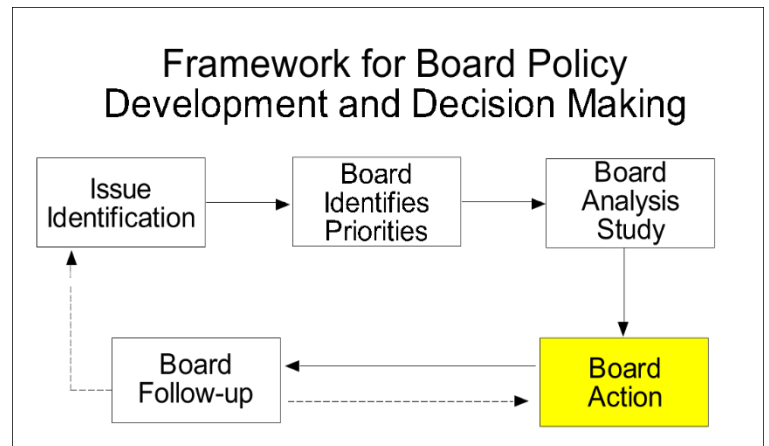


Iowa State Board of Education

Executive Summary

May 4, 2023



Agenda Item: William Penn University 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 William Penn University Educator Preparation Program through the next review scheduled for the 2029-2030 academic year.

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



Educator Preparation Program Approval Report

William Penn University

Site Visit: September 25-29, 2022

Presented to the Board of Education

May 4, 2023

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, Des Moines
Rod Bradley, Denison
Cindy Dietz, Cedar Rapids
Cassandra Halls, Carlisle
Brian J. Kane, Dubuque
Mike May, Spirit Lake
Mary Meisterling, Cedar Rapids
Nathan Peterson, Iowa City
John Robbins, Iowa Falls
Alaina Whittington, student member, Diagonal

Administration

Chad L. Aldis, Director and Executive
Officer of the State Board of Education

Division of Community Colleges and Workforce Preparation

Jeremy Varner, Division Administrator

Bureau of Community Colleges

Amy Gieseke, Bureau Chief
Maryam Rod Szabo, Administrative Consultant
Kelly Faga, Program Consultant
Stephanie TeKippe, Program Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C.§§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 800-877-8339, email: OCR.Chicago@ed.gov

Table of Contents

Background & History	4
Department Report	5
Full Report with Original Concerns, and William Penn University's Responses	7

Background & History

William Penn University is a Quaker (Society of Friends) institution located in Oskaloosa, Iowa. Quaker pioneers who wanted to make quality higher education available to all founded the institution then known as Penn College in 1873. Instruction started that year, and the first class graduated in 1875. In 1916, Penn's main building was destroyed by fire and a new campus was built one-quarter mile north of the earlier site. A major campus expansion began in early 2006.

William Penn University offers a variety of endorsements; elementary and secondary teacher preparation in face-to-face and online formats. This institution has hosted many of the Teacher Registered Apprenticeship program candidates in Iowa, in collaboration with districts, allowing the opportunity for the districts to grow their own educators and meet the needs of districts.

Site Visit Team Members

Ms. Janet Rohmiller, Briar Cliff University
Dr. Steve Shanley, Coe College
Dr. Diana O'Leary, Grandview University
Ms. Kady Korbel, University of Northern Iowa
Dr. Katie Laux, Upper Iowa University
Dr. Maryam Rod Szabo, Iowa Department of Education
Dr. Kelly Krogh Faga, Iowa Department of Education
Dr. Stephanie S. TeKippe, Iowa Department of Education

