

2022 Report on the State of Educator Preparation in Iowa

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Executive Summary

Data Sources. Data in this report is taken from three main sources: the 2022 Educator Preparation Program (EPP) reports submitted each spring; the annual survey of beginning teachers, their supervisors, beginning principals, and their supervisors; and the program review process. The EPP reports were submitted in spring of 2022 using 2020-2021 data. The surveys of beginning educators and principals were conducted in spring of 2022. Program reviews were conducted on-site or virtually during academic year (AY) 2021-2022 academic year.

Teachers Prepared. The number of teachers prepared in AY 2020-21 increased by 13 from the previous year, which marks the first upswing since 2016. Other educator preparation (i.e., counseling, speech language pathology) increased by 21 candidates, indicating that more individuals are interested in pursuing specialized careers in education. Unlike Iowa, the national downward trend in teacher preparation continues while demand increases.

Survey of Recent Graduates. In surveys, beginning teachers and their supervisors rated the teacher high in most areas of preparation. The area in most need of improvement is differentiation, in particular for English Learners. Novice teachers rated their preparation to teach in a pandemic higher in 2021 than in 2020. Educator Preparation Programs (EPP) review student teaching assessment data annually and engage in a cyclical process of review, adjustments and assessment (typically in a three-year plan). The focal areas for EPPs in AY 2022-2023 include learning environments, learner differences and assessment. Strategies being utilized by EPPs to prepare future teachers in the three areas above are professional collaboration, curriculum adjustments and increased real-world experiences including field and clinical placements.

When principals and their supervisors were surveyed on preparation aligned with the administrator preparation standards, ratings were relatively high in most areas. Novice administrators identified the effective growth management of English Language Learners as the least well prepared. Supervisors of novice administrators identified two areas for improvement: “collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community” and “evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment”

Program Approval. Four EPPs were reviewed in AY 2021-2022. Two of the four institutions were recommended to the state board of education for full approval. The remaining two institutions will be recommended for full approval in March of 2023. Programs exhibited a number of strengths. At least one compliance concern was identified for each EPP, but all were resolved or in the process of being resolved. Four programs will be reviewed during AY 2022-2023. All reviews are scheduled to include on-campus site visits. Five one-year follow up reviews were conducted in AY 2021-2022. Four are being scheduled in AY 2022-2023.

State Initiatives. To accommodate state initiatives such as Teacher to Paraeducator Registered Apprenticeship Program, ten new paraeducator preparation programs were reviewed and approved in AY 2021-22 and four reviews are scheduled for AY 2023-2024.

Program Innovations. A list of program innovations is included on the final page of this report. Educator preparation programs are innovating through collaborative efforts, professional development opportunities, and programming modifications to increase diversity and recruiting into the field of education.

Introduction

The intent of this report is to inform the State Board of Education, Educator Preparation Programs, stakeholders and the public on information that is collected and analyzed by Iowa Department of Education consultants. The data included is for AY 2020-2021 (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. Each institution has one EPP. An EPP may be made up of several individual programs such as elementary education, secondary education, administrator preparation, etc..

Self-study is conducted by the EPP over the course of 12-18 months as the first step in program review. In the self-study, members of the EPP examine their policies, procedures, and documents to determine their alignment with the required standards. The self-study is used as a basis to write the Institutional Report.

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 the EPP meets the standards.

Preliminary Review (PR) is conducted by Iowa Department of Education 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.

State Panel consists of nine EPP faculty members 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.

Site Visit Team consists of five to twelve EPP faculty/staff/administrators with expertise who volunteer for a 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.

State Board Priorities

The Iowa State Board of Education works with the Iowa Department of Education to support teacher preparation programs while providing oversight and supervision. Specifically, the State Board establishes “standards and procedures as well as reviewing and approving educator preparation programs” (Iowa Department of Education, 2023, para. 2). The three State Board goals for improving teacher and leader preparation and information sources are detailed below.

