2020 Report on the State of Educator Preparation in Iowa

November 18, 2020

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

State Board of Education

Brooke Axiotis, President, Des Moines
Bettie Bolar, Vice President, Marshalltown
Joshua Byrnes, Osage
Brian J. Kane, Dubuque
Michael L. Knedler, Council Bluffs
Mike May, Spirit Lake
John Robbins, Iowa Falls
Georgia Van Gundy, Waukee
Kimberly Wayne, Des Moines
Hanna Groos, Student Member, Norwalk

Administration

Ann Lebo, Director and Executive Officer of the State Board of Education

Division of Learning and Results

Amy Williamson, Deputy Director

Bureau of Leading, Teaching, Learning Services

Dave Tilly, Chief
Lawrence R. Bice, Administrative Consultant
Kris Kilibarda, Consultant
Matt Ludwig, Consultant
Maryam Rod Szabo, Consultant
Carole Richardson, Contractor

Contents

Introduction

This report is intended to inform Educator Preparation Programs, stakeholders, and the public on the information that is collected and analyzed by Iowa Department of Education consultants.

The data included is for the 2018-2019 academic year (the most recent for which complete data is available) unless otherwise noted.

Vocabulary used in this report:

- **Candidates** are college students admitted to an educator preparation program. Candidates are progressing toward program completion.

- **Program completers** are candidates who have successfully completed all program requirements including graduation (if an undergraduate program) and have passed the required assessments.

- A **license** is issued to a program completer by the Iowa Board of Educational Examiners (BoEE) once the program ensures completion and recommends the program completer for licensure.

- An **endorsement** is an authorization to teach in a specific field. A teacher will have one license but may have multiple endorsements. For instance, a teacher with a secondary science license may be endorsed in biology, chemistry, and/or earth science.

- **Educator Preparation Program (EPP)** is the overall unit responsible for all educator preparation in an institution. Generally, each institution has one EPP. An EPP may be made up of several individual programs such as elementary education, secondary education, administrator preparation, etc.

- The **self-study** is conducted by the EPP over the course of 12-18 months. In the self-study, members of the EPP examine their policies, procedures and records to determine their alignment with the requirements in the standards. The self-study is used as a basis to write the Institutional Report.

- The **Institutional Report (IR)** is a component of the program review process. It is prepared by the EPP at the completion of their self-study. The IR provides evidence for how each EPP meets the standards.

- The **Preliminary Review (PR)** is conducted by the IDoE staff, the state panel and the assigned site visit team for each program review. During the preliminary review, all reviewers read the IR and produce questions for the EPP in preparation for the site visit.

- The **State Panel** consists of nine EPP faculty member who each serve a three-year term. Each member participates in all preliminary reviews each year. State panel members may also serve as vetting agents for changes/updates to standards or procedures.

- The **Site Visit Team** consists of five to twelve EPP faculty/staff/administrators with expertise who volunteer for one preliminary review and site-based review. Each site visit begins on a Sunday evening and concludes by the end of the day the following Thursday.

- **Standards** for program approval are based in Iowa Code 256, established by the State Board of Education and articulated in Iowa Administrative Code 281, chapter 79 for traditional programs and chapter 77 for alternative licensure intern programs.

Descriptive Information on Iowa Educator Preparation

This section provides aggregated data and identifies trends across all EPPs in Iowa. Specific information on each program can be found at the following locations:

US Department of Education Title II Report: https://title2.ed.gov/Public/Home.aspx

US Department of Education College Scorecard (Iowa): https://collegescorecard.ed.gov/search/?state=IA&sort=name:asc

The Iowa Association of Colleges for Teacher Education: http://iowacte.org/

Table 1. Number of people prepared as educators in Iowa 2018-2019.

Total Number of Educators Prepared in Iowa

1996 teachers + 243 administrators + 132 others = 2198

	# of EPPs	Teachers	Admin*	Other**
Public	5	985	127	41
Private	27	964	116	91
Intern	2	47	NA	NA
Total	34	1996	243	132

* Principal and superintendent
** School counselor, school psychologist, school audiologist, school social worker, speech language pathologist, supervisor of special education, etc.

Source: Iowa Department of Education – EPP annual reports

Figure 1. Number of teachers prepared annually in Iowa 2009-2019.
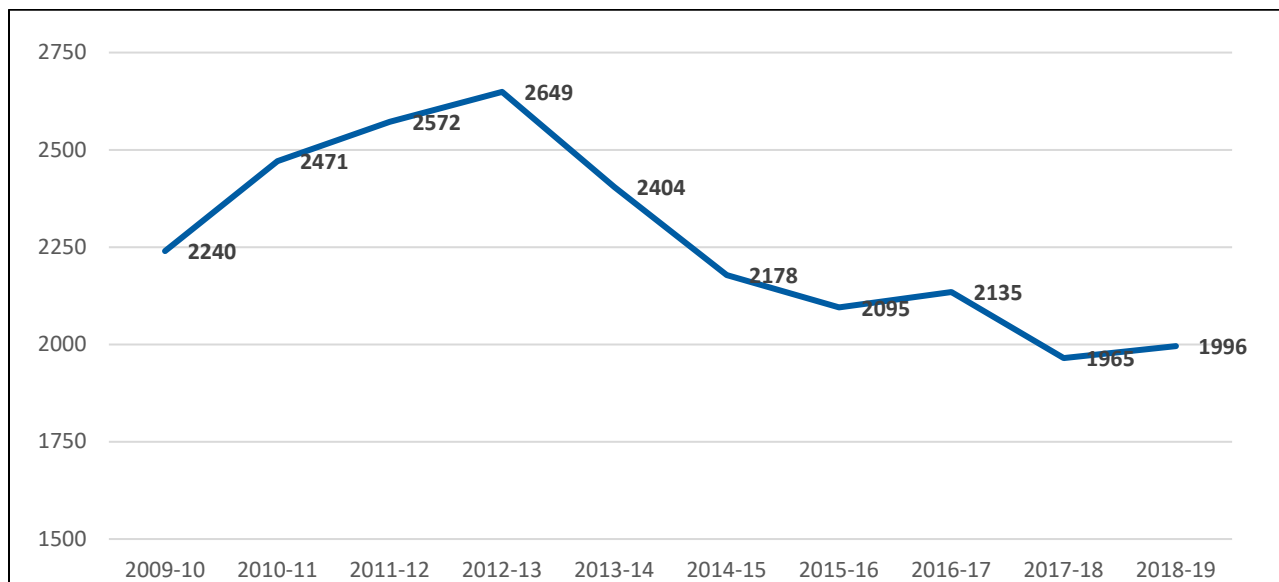
Source: Iowa Department of Education – EPP annual reports

Table 2. Teacher education program completers, P-12 teachers and P-12 students in Iowa

Year	# of completers	# of teachers	# of students
2012-13	2649	36540	508500
2013-14	2404	36765	510525
2014-15	2178	36868	513459
2015-16	2095	36781	516491
2016-17	2135	38207	517769
2017-18	1965	38844	519112
2018-19	1996	39242	521137