Department Report

Selected Commendations

- The unit is well-respected and considered a model for other divisions. Distinctions included effective leadership, efficient completion of requirements and positive contributions toward university goals.
- The institution and unit have implemented multiple programs and opportunities to support student diversity across campus, including: The Teacher and Paraeducator Registered Apprenticeship (TPRA), distance learning (DL) support for TPRA participants and the Summer Leadership Institute (at-risk students are identified and given support prior to beginning the first term of academic studies).
- The team found, through faculty and student discussions, the unit has a culture of caring and collaboration. During student interviews, across delivery modalities, appreciation for faculty knowledge and attentiveness towards students was expressed along with professors and advisors being easily accessible. Likewise, discussions with faculty and staff reflected a unit that functions well as a team and takes pride in their work.
- The Unit has developed a systematic and comprehensive assessment system, based on unit standards, that is collaborative and aligned across programs and delivery modalities.
- The team found that instruction to help candidates work with students from diverse populations and with dyslexia (elementary education) is evident, and candidates feel confident working with diverse populations.

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: equitable resources for clinical supervisors was provided by implementing stipends. A new special education faculty line was provided to provide appropriate resources in the online programs. This position is scheduled to start in the 2023-2024 academic year. The current part-time advisor for distance learning was moved to full-time. Additionally, a part-time distance learning instructional designer will begin work to improve accessibility and resources in June 2023 and limit the course enrollment cap to 27 candidates. The program made further modifications to support the target of 300 distance learners by increasing division chair and distance learning director credit release, therefore reducing teaching responsibilities. Future plans include moving the part-time assessment and licensure coordinator from part time to full-time.

In response to the need for curriculum oversight, the program decided to discontinue the English as a Second Language endorsement and has a phase out plan for current candidates.

Diversity Standard

The Department considers the Diversity standard to be MET.

There were no compliance issues identified in the Diversity standard.

Faculty Standard

The Department considers the Faculty standard to be MET.

There were no compliance issues identified in the Faculty standard.

Assessment Standard

The Department considers the Assessment standard to be MET.

There were no compliance issues identified in the Assessment standard.

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: William Penn resolved the concern regarding high quality supervisors by outlining supervisor expectations in an agreement accompanied with a newly written job posting and evaluation tool for review of supervisors.

Teacher Knowledge, Skills and Dispositions Standard

The Department considers the Knowledge, Skills and Dispositions standard to be MET.

There were no compliance issues identified in the Knowledge, Skills and Dispositions standard.

Full Report with Original Concerns and William Penn University's Responses

William Penn University

Team Report

Preliminary Review: July 21, 2022

Site Visit: September 25, 2022 through September 29, 2022

Final Report: October 17, 2022

William Penn University Responses: January 12, 2023

Added revisions: January 25, 2023

Presented to the State Board of Education on: May 4, 2023

Iowa Department of Education

Review Team Members:

Ms. Janet Rohmiller, Briar Cliff University

Dr. Steve Shanley, Coe College

Dr. Diana O'Leary, Grandview University

Ms. Kady Korbel, University of Northern Iowa

Dr. Katie Laux, Upper Iowa University

Dr. Maryam Rod Szabo, Iowa Department of Education

Dr. Kelly Krogh Faga, Iowa Department of Education

Dr. Stephanie S. TeKippe, Iowa Department of Education

Acknowledgements

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

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit. Some of those people are: Dr. Stephen Henderson, Mrs. Dana Oswald and Mr. Shane Ehresman.

GOVERNANCE AND RESOURCES STANDARD

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]

GOVERNANCE AND RESOURCES FINDINGS

Commendations/Strengths:

1. The unit is well-respected and considered a model for other divisions. Distinctions included effective leadership, efficient completion of requirements and positive contributions toward university goals.
2. The Department Chair was recognized as a strong and effective leader who upholds inclusion, collaboration and dedication to the ongoing work and improvement of WPU's educator preparation program.
3. The Assessment Coordinator was commended for diligent work on assessment and effective collaboration/support of leadership, faculty and staff.
4. The Director of Distance Learning utilized connections with districts and individuals across Iowa, surpassed enrollment goals and secured adjunct faculty to address the last-minute enrollment increase.

