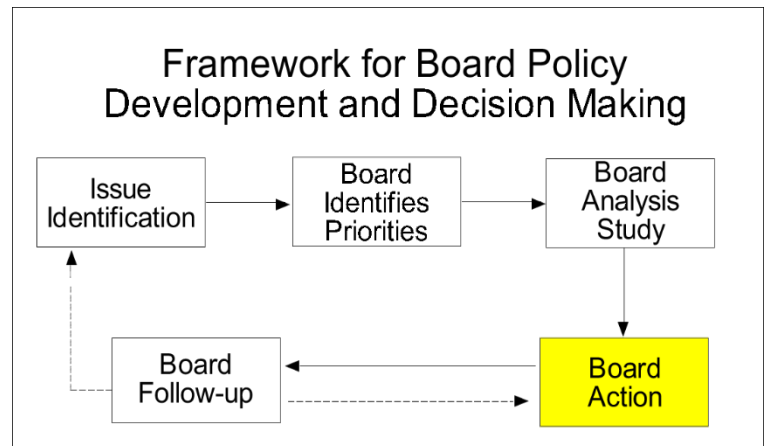


# Iowa State Board of Education

## Executive Summary

March 23, 2023



**Agenda Item:** Cornell College 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 Cornell College Educator Preparation Program through the next review scheduled for the 2028-2029 academic year.

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



# **Educator Preparation Program Approval Report**

Cornell College

Site Visit: March 20-24, 2022

Presented to the State Board of Education

March 23, 2023

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

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## **Table of Contents**

Background and History	4
Department Summary of the Report	5
Original Report with Cornell College Responses	8

## Background and History

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Cornell College's Education Department has prepared teachers since 1879 in elementary and secondary education. Cornell College offers secondary endorsements in English, Mathematics, American & World History, Government, Economics, Sociology, Psychology, Foreign Language including Spanish, French, German and Latin, Chemistry, Biology, Earth Science and Physics. The unit also offers K-12 certification in Physical Education & Health, Music Education and Art Education. In Elementary Education program, the department offers endorsement in the following areas: art, English language arts, history, mathematics, music, physical education, science and social studies.

Cornell College students' study one course at a time. This schedule is commonly referred to as "the block plan". Graduates of the program have secured teaching jobs throughout the U.S. in rural, urban and suburban districts as well as some international schools in China, Russia, Kuwait, New Zealand, Switzerland, Romania, Indonesia, Mexico and Honduras.

## Site Visit Team Members

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Dr. Maryam Rod Szabo, Iowa Department of Education  
Dr. Calle Friesen, Buena Vista University  
Dr. Kathleen Schmidt, Iowa Wesleyan University  
Dr. Michael Couvillon, Drake University  
Dr. Chad Biermeier, University of Dubuque  
Dr. Kenneth Hayes, University of Northern Iowa  
Dr. Amy Barth, Buena Vista University

# Department Summary of the Report

## Selected Commendations

- Across all interviews conducted, it was evident the Cornell College's Education Department is highly respected across the institution and faculty and students are regarded with esteem.
- The team wants to acknowledge the remarkable contributions of Barb Peterson. Her efforts to organize record keeping and documentation of unit practices are essential to meeting accreditation expectations and her professionalism and thoughtful approach to improving unit processing is worthy of positive recognition.
- Through interviews with their K-12 partners the team uncovered a strong level of partnership with the area K-12 schools which is critical to the success of any teacher education program.
- Collaboration of the unit's new and current staff, especially the revision and overhaul of the assessment completed in a timely manner as the result of this visit by unit faculty especially Dr. Jill Heinrich and Ms. Beth Globakar.

## 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: The college reallocated funds to support consistent clinical and practicum supervision and clinical assessments. The following new position was created: Director of Student Teaching, Assessment Coordinator, and Curricular Oversight (.75 position), which resolved most of the Governance concerns related to clinical practicums and assessments, curricular oversight, and collaboration across departments by increasing communication and processes. The unit's Conceptual Framework and syllabi has been updated, as requested. The unit gained approval for a new faculty position starting in 2023-24 and the position is advertised.

### **Diversity Standard**

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

Resolution summary: The unit has updated syllabi with the college's statement regarding disability services including a link for more information. The unit has developed a process for candidates to provide accommodations throughout the course.

### **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 has developed and communicated a policy and plan for consistent evaluation of full-time and part-time faculty, beyond student evaluations or tenure evaluative requirements. Through the new position, better communication with new faculty members, including an onboarding process, is now in place with improved alignment of core assignments and assessment. The unit communicated the acquisition process of the 40-hour K-12 collaboration/teaching requirement.

### **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 unit engaged with assessment consultants to overhaul their processes resulting in a new assessment system to collect reliable data that is consistent and represents different developmental stages. This work increased the consistency of assessment practices and candidate feedback on attainment of unit standards. The unit is working toward utilizing the analysis of data to ensure data-driven decisions for program improvement and student development. In addition, an assessment cycle plan is developed along with an annual summary report from quantitative and qualitative data.

### **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: The unit, through restructuring the assessment system and a new assessment coordinator position, resolved concerns regarding structured clinical experiences with data points for midterm and final student teacher evaluations throughout the program to monitor and demonstrate candidate progress and attainment of knowledge and skills (along with student teaching data storage in candidate's permanent record). The unit incorporated a logging process for practicums to ensure 10 hours of field experience (FE) prior to Teacher Education Program admission and 80 hours of FE prior to student teaching. Provided evidence resolved concerns regarding the length of the student teaching experience, communication/interaction with parents or guardians and a cooperating teacher workshop equivalent to one day.

## **Teacher Knowledge Skills and Dispositions Standard**

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

Resolution Summary: The two courses that needed major upgrades were reviewed and syllabus was updated and examples of content taught and assessed was shared with DE and BoEE consultants.

Plans were shared regarding the oversight of the curriculum and the director of assessment and field experiences along with the department chair ensures the alignment of curriculum for different endorsements with Chapter 79 and 13.



# Cornell College

Team Report

Preliminary Review: 9/9/2021

Site Visit: 3/20/2022 through 3/24/2022

Final Report: May 20, 2022

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

Iowa Department of Education

Review Team Members:

Dr. Calle Friesen, Buena Vista University  
Dr. Kathleen Schmidt, Iowa Wesleyan University  
Dr. Michael Couvillon, Drake University  
Dr. Chad Biermeier, University of Dubuque  
Dr. Kenneth Hayes, University of Northern Iowa  
Dr. Amy Barth, Buena Vista 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. [ARC 8053B, IAB 8/26/09, effective 9/30/09; ARC 1780C, IAB 12/10/14, effective 1/14/15; ARC 4620C, IAB 8/28/19, effective 8/5/19]

## Commendations/Strengths:

- Across all interviews conducted, it was evident the Cornell Department of Education is highly respected across the institution and faculty and students are regarded with esteem.
- The team wants to acknowledge the remarkable contributions of Barb Peterson. Her efforts to organize record keeping and documentation of unit practices are essential to meeting accreditation expectations and her professionalism and thoughtful approach to improving unit processing is worthy of positive recognition.

## Recommendations:

(Recommendations are made to inform the program for continuous improvement only. A response is required but no action is required.)

**1. 79.10(2)** Through interviews with Clinical Supervisors, Department Chairs, Clinical Placement Coordinator, Student Teaching Lead Supervisor, review of Student Records and the IR, the team found that clinical and practicum supervisory and clinical assessment duties are not consistent for candidates in all programs. The team recommends that the unit utilize necessary resources to allocate appropriate and consistent supervision for the field experience and practicums and that those expectations are communicated to all faculty teaching courses with clinical co-requisite. Further, the team recommends that the role of Student Teacher Lead Supervisor be reviewed and that possibly, additional time be allocated to support consistency of the professional development for cooperating teachers and supervisors.

### Program Response:

**New Policy:** Departmental policy will now require all TEP faculty teaching a course that includes a clinical component to send a letter to cooperating teachers prior to the clinical experience. This letter will include the student's clinical expectations, information about the course, information about the online evaluation form and criteria for evaluation of the student's clinical performance, practicum dates and practicum log. All clinical faculty will also be required to complete the following checkpoints during the clinical experience:

- Check in at midterm with the cooperating teacher to monitor the student's performance.
- Collect the student's signed practicum log that lists completed practicum hours
- Verify that the online practicum evaluation form completed by the cooperating teacher has been returned; students will not receive their final course grade until this form is returned. If the form has not been returned then an *in progress* grade will be recorded until received.
- Conduct a summary conference with the student prior to the end of the block discussing the information included on the teacher's summary online evaluation.
- Complete the candidate dispositions evaluation form prior to the end of the block

**Student Teacher Lead Supervisor:** This position has been revised and renamed as the Director of Student Teaching; it has been combined with the Assessment Coordinator & Curricular Oversight position and is thus a .75% position. This position will be assumed by a current employee and the change will allow the former Lead Supervisor to assume additional duties related to the oversight of supervisors and student teachers, and have more time to devote to the training of cooperating teachers (Job description was shared).

**2. 79.10(2)** Through interviews with Department Chairs, Faculty, Adjuncts, Master Teachers, and Department Heads, the team found a lack of ongoing formalized unit meetings and communication across teaching partners to ensure candidate needs in the area of content area competencies and preparation are being met with fidelity. Other programs lack knowledge of educator preparation standards and expectations. The unit may establish a consistent schedule of formalized unit meetings where content area competencies are communicated and documented. Further, the unit needs to collaborate with other programs to increase knowledge of educator preparation standards and expectations.

### Program Response:

**Change:** Our new Assessment Coordinator (A.C.) will be responsible for this outreach to teaching partners in the respective subject areas to ensure that content area competencies and preparation are being met. Since said faculty expressed an interest in learning more about current practices in K-12 schools to support secondary education majors, the A.C. will attend their department meetings to inform them and also acquaint them with Chapters 79 and 13. The

A.C. will also work with a secondary certification department liaison to ensure they are informed about TEP matters by asking them to attend periodic meetings. Agendas and minutes from these meetings will be kept on file. This fall, supervisors working with student teachers and practicum students have begun recording small sessions of instruction for the purposes of use within the department. These recordings will be utilized in training sessions to practice evaluation, ensuring consistent and reliable evaluation of practicum and student teachers.

In regard to ensuring that adjuncts are informed, we will require them to attend department meetings the blocks they are teaching; for their non-teaching blocks, we will distribute meeting minutes. In regard to Master Teachers, [Faculty 1] meets with them consistently throughout the year (as well as the summer) via zoom to ensure ongoing and open communication.

**3. 79.10(7)** Through review of the IR and interviews with the Department Chair, Education Faculty, Department Heads and VPAA/Provost the team confirmed that the institution provides resources and support for professional development. However, the team found that Education Faculty are not able to seek PD opportunities due to scheduling limitations and lack of available time. Additionally, the team found no evidence that content faculty across other departments are receiving development specific to teacher education. The team recommends that the unit begins to record professional development experiences to ensure that all instructors serving candidates are receiving input regarding current best practices in related fields.

### **Program Response:**

After discussing this point and carefully considering it, we all felt that we were fully supported in regard to professional development and that we utilized it. Detailed below are some examples of our professional development over the past several years:

- Education Department members serve as peer reviewers and associate editors of professional journals (for best practices).
- Members make professional presentations on campus, as evidenced in our campus wide HAIG presentations which are highly respected by our colleagues. For instance, [Faculty 1] will be delivering a HAIG talk based upon her qualitative research in the Irish school systems in April of 2023.
- We also participate in webinars made available to us via the college, and we all engage in continuous professional reading, scholarship, professional presentations and publication (as listed on our vitae).
- Attendees at IACTE (in person and virtual, post Covid).

We would also like to note that we were quite restricted in regard to professional travel because of Covid protocols put into place between March, 2020 - Spring, 2021. Our Cornell College Community was extremely cautious in regard to travel and attendance, and as a courtesy to our community members, we refrained from in-person professional development. We believe this caution did not result in a lack of professional development as we continued to participate in virtual conferences and other types of professional involvement such as serving as peer reviewers and editors, giving presentations on campus and journal publications.

### **Concerns:**

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

**1. 79.10 (1)** Through interviews with faculty, adjuncts, the Department Chair, and Department Heads, and review of course syllabi the team found evidence not all programs field experience courses in support of endorsement licensure (both elementary and secondary) work together to ensure cohesive governance over curriculum. The unit is required to ensure that content area

faculty understand the state content expectations and to verify that all those who teach foundations and/or methods courses in education have a P-12 background or other qualification in the level/content methods they teach.

### **Program Response:**

To ensure complete compliance, we have carefully examined all of our methods courses to ensure they are meeting all mandates, and we have also indicated on course syllabi how these mandates are being met. Two department members have conducted several meetings and continue to work closely with our two elementary education adjunct professors to ensure that Chapter 13 mandates are met. These meetings began in the summer of 2022 and have continued throughout the fall semester. [Faculty 6] has conducted ongoing meetings with the block 8 Master Teachers who teach the content area methods courses. [Faculty 6] met with them in the 2021-22 academic year and has continued to do so throughout the 2022-23 academic year.

**Evidence:** Syllabi for different courses were included

Our new Assessment Coordinator has identified a content area liaison in each content area department; she met with these department liaisons in the fall (met on Monday, August 22nd) and will do so again in the spring (anticipated March, 2023), hence at least twice each year, to inform them about Chapters 79 and 13, as well as other initiatives and information concerning TEP mandates. The Assessment Coordinator also plans to attend each content area's monthly department meeting at least once annually to inform all members of the department about TEP specific and K-12 initiatives as most work with TEP students in the advising process. Additionally, processes have been put into place to review syllabi annually to ensure curriculum oversight.

These content area faculty are also supported via online Major Advising Checklists; we collaboratively developed these checklists with the Registrar's Office to assist both advisors and students as they navigated certification requirements. Major Checklists exist for both Elementary Education and every Secondary endorsement area (e.g. Chemistry, Math, Biology, Kinesiology, Art, the foreign languages, English, History, etc.), and they provide clarity, direction and support to content area faculty when they work with teacher education candidates.

**Evidence:** [Education and Content Area Major Checklist](#)

All faculty who are teaching foundations and/or methods courses in education are certified in K-12 and hold academic credentials that render them qualified to teach foundations and methods courses; they all have numerous years of experience teaching in the K-12 public school system. Vitae are provided in the IR that detail said qualifications, and we can provide those again if needed. However, all faculty teaching both core and methods courses are qualified in the specific areas in regard to both their academic preparation and their professional experience; said qualifications are detailed.

**2. 79.10(2)** Through interviews with faculty, adjuncts, the Department Chair, and Department Heads, the team found evidence that unit members don't have primary responsibilities for curriculum oversight in many of the endorsements, which includes endorsements in elementary education. The unit is required to ensure appropriate curriculum oversight by a qualified faculty member for each endorsement.

### **Program Response:**

In regard to the concern that we have curricular oversight over all of the secondary and elementary education methods courses, we now have a new position that is charged with

curricular oversight of both programs in the department. [Faculty 6] now fulfills this function and thus is responsible for all outreach to departments on campus that students complete secondary certification & their elementary education endorsements. As such, she and we have familiarized ourselves with mandates articulated in Chapter 13 to ensure compliance in these respective certification areas. She has identified one department liaison in each department to meet with at least twice yearly to ensure that state mandates are being met in regard to teacher certification and to inform our campus partners about TEP initiatives and basic information. (The list of faculty representing each department was shared)

The Lead Student Teacher Supervisor will also work closely with all TEP faculty teaching methods courses as they select curricular materials, design assignments and build their syllabi to ensure their courses comply with certification mandates as articulated in Chapters 13 & 79.

In regard to elementary education, [Faculty 6] now collaborates with [Faculty 2] and our two elementary education adjunct professors, [Faculty 4] and [Faculty 5], to oversee the curriculum in all elementary education methods courses to ensure compliance with Chapter 13. Five separate meetings were conducted in the summer of 2022 to begin this alignment and revision process. [Faculty 1] & [Faculty 2] worked closely with [Faculty 4] regarding the elementary education reading methods course, EDU 318. [Faculty 4] also completed a week long intensive reading workshop via the Iowa City School District in the fall of 2022, and she has been meeting regularly with practicing elementary education teachers at Weber Grade School in Iowa City, IA to apprise herself about current reading instruction, the science of reading and “best practices.” Meetings were conducted in May, June & July.

[Faculty 2] met with [Faculty 5] in August regarding the two math methods courses: EDU 314 and INT 310. [Faculty 2] and [Faculty 5] ensured that all mandates articulated in Chapter 13 are included in course content, and this alignment is indicated on the course syllabus.

As has been our past practice, all methods courses are being taught by qualified faculty members who hold relevant academic qualifications as well as K-12 public school teaching experience. Instruction for the elementary methods courses is detailed below:  
For the 2022-23 school year, our qualified faculty member instructing the Elementary Reading Methods include faculty members who have the following certifications:

Per recommendation of the review, [Faculty 4] spent the summer researching best practices in the science of reading, FAST training and current theories in the field. She has also been meeting regularly with practicing elementary education teachers at Weber Grade School in Iowa City, IA to ensure that her theory will be related to K-12 current practice. Finally, she completed one week of intensive training in reading theory and development in K - 6 public education via the Iowa City School District in the fall of 2022. In addition to the current course content, the following content was added to this course in the fall of 2022:

- Fast Test Training
- The instructor of this course attended LETRS Training through the Iowa City School District in the fall of 2022 and is incorporating the information from this course, particularly in regard to the five essential components of literacy as well writing, spelling and oral language, into the course.

An ongoing search for a fully qualified elementary education instructor continues for the 2023-24 school year.

Elementary Education Students can be endorsed in the following areas: Art, ELA, History, Mathematics, Music, PE, Science, and Social Studies. Cornell TEP works with curriculum

liaisons in each of the above areas to ensure the 12 semester hours in the discipline are aligned with Chapter 13 requirements.  
(Please see above response for a detailed explanation of this curricular oversight process).

**New hire in Elementary Education for 2034-34 Academic Year:** Our Provost has also approved a new full-time position in Elementary Education. The job ad will be posted in late October, and we plan to begin the search in early February. This new hire will begin in August of 2023, and be charged with the teaching of reading and math methods, as well as two introductory education courses. As such, he/she will work closely with [Faculty 2] and [Faculty 6] to ensure compliance with Chapter 13 mandates and curricular oversight of the Elementary Education program.