Priority: Improving Teacher and Leader Preparation

Goal	Informed by:
<p>All teacher and leader preparation programs in Iowa will be aligned to comprehensive standards and prepare candidates to meet the high expectations of our teacher and leader workforce.</p>	<p>Seven-Year Program Review Cycle:</p> <ul style="list-style-type: none"> • EPP Program faculty/staff/administrators • EPP Self-Study of standards and substandards • EPP Institutional Report and evidence • Peer EPP program faculty, staff and administrative representatives <ul style="list-style-type: none"> ○ site visit teams ○ state panel members • Board of Educational Examiners (BoEE) curriculum approval • Board of Education approval • Approval based on standards in IAC 281-79 or IAC 281-77. • One-Year follow-up visit after Board of Education approval • Annual updates for three-years of compliance resolutions • All EPPs submission of data through the Annual Report
<p>All teacher and leader preparation programs in Iowa will develop the competencies candidates need to be culturally responsive to Iowa’s increasingly diverse student population.</p>	<p>Standards:</p> <p>Three of the six compliance standards for teacher and leader preparation programs contain diversity requirements. The Diversity Standard ensures candidates are exposed to, learn from and collaborate with diverse professionals, school districts and learners. The Knowledge, Skills and Disposition (KSD) Standard requires preparation through coursework to engage with students from diverse groups, including (1) diverse ethnic, racial and socioeconomic backgrounds, (2) students with disabilities, (3) struggling with literacy, including those with dyslexia (4) gifted and talented, (5) English as a second language (ESL), (6) at-risk of failure and (7) difficult or violent behavior. After or during preparation through the KSD standard, the clinical component ensures school and classroom experiences in multiple settings that include diverse groups and diverse learning needs. The administrator preparation program standards intentionally focus on equity, inclusiveness and cultural responsiveness in curriculum and clinical experiences.</p> <p>Teacher Shortage:</p> <p>Within teacher preparation programs, the number of ESL and Business teachers being trained and entering the field have grown. Both ESL and business have been removed from the teacher shortage list for the 2022-23 year.</p>

Goal	Informed by:
	<p>Teacher Preparation Program Areas of Focus:</p> <p>Each year, teacher preparation programs assess students during student teaching for an end-of-program assessment. After data analysis, programs make informed decisions on areas of focus. Typically, programs identify three focal points per year. During AY 2022-23 the top three InTASC focal points for Iowa preparation programs include: (1) Learning Environments; (2) Learner Differences; and (3) Assessment. All standards include competencies to prepare candidates to be responsive to diverse student populations. The top three strategies to further develop candidates in the above areas include: (1) professional collaboration and research; (2) curriculum review and integration of strategies and methods; and (3) real-world experience.</p> <p>Please refer to the Program Assessment section for more detail.</p>
<p>All educators in Iowa will be prepared to provide effective instruction through both in-person and distance learning formats.</p>	<p>Standards:</p> <p>Technology integration is included in teacher and administrator preparation standards. Specifically, in the Teacher and Administrator Knowledge, Skills and Dispositions standard, EPPs prepare teacher candidates to effectively integrate technology into instruction to support student learning.</p> <p>Disruptive Innovation:</p> <p>Typical educational practices were disrupted during the Covid pandemic. Whether EPPs were prepared to move learning to an online platform or preferred more training, face-to-face learning was shifted to distance learning. The disruption of the “norm” provided opportunities for change. Several of the changes for AY 2022-23, shared by EPPs, included preparation to teach online, supporting the whole student, regardless of delivery modality, development of teaching/learning labs, and course or professional development offerings delivered through distance education platforms.</p> <p>The Educator Preparation Team reviewed and approved three EPPs to offer online programs during AY 2021-22.</p>

Iowa Educator Preparation Snapshot

Data within this section details the number of program completers in Iowa’s EPPs for teachers, administrators and specialty educators, referred to as “others” (i.e., school counselor, speech language pathologist). The number of teachers prepared in Iowa increased by 13, the number of administrators prepared remained the same and the number of other educator specialists increased by 21 during AY 2020-2021 (Table 1).