Source: Iowa Department of Education

Figure 2. Number of male and female teacher candidates admitted in 2012 and 2018.
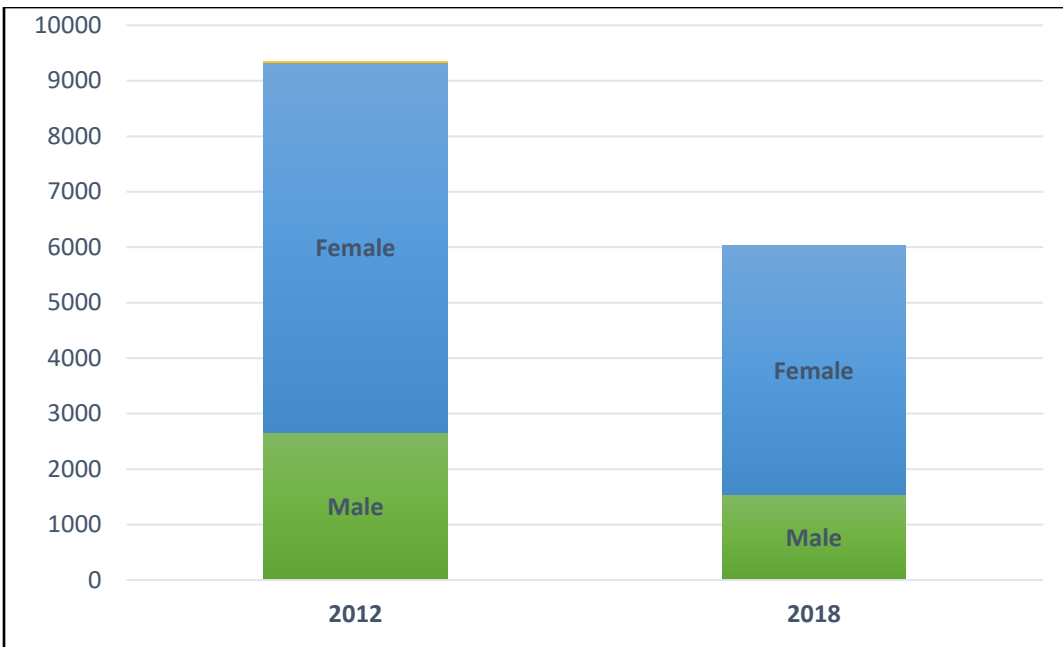
Source: US Department of Education Title II Report

Figure 3. Percentage of candidates by race/ethnicity (greater than 1%) 2017-18
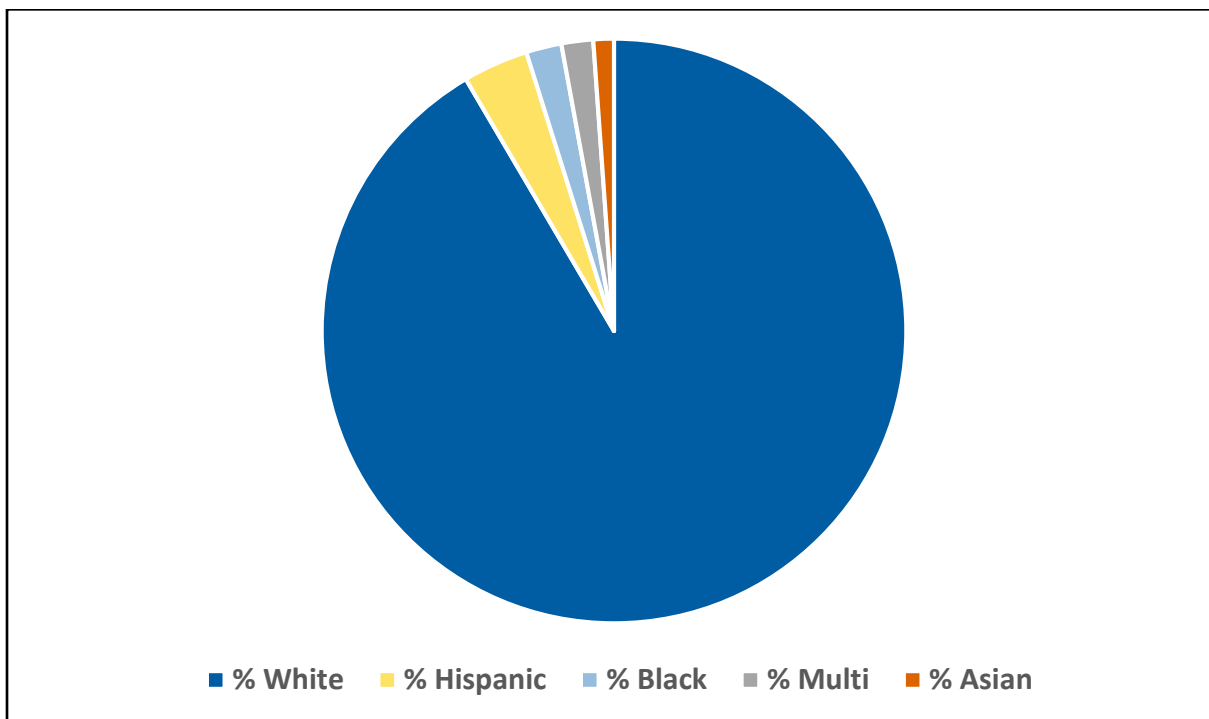
Source: US Department of Education Title II Report

Figure 4. Distribution of Iowa program completers earning secondary endorsements.
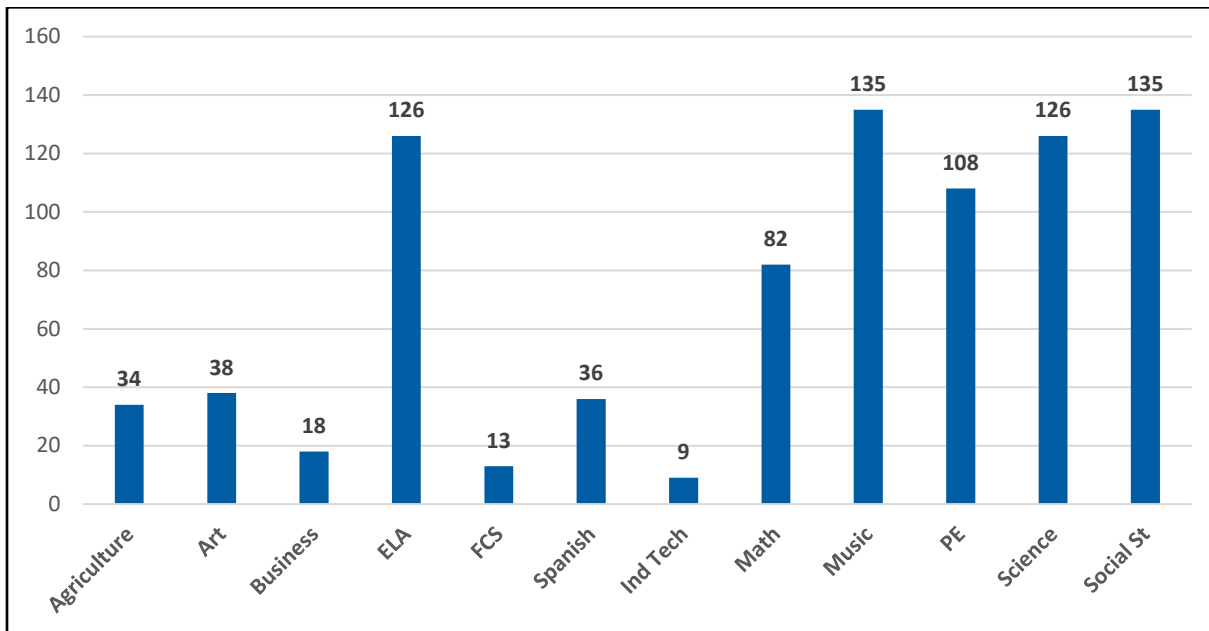
Source: Iowa Department of Education – EPP annual report