Recommendations:

1. 79.10(5) The team recommends exploring strategies to increase participation of Teacher Advisory Committee (TAC) members along with documentation of sharing program data and utilization of TAC input.

Program Response The unit discussed at the November 14, 2022 retreat and decided to create a set of criteria to outline the role of the TAC members, with a goal of having a smaller and more involved committee. Establishing committee expectations and term limits was discussed. The fall TAC meeting will have a standing agenda item to review assessment data to seek input from stakeholders. The idea of a newsletter to be sent after the fall meeting and after the spring survey was discussed as a way to increase communication.

2. 79.10(8) Interviews with teacher candidates in the distance learning (DL) program disclosed concerns about the DL attendance policy. The Director of Distance Learning confirmed the attendance policy has been refined and efforts are in process for consistent and effective implementation. The team recommends documentation of written policies along with communication of the policy and appeals process to candidates.

Program Response The Distance Learning Team is reviewing the current attendance and online course civility policies in an effort to improve consistent and effective implementation. Both are included in all Distance Learning syllabi. The attendance policy and Student Appeal Process were reviewed fall of 2022 and will be updated in the 2022-2023 WPU Education Student Guidebook and shared with all candidates.

3. 79.10(2) The professional education unit is required to have primary responsibility for all educator preparation programs offered by the institution through any delivery model. During the outbrief conversation the team were assured that courses specific to education core and endorsements will be managed by the unit.

Program Response A copy of the asynchronous course policy which administration asserts was an approved policy in the Academic Council was requested. At present, the policy has not been provided to clarify courses taught asynchronously under the direction of the Director of Online Learning.

Concerns:

1. 79.10(10) Inequitable resources for mileage reimbursement when observing student teachers is present. Full-time faculty are reimbursed for mileage while adjunct faculty are not. It does not appear that all candidates have the opportunity to be observed and mentored equitably by a qualified supervisor. The team recommends incorporating equitable faculty and student resources for all program components, regardless of delivery model or location.

Program Response In lieu of mileage reimbursement, the unit will add an additional \$50.00 stipend to full-time faculty and adjunct student teaching supervisors to compensate for mileage. Stipend will include:

1. Changing 8-week placements from \$350 to \$400 (this would include mileage reimbursement for an average of 30-mile trip/8-week placement)
2. Changing 16-week placements from \$700 to \$800
3. The unit will add supervisor qualifications to the student teaching guidebook & payments

2. 79.10(7a) The team found evidence that resources are not sufficient in the distance learning program. In the distance learning program, there is one full-time faculty member

and approximately thirty adjunct faculty, resulting in a reliance on adjunct faculty to teach courses and making it difficult to provide the necessary oversight for curriculum in the majors and endorsements. The unit is required to develop a plan, with approval/support of administration to address the following:

a. Staffing of the educator preparation program, including adequate faculty to teach courses across the unit, reducing reliance on adjunct faculty and including positions with appropriate, delineated job responsibilities necessary to support the educator preparation program.

Program Response The unit recognizes the need to reduce reliance on adjunct faculty and necessary support staff to support the unit. The unit currently has four full-time faculty and one part-time faculty who teach a total of 21-33 credits for DL and one full-time faculty teaching a full course load for DL.

Proposal: 1. New full-time Special Education Faculty and 2. Current part-time Academic Advisor (20 hrs) to full-time Academic Advisor. See Sustainability Plan for details.

b. Adequate oversight of curriculum, assessment and endorsements, including how the unit will meet the accessibility and resources required for online and distance learning instruction.

Program Response The unit recognizes the need to identify the accessibility and resources required for online and distance learning instruction. To address 79.10(b) concern, the unit addressed this below in Ch.79.10(7b, c).

c. Intention and goals for growth of the distance learning program and determination of how to ensure sustainability of the educator preparation program across both delivery models.