**Evidence:** Clinical Assistant Professor of Elementary Education

**2. 79.10(2)** Through interviews with Clinical Supervisors, Department Chairs, Clinical Placement Coordinator, Student Teaching Lead Supervisor, and review of student records and the IR, the team found that clinical and practicum supervisory and clinical assessment duties are not consistent. To improve consistency the unit is required to inform all instructors teaching education foundations and methods courses of assessment planning and implementation. The team additionally requires that the unit utilize necessary resources to allocate appropriate supervision for the field experience and practicum supervision.

**Program Response:**

Our current practice is that all instructors who include a practicum field experience in their courses send a detailed letter to the cooperating teacher which articulates the field experience expectations, the online evaluation form the teacher must complete, practicum dates and times as well information about the course and assignments. This letter is either emailed or mailed several weeks prior to the start of the field experience.

**Program Change for practicum clinical experiences:** All course instructors will be required to send a practicum letter prior to the start of the practicum (in compliance with past practice) and to check in regarding the students' progress at midterm of the practicum experience. This check in will be via email to the cooperating teacher.

*Online evaluation form sent to practicum teachers:* this form will now include the assessment criteria for the 4 point assessment rubric so that cooperating teachers have a basis for their assessment. The course instructor will also include information in his/her letter about how to effectively and reliably assess the practicum student. Instructors are an important part of the evaluation process via students' completion of the practicum. Candidates send all lesson plans to the course instructor prior to teaching any lessons to solicit feedback. Upon completion of the practicum, the instructor and student complete a post practicum conference. In the conference, the instructor reviews the feedback from the mentor teacher (as provided on the practicum evaluation form) as well as the student's overall performance in the current course. All of this data is combined for the purpose of assigning a practicum grade for the course. Furthermore, students cannot receive a final course grade until the online practicum evaluation form is returned; if not returned, an IP grade will be given, and it will be incumbent upon the student to impress upon his/her respective teacher the importance of returning this form.

Once the online evaluation form is returned, the course instructor will share the results of the evaluation with the student prior to the end of the block to ensure meaningful feedback & to afford the opportunity to discuss the practicum experience.

**Evidence:** **Practicum letter sent by Cornell faculty**

## Online practicum evaluation form

Additionally, in the Fall of 2021, cooperating teachers who host student teachers were provided an in-service training session; this training was provided both in-person and via Zoom (for those who were unable to attend in person). One of the items discussed was how to provide effective feedback to one's student teacher. A link to the training can be found here

**Evidence: (Link to the slides was provided)**

During the Fall of 2022, a Mentor Teacher Workshop took place on August 30th from 5:30 until 8 pm. The updated training focused on consistent and reliable feedback for student teachers. The updated evidence can be found here:

**Evidence: (Link to the slides was provided)**

Additional training was sent out to Mentor Teachers during the week of September 12th for further review of student teacher support and training. The additional training provided two additional hours of training for Student Teacher Mentor Teachers.

**New procedure in place:** We are now requiring cooperating teachers to sign & date the student's practicum log which detailed hours completed along with the online practicum evaluation form sent to the teachers via email. We have also implemented a new policy that puts responsibility upon the student for return of both the practicum log and the cooperating teacher's online evaluation of the student's practicum experience. IF both the log and the online evaluation are not completed by the end of the block, the student will receive an IP (in progress grade) until the necessary documentation is provided. Both the log and the online evaluation form are then placed in the student's folder. Furthermore, TEP faculty meet with students at the end of the block to discuss the evaluation form and the practicum experience to ensure that students receive meaningful feedback. We have also listed criteria for the 4 point evaluation rubric on the online practicum evaluation form so that faculty, students and cooperating teachers can more reliably assess students.

**Evidence:** Practicum Logs (Utilized starting Spring 2022)

Although students are responsible for the return of the practicum evaluation and log, the TEP Coordinator emails all teachers and students repeatedly during the block to ensure this 100% return rate (Process is: Student first responsible, then the TEP Coordinator follows up via email or site visit). Both the teacher and the student know that student grades can be withheld should there be a failure to return. Since implementing the Practicum Log in Fall 2022, we have a 100% return rate.

**4. 79.10(3)** The team found evidence that the unit's conceptual framework as articulated in the IR is not manifested across unit programming. In the interviews with faculty, adjuncts, master teachers, students, and alumni, none were able to articulate an understanding of the conceptual framework. Since the conceptual framework is intended to establish the shared vision for the unit and provide the foundation for all components of the educator preparation programs and guide unit decision making, the unit is required to ensure the conceptual framework is understood by all stakeholders.

### **Program Response:**

We revised our conceptual framework in the summer of 2022 to render it more accessible to faculty and students. The revised framework aligns with Cornell College's *Mission Statement* and its nine *Educational Priorities and Outcomes*. Please see below for links to the research based theories for the Cornell Educational Priorities and Outcomes. Each year, at the annual end of year meeting, we devote time to the discussion and possible revision of the Conceptual Framework. In September of each year we hold a meeting with all TEP full-time and adjunct



faculty for the explicit purpose of discussing the conceptual framework. The framework will be introduced to TEP students in EDU 205 *History of Education* which is one of the first education courses they take. It will then be revisited consistently in the core methods courses, student teaching and EDU 483 *Senior Seminar* to ensure that students have a firm understanding of its meaning for our program and their education. TEP faculty will also include a link to this framework in their course syllabi; it will be listed on the Education Department's website.

**Evidence:** Updated Conceptual Framework (7/7/22)  
Higher Education Journal Article  
Value Report 2017

**5. 79.10(4)** Through review of course syllabi, the unit curriculum map, and interviews with students, alumni, adjunct faculty, and master teachers, the team found that InTASC standards are not consistently listed across all syllabi. Additionally, the curricular content of some courses is not aligned with the standards listed. The unit is required to demonstrate curricular alignment with national standards and InTASC standards in all course syllabi.

**Program Response:**

All syllabi have been revised to ensure consistent alignment with the InTASC standards and where appropriate national standards.

**Evidence:** Course Syllabus Folder w/ Review Methods

**6. 79.10(5)** Through review of the Advisory Committee Newsletter, Advisory Committee Meeting Minutes, and Advisory Committee Survey Responses the team found evidence that there is not enough consistency with an active advisory committee to inform the program in a meaningful way. The unit is required to increase advisory committee membership to include a variety of stakeholders who are committed to semiannual involvement and appropriately positioned to provide input for program evaluation and continuous improvement. The team further recommends the unit improve documentation of advisory input and actions taken as result of advisory committee input.

**Program Response:**

Two years of Covid protocol made it impossible to meet in person with our Advisory Board. However, prior to Covid in 2021, we met regularly with our Advisory Board in the spring of each year for an in-person meeting either on campus or off-campus; we posed specific questions to the members of our Advisory Board to learn about initiatives and best practices in K-12 public education. The information gathered from these meetings offered both insight and direction for our program. We also consistently reached out via email to our Advisory Board members in the fall of each academic year to gather additional information. Important and useful information was gathered at both this yearly in-person meeting and via email for the purposes of program evaluation so that we may revise both our curriculum and practice.

Program changes made based upon recent Advisory Board feedback (Spring 2022) include revision of the practicum schedule and the inclusion of assessment information in our methods courses. Feedback indicated that half day practicums were sometimes disadvantageous for reading and math methods courses as the subjects were not always taught while the student was on campus. For secondary students, half day practicums were problematic for some schools on block schedules. Based on that feedback, we now offer primarily one week practicums. In terms of assessment, Advisory Board Members mentioned that students would benefit from exposure to multiple modes of assessment, such as Standards or Evidence Based Grading, as well instruction in understanding and interpreting standardized test score reports such as ISASP. Based off that feedback, the Director of the Quantitative Reasoning studio provides instruction in an elementary and a secondary methods course; she shares a standardized test score report

with the student to help them understand how it can be referenced to inform instruction, and she also discusses Standards Based Grading with them.

We regret that only two members of the Advisory Board were able to make the zoom meeting because this scant showing was not, in our opinion, indicative of our Advisory Board members' connection to our program and past involvement, especially, pre-Covid; we believe the detachment that was unavoidable due to covid policies engendered this disconnect as we were only able to communicate via email for two years. Furthermore, even though we included agendas, we did not keep detailed minutes of these meetings, but we will do so moving forward.

We revised and greatly expanded our Advisory Board after the review in March of 2022. The new Advisory Board includes teachers and administrators at the elementary, middle school and secondary levels, and they hearken from several different districts in the area thus providing insight from rural, urban and suburban schools. We held an in-person meeting in April of 2022 on Cornell's campus. This meeting was very informative, and we believe the ability to meet in person allowed us to re-establish existing relationships and forge new ones. Both the agenda and meeting minutes are linked below, and we will ensure that detailed minutes are filed for these in-person meetings, and we will also compile email responses that are solicited in the fall and sometimes throughout the year. We will carefully document in what ways we are considering information gleaned from our members for the purposes of program improvement. Finally, we will have our new Assessment Coordinator share important data collected throughout the year with these stakeholders.

**Evidence: Minutes for meetings**

Advisory Board Questions Spring 2022.docx

Agenda Advisory Board Meeting 2022

Advisory Board Questions/Answers Spring 2022.docx

- See above responses in purple for examples of how this feedback was implemented this year

Advisory Board April 2022 . Responses from absent members.docx

**7. 79.10(6)** Through interviews with the Department Chair, Education Faculty, Program Faculty, and Adjunct Faculty the team found that collaboration across departments is not consistent. Meetings are scheduled monthly but attendance varies due to conflicts with teaching schedules. The primary form of joint planning occurs among Education Faculty with close proximity of offices allowing for close collaboration. Collaboration across departments was also repeatedly described as informal. The team found no documentation of collaboration for the purpose of joint planning between liberal arts and sciences across educator preparation faculty. The unit is required to document department meetings and ensure all academic instructors serving candidates are included in communications pertaining to program decision making.

**Program Response:**

We hold monthly department meetings that all TEP faculty are invited to including adjuncts; in the past, we have been respectful of conflicts individuals might have who are considered outside the core TEP faculty. However, moving forward, we have now made all meetings mandatory for any faculty teaching in the TEP and for adjunct faculty during the blocks they are teaching. We are also alternating our meeting times to accommodate all TEP schedules. For instance, to avoid scheduling conflicts, we are now holding some meetings mid-day, particularly to accommodate [Faculty 8]'s schedule with afternoon choir practice. All monthly meetings are scheduled in August for the entire year, and [Faculty 2] reaches out one week prior to remind all TEP about the meeting and encourage attendance. The minutes from these meetings will document content discussed, action taken, date and time of meeting and members present. If a TEP member

cannot attend the meeting, then the meeting minutes will be sent to that person, and all minutes will be sent to adjuncts as well.

In regard to outreach to joint planning between liberal arts and sciences faculty across educator preparation faculty, we are remedying this problem in several ways. First, we have identified a point person in each discipline (e.g. English, math, foreign language, etc.) to serve as the department liaison who will work closely with our new Assessment Coordinator, [Faculty 6], to learn about TEP specifics and Chapters 13 & 79 in particular, collaborative in the annual revision of Curricular Exhibits, and keep abreast of initiatives in K-12 public education. The Assessment Coordinator will meet and communicate with the department liaison periodically throughout the year and be available for questions and support on an ongoing basis. The Assessment Coordinator will also attend content area department meetings that involve all faculty in the respective content area for the purposes of educating faculty about certification and TEP concerns.

**Evidence:** Purple Calendar (Meeting on Mon., 8/22/23 at 9:30 am Dept Mtg)  
Memo to Content Areas about Notice of Concern Form

**8. 79.10(6)** Through interviews with Department Chair, Education Faculty, Program Faculty, and Adjunct Faculty, Master Teachers and review of the IR, the team found that collaboration across departments regarding content knowledge is not formalized. Master teachers indicated they have freedom to choose course resources and set learning objectives. The unit is required to have oversight of the all curriculum impacting teaching licensure and hold responsibility for syllabi approval to ensure course objectives and outcomes align with licensure requirements and national and InTASC standards are aligned with the course content.

### **Program Response:**

In regard to master teachers, [Faculty 1] is now coordinating this course and ensuring both consistency in resources and learning objectives. [Faculty 1] has been working consistently with this year's master teachers to revise syllabi, discuss assignments and ensure that all necessary TEP information is listed on each teacher's syllabi. [Faculty 6] has also reviewed all syllabi to ensure compliance with Chapters 13 and 79. [Faculty 1] consistently met with the Master Teachers in the 2021-22 academic year and is continuing to do so in the 2022-23 academic year to help them prepare their methods courses and to ensure compliance.

*Response to Comment:* "the unit having oversight of all curriculum impacting teaching licensure and responsibility for syllabi approval to ensure that course objectives and outcomes, as well as content, align with licensure requirements and national and InTASC standards" - this responsibility is now fulfilled by [Faculty 6] who functions as our Assessment Coordinator & Curriculum Oversight point person in the department. All faculty are required to submit their syllabi to [Faculty 6] at least one block prior to the start of the block and then to the next designee on day 1 of the course to ensure that objectives and content are aligned with InTASC standards. [Faculty 6] also works with faculty to ensure that curriculum taught in the course that impacts teacher licensure complies with Chapter 13 and Chapter 79 mandates.

**9. 79.10(7)** Through the review of evidence, the team found the current administrative, clerical, and technical staffing is not sufficient for a sustainable program. The Department Chair, and Education Faculty carry large responsibility for administrative and clerical work pertaining to State required documentation, program assessment, and unit reporting. The unit is required to ensure these responsibilities are defined based on specific roles, and the program has appropriate resources to oversee administrative responsibilities, assessment, clinical requirements, and curriculum.

## **Program Response:**

We have re-aligned department duties as detailed below to more effectively manage responsibilities:

**Assessment:** [Faculty 6] now serves as our Assessment Coordinator person in the department. She ensures that data are collected throughout the year for the purposes of candidate and program assessment, and she also ensures that the department has an effective data management system for the purposes of this assessment review.

[Faculty 6] has also launched several assessment training and norming sessions with all TEP full-time and adjunct faculty to ensure that assessment practices are reliable and that the department has inter-rater reliability. Furthermore, she shares assessment information at monthly department meetings and conducts at least two separate assessment meetings per semester as well as a full-day, year-end assessment meeting that examines the year's assessment data as well as data provided from the state of Iowa from graduation surveys. She is working closely with the Director of Institutional Research for additional guidance and support. Finally, she is ensuring that assessment data is shared with stakeholders including the Provost of the College, secondary certification department liaisons, cooperating teachers, TEP faculty and adjuncts and Advisory Board members.

**Curricular Oversight:** this function will be performed collaboratively in the department with all members contributing.

*Secondary Certification:* Department Chair [Faculty 1] & [Faculty 6] are charged with curricular oversight of the secondary certification program. As such, they will ensure that coursework is closely aligned with Chapter 13 and 79 mandates and that syllabi and assignments are aligned with the InTASC standards.

[Faculty 6] and [Faculty 1] review curricular exhibits in the fall of each year and meet with department chairs to make any necessary revisions. [Faculty 6] is also charged with ongoing communication with secondary certification programs; she will meet with a designated content area department liaison at least twice yearly to inform them about the TEP program, data and legislative initiatives. She will also attend at least one department meeting each year to inform and answer questions about the TEP for our certifying content area departments.

[Faculty 6] is also working with all instructors, full and part-time, to ensure compliance with Chapter 13 & 79 mandates. She reviews syllabi and assignments to this end and works with faculty as needed. All faculty are required to submit their syllabus on the 1st day of the block, so syllabi will be available to all TEP faculty for review.

*Elementary Education:* [Faculty 2] and [Faculty 6] are charged with curricular oversight of the elementary education program. As such they ensure that coursework is closely aligned with Chapter 13 mandates and that syllabi and assignments are aligned with the InTASC standards and the Iowa Core. However, our new hire in Elementary Education, who will begin in August of 2023, will also be an integral member of this team; this new person will be charged with teaching our two elementary education math methods courses, and the reading methods course. [Faculty 2] will maintain oversight and the teaching of science and social studies methods, children's literature and the arts integration methods course.

[Faculty 6] is charged with ongoing communication with content area programs that offer elementary education endorsements; she meets with a designated content area department liaison at least twice yearly to inform them about the TEP program, data and legislative

initiatives. She attends at least one department meeting each year to inform and answer questions about the TEP for our certifying content area departments.

*Mentoring & observations of adjunct instructors:*

In terms of support offered to adjunct faculty, [Faculty 6], [Faculty 2] and [Faculty 1] will all function as mentors to faculty who teach in the professional core. In terms of curricular oversight of adjunct faculty, we will observe our adjuncts on a yearly basis and meet with them via a post conference. The Chair will also review all course evaluations and attend to any issues that may surface. In terms of classroom observations of our adjunct faculty, we have divided these responsibilities accordingly:

EDU 240: [Faculty 3]; EDU 205: [Faculty 1]; EDU 230: [Faculty 1]; EDU 215: [Faculty 6]  
EDU 318: [Faculty 2]; EDU 314: [Faculty 2]; INT 310: [Faculty 2]

**10. 79.10 (7)a.** The team found that students do not have access to current curriculum materials. The print K-12 curriculum materials in Cole Library are dated and the library does not maintain current licensure/membership to access online curriculum materials from the major publishers which are the same materials being used in Iowa schools. It is recommended that the unit work with the library to ensure candidates have access to a current curriculum library.

**Program Response:**

[Faculty 2] began meeting with the Education Consulting Librarian [Librarian 1] in June of 2022 to address this problem. [Librarian 1] has secured additional materials in our Curricular Lab for our students as well as online resources. [Librarian 1] visits the methods courses to share these resources with TEP students so they may utilize them in their development of lesson plans, curricular pieces and unit plans.

**11. 79.10(7)e.** Interviews with full time faculty identified the recent loss of the Elementary Education full time faculty member has increased the workload for other faculty members and has also added to the reliance of adjunct faculty to teach the required classes. Exploring the option of replacing the full-time faculty load is essential to ensure curriculum oversight and assessment for this program.