Table 3. Selected endorsements by specific content

Grade Level	Position Title	# initial license	# added to license	total
K-8	Total World Languages	26	0	26
5-12	Total World Languages	39	1	40
K - 12	School Media Specialist	1	12	13
Pre K-3	Tchr. Birth-3 Incl. Spec. Ed	74	11	85
K-6	Teacher Elem. Classroom	1113	26	1139
PK - K	Teacher, PK - K Classroom	31	9	40
K - 12	ESL Teacher	93	147	240
PK - 3	P K -3 Classroom Teacher	21	2	23
K - 12	Talented and Gifted	7	54	61
5-12	Agriculture	34	0	34
K-8	Art	41	0	41
5-12	Art	38	0	38
5-12	English/Language Arts	126	6	132
5-12	Family and Consumer Science	13	1	14
5-12	Industrial Technology	7	2	9
5-12	Mathematics	82	4	86
K-8	Music	134	1	135
5-12	Music	135	1	136
K-8	Physical Education	106	3	109
5-12	Physical Education	108	2	110
K-8	Reading	712	94	806
5-12	Biological Science	93	2	95
5-12	Chemistry	33	1	34
5-12	Physics	18	0	18
5-12	American Government	33	0	33
5-12	American History	80	4	84
5-12	World History	77	1	78
PK-12	Superintendent	1	18	19
PK-8	Professional School Counselor	49	20	69
5-12	Professional School Counselor	46	12	58
5-12	All Social Studies	66	3	69
PK-12	Principal	67	49	116
K – 8	Instructional Strategist I: Mild and Moderate	225	48	273
5 – 12	Instructional Strategist I: Mild and Moderate	43	50	93
PK - K	PK-K and Special Education	21	0	21
K-12	Instructional Strategist II: BD/LD	32	86	118
K-12	Instructional Strategist II: ID	37	87	124

Source: Iowa Department of Education – EPP annual reports

Examination of Program Data

Employment Information.

Table 4. Employment status 2018-2019.

	Number of program completers (all programs)	employed in a position for which they were prepared	employed in an education position outside of preparation	enrolled in higher education	employed outside of the education field	not employed	employment status unknown
Teachers	1996	80%	3%	2%	3%	<1%	12%
Admin	243	38%	24%	4%	1%	0%	33%
Other*	132	80%	6%	0%	2%	1%	11%

*Other includes: School psychologist, speech language pathologist, school social worker, school nurse, and audiologist.

Source: Iowa Department of Education – EPP annual reports

Examination of Survey Data

BEGINNING TEACHER SURVEYS. Each year, surveys are sent to first-year teachers and their supervisors. The purpose of this survey is to examine how well the beginning teacher performs teaching duties. The questionnaires were designed through a collaboration between the Iowa Department of Education and the Iowa Association of Colleges for Teacher Education (IACTE) and was administered through the University of Iowa's Qualtrics license. The questionnaires included all the items that had been used in surveys conducted in 2016-2019. The 2020 survey added a set of questions related to preparedness of beginning teachers in foundational aspects of Iowa's Multi-Tiered System of Support (MTSS). Additionally, a short set of questions regarding beginning teachers' level of preparation to serve students during schools' response to the coronavirus pandemic was included only in the beginning teacher survey.

Table 5. Response rate on beginning teacher survey

	Surveys	Respondents	Response Rate
First-Year Teachers	1520	726	47.8%
Supervisors of First-Year Teachers	1545	763	49.4%

Source: Survey of Novice Teachers Prepared in Iowa and Their Supervisors

Figure 5. Beginning teachers' overall level of preparation

How Well Can You? How Well is This Teacher Able To?
Responses of "Well" or "Very Well"

Beginning Teacher   Supervisor

Question	Beginning Teacher	Supervisor
Design and implement developmentally appropriate learning experiences for all learners	89.5%	84.4%
Ensure an inclusive learning environment for all learners	88.6%	84.1%
Develop and maintain a positive learning environment that engages all learners	90.1%	83.4%
Demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of the discipline	88.4%	84.7%
Make his / her discipline accessible and meaningful for learners	87.1%	80.7%
Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content	84.0%	77.3%
Develop and use multiple methods of assessment	75.6%	75.2%
Plan for instruction aligned to content standards	89.6%	85.7%
Use a variety of instructional strategies appropriately	89.0%	83.2%
Differentiate instruction for all learners	77.7%	74.1%
Differentiate for students with disabilities	70.0%	75.5%
Differentiate instruction for English Language Learners	52.1%	73.5%
Engage in ongoing professional learning to provide all learners with engaging learning experiences	92.4%	90.8%
Evaluate outcomes of teaching using a variety of data (e.g., systematic observation, information about learners, research) to…	81.6%	79.0%
Reflect on teaching practice to improve instruction	95.7%	87.8%
Work collaboratively with colleagues to meet the needs of all learners	95.9%	91.1%

Scale: 1 = Not very well prepared; 2 = Somewhat well prepared; 3 = Well prepared; 4 = Very well prepared.

