this has been communicated with the candidates.

Program Response

The SOE Certification Officer has several meetings with students, one during Residency and one during Practicum. During these meetings, she teaches the students how to qualify and obtain a Class G or B license. She works with the students, reviews transcripts, and connects with the BOEE to ensure the student has been properly vetted. Courses completed through the 1st term of the 2nd year meets the required coursework under the BOEE curriculum exhibit to obtain a class G license.

Concerns:

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

1. 79.21(1) After the team's review of information provided and interviews, it is unclear the faculty's understanding of the state standards, how they are embedded into courses and how key assignments are connected to the state standards and into the overall assessment plan. In addition, the key points of assessment of a student's growth and development are unclear to both students and faculty. It is required for each educator program to define program standards and embed them in coursework.

Program Response

It was determined that the state standards referred to in this report are laid out in Iowa Chapter 13: Issuance of Teacher Licenses and Endorsements, 282-23.28(26 through 282-23.28(27). The assessment system will mirror the undergrad program with key assignments distributed across the program and eventually including a scope and sequence to evaluate growth over the students' academic careers. The current curriculum map was adjusted to reflect this. It may be helpful to note that program design was already intentionally aligned to Chapter 13 282-23.28 (26)-(27) based on course content and is reflected in course titles as part of the development of the program's curriculum exhibits. The Assessment Coordinator has been working closely with the Director of Professional School Counseling. The Assessment Coordinator has worked through the current courses being offered this academic year within the Professional School Counseling Program before they are offered in the upcoming term. In these courses the Assessment Coordinator is working to remove all CACREP standards and add Chapter 13 curriculum requirement standards. In addition to the Chapter 13 curriculum standards, the Assessment Coordinator is adding the ASCA standards to expose counselor candidates to the standards required for the field they are entering. Besides updating the course syllabi, the Assessment Coordinator is creating a spreadsheet that tracks where the Iowa Chapter 13 standards are being assessed within each course. Within these courses, there are key assignments that assess the different standards within Chapter 13. The Assessment Coordinator has been working with the Director of the Professional School Counseling program to update the rubrics reflecting the key assignment tasks aligned to Chapter 13 standards. The current courses (syllabi was included) the changes within the syllabi for alignment to the Chapter 13 standards and ASCA standards. The Assessment Coordinator in conjunction with the Program Director are moving forward with updating each syllabus, key assignment, and assessment (current tracking was included). A scope and sequence grid and guidelines will be developed as part of a 3-year plan in order to develop measures of knowledge/skills when standards are introduced and linked to developmental learning tasks. These will be assessed in the Canvas LMS where students can access longitudinal data across their academic career. Additionally, the lead faculty member for each course

will have a meeting with the faculty teaching the courses to review the assessment rubrics and discuss interrater reliability within SLL. Finally, a training for all site supervisors will be conducted to review the assessment pieces for the practicum and internship courses by the Director of Practicum and Internship.

2. 79.21(2) GMHC 540 is listed as meeting some of the requirements in the preliminary report and that is not part of the school counseling endorsement coursework. Further the evaluations of syllabi did not demonstrate that multiple human relations concepts are being covered or assessed within the comprehensive assessment plan. It is required that the unit provide evidence that candidates develop the ability to meet the needs of all learners, including students from diverse ethnic, racial, socioeconomic backgrounds, differing abilities, struggling with literacy, gifted and talented and English language learners.

Program Response

The Professional School Counseling Program does not require GMHC 540 for their program plan. It has been removed from the program along with changes to all coursework with the Professional School Counseling Program. A new course code GPSC has been created to designate courses specific to Professional School Counseling from Clinical Mental Health Counseling. Revisions to course descriptions and curriculum alignment have been completed to focus on Professional School Counseling.

The unit shall provide evidence that candidates develop the ability to meet the needs of all learners, including:

Students from diverse ethnic, racial and socioeconomic backgrounds.