**Program Response:**

We have been given approval to conduct a search for a full-time Professor of Elementary Education. We will post the job ad in late October and conduct the search in February of 2023. This person will assume curricular oversight and the teaching of three core elementary education courses in the areas of reading and math, as well as two general education courses. As such, he/she will work closely with [Faculty 2] and [Faculty 6] to oversee the Elementary Education program.

**Evidence:** Clinical Assistant Professor of Elementary Education

**10. 79.10(9)** Through interviews with the Education Faculty, Associate Professors, Adjunct Faculty and the Lead Supervisor, the team found the need for curriculum and adjunct faculty oversight for the elementary endorsements. The unit is required to review current needs in curriculum oversight and ensure methods and core content are taught by qualified faculty.

**Program Response:**

The Cornell Education Department prides itself on its work to “onboard” all new or existing adjunct faculty on an annual basis. As a small department, communication is frequent and consistent. In order to ensure common language on an ongoing basis, the TEP Handbook provides all of this information in writing; however, the very best processes we use are side by

side work and training with all our new instructors. As reflective practitioners, we evaluate curriculum and instruction throughout the academic year and make changes as needed; however, as a department, we conduct a systematic review of all courses at the end of each academic year for the purposes of individual course revision and program revision.

**Evidence:** TEP Handbook for references on how to communicate curriculum map and other pertinent information to visiting professors, and Cornell Assessment Cycle

<b>Professional El Ed Core Course Work</b>	<b>Faculty Instructor 2022-23</b>	<b>Faculty Oversight</b>
EDU318 (Reading Methods)	Names Removed	Names Removed
EDU319 (Children's Literature)	Names Removed	Names Removed
INT310 (Math Methods)	Names Removed	Names Removed
EDU 314 (Math Methods)	Names Removed	Names Removed
EDU 317 (Science & Social Studies Methods)	Names Removed	Names Removed
EDU 320 (Arts Integration Methods)	Names Removed	Names Removed
<b>Professional El Ed Core Course Work</b>	<b>Faculty Instructor 2023-34</b>	<b>Faculty Oversight</b>
EDU318 (Reading Methods)	Names Removed	Names Removed
EDU319 (Children's Literature)	Names Removed	Names Removed
INT310 (Math Methods)	Names Removed	Names Removed
EDU 314 (Math Methods)	Names Removed	Names Removed
EDU 317 (Science & Social Studies Methods)	Names Removed	Names Removed
EDU 320 (Arts Integration Methods)	Names Removed	Names Removed

**11. 79.10(10)** Through interviews with current students and alumni the team found that resources are not equitable for all program components. Students indicated syllabi did not always include updated information regarding required text and resources. They also noted that syllabi are not always provided in a timely manner to allow for purchase of required textbooks. In some cases, this impacted students' ability to attain accommodations prior to the start of the course. Several students indicated they were provided with old syllabi from previous sections where dates did not align with calendar dates of the course. The unit is required to ensure that all resources provided to students with course syllabi in a timely manner to allow for adequate preparation prior to the start of the instructional block and to ensure that required resources and dates are correct.

## **Program Response:**

Faculty submit all selected texts at least three months in advance. Curricular materials required for the fall semester are submitted to [Bookstore 1] the Cornell College Bookstore in May. Curricular materials for the spring semester are submitted in September. Once titles have been submitted, changes are typically not allowed. Consequently, students have several months to secure texts and other course materials. They can also stop by, email or check via the bookstore's online system [Bookstore 1] to identify required curricular materials for the entire semester. They can also email faculty directly to obtain this information. Students have often reached out to us in advance asking about course materials and the necessary information is provided. This modus operandi has been in place at Cornell for many years, and students are made aware of this procedure at freshman orientation.

Perhaps what some students might have been referring to is that the course syllabus may not have been posted to our course management system Moodle several months in advance. It is true that faculty do not always have their course Moodle page completed prior to the start of the academic year (nor are they required to do so), but course materials are always available for student reference several months in advance through the College bookstore, so they should have no difficulty securing any necessary materials for the course.

**Program change:** If students have struggled to identify course materials via the bookstore's online system, they will receive this information on day 1 of the course. For example, using the Bookstore Link Provided , a student has access to the course texts and ISBN for all upcoming Blocks. All TEP faculty are required to submit their syllabus on day 1 of the block. This has been our past practice and we will continue it to ensure that students receive a syllabus and all relevant information on day 1 of class. These materials are also posted on our online course management system Moodle.

In addition, all faculty, including adjuncts, are required to go over their course syllabus on Day 1 of class for the purposes of clarifying class meeting times, expectations, policies, special accommodations policy, course curricular materials and course assignments. Consequently, it should never be the case that students do not receive a complete syllabus on Day 1 of class or understand key policies.

## **Sources of Information:**

Review of the: Institutional Report; Review of the alumni surveys; Review of advisory committee feedback form; Course syllabi and curriculum exhibit. Interview with: Department chair(s); Faculty; Candidates; Vice President of the Academic Affairs; President

# 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.

[**ARC 8053B**, IAB 8/26/09, effective 9/30/09; **ARC 1780C**, IAB 12/10/14, effective 1/14/15]

## Recommendations:

*(Recommendations are made to inform the program for continuous improvement only. A response is required but no action is required.)*

**1. 79.11(1)** The team found through interviews with the Senior Diversity Officer & Director of Intercultural Life that multiple college initiatives are in place for supporting diverse students at the college, as well as efforts to recruit and hire diverse faculty and staff. The director of Admissions also noted efforts to recruit diverse students and noted the involvement of the college in the POSSE program to support diverse students. It is recommended that the unit engage in the college wide initiatives specific to teacher preparation.

## Program Response:

The Department Chair was an advisor for the College’s First Generation Pilot Program for several years in an effort to recruit 1st generation college students into the TEP. The TEP has become very informed about the POSSEE program via campus meetings and is supportive of it; we sometimes meet with students involved in this program to answer questions about the TEP and when possible, we encourage them to explore teaching as a career. As the TEP program seeks to hire, diversity and equity will be foremost in our mind.

## Concerns:

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

**1. 79.11(2)** Through student interviews it was shared with the team that disability services are lacking—Reasonable accommodations (such as extended time, quiet testing locations, etc.) are not routinely honored. The library does supply accessible materials for vision impaired/blind students as needed. The team recommends that the unit ensure accommodations are in place to support students as well as faculty. The team understands the Office of Student Success has recently hired additional staff; it is recommended that an action plan be developed to support diverse learners, accommodations, and learner’s needs. The unit is required to include information in the syllabi and other forms of communication regarding how accommodations are accessible to faculty and candidates.

## Program Response:

We will ensure that all syllabi include the college’s statement regarding disability services as well as a link to the college’s website which provides very detailed information. We acknowledge that Disability Services has a huge task to accommodate the number of students we have who need testing accommodations, but the college’s position is that it is incumbent upon the student to notify his/her professor in the first three days of class if he/she would like a separate testing accommodation location and/or to notify the professor of any accommodations that might be



needed during the block. Still to ensure no misunderstanding, we will also include a statement asking students to notify us of said accommodations and impress upon them the importance of doing so to promote greater agency in our students.

Furthermore, the college provides a distraction free space for students who have documented accommodations. Students must notify the instructor by Day 3 of class if they would like to utilize this space, and accommodations are arranged via Student Success Center. A testing coordinator was in place during the 2021-22 academic year. In addition, the Student Success Center has a Disabilities Services and Accommodations Coordinator who is available to all students.

Many TEP faculty also give their time outside of regular class to monitor exams for students when they have missed these deadlines to ensure they have a quiet testing space. We have several vacant offices in College Hall where we have routinely allowed students to take exams in a private space; both faculty and the TEP Coordinator have in the past and will continue to devote this personal time to monitor these exams to accommodate our students with disabilities.

In consultation with the Cornell Coordinator of Disability Services, a disabilities and accommodations policy has been made to all future syllabi in an effort to utilize more disability friendly language.

**Evidence:** Syllabi Template  
Accommodations policy

## Sources of Information:

- Interviews with: Senior Diversity Officer; Director of Intercultural Life; Student focus groups; Visits to classrooms and discussions with students; Alumni survey data and interviews

# 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.

[ARC 8053B, IAB 8/26/09, effective 9/30/09; ARC 1780C, IAB 12/10/14, effective 1/14/15]

## Commendations/Strengths:

- Through interviews with their K-12 partners the team uncovered a strong level of partnership with the area K-12 schools which is critical to the success of any teacher education program.

## Recommendations:

*(Recommendations are made to inform the program for continuous improvement only. A response is required but no action is required.)*

**1. 79.12(1)** Through interviews with unit faculty, lack of time release for department chair to oversee required administrative needs creates an unbalanced workload and diverts attention from teaching and student needs. It is recommended that the unit consider time release for the department chairs, or otherwise ensure administrative and oversight assignments are completed by other part-time staff with adequate assigned time and unit oversight.

### Program Response:

Although we would welcome release time for the Chair of the Education Department, we were compelled to voice many “asks” to ensure compliance, and so we thought it strategic to prioritize our needs. To that end, we did not ask for release time for the chair; however, we have examined and re-assigned duties to manage workload and ensure that all administrative tasks are completed and that attention is not diverted from teaching and/or student needs. We now [Faculty 6] as a .75% employee serving in the function of Assessment Coordinator & Student Teaching Lead Supervisor. [Faculty 6] will oversee and coordinate the department’s assessment needs. She will also be charged with curricular oversight; as such she will conduct the annual review of curricular exhibits and outreach to content area departments regarding TEP information. She will also work with a department liaison in each certification area to inform them about Chapter 79 and 13 mandates (as described earlier in this document). The college has also approved the hiring of a full-time Professor of Elementary Education; this search will begin in January of 2023, and we expect to hire in early March. This person will start in August of 2023.

**Evidence:** Clinical Assistant Professor of Elementary Education Position

**2. 79.12(1, 2)** The unit is required to review and ensure that those teaching both core and methods classes are qualified in those specific areas. For this review the unit may look at classes within the education unit and those classes taught in other academic units (e.g. History, English, Science). The development of a chart listing the required classes, the faculty of record and the credentials of each faculty member would uncover any potential discrepancies. Additionally, subject area faculty (e.g. History, English, Science) stated that they wished they knew more about current practices in K-12 schools so that they could better understand how their content and approaches support secondary education majors; the unit is required to ensure oversight of curriculum for all endorsements.

### Program Response:

Our new Assessment Coordinator, [Faculty 6], will be responsible for this curricular oversight with subject area faculty to ensure they understand all facets of the TEP and that they have a better understanding of current practices in K-12 schools to support secondary education majors. As mentioned above, [Faculty 6] will work with a secondary certification department liaison to ensure they are informed about TEP matters, and she will also attend their department meetings to inform all department members as they work with TEP students and

educate them about current practices in K-12 schools. All faculty teaching both core and methods courses will be consulted regarding the content area and specific endorsements.

**3. 79.12(5)** Interviews with faculty and a review of meeting minutes identified that faculty meetings are held on a monthly basis and that web-based meetings (i.e. Zoom) has increased attendance and participation. They also mentioned that not all faculty members from the unit are available at the regular meeting time. Notifying all faculty and finding an agreeable meeting time for all faculty members within the unit would help ensure representation and input across all content areas. It is also recommended that adjunct faculty members be included in faculty meetings based on availability, otherwise meeting notes can be made available for everyone's review. For those adjunct and unit faculty teaching in other departments, it is essential that the unit have formal meetings and communications regarding the unit expectations and assessment.

### **Program Response:**

We have now made all meetings mandatory for any faculty teaching in the TEP and for adjunct faculty during the blocks they are teaching. Moving forward to avoid scheduling conflicts, we will now hold monthly meetings mid-day because [Faculty 8] cannot attend at 3:30 due to afternoon choir practice. All meetings are scheduled in August for the entire year, and [Administrative Assistant] reaches out via email a month prior to determine that all stakeholders can attend; we will continue this practice to ensure that all are informed and encourage attendance. The minutes from these meetings will document content discussed, action taken, date and time of meeting and members present.

The Assessment Coordinator will attend department meetings in the respective disciplines to ensure that content area faculty are informed and kept up to date regarding unit expectations and assessment and to answer any questions they might have regarding certification. Minutes for these meetings will be kept on file.

**4. 79.12(5)** Interview with the unit faculty from different departments and alumni indicated a challenge that the block system and interference of student teaching and capstone projects creates for those content faculty members. It is recommended that the unit discuss possible adjustments to the curriculum in collaboration with the content faculty to ensure those large projects such as capstone and student teaching are not interrupted. Further it is recommended that the unit ensures the curriculum is developed in such a way that students don't experience scheduling conflicts. This collaboration can also improve the advising when a non-educator advisor is supporting the candidate.

### **Program Response:**

One of the responsibilities of the Assessment Coordinator is to oversee the work with other departments/units throughout the college. In order to best accommodate the varied schedules of other departments, the Assessment Coordinator will schedule and meet with department liaisons to communicate the certification requirements and update them about general TEP initiatives. The Assessment Coordinator holds a collective meeting with the content area liaisons is held in the fall and spring semesters and is available to meet with them as they have TEP questions and/or concerns.

**Evidence:** Purple Calendar (Meeting on Mon., 8/22/23 at 9:30 am Dept Mtg)  
Memo to Content Areas about Notice of Concern Form

### **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(3, 4)** Interviews with full time faculty and adjunct faculty noted inconsistencies with faculty teaching evaluations, and observations of classes. Some faculty noted that classroom observations did not occur frequently, did not occur at all, or only occurred when full time faculty were being evaluated for promotion. Similarly, full time and adjunct faculty noted that course evaluations from students did not occur on a regular basis. The unit is required to develop a policy and plan for consistent evaluation of full-time and part-time faculty members.

**Program Response:**

All adjunct faculty are required to evaluate every course per the college's policy. The Education Department Chair then reviews these evaluations throughout the year to ensure effective teaching. Full-time faculty are required to evaluate at a minimum 3 courses per year, and most of us evaluate more than that or even all of our courses. These evaluations are processed through the Office of Institutional Effectiveness and made available to the Provost every block and then faculty once the course has completed. We consistently read these evaluations and make adjustments to our curriculum and pedagogy based upon student comments and concerns. Furthermore, tenure-track faculty experience a 2nd year, 4th year and 6th year review prior to being granted tenure; they then have a post promotion review 6 years after award of tenure. This review process is fastidious as it involves solicitation of student feedback via an in-person meeting with students as well as collection of student responses via email, and a classroom observation from a RTP committee member and an Education Department member. The Provost's Office also solicits feedback from 30 students who complete an anonymous evaluation of the faculty member, and the Education Department invites students to a meeting to discuss the faculty member's performance. Finally, both the faculty member and the Education Department write a detailed narrative assessing the faculty member's performance at each of these three stages. Once awarded tenure, a faculty member is reviewed every 6 years utilizing this same process; however, faculty are expected to evaluate at least 3 of their 6 courses each year per Institutional Effectiveness.

All adjunct faculty, in addition to evaluating each of their courses, are observed by a TEP full-time faculty member during the block they are teaching, and a follow-up conference is conducted. We believe this evaluation process is both consistent and meaningful and in compliance with this standard.

Recognizing the importance of said observations as well as the need to provide support to our adjunct faculty, we will ensure that *every* adjunct teaching in the TEP is observed on an annual basis and met with for a follow-up conference; we will also document the date for these observations.

**Evidence:** TEP Department Handbook  
Evaluation schedule for Adjunct Faculty was shared

We consistently read these evaluations and make adjustments to our curriculum and pedagogy based upon student comments and concerns.

**2. 79.12(5)** Interviews with faculty and K-12 partners indicated that the Master Teachers would benefit from an on-boarding and training that targets InTASC standards, assessment of teacher candidates, delivery of feedback, and communication with the unit. Streamlined communication, the use of a consistent student evaluation process, consistent assessment process and consistent assignments could be a strong benefit for the students, Master Teachers and faculty from the unit. A more consistent approach is needed to ensure the rigor of the program, identifying research-based practices and ensuring that all candidates have the opportunity to learn and practice appropriate teaching methods for their content area.

## **Program Response:**

**Specific to Master Teachers Block 8 course:** [Faculty 1] coordinated the secondary methods course taught by the Master Teachers in block 8 of 2022 and will coordinate this course moving forward because of [Faculty 3]’s Associate Dean duties. For the current academic year, [Faculty 1] began meeting with these teachers in the summer of 2021 and has conducted both in-person and individual zoom meetings throughout the fall semester with the master teachers as well as ongoing email correspondence. A very concerted effort has been made to maintain consistency to provide support and guidance to the master teachers.

The onboarding process with the master teachers addresses the following points of information: InTASC Standards: Master Teachers are provided a copy of the InTASC standards and there is discussion of how these standards should inform instruction, be paralleled to goals and course assignments, and all Indicator Assignments and/or Signature Assessments.

- Teaching of the Iowa Core in their discipline: All teachers are very familiar with the Iowa Core and the standards that inform their discipline. They review these standards with their students, illustrating to them how they should inform their curricular instruction and design.
- Assessment: There is explicit discussion of assessment practices in the content area, particularly in regard to Standards Based grading, and all Master Teachers are asked to identify course reading materials that address assessment in their discipline. They are also required to provide instruction regarding the idiosyncratic assessment practices and concerns in their respective content area. For instance, the English master teacher may discuss the differences between assessing analytical and persuasive writing whereas a math teacher may discuss assessing a geometry proof compared to an algebra problem.
- Best practices: Secondary students are introduced to instructional strategies in their first two methods courses, EDU 328 and 301, and this course builds upon that information by explicitly reviewing and applying those instructional strategies in the respective content area. Some of these strategies include inductive and deductive questioning approaches, cooperative learning activities, role playing, direct instruction, directed reading frameworks, graphic organizers such as Venn diagrams, and writing activities that can be used to teach content knowledge. Students are required to utilize these strategies in the lessons they design and teach in the classroom. Bloom’s Taxonomy is reviewed and students are expected to attend to all levels in their curricular instruction and design to prompt their own students to higher order thinking in terms of analysis and evaluation. Students complete course readings, via articles and texts, that review these “best practices” in their respective discipline. Students spend 3 weeks in the Master Teacher’s classroom and thus have ample opportunity to put theory into practice through the teaching of formal lessons, assistance with small group work and work with individual students.
- [Faculty 1] continually works with the Master Teachers as they develop their syllabi and assignments, and all must be submitted two weeks prior to the start of the class for final approval. Although there are some common reading assignments, by necessity each instructor selects curricular pieces germane to their content area to ensure that students are receiving specific instruction and theory in their discipline. For instance, the math Master Teacher selects reading materials germane to math pedagogy whereas the Foreign Language master teacher selects different reading assignments that pertain to foreign language pedagogy. Such curricular differences are necessary as the teaching of math differs considerably from the teaching of foreign language or English, and we want to ensure that our students are receiving specific content area methods instruction.