Source: Survey of Novice Teachers Prepared in Iowa and Their Supervisors

Figure 6. Beginning teacher preparation in aspects of a multi-tiered system of supports (MTSS)
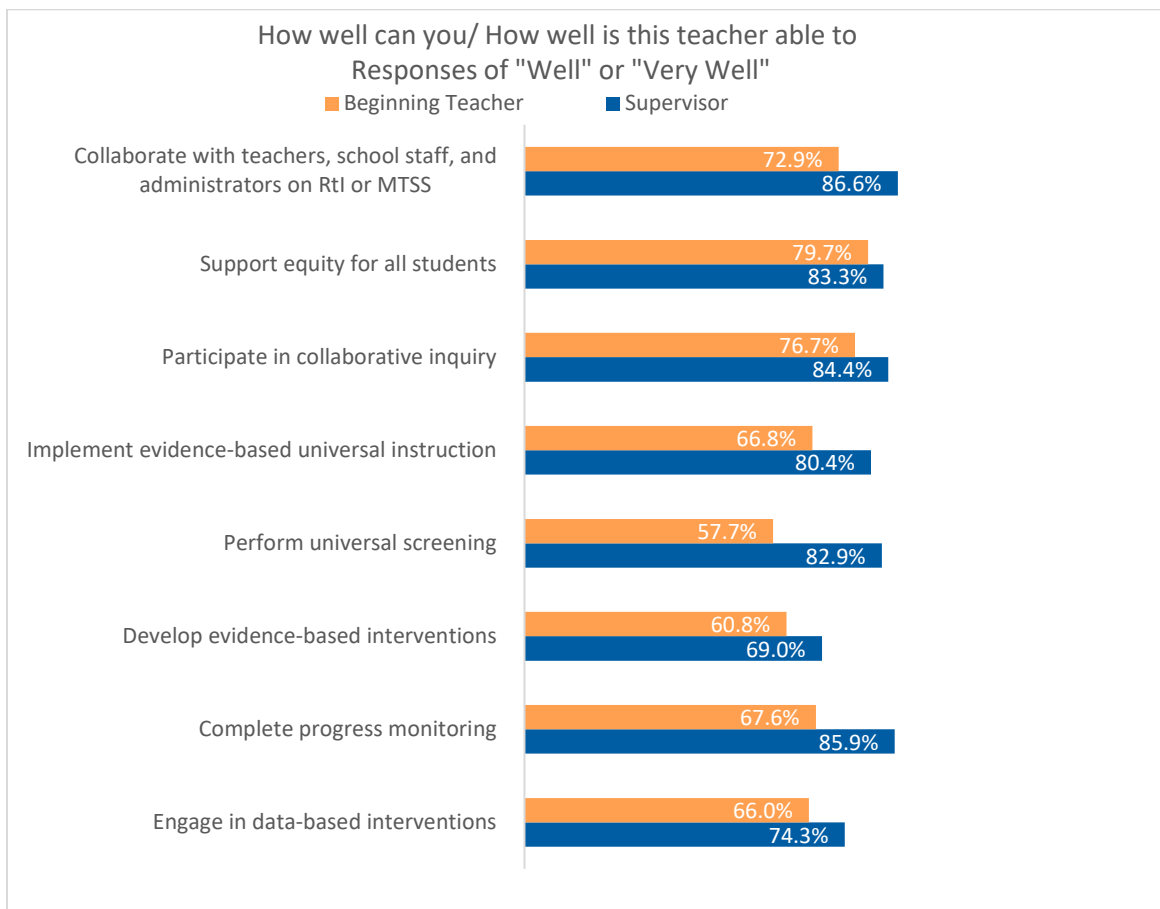
How well can you/ How well is this teacher able to
Responses of "Well" or "Very Well"
- Beginning Teacher
- Supervisor

Category	Beginning Teacher	Supervisor
Collaborate with teachers, school staff, and administrators on RtI or MTSS	72.9%	86.6%
Support equity for all students	79.7%	83.3%
Participate in collaborative inquiry	76.7%	84.4%
Implement evidence-based universal instruction	66.8%	80.4%
Perform universal screening	57.7%	82.9%
Develop evidence-based interventions	60.8%	69.0%
Complete progress monitoring	67.6%	85.9%
Engage in data-based interventions	66.0%	74.3%

Scale: 1 = Not very well prepared; 2 = Somewhat well prepared; 3 = Well prepared; 4 = Very well prepared.

Source: Survey of Novice Teachers Prepared in Iowa and Their Supervisors

Figure 7. Beginning teacher preparedness to serve students during schools' responses to the COVID pandemic

How well prepared were you?
Responses of "Well" or "Very Well"
- Beginning teachers

Category	Beginning teachers
Supporting my own wellness	63.6%
Supporting my students' wellness	55.8%
Staying connected to students and families during an extended time away from school	63.3%
Providing educational resources to students and families during an extended time away from school	50.2%

Scale: 1 = Not very well prepared; 2 = Somewhat well prepared; 3 = Well prepared; 4 = Very well prepared.

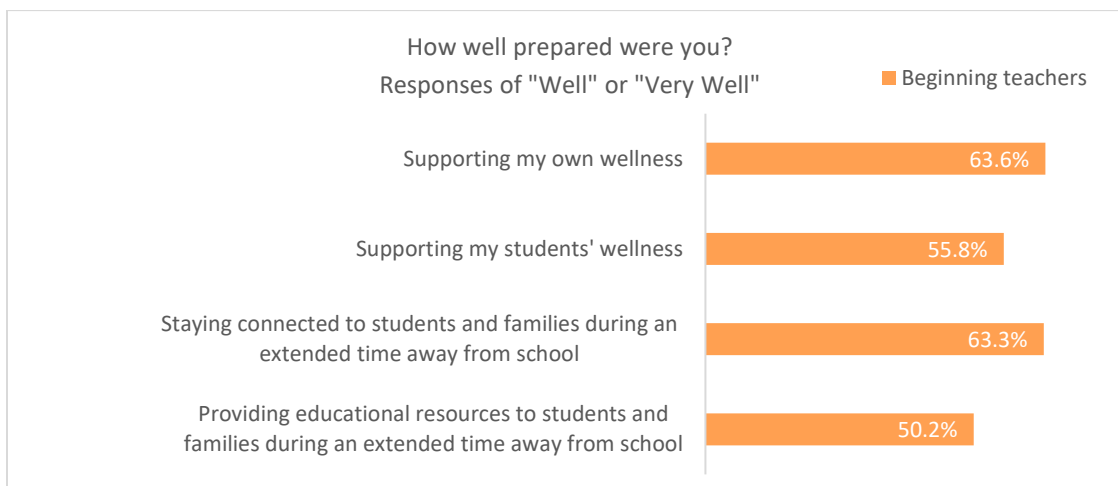Source: Survey of Novice Teachers Prepared in Iowa and Their Supervisors