Program Response The unit recognizes the need to establish distance learning enrollment goals and a sustainability plan to support the educator preparation program across both delivery models. Proposal: The unit continues to work with the Vice President of Enrollment Management to draft plans for growth and sustainability. Provided evidence (links removed): Distance Learning Target Enrollment Spreadsheet. See Sustainability Plan for details.

d. The unit is required to examine additional administrative duties that are the result of the program growth and develop and share a plan on how they will continue to address those additional needs according to the program growth (Review of department chair, distance learning director and assessment/licensure coordinator responsibilities and teaching load with consideration of the state reporting and oversight requirements).

Program Response The unit recognizes the need to examine additional administrative duties as a result of program growth. Proposal: (1) Increase Division Chair's credit release by three credits, totaling a 9-credit release. (2) Reduce 6 teaching credits per semester from DL Director position and reallocate 6 credits per semester with additional DL Director responsibilities to increase school partnerships. (3) Move part-time Faculty to full-time Faculty with Assessment and Licensure Duties. See Sustainability Plan.

e. Review of the student-faculty ratio and ensuring equitable ratio amongst online and face to face courses.

Program Response The unit recognizes the need to ensure appropriate student-faculty ratio in the distance learning courses. Based on previous IR approval, current classroom enrollment guidelines have been 27 students maximum for one instructor; 54 students maximum for two instructors. To address 79.10(7c) concern, the unit proposes the following: hold to 27 student cap in all DL courses, removing co-instructor rule per DOE concerns, except in extenuating circumstances and utilize multiple sections versus co-instructors

f. Ensuring the oversight of the curriculum for different endorsement is managed formally by faculty with related knowledge and preparation. For Example; ESL endorsement which is normally taught by adjunct faculty members, need to be reviewed for the state compliance with chapter 79 and chapter 13.

Program Response The oversight of curriculum for all endorsements is managed by the Licensure Official. The endorsements to be reviewed on a 7-year rotation are listed in the Curriculum Exhibit Review Cycle, which was in the IR on page 27, Table 11. If William Penn University does not have a full-time faculty member to do the review, the Licensure Official will work with either two adjuncts who teach the courses in the area (specifically ESL) or hire an outside person who meets the qualifications. After reviewing the ESL endorsement recommendation data, it has been determined to eliminate the ESL endorsement from the William Penn University offerings and to provide an ESL Teach out plan for current students (6-8).

3. 79.10(7b,c) The team finds evidence that the distance learning program does not fully support the instructional needs of candidates and the professional development for course instructors to implement effective pedagogical practices in a distance learning format. The unit is required to develop a plan to identify personnel and resources for distance learning. The team asks that the unit include the use of online course development and delivery standards to increase the effectiveness of the distance learning program. This plan needs to include identification of the online teaching standards that will be used and how the unit will ensure the availability of appropriate tools, in addition to design, delivery and oversight of effective online and distance learning courses.

Program Response The unit recognizes the need to design, create and implement standardized courses aligned to national standards in order to increase the effectiveness of the distance learning program. To meet this concern, in addition to the 79.12(4) recommendation, the unit proposes the following: 1) DL Instructional Designer; 2) Propose current faculty to fulfill this role (1. Reduce teaching load by 3 credits, assign task of aligning DL to standards; 2. Summer stipends; 3. Gradual plan of implementation); 3. Work in collaboration with Online to look at overall university standards, 4. Quality matters & NSQ and 5. Work with unit administration to develop and adopt a policy to ensure quality course design, development and instruction for all DL courses meeting national standards.

Sources of Information

Interviews with:

President, Vice President for Academic Affairs, Vice President of Finance, Director of Information Services, Director of Admissions, Registrar, Library Director, Education Division Chair, Director of Distance Learning, Unit Faculty, Adjunct Faculty, Teacher Education Committee (Content Faculty), Lead Academic Advisor, Office Manager, Placement Coordinator, Assessment Coordinator/Licensure Official, Candidates, Teacher Advisory Committee members (principals, teachers, alumni)

Review of:

DIVERSITY STANDARD

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.