There is also consistent alignment of core assignments in all sections so that all students complete the same core assignments. Master teachers may, of course, require additional assignments that relate to their readings and instruction.

In regard to assessment, [Faculty 1] and the Assessment Coordinator [Faculty 6] will conduct a training session with the master teachers familiarizing them with the department's 4 point assessment system to ensure inter-rater reliability on the students' Indicator Assignments and/or Signature Assessments.

[Faculty 1] will continue her in-person and/or zoom meetings with the entire group of master teachers as well as individual meetings in the spring semester to provide guidance, feedback and support regarding their curricular materials, assignments and pedagogy. She will then visit each Master Teacher during the course of the block. As a final measure of the course's effectiveness, students complete a formal course evaluation of their Master teacher.

**3. 79.12(5)** Throughout the review of the Institutional Report and interviews with full time and adjunct faculty within the unit it is evident that not all of the individuals completed the requirement of 40 hours of teaching at the appropriate grade level(s) during regular classroom hours for a period not exceeding five years in duration. Some of the adjunct faculty were unaware of the requirement. Some of those interviewed gave inconsistent responses when asked how and where these 40 hours were reported and collected. The unit is required to ensure these expectations are met through acceptable engagement, and recorded for all unit faculty.

(Insufficient Evidence): [Faculty 1], [Faculty 5], [Faculty 3], [Faculty 23], [Faculty 2]

### **Program Response:**

All TEP faculty did complete the 40-hour requirement prior to the site visit, and we have provided a synopsis of their work below:

[Faculty 1]: [Faculty 1] completed 32 hours of direct teaching at Kewanee High School in Kewanee, Illinois in an English classroom in October of 2017 and October of 2018. She taught a unit on sentence errors so that students could more readily identify usage errors in their own writing. She then completed an additional 16 hours at Galesburg High School in Galesburg, Illinois in the spring of 2021. This lesson introduced students to ekphrastic poetry and the thematic connections between art and poetry. A total of 48 hours was completed in the U.S.

[Faculty 1] also completed lead and co-teaching during her off-campus trips to San Pedro Town in the country of Belize where she taught at ACES K-8 school and Isla Bonita K-8 school. She completed a total of 32 hours of lead and co-teaching in Belize in the years 2017 – 2020.

Faculty6 : Faculty 6 retired from full-time teaching in the spring of 2021, so she completed her requisite 40 hours of teaching at her school site in Cedar Rapids, IA.

[Faculty 5]: [Faculty 5] completed 42 hours of substitute teaching at the elementary level in the Iowa City School District over the course of the past two years. She joined our program in 2016.

[Faculty 3]: [Faculty 3] met and exceeded the 40 hours requirement in the past five years.

[Faculty 3] served as a guest teacher and provided three lessons on the history of schools for the 5th grade classes at Lemme Elementary in the Spring 2017 (3 hours). [Faculty 3] also volunteered for the Junior Achievement Program and provided a career exploration teaching activity in the field of education in the Cedar Rapids School District at McKinley Middle School (4.5 hours). This took place in the fall of 2017. [Faculty 3] also spent at least 35 hours volunteer teaching and tutoring in the Chicago Public Schools District, specifically at Hawthorne

Academic Academy (8th grade), John A. Walsh Elementary (6th grade), and Ida B. Wells Elementary (6th, 7th, and 8th grades) in the Spring of 2018 (35 hours).

[Faculty 4]: [Faculty 4] routinely substitute teaches at Weber Grade School in the Iowa City School district so she far exceeds her 40 hours. She completed 40 plus hours during the 2021-22 academic year.

[Faculty 6]: [Faculty 6] has worked full time in K-12 school administration within the past five years (through spring 2019). Additionally, since fall of 2019, she annually substitute teaches in Cedar Rapids over 30 days per school year (well above the 40+ hours required).

[Faculty 2]: [Faculty 2] met the 40 hour classroom teaching requirement with 10 hours of lead teaching at St. Matthews Elementary School in Dublin, Ireland where she taught reading instruction to elementary students. She also completed 30plus hours during an off-campus course taught in San Pedro Town in the country of Belize. [Faculty 2] taught various lessons to elementary level students at ACES k-8 school; this instruction included reading instruction and science instruction.

**Program change:** As TEP faculty complete their hours, they will be documented by the TEP Coordinator. The TEP Coordinator tracks faculty hours on an excel spreadsheet housed in the google drive. She sends an email in September to all TEP full-time and adjunct faculty and student teaching supervisors reminding them they must complete 40 clinical classroom hours over five years; she requests faculty and supervisors to submit their hours to her as they complete them. She then sends a reminder email in May to remind them of the requirement and to report their hours. Moving forward, we will encourage faculty to complete at least half of their hours in Iowa, and we will ensure that all hours are completed at the appropriate grade level.

**Evidence:** Ch. 79.12(5) - Hours Log

### **Sources of Information:**

Interviews with Students; Faculty; Adjunct Faculty; Alumni; Current Students; Review of Institutional Report

# 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 pre professional 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 sub rule 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 sub rule 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 sub rule 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.



## Recommendations:

*(Recommendations are made to inform the program for continuous improvement only. A response is required but no action is required.)*

**1. 79.13 (5)b.** Through interviews with the Education Department Chair, Unit Faculty, and a review of the Institutional Report, the team finds a benchmark assignment plan in place that aligns with the InTASC standards. The team finds a lack of consistency in the assessment of the benchmark assignments across the unit. It is recommended that if the benchmark assignments are utilized for assessment purposes, they would be assessed consistently for candidate attainment of unit standards.

### Program Response:

The TEP faculty completed 5 full day workshops in the summer of 2022 to discuss revision of the assessment system as well as completing significant individual work on various aspects of the assessment system. Two of these days, August 4<sup>th</sup> & 5<sup>th</sup>, were led by [Assessment Consultant] from the University of Iowa for the express purpose of evaluating and revising the department's assessment system. This work continued in the fall of 2022, with the TEP meeting for two additional full-day workshops in block 1. As a result, we have completely revised our system (see attached *Assessment Handbook* for a complete explanation of our new assessment system as it would be much too lengthy to explain herein).

*The Cornell College Education Department Assessment Handbook* describes in detail our new program which utilizes three distinct forms of candidate assessment: Signature Assessments, Indicator Assignments and Dispositions Assessments. The *Assessment Handbook* lists Signature Assessments and their accompanying rubrics, the remediation policy, the three departmental *Curriculum Maps* (Elementary, Secondary & K-12 P.E., Art & Music), and the *Dispositions Assessment Form*. It also describes how the assessment process unfolds at each of the three levels of our program, and the mechanisms and processes to be utilized for program assessment and review.

Our *Curriculum Maps* have been revised to identify assessment points as candidates proceed through each of the three levels of the program. We now have three distinct curriculum maps to clearly denote where assessment occurs: Secondary Certification, Elementary Education & K-12 P.E., Art & Music. These maps identify at which level and in which course candidates complete Signature Assessments & Indicator Assignments; they also illustrate the Signature Assessments' and Indicator Assignments' alignment with the InTASC standards as well as Indicator Assignments are introduced, reinforced or emphasized.

To ensure more reliable assessment practices, we have also revised our 4 point assessment rubric to provide candidates, TEP faculty and cooperating teachers necessary criteria for assessment of these assignments. The rubric includes descriptors for each rubric score for clarity and reference. Furthermore, to ensure inter-rater reliability and to effectively measure our candidates' attainment of unit standards, [Faculty 6], our new Assessment Coordinator, now conducts assessment training and norming sessions with all TEP faculty, including adjuncts, college supervisors and cooperating teachers.

**Evidence:** [Cornell College Education Department Assessment Handbook](#)  
[4-point rubric scale](#)  
[Three curriculum maps](#)

**2. 79.13(8)** Through interviews with the Education Department Chair, Unit Faculty, and a review of the Institutional Report, the team finds some evidence that the unit reviews, evaluates, and revises the assessment system. The unit moved from Chalk and Wire to a newer Action Plan

system when the unit determined that Chalk and Wire was too cumbersome for the size of the program. The team recommends that the unit work with an assessment specialist to develop a plan of regular reviews, evaluations, and revisions to the assessment system.

### **Program Response:**

We hired an Assessment Consultant from the University of Iowa, to help us revise our assessment system. [Assessment Consultant] conducted a two day workshop session on August 4<sup>th</sup> & 5<sup>th</sup>, 2022 which included all department members: [Faculty 1], [Faculty 24], [Faculty 2], [Faculty 3], [Faculty 25], [Faculty 6] & [Faculty 8]. [Assessment Consultant] continued, after these workshop days, to function as a consultant, working closely with Assessment Coordinator [Faculty 6].

**Evidence:** [Agenda for Assessment Workshop Days: August 4<sup>th</sup> & 5<sup>th</sup>, 2022](#)

**Assessment Coordinator:** The College also authorized the hire of [Faculty 6] as the Department Assessment Coordinator. [Faculty 6], in coordination with Department Chair [Faculty 1], developed a plan for regular meetings to review assessment data, as well as to evaluate and revise our assessment system. Although assessment is discussed on a regular basis at monthly department meetings, [Faculty 6] also conducts separate assessment meetings which include two formal assessment meetings per semester and a year-end meeting for the express purpose of reviewing, developing and revising department assessment materials and protocols. These meetings will also be used to review candidate assessment information for the purposes of program review. Because we have data coming in at the end of the block, we are uniquely positioned to gather, aggregate and analyze assessment data throughout the year.

[Faculty 6], along with other department members, also visited other programs to gain familiarity with their assessment approaches, and she has continued her ongoing work with the University of Iowa. She has also consistently met with [Assessment Consultant 1] on an ongoing basis as well as [Assessment Consultant 2] from the University of Iowa who have assisted with the development of candidate and program assessment. [Faculty 6] also works closely with [IR 1], Director of Institutional Research at Cornell College, to gain insight and direction regarding the ongoing development of our assessment materials and the aggregation of assessment data.

### **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)** Through interviews with the Education Department Chair, Unit Faculty, the Placement Officer and a review of the Institutional Report, Department Meeting minutes, and student records, the team finds no evidence that the unit has a clearly defined, cohesive assessment system. The unit is required to develop and implement an assessment system that collects reliable data that will assist the unit in making data driven decisions for both program improvement and development of students.

### **Program Response:**

**Data Collection Process:** The individual student rubric scores as well as collective results from assessments (for purposes of TEP assessment) are recorded on a spreadsheet housed in Google (see evidence InTASC Benchmark Tracking Assessment). Data was collected from TEP courses in the 2021-22 academic year, and these scores are cited below in Evidence. We are continuing to collect data for the 2022-23 academic year in this same format using a spreadsheet housed in Google Drive. Cornell College, as a whole, is requiring students to complete an online portfolio for graduation, starting in 2024. Signature Assessments will be uploaded into Digication (the

online portfolio) as this program becomes available and accessible by the assessment coordinator.

The Assessment Coordinator, [Faculty 6], now aggregates this data throughout the year, sharing it with faculty at our regular assessment meetings, as well as monthly department meetings as needed. Assessment meetings are now held outside of regular department meetings, and we conduct two assessment meetings per semester and one full day meeting at the end of each calendar year. The goal for these individual assessment meetings is to more intentionally analyze the collected data to monitor our students' attainment of the InTASC standards, their professional development, and the overall efficacy of our program.

### **Evidence:**

Assessment Contract [Assessment Consultant 1] (sent by [Faculty 3] during summer 22  
Agendas for Workshop Days Summer 2022  
*Cornell College Education Department Assessment Handbook*  
4-point rubric scale  
Three curriculum maps  
InTASC Benchmark Tracking (Assessment)-see recorded scores for 21-22 Academic Year  
Sample Presentation from Fall 2022 Practicum Data  
*Cornell College TEP Assessment Handbook*  
*Assessment Review Cycle (Also found on pp. 35-36 of Assessment Handbook)*  
*Samples of Midterm Student Teaching Data and Final Student Teaching Data*

**2. 79.13(3)** Through interviews with the Education Department Chair, Unit Faculty, Candidates, and a review of Department Meeting minutes and student records, the team finds the individual candidate Action Plan process is not effective and there is no comprehensive unit assessment plan in place. The unit is required to create and implement a systemic, valid, and reliable assessment system.

### **Program Response:**

See the first four paragraphs in the previous response.

In doing so, we are ensuring that the data we collect are reliable, and we have identified ways to use that data to measure candidate growth at each of the three levels of our program. We have revised our *Indicator Assignments* (formerly referred to as Benchmark Assignments) and aligned them with a corresponding InTASC standard(s); these assignments are listed on our curriculum maps to indicate in which course they are assigned and to illustrate their alignment with the respective InTASC standard(s). Data from these Indicator Assignments are collected throughout the year to measure candidate's proficiency in the InTASC standards as they progress through all three levels of the TEP. As data are collected, the information is reviewed, shared and aggregated to assess the progress of students and to assess the overall program. Additionally, key indicators are put in place for students who are below proficiency in various points throughout the program. Remediation plans are in place for students who indicate a need for remediation.

*Validity & Inter-rater reliability:* We have also developed a revised assessment rubric for each *Signature Assessment* that all instructors use. The rubric relies upon a 4 point scale, and assessment criteria for each score are clearly articulated. The rubric is also aligned with a specific InTASC standard and it lists the indicators and competencies to ensure validity. To ensure inter-rater reliability, [Faculty 6] conducted training sessions in the fall of 2022 so that all full-time and adjunct faculty have a collective understanding of the four score points so that assessment is as consistent as possible.

**3. 79.13 (5)a:** Through interviews with the Education Department Chair, Unit Faculty, and a review of the Institutional Report, the team finds that there are no measures in place that collect data that is reliable and valid. It is required for the unit to develop and implement an assessment system that collects fair, reliable, and valid data that can be analyzed and used for decision making in the unit.

### **Program Response:**

The *Assessment Handbook* describes in detail our new program which utilizes three distinct forms of candidate assessment: Signature Assessments, Indicator Assignments and Dispositions Assessments. The *Assessment Handbook* lists Signature Assessments and their accompanying rubrics, the remediation policy, the three departmental *Curriculum Maps* (Elementary, Secondary & K-12 P.E., Art & Music), the *Dispositions Assessment Form*, how assessment unfolds at each of the three levels of our program, and mechanisms we will use for program assessment.

Our *Curriculum Maps* have been revised to identify assessment points as candidates proceed through the program. We now have three distinct curriculum maps to clearly denote where assessment occurs: Secondary Certification, Elementary Education & K-12 P.E., Art & Music. These maps identify at which level and in which course candidates complete Signature Assessments & Indicator Assignments; they also illustrate the Signature Assessments' and Indicator Assignments' alignment with the InTASC standards as well as when each is introduced, reinforced or emphasized.

Collection of fair, reliable and valid data: To ensure more reliable assessment practices, we have revised our 4 point assessment rubric to provide candidates, TEP faculty and cooperating teachers necessary criteria for assessment of these assignments. The rubric includes descriptors for each rubric score point. Furthermore, to ensure inter-rater reliability and to effectively measure our candidates' attainment of unit standards, [Faculty 6], our new Assessment Coordinator, now conducts assessment training sessions with all TEP faculty, including adjuncts. [Faculty 6] has also conducted a norming session this fall with all faculty using the Signature Assessments students completed this fall as models.

To ensure validity, the rubrics for all Signature Assessments have been revised and aligned with an individual InTASC standard; the rubric also identifies the standard's indicators and competencies have been identified.

Data collection: As students complete both Signature Assessments & Indicator Assignments, faculty score them using these rubrics; the scores are then recorded on a spreadsheet housed in Google Drive so that the data can be aggregated and reviewed by [Faculty 6] and TEP faculty throughout the year. See above evidence of Data Review Cycle.

**4. 79.13(5)c.** Through interviews with the Education Department chair, Unit Faculty, and a review of the Institutional Report, the team finds that multiple measures are not used to assess candidate progress on each unit standard. The unit is required to develop multiple measures for candidate attainment of unit standards as they develop and implement a new assessment system.

### **Program Response:**

Our new assessment system is described in detail in the *Cornell College Education Department Assessment Handbook*. Our revised system now provides multiple measures to assess candidate progress on each unit standard. This task is accomplished through the completion of *Signature Assessments* and *Indicator Assignments*, each of which is aligned with an individual InTASC standard(s). All *Signature Assessments* and *Indicator Assignments* are indicated on our

departmental curriculum maps. Furthermore, they are now strategically positioned in all three levels of the TEP so students complete these assignments in Level 1 in the 200 level courses, Level 2 in the 300 junior-level methods courses and Level 3 Student Teaching and the Senior Seminar course.

The rubrics for these Signature Assessments are listed in our Assessment Handbook. We also have 4 point rubrics that are consistently used by all TEP faculty for the Indicator Assignments, and we have also detailed the criteria for each score to ensure clarity for our students and faculty as well as inter-rater reliability.

**Evidence:** Cornell College Education Department Assessment Handbook  
Three separate curriculum maps

**5. 79.13(5)d.** Through interviews with the Education Department chair, Unit Faculty, Candidates, and a review of the Institutional Report, the team finds candidates are not consistently assessed on unit standards at different developmental stages. The unit is required to develop consistent assessment of unit standards at all development stages (ie. pre-admission, methods courses, and student teaching).