BEGINNING PRINCIPAL SURVEYS. Each year, surveys are sent to first-year principals and their supervisors. The purpose of this survey is to examine how well the beginning principal performs administrative duties. The questionnaires were designed through a collaboration between the Iowa Department of Education and the Iowa Association of Colleges for Teacher Education (IACTE) and was administered through the University of Iowa's Qualtrics license. The questionnaires included all the items that had been used in surveys conducted in 2016-2019. The 2020 survey added a set of questions related to preparedness of beginning principals in foundational aspects of Iowa's Multi-Tiered System of Support (MTSS).
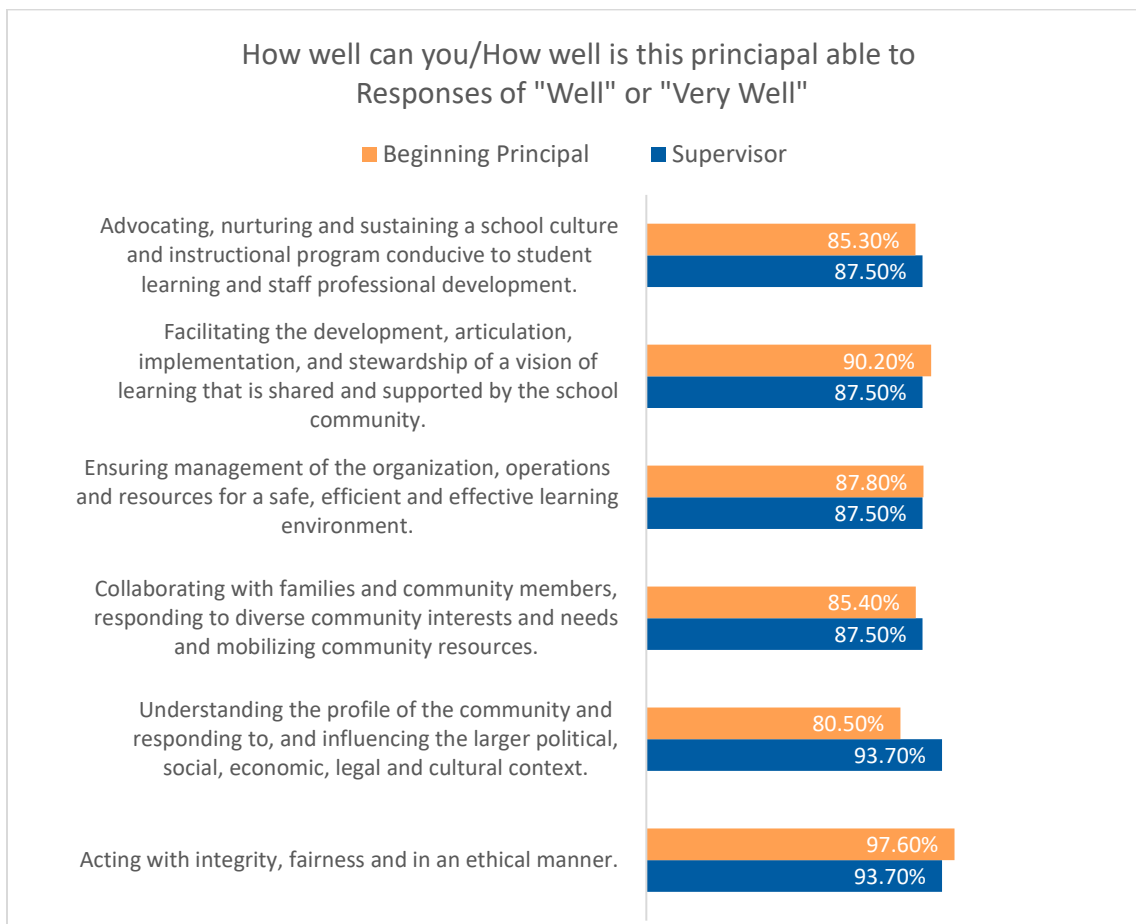
Table 6. Response rate on beginning principal survey

	Surveys	Respondents*	Response Rate
First-Year Principals	123	49	39.8%
Supervisors of First-Year Principals	43	24	55.8%

*Not every respondent answered every section of the survey.

Source: Survey of Novice Principals Prepared in Iowa and Their Supervisors

Figure 8. Beginning principals' overall level of preparation

How well can you/How well is this princiapal able to
Responses of "Well" or "Very Well"

■ Beginning Principal ■ Supervisor

	Beginning Principal	Supervisor
Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.	85.30%	87.50%
Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	90.20%	87.50%
Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.	87.80%	87.50%
Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.	85.40%	87.50%
Understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context.	80.50%	93.70%
Acting with integrity, fairness and in an ethical manner.	97.60%	93.70%

Scale: 1 = Not very well prepared; 2 = Somewhat well prepared; 3 = Well prepared; 4 = Very well prepared.

Source: Survey of Novice Principals Prepared in Iowa and Their Supervisors

Figure 9. Beginning principal preparation in aspects of a multi-tiered system of supports (MTSS)

How well can you/How well is this principal able to
Responses of "Well" or Very Well"

■ Beginning Principal   ■ Supervisor

Aspect	Beginning Principal	Supervisor
Collaborate with teachers, school staff, and administrators on RtI or MTSS	63.1%	73.3%
Support equity for all students	84.6%	80.0%
Participate in collaborative inquiry	84.6%	86.7%
Suport implementation of evidence-based instruction	69.3%	80.0%
Support the performance of universal screening	51.4%	86.7%
Develop evidence-based interventions	56.4%	73.3%
Engage in data-based decision-making	82.1%	80.0%
.Support the completion of progress monitoring	59.0%	80.0%
Participate in school-based initiatives that support Iowa's Every Student Succeeds plan	63.1%	73.3%

Scale: 1 = Not very well prepared; 2 = Somewhat well prepared; 3 = Well prepared; 4 = Very well prepared.

Source: Survey of Novice Principals Prepared in Iowa and Their Supervisors

Student Teaching Assessments

Teacher education programs (TEPs) are required to ensure candidates complete all coursework for an endorsement prior to student teaching. Because of this, student teaching is an excellent opportunity for TEPs to evaluate how well candidates perform in the work they were prepared to do. TEPs are required to analyze assessments of student teachers and report the results of this analysis along with plans to address issues identified in their analysis. TEPs assess through direct observation of student teacher performance based on program standards.

Like other methods of assessment, student teaching assessment is based on the InTASC standards, making evaluation and comparison across programs and across time more meaningful. Table 10 indicates the most common areas for which improvement is indicated.

TEPs are using student teaching data, in conjunction with data from other forms of candidate assessment to make curricular and instructional adjustments.

Table 7. Information from assessments of student teaching.

Issue	# of EPPs identifying	Common adjustments
Meeting the needs of diverse learners in general, and especially meeting the needs of English Language Learners (ELL)	8	Added curriculum in existing courses or created new coursework; integrated with greater focus throughout the curriculum, increased or enhanced candidates' opportunities to work with diverse learners in clinical settings.
Using assessment results for learning	7	Added curriculum in existing courses or created new coursework; articulated assessment objectives with InTASC standards, modeled assessment strategies in college courses, provided more opportunities for practice using assessment data in clinical settings
Classroom Management	6	Review and strengthen coursework in classroom management throughout program; emphasize classroom climate as part of instructional planning; include real-life vignettes for practice opportunities and reflection; faculty collaboration with in-service teachers to learn current best practices in managing classrooms
Collaboration with colleagues/community and professional dispositions	5	Define and explicitly instruct candidates regarding professional dispositions, monitor candidates' growth in professionalism and provide feedback as needed, create Professional Learning Communities (PLC) for candidates modeled after those used in PK-12 settings; increase instruction in skills for communicating with parents; offer opportunities for candidates to participate with PK-12 partners in professional development activities
Application of Content Knowledge	3	Deep analysis of content area gaps, greater collaboration with content area faculty, early detection of deficits and support for students

Source: Iowa Department of Education – EPP annual reports

Program Completion Assessment Pass Rate Data

Iowa statute requires that all teacher candidates must pass an assessment of pedagogical and content knowledge in order to be considered a completer of a preparation program. The Iowa Department of Education authorizes three options for program completion assessment that programs can choose from:

Option 1: Educational Testing Services (ETS) Praxis Series assessments. Candidates must pass two assessments:
a. Pedagogy: Grade level appropriate Principles of Teaching and Learning (PLT) assessment.
b. Content: The appropriate Praxis Content Assessment.
Option 2: The edTPA assessment appropriate for the content area being sought.
Option 3: ETS PPAT and Praxis Content Assessment. Candidates must pass two assessments:
a. Pedagogy: PPAT performance assessment.
b. Content: The appropriate Praxis Content Assessment.