Table 1. Candidates Prepared as Educators in Iowa

This table represents the number of EPPs and a categorical breakdown of 2,254 candidates having completed Iowa programs in 2020-2021.

	#of EPPs	Teachers	Admin*	Other**
State (Regent) Universities	3	987	108	46
Colleges & Universities	30	758	191	128
Intern (RAPIL, Morningside)	2	36	-	-
Total	35	1,781(↑ 13)	299	174(↑ 21)

* Principal and superintendent

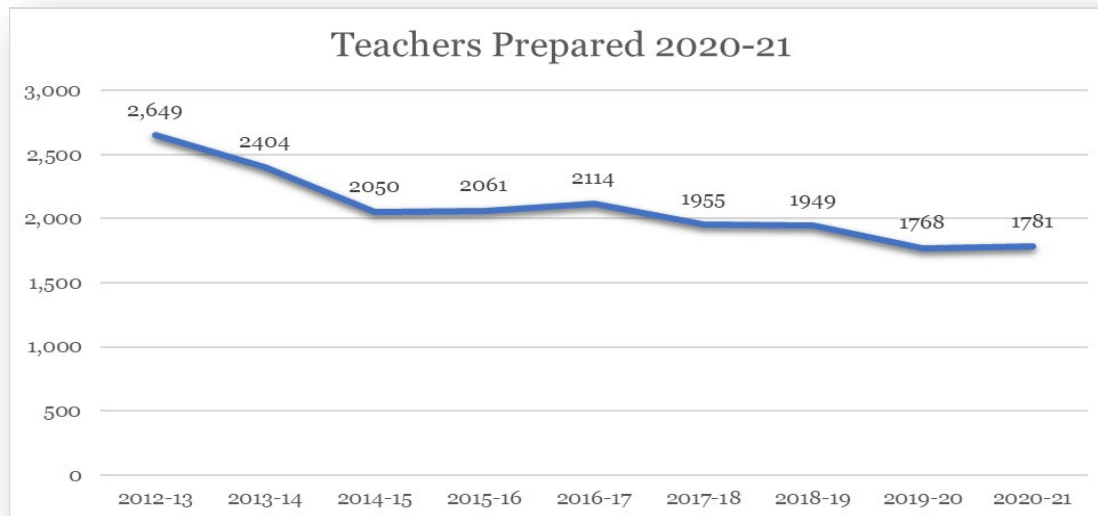
** School counselor, school psychologist, school audiologist, school social worker, speech language pathologist, supervisor of special education, etc.

Source: Iowa Department of Education – EPP annual reports

Iowa’s teacher preparation has represented a downward trend for the past nine years with the exception of a slight uptick in 2016-17. While enrollment in teacher education programs is still considered to be “flat”, the slight upward movement in the number of teachers prepared in Iowa is a welcome change (Figure 1). Due to the growth of pathways to teacher licensure, the implementation of the Teacher Paraeducator Registered Apprenticeship grant awarded in 2022, and elimination of the program admission testing, this number may grow in AY 2024-2025 and AY 2025-2026.

Figure 1. Number of teachers prepared annually in Iowa, AY 2012-2021

This figure represents a nine-year trend of the number of teachers prepared in Iowa.



Source: Iowa Department of Education – EPP annual reports

Below are the number of educators prepared compared to the number of full-time public-school teachers, teacher leaders, special education teachers and public P-12 students (Table 2).

A similar table represents the administrator to teacher ratio and includes an increase of 94 public school administrators from the previous year (Table 3).

Table 2. Condition of Teacher Program Completers, P-12 Teachers and Student Enrollment in Iowa Public Schools

This table represents a seven-year trend of newly prepared educators from Iowa, the number of current public-school full-time teachers and number of Iowa public school students.