Program Response

The PSC program includes multicultural training in several courses. Through multicultural competency training, students gain awareness, knowledge, and skills to work with culturally diverse populations. Through discussions, reports, exams, and cultural immersion, students address similarities, differences, biases, stereotypes, and prejudice in regard to race and diversity. The following syllabi describe the different assignments and trainings related to diverse ethnic, racial, and socioeconomic backgrounds: GPSC 540 Psychopathology and Psychological Disorders, GPSC 502 Meeting the Needs of All Learners, GPSC 519 Professional and Ethical Orientation to School Counseling, GPSC 549 Career Development & Assessment, GPSC 544 Social Cultural Foundations of Counseling, GPSC 529 Human Development & Learning Through the Lifespan

Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.

Program Response

The PSC program includes multicultural training in several courses. Through multicultural competency training, students gain awareness, knowledge, and skills to

work with culturally diverse populations. Additionally, counselor candidates review the diverse disabilities that impact students in the K-12 setting Through discussions, research, reports, exams, and immersion, students address similarities, differences, biases, stereotypes, and prejudice in regard to race, diversity, and disabilities. The following syllabi describe the different assignments and trainings related to students with disabilities: GPSC 540 Psychopathology and Psychological Disorders, GPSC 502 Meeting the Needs of All Learners, GPSC 519 Professional and Ethical Orientation to School Counseling, GPSC 549 Career Development & Assessment, GPSC 544 Social Cultural Foundations of Counseling, GPSC 529 Human Development & Learning Through the Lifespan

Students who are struggling with literacy, including those with dyslexia.

Program Response

Through a presentation, research paper, and lesson summary, BVU PSC graduate students learn to develop essential leadership skills needed to advocate for students who may be at risk of not succeeding in school. BVU students will analyze and present data, research a topic that may impede student success, and learn about Response to Intervention, struggling readers, and impact of dyslexia on learning. The counselor candidates are required to read about the literacy development and dyslexia as well as complete the dyslexia training as part of the GPSC 502 course. Additionally, the GPSC 502 course also covers Talented and Gifted students and strategies for working with them as a professional school counselor. The following syllabi describe the different assignments related to struggling literacy and dyslexia: GPSC 502 Meeting the Needs of All Learners, GPSC 544 Social Cultural Foundations of Counseling

Talented and Gifted.

Program Response

Through lesson summaries, discussions, and a research paper, BVU PSC graduate students gain insight into working with students who are talented and gifted (TAG). Graduate students learn about counseling TAG students, the identification process, and challenges of identifying diverse (TAG) students. The following syllabi describe the different assignments related to gifted and talented students: GPSC 502 Meeting the Needs of All Learners, GPSC 544 Social Cultural Foundations of Counseling

English language learners.

Program Response

BVU PSC students are becoming more aware of working with English language learners through reflections and lesson summaries. Students learn culturally responsive interventions to work with English language learners (ELL) in career counseling, as well as issues surrounding the identification of ELL in special education and gifted education programs. Students also learn tips to increase ELL parental involvement. The students also read about culturally responsive teaching and a reflective essay on culturally responsiveness. The following syllabi describe the different assignments related to English language learners: GPSC 502 Meeting the Needs of All Learners, GPSC 544 Social Cultural Foundations of Counseling.

Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

Program Response

Through a presentation, research paper, and lesson summary, BVU PSC graduate students learn to develop essential leadership skills needed to advocate for students who may be at risk of not succeeding in school. BVU students will analyze and present data, research a topic that may impede student success, and learn about Response to Intervention. There are several assignments in different courses related to at-risk students as well as viewing and reflecting on ASCA webinars and models related to at-risk students. The following syllabi describe the different assignments related to students at risk of not succeeding in school: GPSC 502 Meeting the Needs of All Learners, GPSC 544 Social Cultural Foundations of Counseling, GPSC 540 Psychopathology and Psychological Disorders, GPSC 536 Advanced Counseling Practices & Crisis Interventions, and Practicum & Internship Manual

Sources of Information

Interviews with:

- President, Vice President for Academic Affairs, Instructional Technology Director, Assessment Director, Dean of School of Education, Unit Faculty,

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report
- Documentation of adjunct faculty qualifications

Visits to classrooms and discussions with students