Table 8. Iowa Program Completion Assessment Pass Rates September 2018 to August 2019

Test Name	Total tests	% Pass
ETS Praxis Content Knowledge		
Elem Ed: Content	1154	92
English Language Arts	113	95
Technology Education	6	67
Music	120	96
Family Consumer Science	25	92
Art	43	86
Mathematics	99	91
Biology	42	95
Chemistry	15	93
Agriculture	43	95
World and US History	78	88
Total/Average	1738	90
ETS Praxis Pedagogical Knowledge		
Principles of Learning & Teaching K-6	965	92
Principles of Learning & Teaching: 7-12	535	93
Total/Average	1500	93
Performance Assessments		
ETS PPAT* Pedagogy Only	397	98
edTPA** Pedagogy and Content	249	97

* Used only by Iowa State University and Regents Alternative Pathway to Licensure (RAPIL)
** Combines Content and Pedagogy, used by several programs

Source: ETS, Pearson

Program Assessment

In their annual report to the Department, all EPPs are required to analyze unit assessment data, report the results of that analysis, and describe their plans to address identified issues. Data sources used included:

- Candidate assessment results, both within coursework and from standardized assessments including program completion assessments.
- Student teacher evaluations completed by program supervisors and/or cooperating teachers.
- Surveys of graduates and their supervisors.
- Advisory committee input.

The analysis of unit assessment findings illustrated the uniqueness of each EPP and the continued focus by EPPs in making decisions based on sound assessment data. A sample of the action items identified by Teacher Education Programs, Educational Leadership Programs, and Other Preparation Programs are listed below.

Teacher Education Programs
- Review curriculum to create more articulated, consistent curriculum
- Increased management and oversight of remote sites
- More explicit instruction in differentiated instruction
- More background for faculty in ELL
- More explicit instruction in meeting needs of ELL
- More emphasis on classroom management (additional coursework or more integration into curriculum)
- More explicit instruction in assessment, adding coursework in assessment
- Modeling assessment practices to assist candidates in learning effective assessment strategies, including using data to make educational decisions
- Including mental health education and trauma-based training
- More practice in using instructional technology and applying it to content learning
- More explicit information regarding special education services and models
- Directly address dispositions and professionalism
- Deeper dive into candidate assessment data, additional candidate performance data, modifying forms of feedback to candidates
- Responding to candidate assessment data earlier in program, providing support earlier
- Additional aligned professional development for adjuncts, closer coordination with adjuncts
- More clinical experiences earlier in the program, more participatory pre-student teaching experiences, more opportunities for diverse clinical placements
- Increased collaboration with content area departments to increase candidates' academic strength in content knowledge

Educational Leadership Programs
- Added mock hiring simulation to enhance administrators' skill in screening, interviewing, selecting and communicating with potential hires.
- Increased oversight of remote or adjunct instructors, strengthen their knowledge of the program as well as inclusion into the unit.
- Planned to seek and use input from advisory committee more effectively.

Other Preparation Programs
- Counselor Education and School Social Work programs added additional content to prepare candidates to address mental health, crisis counseling, and trauma-related educational needs.
- Counselor Education Programs added additional structure and supervision to clinical experiences.
- School Psychology program partnered with an AEA to develop an online 'grow your own' pipeline program to address the critical shortage of school psychologists in Iowa.

Source: Iowa Department of Education – EPP annual reports

Noteworthy Program Improvements and Accomplishments

EPPs were asked to report on noteworthy accomplishments in the past year.

Many EPPs are involved in statewide initiatives for program improvements. These include the Blueprint (literacy) advisory team, The Model Code of Educator Ethics (MCEE) implementation team, the state-wide Teacher leadership and Compensation (TLC) implementation committee and Iowa Educators Rising conferences.

Approximately 16 faculty members served on program approval site visit teams in support of other EPPs during the 2018-2019 academic year. Nine faculty members serve three-year terms on the program approval state panel, participating in the review of every program being reviewed each year.

EPPs continually update their curriculum and assessment strategies based on internal and external data. Changes include specific learning in ESL, special education, and mental health and social-emotional support strategies. A number of EPPs have added endorsement offerings in response to needs in the state. Several EPPs added the ESL endorsement; some added in other areas including the early childhood inclusive endorsement, the business endorsement, the computer science endorsement, and the all-science. Upper Iowa University is working with Eastern Iowa Community College to be able to add an American Sign Language (ASL) endorsement.

Briar Cliff University has added a requirement for all secondary education candidates to complete an intensive 30 hour observed practicum demonstrating their proficiency in implementing content area reading strategies.

Buena Vista University has reinstated a chapter of Kappa Delta Pi national honor society for exemplary sophomore, junior and senior education students. In addition to being recognized for their high academic standing, Kappa Delta Pi offers these pre-service candidates with unique scholarships, service-learning opportunities, and leadership experiences.

Central College was named an inaugural Project Lead the Way (PLTW) Pre-Service Launch School. Several faculty members earned PLTW Launch faculty credentials, enabling them to deliver PLTW Launch Classroom Teacher Training to pre-service elementary education students in a post-secondary setting.

Coe College has added a unique peer mentorship plan for faculty, focused on the new Iowa Instructional Framework rubric. All faculty members observe one instructor's class, experiencing the same lesson, then all debrief together using the rubric as common language. This lesson study process is repeated for each faculty member.

Cornell College implemented the use of Swivl camera systems for student teachers to record themselves while teaching, and then have student teachers critique their lesson and write a reflection. They have now expanded this practice to junior level students in their methods courses.

Faith Baptist Bible College developed and began to offer a K-12 ESL Endorsement program which has enhanced collaboration with a wider network of PK-12 partnerships.

Graceland redesigned program outcomes with a specifically enhanced focus on the concepts of social-emotional learning, adverse childhood experiences/trauma sensitive teaching. They have also included an updated focus on digital citizenship.