**Program Response:**

Our new assessment system is described in detail in the *Cornell College Education Department Assessment Handbook*. Our revised system now provides multiple measures to assess candidate progress on each unit standard. This task is accomplished through the completion of *Signature Assessments* and *Indicator Assignments*, each of which is aligned with an individual InTASC standard(s). All *Signature Assessments* and *Indicator Assignments* are indicated on our departmental curriculum maps, and they are dispersed through all three levels of the TEP.

As reflected on our department curriculum maps, candidates complete assessments at all three levels of the TEP. For instance, *Signature Assessments* are completed in Level 1 (pre-admission) in two introductory courses – EDU 205 *History of Education* & EDU 230 *Exceptional Learner*. Several *Signature Assessments* are then completed in Level 2 in the junior level methods courses, and then a few more are completed in Level 3 Student Teaching and EDU 483 *Senior Seminar*. The rubrics for all *Signature Assessments* are listed in our *Assessment Handbook*. These *Signature Assessments* are assessed via this rubric by all TEP faculty to ensure inter-rater reliability.

Candidates are also assessed regarding their attainment of unit standards via *Indicator Assignments*, each of which is aligned with an individual InTASC standard. These assignments are indicated on our curriculum maps which articulate in which course they are assigned as well as their alignment with the InTASC standard. All are assessed with the department 4 point rubric, and the criteria for each score point is listed to ensure clarity for our students and faculty as well as inter-rater reliability. [Faculty 6] has also conducted assessment norming and training sessions with all TEP faculty and adjuncts to ensure inter-rater reliability.

**Level 2 Clinical evaluation of students:** during level 2 of our program, students are evaluated on their attainment of the InTASC standards during their practicum clinical experiences. Each student’s cooperating teacher completes an online practicum evaluation form that is aligned with the InTASC standards.

**Evidence:** Assessment Handbook  
Curriculum maps  
Practicum Clinical Evaluation form

### **Level 3 - Student teaching assessment:**

**Weekly observations:** Student teachers are observed by the college supervisor at least three times per block; since our blocks span 3 and ½ weeks, students are almost observed on a weekly basis, and supervisors often observe them 4 times per block or more if additional support is needed. Supervisors complete a written evaluation of the student teacher during these observations and then conference with the student teacher to discuss the observation. Consequently, these regular observations measure on a consistent basis students attainment of the unit standards, and we believe it to be a particular strength of our program that we visit our student teachers on such a regular basis. All written observations are housed in the student's **Electronic File** housed in the Google drive.

**Evidence:** Weekly observation of Student Teachers

**Midterm & Final Written Evaluation & Conference:** Student teachers are assessed formally at the midterm and final point of their student teaching experience to measure their attainment of the InTASC standards. This assessment occurs via a Midterm and Final Evaluation form that is aligned with the standards. The student teacher, cooperating teacher and college supervisor all complete this form and then discuss the assessment during an three-way in-person conference. Students are assessed via the same 4 point rubric scale which is listed on the form along with descriptors for the assessment criteria. These evaluation forms are housed in the student's electronic file in Google drive.

**Evidence:** Student Teaching Midterm & Final Evaluation forms  
Student Teaching Handbook

**6. 79.13(5)e, g.** Through interviews with the Education Department Chair, Unit Faculty, Candidates, and a review of the Institutional Report, the team finds that a benchmark assignment plan in place, but a lack of consistency in grading of these assignments for candidate feedback on attainment of unit standards. The unit is required to develop consistency in assessing the benchmark assignments for candidate feedback on progress towards attainment of unit standards. The unit is also required to implement additional benchmark assignments that would assess candidates at all checkpoints in the program.

### **Program Response:**

Candidates are now assessed regarding their attainment of unit standards via *Signature Assessments & Indicator Assignments*, each of which is aligned with an individual InTASC standard. These Signature Assessments and Indicator Assignments are indicated on our curriculum maps which articulate in which course they are assigned, their alignment with the InTASC standard and whether they are introducing, reinforcing or emphasizing the InTASC standard.

The *Signature Assessments* are assessed with a specific rubric, and both the assignment and its rubric are listed in our *Assessment Handbook*. All of the *Signature Assessments*, as well as their accompanying rubrics, are newly developed to ensure that candidates are being assessed on their attainment of the InTASC standards. Furthermore, these assignments are dispersed at all three levels of the TEP to ensure assessment at all checkpoints in the program. We have also revised our Benchmark Assignments and now call them *Indicator Assignments*; *these assignments* are aligned with the InTASC standards and dispersed at all three levels of our program to measure candidates' attainment of unit standards. Previously, we did not have Indicator Assignments at Level 1 but we have developed assignments in EDU 215 and EDU 230 to assess students in Level 1 of our program.

These *Indicator Assignments* are assessed with the departmental 4 point rubric, the criteria for which has been collectively determined by the members of the department for consistency and reliability. Throughout the year, the assessment coordinator works closely with each professor to ensure inter-rater reliability on each of the benchmark assignments.

The Indicator Assignment is noted on the course syllabus, and the instructor makes it explicitly clear to students which InTASC standard(s) that assignment aligns with so students can see how they are meeting the 10 InTASC standards as they proceed through the TEP. Students receive their 4 point rubric score along with instructor feedback. As noted earlier, these scores are recorded on a spreadsheet in Google drive so that we can aggregate data for candidate and program assessment.

**Evidence:** [Indicator Assignment on Course Syllabus - EDU 328 Secondary Pedagogy, Literacy & Management Theory](#)  
[Indicator Assignment for Classroom Management Plan Paper - EDU 328](#)  
[Signature Assessment for InTASC Standard # 3](#)  
[Cornell College Handbook](#)  
[Syllabus Review Folder](#)

Assessment Coordinator [Faculty 6] conducted training and norming sessions with all TEP faculty and adjunct faculty in the fall of 2022 regarding assessment of both *Signature Assessments* and *Indicator Assignments* ensure inter-rater reliability; she will continue these norming session in the spring of 2023 as we continue to collect sample student work from the *Signature Assessments*.

**Evidence:** Curriculum Map

**7. 79.13(6)a, b.** Through interviews with the Education Department Chair, Unit Faculty, and a review of Department meeting minutes, survey results, and the Institutional Report, the team finds no evidence that reliable/valid data is used for program evaluation. The unit is required to develop and validate a documented process of when program data will be analyzed and how data will be used to improve the program.

### **Program Response:**

We now have in place a clear procedure for collecting candidate assessment data via completion of the *Signature Assessments*, *Indicator Assignments*, Practicum Evaluations and Student Teaching Midterm and Final Evaluations. Scores from all of these assessment measures (which occur at all three levels of the TEP) are recorded on a spreadsheet housed in Google Drive for the purposes of candidate and program assessment.

Assessment Coordinator [Faculty 6] aggregates this data on an ongoing basis to measure our students' attainment of unit standards; [Faculty 6] shares this information periodically at monthly department meetings, which include TEP full-time and adjunct faculty, and in a more formalized way at the two separate assessment meetings per semester. The advantage of the "one course at a time" block method is that the data can be collected, processed, and reviewed incrementally through the year. The assessment coordinator has also utilized the help of the Cornell Director of Institute Effectiveness, for review of the data prior to the first assessment meeting in October, 2022. [Faculty 6] will also conduct a year-end all-day assessment meeting in late May where TEP will review the yearly data to assess candidates and the program. We will also use the meeting to review the First-Year Teacher Survey data. If a full-time or adjunct faculty member cannot attend one of these meetings, [Faculty 6] will share the information with

them on an individual basis. The end of year analysis will help our department to make decisions about areas in need of improvement.

It has been our past practice to carefully read and review the First- Year Teacher surveys the State conducts and distributes to TEP programs in late May of each year. We all read this report prior to the meeting and then comb it for trends. We record these trends in a summary memo so that we can consider program changes and revisions. Based upon this data, we have often made changes to our assignments, pedagogy, courses and program.

**Evidence:** Memo for Year-End Assessment Meeting June 2022  
Practicum Eval Data Report Review - Oct 2022  
Student Teacher Midterm Report Review - Oct 2022

**8. 79.13(6)c.** Through interviews with the Education Department Chair, Unit Faculty, and a review of department meeting minutes and the Institutional Report, the team finds no evidence of specific examples of how current assessment practices are used to make improvements in the program. The unit is required to develop a documented process of improvements made in the program based on an analysis of data collected in the newly developed and implemented assessment plan.

**Program Response:**

See response on p. 37 Chapter 79.13(5)a

**Evidence:** Memo for Year-End Assessment Meeting June 2022  
Practicum Eval Data Report Review - Oct 2022  
Student Teacher Midterm Report Review - Oct 2022  
Assessment Data Cycle above and on pp.35-36 of Assessment Handbook

**9. 79.13 (6)d.** Through a review of surveys, the Institutional Report, and interviews with the Department Chair and Unit Faculty, the team finds limited sharing of data with stakeholders. The unit is required to develop a process of how data will be shared with stakeholders on at least an annual basis. Stakeholders include, but are not limited to, adjunct faculty, Master teachers, cooperating teachers, supervisors, advisory board members, and Cornell administration.

**Program Response:**

[Faculty 6], our Assessment Coordinator, will now share assessment data at regular department meetings and also conduct two separate assessment meetings, more if needed, per semester, hence four separate assessment meetings per year. These meetings include all TEP faculty and adjunct teaching faculty and college supervisors during their teaching block. Any assessment information will also be shared with adjunct teaching faculty and college supervisors on non-teaching blocks. The department will also conduct a full-day year-end assessment meeting to discuss yearly assessment data and the results of the First-Year Teacher survey data provided by the State of Iowa. [Faculty 6] will also share year-end assessment data that has been aggregated and will also be shared with the Provost and Director of Institutional Research.

Master teachers: [Faculty 1] now coordinates the secondary methods that involve master teachers, so she and [Faculty 6] will conduct a separate meeting with these teachers to share and evaluate assessment data.

Cooperating teachers: [Faculty 6], as Student Teaching Lead Supervisor, will share assessment data at the Cooperating Teacher workshop that is hosted in late August of each academic year. This meeting will be recorded so teachers who cannot attend have the opportunity to learn this information.



Advisory Board: we reach out to our Advisory Board members via email every fall to solicit feedback regarding specific posed questions; this process will now include the sharing of assessment data. We then meet in person with our Advisory Board on campus every spring (typically in April) to have a more substantive conversation; this meeting will now include the sharing of assessment data.

**10. 79.13(6)e.** Through a review of the Institutional Report, department meeting minutes, and interviews with the Education Department Chair and Unit Faculty, the team finds there is no documented evidence of data aggregation, analysis, and evaluation of assessment on a regular cycle. The unit is required to develop a plan of regular data aggregation, analysis, and evaluation; and document what was aggregated, analyzed, and evaluated in their regular cycle.

### **Program Response:**

We now have [Faculty 6] functioning in the role of Department Assessment Coordinator. [Faculty 6] will be responsible for all data aggregation, analysis, and evaluation of assessment on a regular cycle. She will then share this information with TEP full-time and adjunct faculty periodically at monthly department meetings, and she will conduct two separate assessment meetings per semester (hence four separate meetings per year) and a full day assessment meeting at the end of each academic year. [Faculty 6] will also work closely with the Director of Institutional Research, as well as [Assessment Consultant 1] at the University of Iowa to continually hone this process. We now have in place a clear procedure for collecting candidate assessment data via completion of the Signature Assessments, Indicator Assignments, Practicum Evaluations and Student Teaching Midterm and Final Evaluations. Scores from all of these assessment measures (which occur at all three levels of the TEP) are recorded on a spreadsheet housed in the Google drive. [Faculty 6] then will aggregate this data on an ongoing basis to measure our students' attainment of unit standards; she will share this information periodically at monthly department meetings and in a more formalized way at the two separate assessment meetings per semester as well as the year-end assessment meeting in late May. Detailed minutes of this meeting will be recorded so that it is documented how the department is using this data for the purposes of program improvement.

As noted above, it has been our past practice to carefully read and review the First- Year Teacher surveys the State conducts and distributes to TEP programs in late May of each year, and we will continue to do so. We will all read this report prior to the meeting and then collectively comb it for trends at this year-end meeting. We will record these trends in a summary memo so that we can consider program changes and revisions. Based upon this data, we will continue to make changes to our assignments, pedagogy, courses and program.

### **Evidence:**

- Practicum Eval Data Report Review - Oct 2022
- Student Teacher Midterm Report Review - Oct 2022
- Assessment Data Cycle (pp. 35- 36 of handbook)

**11. 79.13(7)** Through a review of surveys, the Institutional Report, and interviews with graduates, the Education Department Chair, and Unit Faculty, the team finds no evidence of how graduate survey results are used for program improvement. The unit is required to develop and implement a plan of how survey results will be used to guide program improvement.

### **Program Response:**

Although we did neglect to engage in the review of graduate survey results in the spring of 2020 due to covid quarantine policies, this is a process we have typically engaged in on yearly basis.

The department chair distributes all survey results to TEP faculty, asking them to read carefully, prior to a year end meeting; this full day meeting is typically hosted in late May or early June. Our procedure has been to discuss the survey results, identify patterns in the quantitative and qualitative data, and then write a summary report so that we can revise our pedagogy and curriculum. As articulated in our IR, we have made many program adjustments and additions over the years to address expressed concerns, and we can summarize some of these changes again here if needed.

Listed below are the past summary notes from these meetings.

**Evidence:** Year-end survey data meeting

**Program change:** Moving forward, we will task our Assessment Coordinator, [Faculty 6], with systematizing this process even further. We will ensure that an Agenda is kept on file as well as summary notes. We have, admittedly, not always documented these meetings or recorded the sentiments of the conversation in meeting minutes but we will do so in the future. We will carefully document any program changes made on the basis of this survey data.

**Samples:** Midterm Data & Final Student Teaching Data  
Year End Meeting Analysis of Qualitative & Quantitative Data 2020  
Year End Meeting Analysis of Qualitative & Quantitative Data 2021

### **Sources of Information:**

Interviews with: Education Department Chair; Unit faculty; Candidates; Master Teachers; President; Vice President of Academic Affairs; Associate Deans of the College; Vice President Chief Operating & Chief Financial Officer; Adjuncts; Education Lead Supervisor; Education supervisors; Placement Officer

Review of: Course syllabi; Student records; Institutional Report; Program Response to Review Team's Initial Report; Education Department meeting minutes; Survey results

## **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.

[**ARC 8053B**, IAB 8/26/09, effective 9/30/09; **ARC 1117C**, IAB 10/16/13, effective 11/20/13; **ARC 1780C**, IAB 12/10/14, effective 1/14/15; **ARC 5330C**, IAB 12/16/20, effective 1/20/21]

### **Commendations/Strengths:**

- The unit has strong relationships/partnerships with area PK-12 schools.

## Recommendations:

*(Recommendations are made to inform the program for continuous improvement only. A response is required but no action is required.)*

1. 79.14(1) Through interviews with the Student Teaching Lead Supervisor, and other supervisors, the team found evidence that expectations are shared with cooperating teachers through the Student Teaching Handbook, access to Google Doc forms, and informal oral communications between the cooperating teachers and the unit's faculty. However, there doesn't appear to be any formal assurance that cooperating teachers understand the expectation. Since clear communications will help cooperating teachers to meet the expectations of the unit, the team recommends the unit consider a more formal process for "on-boarding" cooperating teachers and a method to assess their understanding of the expectations placed upon them.

### Program Response:

The Cooperating Teacher Workshop hosted by Lead Supervisor [Faculty 6] is very specific in terms of expectations of cooperating teachers; all information is presented in a detailed Powerpoint presentation that is discussed in detail during the workshop; the Power point is then made available to any and all teachers who could not attend the workshop. However, moving forward, [Faculty 6] will forward this power point to the cooperating teachers so they have continued access to the information. Furthermore, we will ask our supervisors to make a concerted effort to follow up with cooperating teachers after their initial 3 way conference at the beginning of student teaching to provide additional support and ensure that cooperating teachers understand their expectations. We have done this in an informal manner during our weekly observations and visits but moving forward we will be more intentional. The information shared this year was formalized through a supervisor checklist and through mentor teacher training.

**Evidence:** Mentor Teacher Workshop 2022  
Three Way Initial Meeting Checklist

2. 79.14(5) Through the review of the Field Experience Contract, the team found conflicting language in regard to the total time required of teacher candidates prior to acceptance into the program. The top of the form states 15 hours over a 2-day period; however, the start time of 8:00am and end time of 3:15pm as stated at the bottom of the document equates to 14.5 hours-not 15 hours. The team recommends that the unit review their documentation to accurately reflect the number of hours expected in the teacher candidate's Field Experience that will meet the minimum 10-hour requirement prior to acceptance into the program.

### Program Response:

We will adjust the language in all of our TEP materials to state that students complete a minimum of 10 hours of practicum.

3. **79.14(5)** Through the review of the "Evaluation of Practicum Assignments" form, the team found inconsistent language used throughout the form. "Ratings the Level of Performance" language doesn't have common language in the descriptions. In addition, the evaluation scale is not tied to the InTASC or Iowa Teaching Standards. The team recommends to the unit to revise this evaluation tool to align with program standards and to use common language throughout the form.

### Program Response:

We have revised this form to ensure consistency in language; we have also revised the evaluation scale to align with the InTASC standards.

**Evidence:** [Revised Online Practicum Evaluation form](#)

**4. 79.14(7)** Through the review of the “Student Teaching Contract for Athletic/Co-Curricular Participation” form, the team found incomplete contracts with missing signatures from interested parties. The team recommends to the unit to ensure that all appropriate signatures are secured and kept on file.

**Program Response:**

Moving forward, we will ensure that all contracts are signed and placed into students’ files. However, not all students sign this form because not all students are athletes. We only require students who are athletes to sign the form, hence the reason that some forms are not placed in students’ files as these students have no reason to sign the form.

**Evidence:** [Student Teaching Contract for Athletics](#)

**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)** Through the review of Cooperating Teacher Survey and interviews with Student Teaching Lead Supervisor, and Education Supervisors, the team found no evidence of evaluating college/university supervisors, and/or the cooperating teachers. The unit is responsible to select, prepare and evaluate both Supervisors and Cooperating Teachers.