DIVERSITY FINDINGS

Commendations/Strengths:

1. The institution and unit have implemented multiple programs and opportunities to support student diversity across campus, including: The Teacher and Paraeducator Registered Apprenticeship (TPRA), distance learning (DL) support for TPRA participants and the Summer Leadership Institute.
2. The Director of Distance Learning traveled to school districts throughout Iowa to recruit adjunct faculty for the TPRA program, allowing the institution to hire faculty from a variety of locations and districts.
3. The unit continued to prioritize diverse field experience placements, even as they addressed the challenges created through a sudden and significant increase of DL students and the hiring of a new DL placement coordinator.
4. The institution and unit appear to benefit from athletic coaches’ commitments to recruiting and retaining students from diverse backgrounds.

Recommendations:

1. **79.11(2)** The team recommends the institution consider a more formalized and documented approach for recruiting diverse faculty and staff members. The team acknowledges both the limited population of diverse applicants and the challenges in attracting these applicants. However, there are strategies the institution could investigate and implement beyond the current approach, including: expanding job advertisement listings beyond Higher Ed Jobs and local platforms or implementing a “Grow Your Own” program.

Program Response the Vice President of Academic Affairs and Human Resource Director were made aware of the recommendation via an email sent on 11.9. The email quoted the Site Team’s recommendation verbatim.

Concerns:

None.

Sources of Information

Interviews with:

Vice President for Academic Affairs/Dean, Department Chair; Admission and Retention Staff, Financial Operations VP, Placement Coordinator, Teacher Education Committee, Director of Distance Learning, Assessment Director, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty

Review of:

Course syllabi, Institutional Report, Program Response to Review Team's Initial Report, Visits to classrooms and discussions with students

FACULTY STANDARD

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]

FACULTY FINDINGS

Commendations/Strengths:

1. The team found, through faculty and student discussions, the unit has a culture of caring and collaboration. During student interviews, across delivery modalities, appreciation for faculty knowledge and attentiveness towards students was expressed along with professors and advisors being easily accessible. Likewise, discussions with faculty and staff reflected a unit that functions well as a team and takes pride in their work.
2. Students' voices are included in the evaluation process. During a discussion with DL adjunct faculty, all noted student feedback was the most valuable of all the evaluation steps.
3. The unit and the IT division are intentional about providing access to professional development to all unit faculty by recording and storing PD sessions. The VLPD is a site on Moodle where recorded Professional Development is stored. The Institutional Report noted that it is underutilized. In response to this, a unit faculty member is planning to increase the communication about its contents, especially to adjunct faculty.

Recommendations:

1. 79.12(4) The unit has had a rapid increase in the number of students enrolled in the DL division precipitating the need to hire many new adjunct instructors and to increase the DL course offerings. The team suggests that the unit reviews approaches to ensure preparation and training to design, online courses through learning instructional designer support or expert in designing online instruction to ensure effective online pedagogy, in addition the team recommends specific online pedagogical and design training be provided for all faculty teaching in distance/hybrid learning model.

Program Response The unit recognizes the need to design, create and implement standardized courses aligned to national standards in order to increase the effectiveness of the distance learning program. To meet this concern, in addition to the 79.12(4) recommendation, the unit proposes the following:

1. DL Instructional Designer
2. Propose current faculty to fulfill this role: reduce teaching load by 3 credits, assign task of aligning DL to standards; summer stipends; gradual plan of implementation; work in collaboration with Online to look at overall university standards (Quality Matters and NSQ)

Concerns:

None.