Grand View University is in the third year of a grant for providing teachers throughout the state with the skills for meeting the needs of English Language Learners. In 2018-2019, there were 68 program completers with ESL endorsements, 39 of whom completed the program through distance learning. Their newly developed Bilingual Education Student Organization (BESO) has seen continued growth and provides students many experiential opportunities.

Iowa State University's renewed principal preparation program is grounded in literature with a strong emphasis on justice and equity.

Iowa State University's EPP Unit has been collaboratively examining the Model Code of Ethics for Educators and are beginning to pilot various versions of implementation into coursework.

Iowa Wesleyan University continues to refine its assessment system. They are sharing assessment data and seeking feedback from a wider range of stakeholders, including the Teacher Education Program National Advisory Board.

Simpson College is close to meeting their fundraising goal for creating new education facilities.

University of Iowa's Department of Teaching and Learning engaged Branch Alliance for Educator Diversity to conduct a voluntary equity review of the Teacher Education Program. Feedback from this focused review will inform the program's efforts to support diversity, equity, and inclusion in the program, in educator preparation, and in the profession.

The University of Dubuque implemented a certificate program for students called Qualified, Caring, Effective Educator (QCEE). A new evaluation tool coupled with the QCEE certificate provides opportunities for intense, focused conversations with candidates.

The University of Northern Iowa's UNI Minority Educators of Today and Tomorrow (UMETT) Program is a summer residential program aimed at high school students of color. The goal is to provide each participant with information and support needed to pursue a degree in education.

The University of Northern Iowa's School Psychology program has partnered with Green Hills AEA to develop a "grow your own" distance program as an extension of their current program. They have received a federal grant to support this program over the next five years in order to address a critical shortage of School Psychologists in Iowa.

Upper Iowa University is working with Eastern Iowa Community College to create an American Sign Language (ASL) teaching major. This program was inspired by the desire of some Iowa school districts to offer ASL as a language option in their curricula.

Waldorf College has instituted a Pillars Education scholarship program, which provides up to full tuition support in order to encourage growth in the Education major. In addition to the scholarship, candidates selected for the Pillars Education program are provided other opportunities including participating in professional development, job shadowing an in-service PK-12 teacher, and enhanced collaboration with each other and with education faculty. The goal is to purposefully develop a group of education students focused on being career educators.

Source: Iowa Department of Education – EPP annual reports

Program Review Schedules / Process

Figure 10: Flowchart of Program Review Process:

```
Approximately 18 months prior        EPP conducts a self-study.          EPP writes an Institutional
to the site visit, Department                                            Report (IR).
consultants meet with EPP to                                             IR due 2 months prior to site
review the process and                                                   visit
requirements.

State panel and site visit team      State panel and site visit team     Department consultants
read the IR and organizes notes      synthesize initial findings in the  compile the initial findings into
as initial findings.                 preliminary review (PR) meeting     a PR feedback report.
                                     to provide feedback to the
                                     program.

State panel and site visit team      EPP prepares a response to the      Site visit team conducts an on-
review the PR feedback report        preliminary review report and       campus site visit and writes a
and then the feedback report is      provides response to the site       draft final report.
sent to the EPP.                     visit team.
                                     Due at least one week prior to
                                     site visit.

Department consultants finalize      EPP provides a written response,    Department consultants
the report, share it with the site   that addresses recommendations      prepare a report, including a
visit team for a member check,       and documents actions to resolve    recommendation for level of
and then share the final report      compliance concerns.                program approval, for the State
with the EPP.                        Due 3 months after receiving the    Board of Education.
                                     final report.

The State Board of Education         Approximately one year after        EPP reports on implementation
determines the level of              the Board decision, Department      of action plans in the program's
approval.                            consultants conduct a follow-up     annual report to the
                                     meeting to assess                   Department.
                                     implementation of action plans.
```

Yellow: IDoE staff, Green: EPP, Blue: State Panel/Site Team, Orange: State Board

Summary of 2019-2020 Academic Year Reviews

Five EPP's were reviewed during the 2019-2020 academic year: University of Dubuque, Viterbo University, Briar Cliff University, Iowa State University, and Luther College. A sixth, St Ambrose University was rescheduled when the review materials were found to be not complete following the illness and death of the program director. To date, only the University of Dubuque has been brought before the state board. The UD program was awarded full approval.

In addition to the three Department consultants who review programs, 30 peer reviewers conducted on-site program reviews, along with one BoEE consultant and the nine peer state panel members who review the documentation for every program each year.

It should be noted that because of COVID-19 impact, the Viterbo site visit in late April was conducted entirely virtually. UD, Viterbo, ISU and Luther had issues in governance, primarily concerning organizational structures and communication of the structures. All programs were found to be lacking in work to recruit and support diverse faculty and students, one was issued a compliance concern in this standard. There were few minor issues with faculty qualifications. All programs had useable assessment systems, but there were areas in need of improvement in each system. Some programs had issues with a lack of consistency in clinical experiences for all students. There were only minor issues in the knowledge, skills and dispositions standard.

Summary of 2019-2020 Follow Up Reviews

Four follow up reviews were conducted in the 2019-2020 academic year.

- University of Northern Iowa, December 4, 2019, full approval on November 14, 2018
- University of Iowa, March 10, 2020, full approval on January 16, 2019
- Simpson College, May 11, 2020, full approval on January 16, 2019
- Morningside College Traditional programs, July 9, 2020, full approval on March 28, 2019
- Morningside College Alternative License program, July 9, 2020, full approval on March 28, 2019

For each review, Department staff met with key faculty/administrators for each program to examine documentation and discuss continuous work. The UNI and UI visits were help on their respective campuses. Simpson and Morningside reviews were help virtually.

University of Northern Iowa.
The compliance concerns were in the governance, faculty, teacher clinical and teacher and admin KSD sections. Overall, the concerns centered on the application of the governance structure and program oversight. These concerns were articulated in all faculty having access to information through the governance structure, oversight of clinical experiences and curriculum, as well as clear alignment of teaching duties with faculty assignments.

The UNI team shared documentation in handbooks, policies and records. The Uni and Department team discussed the work of the unit and found all work identified in the UNI repose for eh state board were being fully addressed.

University of Iowa.
The compliance concerns were in the governance, faculty, assessment, and teacher clinical sections. In the governance and faculty sections the concerns were around use of resources to meet standards. There was a lack of human resources applied to clinical supervision and a lack of management of faculty assignments and professional development requirements. Assessment issues were centered on a lack of policies for assessing candidates aligned with standards. Finally, the teacher clinical standard issues centered on a lack of consistent policies for clinical experiences across programs of study.

The UI team shared documentation of clear policies and procedures along with communication procedures to ensure compliance with all identified concerns. The UI team also shared work they are doing moving forward to use their newly assigned assessment director to provide data for continuous improvement decision making

across standards. The UI and Department team discussed the work of the unit and found all work identified in the UI response for the state board were being fully addressed.