**Program Response:**

At the end of each block of their student teaching experience, students evaluate their college supervisor. This evaluation is sent through Institutional Research and made available to the college supervisor upon completion of the block. These evaluations are reviewed by both the Chair of the Education Department and the Lead Supervisor [Faculty 6] to ensure quality in the student teaching supervision at the end of each semester. If there are concerns about a college supervisor’s performance based upon the Lead Supervisor’s interactions or student comments, then the Lead Supervisor conducts a meeting to discuss these concerns with the college supervisor. We will continue this evaluation process.

The Lead Supervisor will now provide an evaluation to student teachers where they have the opportunity to evaluate their cooperating teacher at the end of their student teaching experience. We are also now asking our college supervisors to evaluate the cooperating teacher with whom they work. The unit will then review these evaluations to assist with future placements and ensure that we are placing students with quality cooperating teachers. Data about cooperating teachers is documented in the department database so that we have consistent and detailed information about the cooperating teachers we are using for practicum and student teaching placements.

This assessment of cooperating teachers will be two-dimensional in that both the supervisor and the student teacher will evaluate cooperating teachers. This information will be kept on file to provide insight and guidance to us as we make future practicum and student teaching placements.

**Selection & preparation of supervisors:** In terms of college supervisors, the Lead Supervisor completes on-board training to ensure that they are knowledgeable and prepared about Cornell College student teaching requirements. Several meetings, sometimes in person and sometimes Zoom, are conducted with supervisors before they begin their supervision, and the Lead Supervisor checks in with all supervisors on a weekly basis; the Lead Supervisor also

reports back to the Chair and other TEP faculty regarding supervision and the college supervisor's performance. These meetings will be documented.

**Preparation of cooperating teachers:** In regard to cooperating teachers with whom we work for practicum placements, a detailed letter is sent prior to the beginning of the practicum experience. This letter details the clinical experience dates, expectations, course assignments and dispositional expectations; it also provides guidance to cooperating teachers about their role and the support they can offer to the students during the practicum and student teaching experience.

**Evidence:** Faculty letter sent to practicum teachers

Prior to the start of student teaching, a packet of information is mailed to the cooperating teacher that includes the Student Teaching Handbook. This handbook articulates all policies and provides direction to cooperating teachers. It also includes the Student Teaching Contract, assessment materials such as the Midterm and Final Evaluation forms and the mock interview.

At the start of each and every student teaching placement, a three way in-person meeting takes place between the Student Teacher, Cooperating Teacher and Supervisor to discuss the *Student Teaching Handbook*, review expectations, go over the Midterm and Final Evaluation form, the Mock Evaluation, complete the *Student Teaching Contract*, and to assist with training and preparation for the responsibilities of the cooperating teacher and expectations of the student teacher. This meeting typically takes 2 hours and is conducted during the 1<sup>st</sup> two weeks of student teaching.

A cooperating teacher evening workshop is also hosted in the fall of each year to prepare cooperating teachers. This workshop is conducted in person but teachers can also zoom in to obtain the training and information. [Faculty 6] conducts this meeting which typically spans 3 hours. [Faculty 6] provides a Powerpoint presentation to cooperating teachers and there is an opportunity for discussions and questions. If teachers cannot participate in person or via zoom, [Faculty 6] reaches out via email and also sends the Powerpoint and any other items to the teachers.

**Evidence:** Agenda for mentor teacher workshop & powerpoint  
Checklist for Initial Meeting  
Cooperating Teacher Training Presentation  
Student Teaching Handbook  
Mentor Teacher Evaluation Form

**2. 79.14(3)** Through the review of the Student Teaching Handbook & Student Files and interviews with Student Teaching Lead Supervisor and Field Placement Coordinator, the team found no evidence of evaluating the teacher candidates' achievement of unit standards. The unit is required to provide clinical experiences that are structured and have multiple performance-based assessments at key points within the program to demonstrate candidates' attainment of unit standards.

### **Program Response:**

We think it important to note that we maintain two types of files – paper and electronic.

*Electronic files:* Almost all relevant information (including evaluations of students' clinical experiences) is kept in a student's electronic file. All TEP members and students have access to these electronic files which are housed in the Google drive. These electronic files provide consistent access to student teachers, supervisors and cooperating teachers for the purposes of providing ongoing and timely feedback as required by this standard.

*Paper files:* We then maintain paper files for materials of a confidential nature such as disclosure statements that students complete prior to practicum clinical experiences (information divulged on these forms is of a very personal nature).

*Practicum Evaluation of clinical experiences:* In regard to practicum experiences, students are evaluated via an online practicum evaluation form so they are receiving feedback regarding their attainment of unit standards. [Admin Assistant] sends this online form directly to the student's cooperating teacher. This evaluation form is housed in the students' electronic file and shared with the student before the end of the block.

We require students to complete a Practicum Log that tracks their completed practicum hours; their cooperating teacher must sign and date this form. Furthermore, students cannot receive a grade for the course until the cooperating teacher's online practicum evaluation form is returned as well as their Practicum Log. If not returned, the student will receive an In Progress (IP) grade until the form is received. This information is communicated to both the student and the cooperating teacher and it is incumbent upon the student to ensure that the evaluation form is returned. This change is designed to ensure that all students receive feedback for their practicum clinical experiences. The log is designed to ensure that all required clinical hours are completed.

**Documentation of clinical practicum hours:** Documentation of all practicum clinical experiences and hours completed is recorded on a spreadsheet housed in the Google Drive. This information includes school site, content area, grade level, cooperating teacher, practicum dates and hours. Our Assessment Coordinator has put into place a longitudinal tracking system of each InTASC standard to ensure multiple performance based assessments.

Practicum Tracking Hours by Student Years ( tabs)

[Practicum Tracking](#)

[Practicum Online Evaluation form](#)

*Student Teaching Evaluation of Clinical Experiences:*

In regard to student teaching clinical experiences, the following data points are filed in these electronic files:

1. Weekly observations of student teaching clinical experiences (completed by college supervisor) with feedback provided based upon the InTASC Standards and Humanistic Dispositions.
2. *Midterm Evaluations* completed by student teachers, supervisors and cooperating teachers.
3. *Final Evaluations* completed by student teachers, supervisors and cooperating teachers.
4. Entire files for each student teacher of their lesson plans and assignments, which are reviewed by supervisors and cooperating teachers for ongoing feedback.
5. Mock Evaluation & its acknowledgement of completion by cooperating teacher.

**Evidence:** since these are private files, we cannot upload as evidence but are happy to provide samples during a site visit.

**3. 79.14(5)** Through the review of the student records and interviews with faculty, the team found no evidence of data verifying the completion of a minimum 80 hours of pre-student

teaching field experiences. While there is a log of hours taken by the TEP Coordinator, there is no formal record from the cooperating teacher verifying field experience hours completed by teacher candidates. The unit is required to provide evidence of a teacher candidate's 80 hours of field experience.

### **Program Response:**

We now require all practicum students to complete a log during their clinical experiences. This log must be signed and dated by the cooperating teacher and returned to the course instructor. Students cannot receive a course grade until both the practicum log and the cooperating teacher's evaluation of the student are submitted. These logs are now placed in the student's individual folders to ensure and track completion of the 80 clinical hours of pre-student teaching field experiences.

**Evidence:** Practicum Log

**4. 79.14(5)** Through the review of the Field Experience Contract, the team found no evidence of verifying the teacher candidates' 10 hours of pre-student teaching field experiences prior to acceptance to the program. The unit is required to provide evidence of a teacher candidate's 10 hours of field experience prior to acceptance into the program.

### **Program Response:**

Students complete 10 hours of pre-student teaching field experiences while enrolled in EDU 215 Educational Psychology. To verify completion, they track the hours on their practicum log which the cooperating teacher signs and dates; this form is then turned into the TEP Coordinator.

**Evidence:** Practicum Log

**5. 79.14(7)** Through the review of student records, the team found evidence that some students are not experiencing a full-time experience for a minimum of 14 weeks in duration during the teacher candidate's final year of the teacher preparation program. The unit is required to provide evidence of a teacher candidate's student teaching experience that meets the minimum 14 weeks.

### **Program Response:**

The Lead Supervisor, [Faculty 6], and TEP Placement Coordinator carefully track all student teaching experiences to ensure that a minimum of 14 weeks is completed, and this will continue to be standard practice. If students are short on weeks according to the block calendar, then they may be required to complete additional time in the classroom that extends outside of Cornell's academic calendar. We accomplish these additional weeks in one of the following ways:

- They may be required to return to campus early in August (before Cornell's fall semester begins).
- They may be required to teach later in December after Cornell's semester ends.
- They may be required to return to campus in early January before block 5 begins.

We diligently track the calendar to ensure that all students complete a minimum of 14 weeks of student teaching, and we will continue to do so. We acknowledge that in the past we may not have indicated this additional student teaching time outside the block calendar in each student's folders, but we will do so in the future. We will make sure that in such instances, this calendar is documented by noting start and end dates that go outside the traditional Cornell College block calendar. See the second tab of Student Teaching Placements for an example of last year's 14 Week Counter: 2021-22 Student Teaching Placements spreadsheet shared as evidence



**6. 79.14(7)** Through the review of student records, the team found no evidence that teacher candidates are in communications and have interactions with parents or guardians of students in the teacher candidate's classroom. The unit is required to provide evidence of a teacher candidate's student teaching experience that meets the requirement to communicate and have interactions with parents or guardians during their student teaching experience.

### **Program Response:**

All students are required to write and distribute a parental letter at the beginning of their student teaching experience, a practice that has been in place for many years. This letter is discussed by the Lead Supervisor in the *Student Teaching Evening Seminar* course and reviewed by both the Lead Supervisor and the cooperating teacher prior to distribution to parents. In addition, all student teachers participate in and often lead parent teacher conferences during their student teaching experience. They also communicate with parents regularly via email and in-person conferences.

Furthermore, while enrolled in the Evening Seminar course which students take simultaneously to their student teaching, they are required by the Lead Supervisor, [Faculty 6], to write a letter to their students' parents. Each student's completed letter is included in their electronic Student Teaching folder).

We also require student teachers to write a reflection of their experiences regarding parent teacher interactions and/or conference; in doing so, we reference the original parent letter they authored during their student teaching.

Below is the evidence of the assignment given to student teachers during their student teaching seminar:

[\(Completed\)A1- Sample Introductory Letter](#)

**7. 79.14(7)** Through the review of student records, the team found no evidence that student permanent records include a completed evaluation of the teacher candidate's performance in their student teaching experience. The unit is required to collect and retain this data in the student's permanent records.

### **Program Response:**

These evaluations can be found in our students' electronic files. Formal written *Midterm and Final Evaluations* are completed of the student teacher's performance at both the midterm and final point of their student teaching. Both the Midterm and Final Evaluation Conference involves an in-person meeting that includes the student teacher, cooperating teacher and college supervisor, all of whom complete a written formal evaluation. This conference typically spans 1 and 1/2 to 2 hours. The evaluation forms are placed in the student teacher's student teaching electronic folder which is housed in Google drive; consequently, there is a permanent record.

*Students electronic files:* the following data points regarding student teaching clinical experiences are placed in these files:

- Weekly observations of student teaching clinical experiences with feedback provided based upon the InTASC Standards and Humanistic Dispositions.
- *Midterm Evaluations* completed by student teachers, supervisors and cooperating teachers.
- *Final Evaluations* completed by student teachers, supervisors and cooperating teachers.
- Entire files for each student teacher of their lesson plans and assignments, which are reviewed by supervisors and cooperating teachers for ongoing feedback.
- Mock Evaluation

Since this is confidential information, we cannot upload it but could provide at time of a site visit. However, a copy of these evaluation forms can be found in the *Student Teaching Handbook* which is linked below.

**Evidence:** [Student Teaching Handout that includes Midterm & Final Evaluation Forms](#)

**8. 79.14(8)** Through the review of the mentor teaching workshop agenda and PowerPoint, the cooperating teacher surveys, and interviews with faculty, the team found no evidence of the unit annually offering one or more workshops for cooperating teachers that defines the objectives of the student teaching experience, reviews the responsibilities of the cooperating teacher, and provides the cooperating teacher information and assistance the unit deems necessary for the equivalency to one day.

### **Program Response:**

We have consistently offered Mentor Teacher Workshops in mid to late August of each academic year. In the fall of 2022, a 3 hour Mentor Teacher Workshop was conducted, and Lead Supervisor [Faculty 6] shared this information with cooperating teachers in attendance; for teachers who could not attend, [Faculty 6] sent them a copy of all materials. During this workshop session, the objectives of the student teaching experience were clearly articulated as well as the cooperating teacher's responsibilities. [Faculty 6] also addressed assessment information with the teachers, particularly in regard to the 4 point rubric scale. The goal was to help teachers better understand the assessment criteria for each rubric score point prior to their completion of the Midterm and Final Evaluation forms—the end goal being to ensure greater inter-rater reliability amongst our cooperating teachers.

*One day equivalency:* The remaining hours for the one day equivalency are met in the following ways:

- A 2 hour in-person meeting with cooperating teacher, student teacher and college supervisor at beginning of student teaching experience
- 2 hours required by the cooperating teacher to read the *Student Teaching Handbook* by cooperating teacher.
- 2 hours to complete the Midterm Conference with cooperating teacher and student teacher.
- 2 hours to complete the Final Evaluation Conference with cooperating teacher and student teacher
- *In person meeting with cooperating teacher at beginning of student teaching experience:* We conduct an in-person meeting with cooperating teachers at the beginning of the student teaching experience where additional information is provided to the cooperating teacher by the college supervisor; this meeting typically takes two hours, occurs in the first week of the student teaching experience and is guided by information stated in the *Student Teaching Handbook*. During this meeting, the *Student Teaching Contract* is collaboratively authored by the cooperating teacher, student teacher and college supervisor, so that all expectations are rendered clear, and so that the student teacher has a clear trajectory of what his/her student teaching experience will look like as it unfolds during the 14 weeks. All of this information is also provided in the *Student Teaching Handbook* which is given to the cooperating teacher in advance of this meeting.

**Program change:** Our Lead Supervisor, [Faculty 6], now provides explicit instruction to cooperating teachers who host a student teacher. This instruction covers discussion of our 4 point rubric so teachers understand each score point as well as our evaluation expectations on the Midterm and Final Evaluation forms. By expliciting discussing this assessment criteria, we

are ensuring greater inter-rater reliability amongst our cooperating teachers as they assess our student teachers.

**Evidence:** [Midterm & Final Eval: Handbook](#)  
[Three Way Meeting w/ Cornell Supervisor \(Checklist\)](#)  
[Training for Mentor Teachers provided in Fall 2021: Fall of 2022](#)  
[Follow Up Memos/Training on Consistent Feedback](#)

Additionally, on [9/16/22 an email with details directions related to expectations and directions reviewing this information to ensure continuity just prior to completion of the midterm eval \(week of 9/19/22\)](#)

We will hold another mentor teacher workshop in August of 2023, and we will ensure that all of this information is explicitly addressed.

### **Sources of Information:**

Interviews with: Teacher Education Program Coordinator; Lead Student Teacher Supervisor/Adjunct Professor; Adjunct Professor, Education; Director of Student Services; Registrar; Director of Information Technology; Education Supervisors focus group; Student Teachers focus group  
Review of: Institutional Report; Student records (Hard Copies); Student Records (Electronic Copies); Field Experience Monitoring Tool (Electronic Copy); Cornell College Student Teacher Final Evaluation; Cooperating Teacher Survey; Student Teacher Handbook; Student Teaching/Field Supervisor Agreement; Classroom Observation Form; Student Action Plans; Mentor Teaching Workshop Agenda/PowerPoint; Course syllabi; Candidate Feedback Responses; Adjunct Faculty Responses; Alumni Feedback Responses; Cooperating Teacher Feedback Responses; Cooperating Admin Feedback Responses; Supervisors Feedback; Advisory Committee Feedback; Visits to classrooms and discussions with students

## **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. A response is required but no action is required.)*

**1. 79.15(1)** Review of the syllabi, low pass rates in program completion testing, and multiple attempts on the Praxis suggest that students' understanding of general and subject-specific content knowledge acquired through engagement in the Liberal Arts core is not adequate. The unit contributes to the Liberal Arts Core by offering EDU 205 (History of Education), EDUC 319 (Children's Literature), and EDU 240 (Education and Culture) it is recommended that the unit explore ways that the content of the liberal arts core is integrated into education courses (such as methods) to ensure mastery of the content. It is also recommended that the unit revisit the assessment of these courses to better meet the needs of education preparation candidates.

## **Program Response:**

EDU 240 Education & Culture and EDU 205 History of Education are interdisciplinary courses that embrace the liberal arts in substantive ways. EDU 240 includes the study of multicultural literature via students' reading and analysis of Alice Walker's novel *The Color Purple*. Furthermore, students, via course readings and discussion, also engage in the study and analysis of anthropology, history, sociology, music and art. EDU 205 History of Education embraces study of history and philosophy, and so both courses engage our students in substantive liberal arts study.

In regard to our methods courses, they are also interdisciplinary and thus embrace the liberal arts core. For secondary certification students, both EDU 328 and EDU 301 offer study of poetry, fiction, history, art and rhetoric to name just a few subjects, and students are taught the importance of embracing the liberal arts in their own teaching via their development of individual lessons and unit plans. Students are required to show evidence of interdisciplinary instruction in the two week unit plan they write in EDU 328, as well as in their Microteaching lesson and instruction. Our elementary education students consistently embrace the liberal arts core as they complete 7 methods courses and INT 121 Communication and Education. INT 317 specifically helps students to understand the importance of arts integration in the curriculum.

We assess their understanding and ability to embrace and incorporate the liberal arts core into their own learning and pedagogy via their development of individual lesson plans, unit plans, course papers and group and micro teaching sessions in class. We will continue to measure this ability and consider new and even more effective ways to do so moving forward.

**2. 79.15(2)** Through review of the IR, curriculum map, course syllabi, interviews with faculty, and interviews with teacher candidates, the team found that the teacher candidates receive dedicated coursework related to the study of human relations, cultural competency, and diverse learners. Concepts are introduced in the 200-level foundational courses and reinforced in EDU 240, EDU 205, EDU 301, EDU 328, and INT121. Review of course syllabi indicated that for secondary students the EDU328 Secondary Literacy, Pedagogy and Management Theory course does not include any InTASC standards focused on diverse learners. Furthermore, Interviews with candidates indicated that instructional methods may not align with the practices they are

seeing in the K12 setting. It is recommended that the unit ensures that the variety of courses adequately address instructions and methods at different levels in the program, to support diverse learners.