Year	# of Educator Prep Program Completers	# of IA Public School Full-Time Teachers*	# of Public-School Teacher Leaders	# of Public-School Special Education Full-Time Teachers	# of Public School P-12 Students
2014-15	2,050	29,169	602	6,036	506,336
2015-16	2,061	29,316	1,078	6,002	509,063
2016-17	2,114	29,287	1,469	6,032	510,932
2017-18	1,955	29,978	1,660	6,053	512,971
2018-19	1,949	30,194	1,692	6,183	514,824
2019-20	1,768	30,230	1,773	6,247	517,321
2020-21	1,781	30,530	1,803	6,352	506,656

*General education teachers

Sources of data: Iowa Department of Education (Department); Department EPP annual reports; Data from the Condition of Education Report

Table 3. Condition of Administrator Program Completers and P-12 Administrators in Iowa Public Schools

This table represents the number of administrator preparation program completers in Iowa and number of public-school administrators.

Year	# of Admin Prep Program Completers	# of Public Schools Principals and Superintendents*
2014-15	230	1,799
2015-16	245	1,782
2016-17	211	1,765
2017-18	125	1,755
2018-19	243	1,751
2019-20	299	1,754
2020-21	299	1,848

*Assistant Principals and Assistant Superintendents

Sources of data: Iowa Department of Education (Department); Department EPP annual reports; Data from the Condition of Education Report

Paraeducator preparation programs continue to grow across the state of Iowa. The number of paraeducators prepared in Iowa during AY 2021-22 totaled 222. (Table 4).

Table 4. Condition of Paraeducator Preparation Programs, Generalist Paraeducator Program Completers and Other Paraeducator Concentrations, AY 2021-2022

This table represents the preparation of 222 paraeducators prepared in Iowa.

	# of Paraeducator Preparation Programs	Generalist	Other*
Colleges & Universities	6**	0	0
Community Colleges	8***	31	6
AEAs	9	169	16
Total	23	200	22

*Other (see Table 5)

**Five IHEs added a paraeducator preparation program in August of 2022

***Five community colleges added a paraeducator preparation program in August of 2022

Sources of data: Iowa Department of Education (Department); Department Paraeducator Annual Reports

Moreover, paraeducators continue their education by enrolling in a concentration area. The number of concentration areas completed in Iowa during AY 2021-2022 totaled 22 (Table 5).

Table 5. Concentration Areas of Paraeducators, AY 2021-2022

This table represents the concentration areas of 22 paraeducators prepared in Iowa.

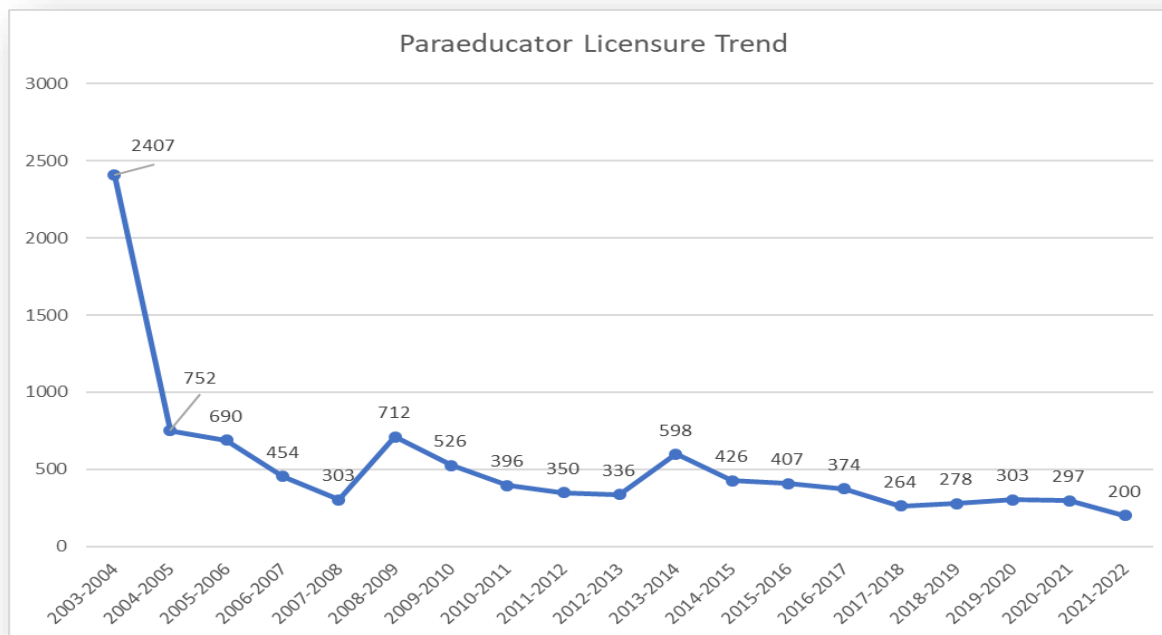
Concentration	# of Students Recommended
Early Childhood	14
Special Needs	1
ESL	0
Vision Impairment	0
Advanced	1
Career and Transition	0
Library, Media and Technology	4
SLP Assistant	0
Autism	2
Total	22