Sources of Information

Interviews with:

Division Chair, Instructional Technology Director, Assessment Coordinator, Candidates, Unit Faculty (full-time and adjunct)

Review of:

Institutional Report, Program Response to Review Team's Initial Report, Visits to classrooms and discussions with students, Survey responses of DL instructors, Site Visit Overview Presentation

ASSESSMENT STANDARD

281—79.13(256) Assessment system and unit evaluation standard. The unit's assessment system shall appropriately monitor individual candidate performance and use that data in concert with other information to evaluate and improve the unit and its programs in accordance with the following provisions.

79.13(1) The unit has a clearly defined, cohesive assessment system.

79.13(2) The assessment system is based on unit standards.

79.13(3) The assessment system includes both individual candidate assessment and comprehensive unit assessment.

79.13(4) Candidate assessment includes clear criteria for:

- a. Entrance into the program. If a unit chooses to use a preprofessional skills test from a nationally recognized testing service for admission into the program, the unit must report passing rates and remediation measures annually to the department.
 - b. Continuation in the program with clearly defined checkpoints/gates.
 - c. Admission to clinical experiences (for teacher education, this includes specific criteria for admission to student teaching).
 - d. Program completion (for teacher education, this includes testing described in Iowa Code section 256.16; see subrule 79.15(5) for required teacher candidate assessment).
- 79.13(5)** Individual candidate assessment includes all of the following:
- a. Measures used for candidate assessment are fair, reliable, and valid.
 - b. Candidates are assessed on their demonstration/attainment of unit standards.
 - c. Multiple measures are used for assessment of the candidate on each unit standard.
 - d. Candidates are assessed on unit standards at different developmental stages.
 - e. Candidates are provided with formative feedback on their progress toward attainment of unit standards.
 - f. Candidates use the provided formative assessment data to reflect upon and guide their development/growth toward attainment of unit standards.
 - g. Candidates are assessed at the same level of performance across programs, regardless of the place or manner in which the program is delivered.
- 79.13(6)** Comprehensive unit assessment includes all of the following:
- a. Individual candidate assessment data on unit standards, as described in subrule 79.13(5), are analyzed.
 - b. The aggregated assessment data are analyzed to evaluate programs.
 - c. Findings from the evaluation of aggregated assessment data are used to make program improvements.
 - d. Evaluation data are shared with stakeholders.
 - e. The collection, aggregation, analysis, and evaluation of assessment data described in this subrule take place on a regular cycle.
- 79.13(7)** The unit shall conduct a survey of graduates and their employers to ensure that the graduates are well-prepared, and the data shall be used for program improvement.
- 79.13(8)** The unit regularly reviews, evaluates, and revises the assessment system.
- 79.13(9)** The unit annually reports to the department such data as is required by the state and federal governments.

[**ARC 8053B**, IAB 8/26/09, effective 9/30/09; **ARC 0476C**, IAB 11/28/12, effective 1/2/13; **ARC 1780C**, IAB 12/10/14, effective 1/14/15; **ARC 2948C**, IAB 2/15/17, effective 3/22/17; **ARC 5330C**, IAB 12/16/20, effective 1/20/21]

ASSESSMENT FINDINGS

Commendations/Strengths:

1. The Unit has developed a comprehensive assessment system, based on unit standards, that is collaborative and aligned across programs and delivery modalities.
2. The clearly defined assessment processes are systematic with multiple checkpoints/gates that are maintained and communicated with candidates.
3. The student data portal built collaboratively with the Information Systems Department is a strength and valuable tool which the unit continues to build and utilize.

Recommendations:

1. **79.13(4)** The unit raised the requisite grade from a C- to a C in prescribed foundational courses as a pre professional skills checkpoint but lacked evidence of data or research to support the decision beyond discussions. The team suggests utilizing data to review and support the checkpoint for entrance into the program.