### **Program Response:**

EDU 328 *Secondary Literacy, Pedagogy & Management Theory*: Secondary certification students are exposed to diverse learners in this course via readings and discussions. The course text delves into said issues in both a holistic and specific manner. Students also read a separate article about dyslexia and thereby gain an understanding of the idiosyncratic needs of specific students; they then complete the online dyslexia training and must provide the certificate of completion to the course instructor. Issues of race, class, gender, ethnicity in regard to classroom practice are discussed throughout the course. Students also study the notion of cultural capital via study of Bourdieu's theory and thus come to understand how socio-economic factors come into play in the classroom sphere. This conversation is followed through study of Lisa Delpit whose scholarship adds dimension as it also addresses issues of race and its interplay with socio-economic factors. This information is provided via course handouts and the reading of the course text, and students are assessed via quizzes, exams, papers and class discussion.

**3. 79.15 (2)** Throughout the interview with the candidates, review of assignments, and curriculum the team found the lesson plan requirements are vastly different in different courses. The unit may consider review of expectations for assessment of lesson plan development and assessment. This may also lead to the collection of more reliable data to inform instruction as well as the sharing of constructive feedback.

### **Program Response:**

As a department, we are currently examining the lesson plan templates that all TEP members utilize to determine whether our students would be better served with a common template. We are somewhat divided on this issue as there are pros and cons of learning and working with different modalities, and as practitioners, students may be required to utilize different formats. Furthermore, our respective disciplines have different needs, and so a lesson plan template that suits PE or Music may not necessarily work well for elementary education. We are, however, exploring this issue.

**4. 79.15(2)a-f.** Through the review of the syllabi, interview with the candidates, and review of the IR, EDU 302, EDU 328 were listed as a course that support secondary candidates' competencies to meet the needs of all learners listed in 79.15(2) a-f. The review of the course syllabi, book, and assignments indicates that the candidates are gaining theoretical and philosophical understanding of lesson planning and needs of the diverse learners, however the evidence doesn't support the candidates gaining skills to differentiate and support all their learners listed in 79.15(2) a-f. It is recommended that the unit review and revise the course material to provide additional practice and assessment of candidate performance in all those sub standards as listed in this standard.

### **Program Response:**

In regard to EDU 328, the following objectives have been added to the course syllabus:

- Students will gain an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2; intercultural literacy)
- Student will develop the ability to identify and meet the needs of all learners, including students from diverse ethnic, racial and socioeconomic backgrounds, students with disabilities, students who are struggling with literacy, including dyslexia, students who are gifted and talented, English language learners, and students who may be at risk of not succeeding in school (InTASC 1 & 2, vocation)

- Students will study classroom management theory and techniques to effectively manage their own students and address high-risk behaviors including behaviors related to substance abuse. (InTASC 3, vocation)
- Students complete readings in the course text, as well as additional readings, and engage in class discussion to fulfill these objectives. For instance, students study Bourdeiu’s theory of cultural capital to help them understand how and why economically-disadvantaged students sometimes struggle and even fail in school. Students also study Lisa Delpit to gain an awareness of how issues of race, class and gender can function in tandem to disadvantage some students. By studying both theorists, students become better equipped to meet the needs of said learners. They will also be expected to consider how they might accommodate these students and attend to their academic, social and personal needs when writing lesson plans, and designing and organizing curriculum and assessment pieces. Consequently, students will fulfill the criteria cited in 79(15)2 a-f:
- “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. 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.”
  - Signature Assessment #2 Sample
  - Classroom Management Plan for At Risk Sample
  - Group Teaching Feedback
  - Sample Student Work on Culture Responsiveness
  - At Risk Youth Assignment
  - The EDU319 Children’s Lit Course and its syllabus have been revised

**5. 79.15(5)b, d, e, g.** The team found that science and social studies methods are taught together in a single block. Interviews with candidates, and faculty members indicate limited opportunity for candidates to master proficiency. Since instructional strategies for these disciplines can be very different the unit may want to consider separating them into two courses.

### **Program Response:**

We are currently reviewing the curriculum in this course to determine if our students would be better-served with two separate courses; however, dividing them would mean the addition of another course which poses particular challenges in terms of lengthening the elementary education major and gaining the college’s willingness to approve a curricular addition as all such additions must go through the Programs Committee.

### **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-f.** The evidence provided through the example of assignments and activities in the courses syllabi, interview with the candidates, and alumni, review of alumni survey feedback, indicate that candidates are introduced to the diverse needs and are encouraged to reflect on their understanding of those characteristics, however the evidences provided such as philosophy paper, reflections, and other assignments doesn’t support candidates’ demonstration of skill and competency to meet the needs of all learners as listed in 79.15(2) a-f. The unit is required to develop valid and reliable activities and assessment to specifically support candidates in building the skills and assess their competency in supporting all learners listed in 79.15(2) a-f.

### **Program Response:**



Through the process of curricular review, we have familiarized ourselves with this standard and intentionally addressed it in both our introductory 200 level courses and our Professional Core. We have also developed reliable and valid activities and assessments to support our candidates as they develop their skills; we assess them through their curricular instruction and design as evidenced in their creation of a microteaching lesson and unit plans. Explanation of these measures, and the various courses in which they manifest themselves, is listed below:

*Standard 79.15(2) a-f:* 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. 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.

**Evidence: a table of Chapter 79.15 a-f requirements, course alignment and links to assignments. *Students who are struggling with literacy, including dyslexia:***

Secondary Certification and Elementary Education students complete textbook and supplementary readings that afford them a cognizance of the struggles that many students experience when engaging with literacy. They are equipped with a variety of pedagogical techniques to facilitate their students' reading comprehension, and they are expected to incorporate these techniques into their lesson plans and curricular materials. They also complete readings that introduce them to the concept of dyslexia (as indicated on the course syllabi in EDU 328 and EDU 318). These readings are discussed in class and theory is applied to practice as students reflect upon their practicum experiences that are completed in the courses. *All students* are now required to complete one hour of online training provided by the Iowa Research Reading Association—the intent purpose being to help them better understand the nature of dyslexia and the idiosyncratic emotional and academic needs of students who struggle with it. The link to this training is:

**Evidence of the Iowa Reading Research training:**

<https://iowareadingresearch.org/elearning-dyslexia-overview-module>

Upon completion of the online module (in EDU 328 and 318), the students must print their *Completion Certificate* and submit it to their professor; final course grades are not issued until this certificate is provided, and the completed certificate is put into the student's folder in the Education Department.

**Evidence:** Dyslexia Assignment for EDU 328  
Dyslexia Webinar - EDU 318  
Dyslexia Webinar Reflection EDU318  
Struggling Readers - Dyslexia Assignment  
Reading Comprehension - Putting Theory into Practice  
Comprehension Framework Assignment

***Students with disabilities:*** This conversation begins in Level 1 of our program as students complete EDU 230 Exceptional Learner. Through course readings and class discussion, students are introduced to specific strategies that will allow them to better understand and meet the needs of students with disabilities; they also learn, as a classroom teacher, how to effectively collaborate with special education teachers. Students complete the following assignments to effectively measure their understanding of these topics:

The IEP Workshop Session is an Indicator Assignment aligned with InTASC standard 8; consequently, it is assessed by the course instructor, and the student's scores are recorded for the purposes of candidate assessment and program assessment. The Signature Assessment is aligned with InTASC 2 and is assessed and recorded for candidate assessment.

*KIN 327 Adaptive PE for K-12 PE majors:* Special needs and ELL instruction are both discussed through course readings and discussion. Students complete a week-long public-school practicum where they have the opportunity to work with special needs students in P.E.

**Evidence:** Signature Assessment #2  
EDU 230 Model Form for Case Study Analysis  
Sample of Student Work for Sig Assess #2  
IEP Workshop (EDU 230)

Secondary certification and Elementary Education majors complete at least three separate practicum experiences in the public schools where they interact with and support struggling students and students with special needs in the core academic environments. These experiences allow them to practice and apply the theory and strategies they have learned in their introductory education and methods courses. This interaction prepares them for full immersion during the student teaching experience; students differentiate their lesson plans and instructions to meet the needs of all students. They, along with their cooperating teacher, are also a part of any child study teams.

**ELL Learners:** This conversation and study begins in our 200 level courses, with specific emphasis in EDU 240 Education & Culture where students read the article "Educating English Language Learners: A Review of the Latest Research" by Diane August (2018). Assessment of knowledge gained unfolds through a response writing and class discussion. Study of ELL continues in INT 121 Communication & Education which is required of all elementary students and secondary English Education majors and open to all education majors, many of whom take the course. Students read an entire book focusing upon ELL learners & ELL instruction - *Using the Language Experience Approach with English Language Learners: Strategies for Engaging Students and Developing Literacy* by Nessel and Dixon. Students create a text set for ELL students based upon what they have learned.

Secondary certification students engage in this conversation in both EDU 328 and EDU 301 as they complete textbook readings that specifically address the needs of ELL students. Students' comprehension of this information is measured through class discussion and the final examination. They are also expected to apply this new knowledge to the lesson plans and curricular materials they create for their 2 week unit plan. In both courses, particular emphasis is placed upon the idiosyncratic needs of ELL students and strategies teachers might utilize to accommodate them.

**Evidence:** Text Set Assignment INT 121  
unit plan EDU 328

**Gifted and Talented:** Students complete a textbook chapter reading in EDU 230 Exceptional Learner, a course required of all TEP students; the text is titled *Teaching Students with Special Needs in Inclusive Classrooms*, and the chapter devoted to ELL instruction is titled "How Students Identified and Served as Gifted and Talented?" The students' comprehension of the information presented is measured through response writings and class discussion.

**Evidence:** Analysis Assignment for Diverse Learner (Also, see table of Chapter 79 a-f)

***Students from diverse racial, ethnic and socio-economic backgrounds:***

Students complete readings and assignments in EDU 240 Education & Culture where they learn about students from diverse racial, ethnic and socio-economic backgrounds. One of the texts, *American Ways*, invites them to consider societal and educational topics and concerns from multiple perspectives, and they complete several supplemental readings from authors such as Kozal, Bordieu and Delpit. They are assessed via response writings, quizzes, class discussion and the midterm and final examinations. They also view two documentary films that cogently illustrate the need for teachers to consider the needs of diverse students; these films include *Ethnic Notions* and *Tough Guise* and students complete written analysis questions and essays that are assessed by the course instructor, and knowledge is also measured on the midterm and final examinations.

EDU 205 History of Education also addresses these issues through course readings, discussions and assignments. In discussing the history of American education and the notion of local control in our nation's schools, students engage in meaningful discussions of educational equity and social justice, conversations that have particular saliency for students from diverse racial, ethnic and socio-economic backgrounds. Students complete a Teaching Philosophy paper that must address such issues; this paper is an Indicator Assignment that aligns with InTASC standards 2 & 3 and thus evaluated by the instructor and recorded for candidate and program assessment.

The study of such issues continues in the junior level methods courses, student teaching and EDU 483 Senior Seminar course. For instance, students view the documentary film *Raising Cain* in EDU 483 to better understand how socio-economic factors deeply impact students and sometimes undermine their ability to succeed and even attend school. Students are required to write a written analysis of the film that is assessed by the instructor. These issues are also continually addressed via class discussion that unfolds in the Student Teaching Evening Seminar where students draw upon their classroom experiences, and then again in EDU 483 Senior Seminar Course, which they take upon conclusion of their student teaching, where they reflect upon those experiences. As our students continually reflect upon their interaction with diverse learners during their student teaching experiences, they are asked to write about and analyze them in weekly reflections that are read and assessed by the college supervisor.

**Evidence:** EDU 240 Tough Guise Analysis Essay  
EDU 483 Raising Cain Analysis Essay  
Raising Cain Sample Student Work (Name Removed)  
EDU 240 Ethnic Notions Analysis Essay  
EDU 240 Dowd-Hall Essay Analysis

***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:***

All TEP students study students at risk of failing in school and students with high-risk behaviors in EDU 240 Education & Culture where they complete course readings from the text *American Ways* as well as several supplemental readings from authors such as Kozal, Bourdieu and Delpit.

This knowledge is assessed through response writings, quizzes, class discussion and the course's midterm and final examinations.

**Evidence:** Cultural Capital Informational Handout  
Kozol, Bourdieu Analysis Activity

This conversation continues in the junior level methods courses as indicated below:

Secondary certification and elementary education students study this information in depth in EDU 328 and EDU 319 where they are introduced to several key theorists in the field of classroom management theory; some of these theorists include Kohn, Glasser, Ginnot and Dreikurs. Students complete extensive readings and discuss individual theorists in class. They are then expected to apply theory to practice through analysis of classroom management case studies. Students are also introduced to CPI Training and familiarized with its conceptual approach—namely to change behaviors to reduce conflict for the care, welfare and safety of all. They are specifically equipped with the knowledge and techniques they need to effectively manage high conflict situations with students. When she is available, we ask retired Principal D.W. to visit as a guest speaker as she has first-hand experience of the systematic implementation of CPI in the junior high setting. She served as a principal for Southeast Junior High School in Iowa City until retirement.

Following this application and analysis, students complete a detailed Classroom Management Plan paper which requires them to analyze the key theorists they have studied and discussed in the context of their own discipline and/or grade level. This paper is an Indicator Assignment aligned with InTASC 3 and is thus scored by the instructor using our 4 point rubric scale; scores are recorded to measure candidate achievement of this standard.

Students also complete a *Signature Assessment* in EDU 319 and 328 that specifically addresses InTASC 3 Learning Environments; consequently, we are able to measure their understanding of these issues. Specifically, we hope to gauge their ability and willingness to accommodate, in both their instruction and classroom management, students who may exhibit high-risk behaviors and who, for a multitude of reasons, are at risk for not succeeding in school. This *Signature Assessment* is assessed using our 4 point scale and recorded for the purposes of candidate and program assessment.

**Evidence:** Classroom Management Plan paper – Secondary  
Classroom Management Plan paper – elementary  
Signature Assessment - InTASC # 3

**2. 79.15(3)** The team found through student interviews, alumni interviews, and administrator feedback that students did not feel confident in their ability to teach literacy, and there was a need for more hands-on and up-to-date instruction in literacy. In addition, inspection of syllabi revealed that many of the textbooks and readings were out of date and not connected to current practice.

### **Program Response:**

We would like to use this opportunity to provide a detailed overview and discussion of the literacy curriculum and instruction that has been routinely offered in EDU 328, taught by [Faculty 1], and EDU 318 which has been taught by [Faculty 2] for several years and then assumed by [Faculty 4] in block 2 of 2022. Listed below is an overview of our current curriculum and “best practices” in these courses.

**[Faculty 1] EDU 328:** An older edition of the Sharon Kane textbook as it was more economical for students. However, the newest 2019 4<sup>th</sup> edition was adopted block 1 2022. Survey of texts in this area indicates this is one of the newer publications available, and Kane is a noted scholar in the field of secondary content literacy, and the pedagogical methods and research presented in this text are current practice. Students read the entire text where they are introduced to secondary literacy instruction, thus gaining an understanding of the role that schema plays in learning, the need to utilize comprehension frameworks to support learning, the need to introduce students to the discourse in their chosen discipline, the need to augment higher order thinking and utilize frameworks such as dialogical to do so. These are just a few of the pedagogical topics surveyed but the list could go on and on.

### **Response for elementary literacy:**

EDU 318 (Language Arts and Reading – methods course): Literacy acquisition in K-6 is a primary focus of the course. The text for this course is Hougén, Martha C. & Smartt, Susan M. (2020). *Fundamentals of Literacy Instruction & Assessment*. Baltimore, MD: Paul H. Brookes Publishing. The Team met with our adjunct, [Faculty 22], who is a retired elementary education teacher and then a former reading specialist for Grant Wood AEA until she retired and came to teach for us.

*Course content and delivery:* Students read chapters in this text that examine the science of reading and then engage in class discussion of these strategies; they are also introduced to several instructional practices in the teaching of reading and writing. They then apply this newly gained knowledge by completing a core assignment (see MTSS Assignment). Through their reading and discussion of this text, students are given explicit, systematic and engaging instruction in the five essential components of reading: Phonological and phonemic awareness, Phonics, Fluency, Vocabulary, Comprehension, Writing and Language.

Additionally the following information is also covered in EDU 318:

The text (*Fundamentals of Literacy Instruction & Assessment*) addresses early childhood (preschool) literacy skills and how to teach early learning literacy skills/standards to preschool students via evidence-based instruction.

The text (*Fundamentals of Literacy Instruction & Assessment*) addresses how to teach students with dyslexia. Students read articles about how to support dyslexic students and the TEP candidates are required to complete the 2-hour training session written by the Iowa Reading Research Center. We will now copy their certificate of completion and keep it in their folders.

Assessment is also covered in the *Fundamentals of Literacy Instruction & Assessment*. Also, the benchmark assignment for this class is The MTSS/Child Study. During the week-long practicum TEP candidates collect data on one child throughout the week in conjunction with the mentor teacher.

Serravallo, Jennifer. (2015). *The Reading Strategies Book*. Portsmouth, NH: Heinemann. This text is excellent for learning how to use reading strategies to support all elementary students at all elementary grade levels.

**Program change:** [Faculty 22] is no longer teaching EDU 318 for us, and this course was taught in Block 1 of 2022 by [Faculty 4] who has also taught at the elementary level. Moving forward, it will be taught by our new hire in Elementary Education who will begin in the 2023-24 academic year. However, per recommendation of the review, [Faculty 4] spent the summer of

2022 researching best practices in the science of reading, FAST training and other theories currently in the field. She has also been meeting regularly with practicing elementary education teachers at Weber Grade School in Iowa City, IA to align her theory & pedagogy to K-12 current practice. Finally, she completed one week of intensive training in reading theory and development in K - 6 public education via the Iowa City School District in the fall of 2022. In addition to the current course content, the following content will be added to this course in the fall of 2022:

- Fast Test Training
- The instructor of this course, [Faculty 4], completed LETRS Training through the Iowa City School District in the fall of 2022 and will incorporate the information gleaned from this training, including the five essential components of literacy as well spelling, writing and oral language, into the EDU 318 Reading Methods course.