Source of data: Iowa Department of Education – Paraeducator Annual Reports

Although paraeducator programs continue to grow, the numbers of students fluctuate with funding opportunities (Figure 2). The AY 2022-2023 numbers will significantly rise with the Title II Paraeducator grant which was awarded to obtain a paraeducator professional development and certification.

Figure 2. Trend of Paraeducator Preparation, AY 2003-2004 to 2021-2022

This figure represents a trend of the number of paraeducators prepared in Iowa.



Source of data: Iowa Department of Education Paraeducator Preparation Annual Reports

Educator Preparation Endorsements

The table below shows a six-year trend for the number of endorsements issued (Table 6). No candidates completed the following endorsements during AY 2020-2021 in Iowa: Chinese (K-8 & 5-12), French (K-8 & 5-12), Latin (K-8 & 5-12), Russian (K-8 & 5-12), Italian (5-12), Language (Other) (K-8 & 5-12), Speech Communication/Theatre (K-8), School Nurse (PK 12), Portuguese (5-12), School Audiologist (B-21), Director of Special Education (B-21), Hearing Impaired (B-21), Visually Impaired (B-21), CTE Info Technology (5-12) and the K-12 STEM Specialist.

Programs with five or less endorsements issued include: School Media Specialist (K-8 & 5-12), German (K-8 & 5-12), Japanese (K-8 & 5-12), Journalism (5-12), Anthropology (5-12), History (K-8), Speech-Language Pathologist (B-21), Special Education Consultant (5-21) and Engineering (5-12).

Noteworthy shifts in the number of issued endorsements:

- The largest number of endorsements issued was the K-6 Elementary Classroom Teacher at 1,027
- The K-8 reading endorsement increased from 688 (AY 2019-2020) to 756 (AY 2020-2021)
- The ESL teacher endorsement increased to 205 and was removed from 2022-23 teacher shortage area
- World history (5-12) increased from 102 to 235
- Counseling in both K-8 and 5-12 almost doubled in numbers, however it was still reported as state shortage area due to number of conditional licenses offered by BoEE.
- The Business All (5-12) endorsement increased from 15 to 208
- The PK-3 Early Childhood Special Education reduced by 74 in AY 2019-2020 but increased in AY 2018-2019

Table 6. Number of Endorsements Earned, AY 2015-2016 to 2020-2021

This table represents the number of endorsements issued, NOT the number of people licensed. Numbers include endorsements issued to currently licensed teachers.