Program Response An analysis of data was completed in 2020 exploring the correlation between passing the CBASE and passing the Praxis II content tests. Data showed candidates who took the Successful Writing course prior to Composition I or the Numeric Reasoning course prior to college math struggled passing the Praxis content assessments. With the deletion of CBASE as the pre-professional skills checkpoint, the unit increased the grade requirement of a C- to a C as a gate. Raising the grades was to ensure students demonstrated proficiency in Composition I, II and college math. This was decided at the May 2021 Retreat. The unit will ask for and analyze data for program changes or modifications.

2. 79.13(5a) The team did not find evidence of an inter-rater reliability process for scoring key assessment rubrics and suggests incorporating this process within established meetings.

Program Response The unit will look at ways to increase the inter-rater reliability process for the key assignment rubrics by adding practice sessions during the division retreats. Alignment meetings between the faculty teaching on campus and for distance learning candidates will continue to review exemplars and complete rubrics to increase the inter-rater reliability.

3. 79.13(5f) The institutional report, preliminary report responses and interviews indicate that a candidate reflection process of their development/growth toward attainment of unit standards is not being fully met. The team suggests a formal process for candidate reflection of growth toward standards.

Program Response The unit is reviewing the key assignment rubrics to add a consistent measure and scoring criteria to provide candidates with the opportunity to reflect on growth towards standards.

4. 79.13(6c) The team did not find evidence of regularly utilizing assessment data to make program improvements. The team suggests incorporating a systematic and documented process of incorporating aggregated data into programmatic decision-making for the unit.

Program Response The unit utilizes regular assessment data to make program improvements but have not clearly documented the process. The assessment coordinator and unit will add the data that are reviewed and the action steps taken on division meeting agendas and minutes to clarify the specific program changes made.

Concerns:

None.

Sources of Information

Interviews with:

Distance Learning Director, Candidates; Assessment Coordinator, Licensure Official, Education Division Chair, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates (face-to-face and distance learning), Office Coordinator, Unit Faculty, Director of Information Services, Student Teaching Placement Coordinator, Academic Advisors

Review of:

Course Syllabi, Student Records, Institutional Report, Program Response to Review Team's Initial Report, Unit Handbooks, Visits to classrooms and discussions with students, Survey responses

(alumni, candidates, content faculty, cooperating teachers, Teacher Advisory Committee, adjuncts and supervisors).

TEACHER EDUCATION CLINICAL PRACTICE STANDARD

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]

TEACHER EDUCATION CLINICAL PRACTICE FINDINGS

Commendations/Strengths:

1. The unit provides candidates with multiple and diverse field experiences throughout the program.

Recommendations:

1. **79.14(1)** The unit monitors the candidate's program of study (including clinical experiences) through multiple resources resulting in burdensome progress checking. The team recommends continuing the forward movement to fully integrate the in-house portal tracking student progress and experiences.

Program Response The unit will continue to integrate the in-house portal to track candidate progress in the program and for clinical experiences.

Concerns:

1. **79.14(2a)** The team found evidence that not all supervisors are high quality creating inequitable experiences for candidates. The team requires the unit review factors affecting the hiring and retaining of high-quality supervisors and a subsequent plan to ensure candidates are being evaluated and monitored equitably.

Program Response The unit reviewed the current plan for hiring high-quality supervisors. The current Articles of Agreement outline the expectations of the supervisor's responsibility.

A job posting was written which provides the job description of what is required to ensure high-quality supervisors are hired. An evaluation tool was developed for the student teaching coordinator to utilize when assessing the student teaching survey on supervisors, the cooperating teacher response about the supervisor, and the working relationship with completing tasks. The tool increases a systematic approach for evaluating supervisors.

The expectations will be added to the Student Teaching Guidebook.

Sources of Information:

Interviews with:

Distance Learning Director, Candidates, Assessment Coordinator, Licensure Official, Education Division Chair, Teacher Advisory Council members (local principals, adjuncts, current candidates,

alumni), Candidates, Office Coordinator, Unit Faculty, Director of Information Services, Student Teaching Placement Coordinator, Academic Advisors

Review of:

Course syllabi, student records, Institutional Report, Program Response to Review Team's Initial Report, Unit Handbooks, Classroom Visits, Survey Responses (alumni, candidates, content faculty, cooperating teachers, Teacher Advisory Committee, adjuncts and supervisors).