The EDU 319 Children’s Literature course syllabus has been completely revised to indicate specific instruction in literacy including reading and writing. Detailed description of the various genres taught is noted; these genres include picture books, traditional literature, modern fantasy, realistic fiction, historical fiction, poetry and non-fiction (note p. 1 of syllabus). Review of the attached syllabus below beginning on p. 13 shows examples of how students are introduced, have opportunities to practice and apply their learning are given in detail (pp. 13 - 29). For instance, writing is taught through study of children’s literature throughout the course via readings of the text and class discussion; students are afforded opportunities to practice, apply and assess the reading and writing strategies they are taught through the writing of lesson plans, creation of curriculum and teaching in class (details provided pp. 16 - 18).

**Evidence:** Updated EDU319 Children’s Literature Course (Detailed descriptions pp.13 - 29)  
Read Aloud Assignment

The EDU 318 Elementary Reading Methods’ syllabus has also been revised to indicate specific instruction in reading methods. Detailed description of the topics covered are indicated in the daily chronology; these are the strands of skilled reading. They include oral language, phonological and phonemic awareness, decoding and phonics, site recognition for familiar words, background knowledge, vocabulary, language structures such as semantics and syntax, verbal reasoning, literacy knowledge, comprehension and fluency. The goal is to help pre-service teachings understand that reading becomes an automatic process with modeling and practice. This pedagogical information is presented through podcasts, assigned readings, webinars, analysis of FAST testing classroom data. In terms of vocabulary instruction, morphology, shades of meaning activity and Frayer’s model are all introduced, applied and practiced in the course.

**Evidence:** Updated EDU 318 Elementary Reading Methods course syllabus  
EDU 318 Child Study Assignment  
EDU318 Child Study Rubric  
Reading Comprehension - Putting Theory into Practice  
Power point: Vocabulary Development Strategies

**3. 79.15(3)** The team did not find strong evidence that the Teacher Education Program ensures that all candidates gain the knowledge of literacy, including the ability to integrate reading strategies in content area coursework. For example, EDUC 301: Secondary Curriculum and Instruction. The evidence doesn’t indicate how this course provides the opportunity to review instructional strategies, the InTASC standards, and the Iowa Common Core. The unit is required to review and revise the curriculum in a way to ensure students are equipped with current

reading theories, strategies and to be able to integrate literacy in the instruction to support student with disabilities including but not limited to students who are at risk of academic failure, gifted and talented, ELL students and students with dyslexia.

### **Program Response:**

Regarding EDU 301, this course does not emphasize literacy, although the development of literacy skills is present. Rather, EDU 301 emphasizes the nature of curriculum to include instructional strategies, curriculum development, and assessment. The course centers instructional strategies throughout. Students are expected to understand which specific instructional strategies might best apply to the Iowa Core and professional association standards. For example, we examine teacher-centered, student-centered, and inquiry-based approaches to understand which of these approaches are best positioned to help students meet the specific standards. The instructor models these strategies while students experience them and then students practice the strategies in their micro-teaching activities.

**4. 79.15(3)** The primary class that ensures that all elementary education candidates gain the knowledge related to the acquisition of literacy skills and receive preparation in a variety of instructional approaches to the reading program is EDU 318 Methods of Elementary Language Arts and Reading. While the text is recent it is not clear if the candidates receive instruction regarding current research and practices such as FAST assessments to benchmark readers. The team recommends that the EDU 318 course be revised to ensure that elementary candidates gain knowledge on the acquisition of literacy skills and teaching literacy.

### **Program Response:**

Elementary education (as well as secondary) students in EDU 215 *Educational Psychology* are introduced to the science of reading - the convergence of research psychology, cognitive science, and cognitive neuroscience. Then, in EDU 318 (Language Arts and Reading – methods course) literacy acquisition at the elementary level is discussed, and this is a primary focus of the course.

EDU 318 *Language Arts and Reading* – the text for this course is Hougen, Martha C. & Smartt, Susan M. (2020). *Fundamentals of Literacy Instruction & Assessment*. Baltimore, MD: Paul H. Brookes Publishing. The Team met with our adjunct, [Faculty 22], who is a retired elementary education teacher and then a former reading specialist for Grant Wood AEA until she retired and came to teach for us.

*Course content and delivery:* Students read chapters in this text that examine the science of reading and then engage in class discussion of these strategies; they are also introduced to several instructional practices in the teaching of reading and writing. They then apply this newly gained knowledge by completing a core assignment (see MTSS Assignment). Through their reading and discussion of this text, students are given explicit, systematic and engaging instruction in the five essential components of reading:

- Phonological and phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Additionally the following information is also covered in EDU 318:

- The text (*Fundamentals of Literacy Instruction & Assessment*) addresses early childhood (preschool) literacy skills and how to teach early learning literacy skills/standards to preschool students via evidence-based instruction.

- The text (Fundamentals of Literacy Instruction & Assessment) addresses how to teach students with dyslexia. Students read articles about how to support dyslexic students and the TEP candidates are required to complete the 2-hour training session written by the Iowa Reading Research Center. We will now copy their certificate of completion and keep it in their folders.
- Assessment is also covered in the Fundamentals of Literacy Instruction & Assessment. Also, the benchmark assignment for this class is The MTSS/Child Study. During the week-long practicum TEP candidates collect data on one child throughout the week in conjunction with the mentor teacher.
- Serravallo, Jennifer. (2015). *The Reading Strategies Book*. Portsmouth, NH: Heinemann. This text is excellent for learning how to use reading strategies to support all elementary students at all elementary grade levels. **Program change:** Per recommendation of the review, [Faculty 4] spent the summer researching best practices in the science of reading, FAST training and current theories in the field. She has also been meeting regularly with practicing elementary education teachers at Weber Grade School in Iowa City, IA to ensure that her theory will be related to K-12 current practice. Finally, she completed one week of intensive training in reading theory and development in K - 6 public education via the Iowa City School District in the fall of 2022. In addition to the current course content, the following content will be added to this course in the fall of 2022:
  - Fast Test Training
  - The instructor of this course attended LETRS Training through the Iowa City School District in the fall of 2022 and is incorporating the information from this course, particularly in regard to the five essential components of literacy as well writing, spelling and oral language, into the course.

**5. 79.15(3)** Review of IR, review of benchmark assessments, and student interviews indicate that the unit is not measuring teacher candidate knowledge of literacy and literacy instruction with reliable and valid measures. Students' and graduates' interviews revealed that students are not prepared to teach early literacy using a variety of approaches. Interviews with adjunct faculty indicated that they are not observing a variety of research-based instructional approaches. Interviews with master teachers indicated that they are only required to focus on behavioral management and diversity, equity, and inclusion for required readings. The lesson plan benchmark assessment includes a variety of pedagogical strategies – many of which do not align with current research based best practices. The team requires that the unit ensure candidates are being assessed and able to demonstrate knowledge of literacy.

### **Program Response:**

See response above on pp. 72 (Chapter 79.15(3))

*Secondary Certification Majors:* Secondary certification majors, by completing EDU 328, complete 4 credit hours in secondary content area literacy study, and so we believe we are meeting the state mandate. Students receive hands-on instruction and practice in secondary literacy methodology. Specifically, they prepare and teach a lesson in their respective content area that must include literacy instruction. They also complete a two-week unit plan assignment that requires the implementation of literacy activities and instruction in their daily lesson plans in their respective content area; they are required to create curricular assignments that would task their own students with utilizing literacy skills, and they are required to utilize one of the comprehension frameworks they study in the course (e.g. dialogical thinking). These requirements are articulated in the Two Week unit plan Assignment.

*Response for Master Teachers:* [Faculty 1] coordinated this course in April of 2022 and will continue to do so moving forward. Each instructor's readings now extend far beyond behavioral



management and diversity, equity, and inclusion for this course. [Faculty 1] has worked with these master teachers over the past year, and has continued to do so this year, and has helped them to identify curricular pieces that specifically address the teaching in the content area, design assignments and assessment pieces.

Although all sections of this course (EDU 302-308) share similar objectives to ensure candidate progress, instructors are able to include additional objectives they wish to address in the course. Revised syllabi indicate a much more targeted approach toward content area knowledge and pedagogy, both of which are aligned with current research based best practices. This content will, by necessity, vary as several disciplines are represented including English, foreign language, math, art, science and social studies. Consequently, each teacher identifies readings relevant to their content area and makes them available to the student(s). These syllabi have been uploaded at the beginning of this document for review.

**6. 79.15(3)** Through syllabus review of EDU 318, the team identified that students are required to take the literacy training through the Iowa Reading Research Center. However, student folder review did not reveal that the certificate of completion was present. Student interviews also revealed that they were not prepared to teach early literacy and provide instruction to students not responding to instruction, particularly children with dyslexia. The team requires that the unit review instruction for children with dyslexia and identify methods for increasing the rigor of instruction, and collect the evidence of all candidates completing the required training.

### **Program Response:**

In EDU 318 *Language Arts and Reading Methods*, students read and discuss methods of instruction for dyslexic students, so considerable instruction in said methods is provided in this course. Moving forward, however, we will ensure that this discussion includes specific analysis of early literacy instruction to ensure appropriate rigor. In addition, TEP candidates are now required to complete the 2-hour training session from Iowa Reading Research Center. We will now place a copy of their certificate of completion in their student folder.

In regard to student comments that they “did not feel prepared to teach early literacy,” we believe that comfort with literacy instruction will come with time and experience. However, we will be more intentional in EDU 318 regarding specific analysis of early literacy instruction to afford students great confidence.

**7. 79.15(4)** Through review of the IR, curriculum map, course syllabi, interviews with faculty and interviews with teacher candidates, the team found evidence that the unit does not consistently embed InTASC standards in courses and field experiences and assess students’ mastery of InTASC standards, and the alignment is not clearly stated when the standard is included in the syllabi. The unit is required to review the curriculum to ensure InTASC standards are embedded in the coursework, and field experience assessment, communicate standards to all students and faculty, and communicate how students may demonstrate mastery of those and Iowa Teaching Standards throughout the program.

### **Program Response:**

All TEP revised syllabi and field experiences are now aligned with the InTASC standards. Students’ mastery of the InTASC standards is now directly measured via their completion of Signature Assessments, Indicator Assignments and field experiences. Detailed explanation of how this process unfolds is explained thoroughly in the Assessment section of this report.

**8. 79.15(5)f.** Based on feedback from administrators and student teachers, the team found that candidates need direct instruction in the various assessments that are utilized in the K12 setting to assess student progress and growth over time as well as end of year performance on

standardized assessments. In addition, candidates do not demonstrate receiving instruction in how to use data to inform instruction, intervention design and delivery, as well as collaborations with special education, English language services, and other support services to enhance instruction and performance. The unit is required to review the curriculum to ensure candidates understand multiple methods of assessment to engage learners in their own growth, and to guide their decisions regarding student learning and their methods of instructions.

### **Program Response:**

Secondary certification students will be first introduced to assessment procedures in EDU 301, by examining issues of validity and reliability and through discussion of multiple assessment modes. The course text provides specific chapters on assessment theory and practice. Students also have explicit instruction in the different theoretical and practical differences between traditional and standards-based grading since so many schools in our area have adopted standards-based grading systems. This information is assessed on the final examination.

This information is then revisited in the block 8 content area methods course where students receive explicit direct instruction about various assessments used in their respective content area from their Master Teacher. The conversation includes discussion of standards based and traditional grading systems, the need to include multiple assessment modes, issues of validity and reliability and how to use standardized testing data to inform instruction and assessment. They also, under the direct supervisor of their Master Teacher, assess multiple student assignments from “real” students while in the field at the practicum site.

In terms of using data to inform instruction, we have partnered with our Consulting Librarians who visit our methods courses in the students’ junior year; the consulting librarian meets with all methods students to introduce them to issues of validity and reliability in assessment. She also provides explicit instruction about how data can inform instruction. Students are provided a copy of a student’s standardized test report so they can gain familiarity with standardized testing data; we then have a conversation about how such data can be used to inform instruction for individuals and groups of students.

We are also offering a new course KIN 255 Measurement & Evaluation in Health, PE & Sports next year - taught by [Faculty 7]. This course is required of all K-12 PE students and is open to other education majors as well. This course they specifically study assessment and delve very deeply into issues of validity and reliability. This course is an introduction to methods of measurement, evaluation, and assessment in health, physical education, and sports as applied to school-aged children. Various assessment tools and protocols in psychomotor, cognitive, and affective domains are covered, including adaptations for learners with special needs. Students are introduced to basic statistics, use of computers for data organization and analysis. The clinical component of the course helps link theory to practice by engaging students in data collection, analysis, and adjusting instructional/ planning decisions based on data.

For specific strategies for special education and collaboration with special education teachers, this conversation begins in very substantive ways in EDU 230 EDU 230 Exceptional Learners which students complete prior to admission to the program, and KIN 327 Adaptive PE for K-12 PE majors. Special needs and ELL instruction are both discussed. This conversation then continues in EDU 328 and 301 for secondary learners and in INT 121 Communication & Education (is required of all elementary students and secondary English Education majors) and INT 320 Interdisciplinary Theory in Elementary Classrooms which is required of all elementary students, as well as KIN 327 Adaptive PE which is required of all K-12 PE.

In regard to requiring students to use multiple methods of assessment to ensure student learning, students complete unit plans in EDU 328, EDU 317; in these unit plans, they have to show evidence of using multiple assessment methods in both their daily instruction and major assignments (see unit plan assignments). They then apply this theory to practice during their student teaching. In the Evening Seminar course, students must show evidence of such assessment; in the EDU 483 Senior Seminar capstone course which students complete after their student teaching, they complete the Assessment Reflection assignment to show evidence that they have not only used but also reflected upon their assessment modes in the pre-service teaching experience.

**Evidence:** EDU 328 unit plan  
EDU 328 Student sample unit plan # 1  
EDU 317 unit plan  
EDU 317 Sample Student Work

**10. 79.15(6)** Review of the IR indicates that Praxis scores are sent to the Program Coordinator and recorded in the student file. There is no evidence that the unit uses Praxis data to make modifications to their educational program. The team recommends that the unit use candidate assessment data to improve/revise the curriculum to address the learning gaps that are associated with low pass rates on the Praxis.

**Program Response:**

**Response now that Praxis II is no longer required:** During our summer workshop sessions, we began to consider ways that we could measure content knowledge in our candidates now that Praxis II is no longer required. We are in the process of developing a system to measure said knowledge; currently, we are referencing grades in individual content area courses and overall content area GPA as viable measures.

**11. 79.15 (7)** Through interviews with students, they expressed that their content area advisors were unfamiliar with the education course sequence, requirements of the education program, process for application to the education program, and important assignments. The unit needs to ensure collaboration between content area departments and the unit to ensure that students are attaining all requirements on appropriate curriculum exhibits. The team recommends that a process for curriculum improvement be identified and changes and program requirements be communicated with faculty members in the unit.

**Program Response:**

All students, at time of major declaration in December of their sophomore year, are required to have both an Education Department and Content Area advisor to ensure progress through the program. If they do not have an Education Advisor at time of major declaration, they are required to obtain one. They are also required to meet with both advisors prior to course registration. The purpose of having two advisors, which we adopted several years ago, was to ensure that all secondary certification students are getting the guidance that they need regarding education certification requirements. Elementary Education majors always have an advisor in the department.

To assist Content Area advisors with certification mandates and thus support the advising process, we have also, in collaboration with the Registrar's Office, prepared major checklists to assist all faculty with advising of TEP students. These checklists clearly cite all education and certification requirements, thus making it quite clear for students and faculty the path toward certification. These checklists are easily accessible to both students and faculty on Cornell's website.

**Evidence:**

[Content Area Major Checklists](#)  
[Secondary English](#)

**Program change:** However, to ensure greater communication and student support, we have now identified one contact person in each content area department to serve as the education department liaison. Our Assessment Coordinator [Faculty 6] meets with this person each fall to go over the curricular exhibit that is germane to their content area as well as to discuss teacher education specifics, Chapter 13 and 79 initiatives. These meetings are conducted in the fall of each year, but [Faculty 6] is available for questions throughout the year. We then ask the content area liaison to educate members of their department about the certification requirements specific to their discipline. We will also encourage them to reach out to the Education Department contact person whenever they or anyone else in their department has questions or needs support directing education students. [Faculty 6] also attends a department meeting in each discipline at least once yearly to discuss TEP specifics and provide guidance and support.

Content Area Department Liaisons names shared as evidence.

**12. 79.15(8)** Through review of student records, interviews with students, and interviews with student teachers, many students were not familiar with the Iowa Core. Also, syllabi in the elementary and secondary education core do not include Iowa Core Standards. The microteaching benchmark assessment and philosophy paper (for example) do not emphasize the Iowa Common Core. The unit is required to ensure students candidates demonstrate competency in course work directly related to Iowa Core.

**Program Response:**

All syllabi associated with teaching methods and content area standards will include, mention, and provide a link to the Iowa Core Standards. As they complete lesson plans and unit plans, students connect their teaching objectives to a specific Iowa Core Standard. Syllabi have been uploaded at the beginning of this document.

**13. 79.15(9)** Courses textbooks and major assignments need to be reviewed, and more recent books and practices need to be adopted across the teacher education program, including method courses, content, and education core curriculum. the unit is required to review and ensure the textbooks and materials are up to date for all courses in elementary and secondary education and resubmit the curriculum to IDoE and BoEE for approval.

**Program Response:**

We have revised all syllabi to ensure that we are using “recent books and practices.” We have also reviewed all curricular materials to secure the most updated editions (see syllabi for publication date). These syllabi were uploaded at the beginning of this document. Per advice from BOEE, our EDU318 and EDU319 have significant curricular revisions and have been submitted to the BOEE for approval.

**Sources of Information:**

Syllabi; Student interview; Faculty interview, Adjunct and Master Teachers; Survey data; Record Review; Review of the IR; Review of the survey feedback