Simpson College.
Simpson had minimal compliance concerns, in the governance, faculty, assessment, teacher clinical and teacher KSD sections. There was not an overarching issue, rather specific issues in each standard. In governance, the issue was alignment of standards with curriculum. In faculty, the issue was oversight over assignments and professional development. In assessment, there was a lack of clear candidate assessments informing the program. In clinical and KSD, the issues were a lack of practice opportunities in some programs, and minimal instruction in literacy in some programs.

The unit established clear policies and procedures to resolve all concerns. In the follow up review, the newly appointed chair and key faculty members shared ongoing work, and documentation of application of policies and procedures. The Simpson and Department teams discussed the work of the unit and found all work identified in the Simpson response for the state board were being fully addressed.

Morningside Traditional program (using IAC 281-chapter 79 standards).
The Morningside traditional program had concerns in the governance, faculty, assessment and clinical sections. The overarching issue was a lack of a governance structure to provide for a cohesive unit, with oversight over all programming. This issue was articulated in the governance section and impacted the concerns in all other sections.

The institution made significant organizational changes. Creating a Dean position and placing it over three chair positions. Additionally, administrative duties were identified and documented across programs, including a clinical placement specialist. Additional faculty and administrative positions were hired. The change in structure, along with documented policies and procedures put in place have resolved all issues. Additionally, the institution hired a new Dean in July of 2020. The exiting dean will stay on in a chair position for consistency. Department staff examined documented evidence and ensured all compliance issues are resolved with sustainable plans for moving forward.

Morningside Alternative Licensure program (using IAC 281-chapter 77 standards).
The Morningside alternative license program had two overarching issues. The governance structure issue was shared with the traditional program. Additionally, one faculty member was not providing curriculum and instruction aligned with unit standards. The changes in the organizational structure allowed for the resolution of both issues. The chair of the intern program now has the time to devote to the management of the unit and the proteasomal development and monitoring of faculty. This structure also allowed the chair to work with faculty to improve the assessment system. Department staff examined documented evidence and ensured all compliance issues are resolved with sustainable plans for moving forward.

Implementation of Plans Since Last Accreditation Review

In addition to the one-year follow-up visits, in the annual report to the Department each EPP is asked to summarize actions taken in areas that had been identified as areas for improvements in the EPP's most recent approval review. In total, concerns had been identified across six general standard areas. The most common standard identified as an area for improvement was the Governance/Resources standard; the next most common area was the Assessment standard.

Governance/Resources standard:
- Implemented governance structures that provide enhanced oversight of all programs in the unit, especially those offered through different delivery systems or in different locations.
- Created communication and collaboration protocols to ensure all components of the unit are integrated and aligned with conceptual frameworks.

- Added human resources, including new faculty lines, support personnel, technology and updated instructional resources.
- Recreated the structure and purpose of advisory boards.

Diversity standard:
- Developed and monitored the success of specific actions to recruit and retain diverse faculty and students.
- Implemented program or institutional structures to create more a supportive, inclusive climate and culture.

Faculty standard:
- Aligned faculty assignments more closely with faculty qualifications. In several instances, this including hiring faculty to meet specific faculty qualification needs.
- Improved accountability and documentation of faculty evaluation and development.
- Instituted peer mentoring support for new faculty and for adjunct faculty

Assessment standard:
- Centralized/coordinated the operation of the assessment system across the unit
- Enhanced alignment of standards, curriculum and assessment.
- Enhanced reliability measures.
- Instituted policies for sharing assessment data and for systematically reviewing assessment data and assessment system.

Clinical standard:
- Oversight of clinical experience requirements.
- Alignment of clinical experiences with other program elements.

Curriculum standard
- Enhanced oversight of curriculum.
- Updated the scope and sequence of courses.
- Changed curriculum based on assessment data and alignment with standards. This often led to curricular additions targeted to improve preparation in identified areas of need.
- Collaborated across the institution to enhance curriculum outcomes in content area knowledge

Additionally, several EPPs were focused on continuous ongoing improvement, moving beyond concerns identified in their previous program approval review. A number of EPPs described changes made or being considered as a result of the in-depth self-study conducted in preparation for program approval review.

Source: Iowa Department of Education – EPP annual reports

Upcoming Reviews 2020-2021

Table 9. Reviews scheduled in 2020-2021 academic year.

Institution	Preliminary Review	On Site Visit
St. Ambrose University	July 30, 2020 Report due July 15, 2020	October 11-15, 2020
Faith Bible College	September 15, 2020 Report due September 1, 2020	Nov 15-19 2020
Waldorf College	December 1, 2020 Report due November 13, 2020	Feb 7-11 2021
Central College	December 15, 2020 Report due November 30, 2020	Feb 21-25, 2021
Mount Mercy University	February 16, 2021 Report due February 1, 2021	April 11-15, 2021

Table 10. Follow-up visits scheduled in 2020-2021 academic year.

Institution	Date of Visit
Clarke University	TBD
University of Dubuque	TBD
Emmaus Bible College	TBD
Loras College	TBD
Iowa Principal Leadership Academy (IPLA)	TBD

Table 11. Iowa Educator Preparation Programs.

July 2020	Programs and Degrees Offered						
Name and Location of Institution	Early Childhood Only	Elem Education	Secondary Education	Secondary Intern	Educational Leadership	School Service Personnel	Highest Degree Granted In Education
Briar Cliff University, Sioux City		X	X				M
Buena Vista University, Storm Lake		X	X			X	M
Central College, Pella		X	X				B
Clarke University, Dubuque		X	X				M
Coe College, Cedar Rapids		X	X				M
Cornell College, Mount Vernon		X	X				B
Dordt University, Sioux Center		X	X		X		M
Drake University, Des Moines	X	X	X		X	X	D
Emmaus Bible College, Dubuque		X	X				B
Faith Baptist Bible College, Ankeny		X	X				B
Graceland University, Lamoni		X	X				M
Grand View University, Des Moines		X	X				M
Grinnell College, Grinnell			X				B
Iowa Principal Leadership Academy					X		No degree
Iowa State University, Ames	X	X	X		X		D
Iowa Wesleyan University, Mount Pleasant	X	X					B
Loras College, Dubuque		X	X			X	M
Luther College, Decorah		X	X				B
Morningside College, Sioux City		X	X	X			M
Mount Mercy University, Cedar Rapids	X	X	X				M
Northwestern College, Orange City		X	X		X		M
Regents Alternative Pathway to Licensure				X			No degree
Saint Ambrose University Davenport	X	X	X			X	M
Simpson College, Indianola		X	X				M
University of Dubuque, Dubuque		X	X				B
The University of Iowa, Iowa City		X	X		X	X	D
University of Northern Iowa, Cedar Falls	X	X	X		X	X	D
Upper Iowa University, Fayette	X	X	X				M
Viterbo University, Des Moines					X		M
Waldorf University, Forest City		X	X				B
Wartburg College, Waverly		X	X				B
William Penn University, Oskaloosa		X	X				B

Key: B-Bachelor's Degree   M-Master's Degree D-Doctorate Degree