TEACHER EDUCATION KNOWLEDGE, SKILLS AND DISPOSITIONS STANDARD

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) Each teacher candidate must either meet or exceed a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score above the 25th percentile nationally on an alternate assessment also approved by the director. 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.~~

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.

[ARC 8053B, IAB 8/26/09, effective 9/30/09; ARC 0476C, IAB 11/28/12, effective 1/2/13; ARC 1434C, IAB 4/30/14, effective 6/4/14; ARC 1780C, IAB 12/10/14, effective 1/14/15; ARC 2948C, IAB 2/15/17, effective 3/22/17; ARC 4620C, IAB 8/28/19, effective 8/5/19; ARC 5330C, IAB 12/16/20, effective 1/20/21]

TEACHER EDUCATION KNOWLEDGE, SKILLS AND DISPOSITIONS FINDINGS

Commendations/Strengths:

1. The team determined that a thorough self-study was conducted by the unit prior to the Institutional Review (IR). The unit was able to identify areas of improvement and has been transparent about these needs through the IR report, interviews and faculty presentation.
2. The team found evidence of consistent alignment between courses (varying delivery modalities or sections) and with InTASC standards.
3. The team found that instruction to help candidates work with students from diverse populations and with dyslexia (elementary education) is evident and candidates feel confident working with diverse populations.

Recommendations:

1. 79.15(3): Through interviews with faculty, the team found the Content Area Reading course for secondary students is one hour and only offered through distance learning. The team recommends that the requirements for secondary reading are improved or made more rigorous.

Program Response the Literacy professors have been tasked to continue the analysis of the reading coursework which includes the Content Area Reading course for secondary students. Proposals with data supporting recommendations and changes will be presented to the division for review.

2. 79.15(5k): The team found evidence that teacher candidates have opportunities to learn how to effectively integrate technology into instruction to support student learning (e.g., Google Classroom). The media methods course, with primary responsibility of covering technology integration, is typically taken later in the program. As evidenced by conversations in multiple class visits, students prefer increased training on technology, earlier in the program, that is currently being utilized in classrooms. The team recommends an increased focus on integrating technology into the classroom throughout the program.

Program Response in February 2020, the analysis of technology integration was completed during a division retreat. A task was added to the Course Alignments for professors to discuss and incorporate the use of technology throughout the course. The unit will revisit the work completed in 2020 to identify methods of technology integration to support candidate learning.

At the 11.14.22 Division Retreat, the unit reviewed technology integration currently occurring in the classroom. 1. As a result of LDRS 105: Computers and Technology as a prerequisite for EDUC 350: Media Literacy (Media Methods), candidates were unable to register for the course earlier in their program. Per the recommendation of the professor who teaches EDUC 350, it was verified that LDRS 105 was not a required course for students to be successful in EDUC 350. The proposal to remove LDRS 105 as a prerequisite for EDUC 350 was approved by the unit and will be submitted to PEC for program review. Content knowledge in EDUC 350 will now be able to be integrated into lesson planning.

2. Professional development sessions on technology used in the classroom will be added to each division retreat. This will increase faculty knowledge of instructional technology strategies. A screencast of each session will be created to add to VLPD Moodle Site for adjunct faculty.

Concerns:

None.

Sources of Information:

Interviews with:

Registrar, Education Division Chair, Unit Faculty, Adjunct Faculty, Teacher Education Committee (Content Faculty), Lead Academic Advisor, Office Manager, Library Director, Assessment Coordinator/Licensure Official, Candidates

Review of:

Institutional Report, Program Response to Review Team's Initial Report, Syllabi, Student Handbooks, Curriculum Exhibits, Survey Responses from Focus Groups