End. #	Grade	Endorsement Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
100	Pre K-3	Tchr. Birth-3 Incl. Spec. Ed	166	139	133	85	182	108
101	K – 12	Athletic Coach	178	190	194	186	150	146
102	K -6	Teacher Elem. Classroom	1,086	1,159	1,079	1,139	974	1,027
103	PK – K	Teacher, PK - K Classroom	51	59	56	40	46	33
104	K – 12	ESL Teacher	174	225	150	240	188	205
107	K – 12	Talented and Gifted	95	101	53	61	59	63
112	5-12	Agriculture	17	21	19	34	21	28
113	K-8	Art	28	49	42	41	36	48
114	5-12	Art	31	45	37	38	34	46
118	5-12	Driver and Safety Ed	22	18	31	10	27	28
119	K-8	English/Language Arts	220	254	246	220	201	216
120	5-12	English/Language Arts	143	143	145	132	120	143
133	K-8	Spanish	26	29	16	25	19	14
134	5-12	Spanish	41	41	32	37	38	29
137	K-8	Health	40	32	28	35	41	28
138	5-12	Health	74	71	76	81	54	70
139	5-12	Family & Consumer Science	23	21	11	14	15	16
140	5-12	Industrial Technology	7	7	9	9	14	11
142	K-8	Mathematics	95	123	133	125	118	110
143	5-12	Mathematics	190	103	78	86	72	69
144	K-8	Music	144	97	122	135	111	107
145	5-12	Music	145	103	120	136	110	107
146	K-8	Physical Education	111	94	103	109	87	76
147	5-12	Physical Education	107	106	105	110	86	88
148	K-8	Reading	785	868	856	806	688	756
149	5-12	Reading	51	59	49	53	66	37
150	K-8	Science - Basic	19	14	24	18	11	23
151	5-12	Biology	75	89	83	95	77	76

End. #	Grade	Endorsement Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
152	5-12	Chemistry	39	41	45	34	34	32
153	5-12	Earth Science	13	13	23	17	16	14
156	5-12	Physics	11	16	20	18	19	16
157	5-12	American Government	49	42	38	33	40	24
158	5-12	American History	106	109	99	84	105	87
160	5-12	Economics	2	5	2	2	2	8
161	5-12	Geography	1	1	2	1	0	7
163	5-12	Psychology	10	18	10	9	14	16
164	K-8	Social Studies	78	109	109	109	51	68
165	5-12	Sociology	7	16	4	6	4	9
166	5-12	World History	103	95	90	78	102	235
168	5-12	Speech Comm/Theatre	17	7	6	2	1	10
171	PK - 12	Superintendent	24	14	20	19	25	17
172	K-8	Counselor	59	42	81	69	86	156
173	5-12	Counselor	63	47	80	58	87	144
174	K – 12	School Media Specialist	33	18	14	13	14	17
176	K – 12	Reading Specialist	15	39	33	50	13	7
185	5-12	All Science	5	24	16	17	17	14
186	5-12	All Social Studies	59	62	45	69	66	38
189	PK-12	Principal	106	137	105	67	202	260
234	5-12	Work Exp. Coordinator	8	22	43	14	14	12
236	B – 21	School Psychologist	11	13	7	5	2	9
240	B – 21	School Social Worker	6	4	3	7	5	12
260	K – 8	Instructional Strategist I: Mild and Moderate	296	245	225	273	263	252
261	5 – 12	Instructional Strategist I: Mild and Moderate	108	134	152	93	84	87
262	PK – K	PK-K and Special Education	38	2	0	21	36	30
263	K – 12	Instructional Strategist II: LD/BD	131	126	174	118	131	149
264	K – 12	Instructional Strategist II: ID	133	137	107	124	141	129
277	K-8	Computer Science	-	-	-	-	11	6

End. #	Grade	Endorsement Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
278	5-12	Computer Science	-	-	-	-	18	33
1171	5 – 12	Business All	24	26	24	18	15	208
1201	5-12	Language Arts All	1	1	3	8	9	10
1421	5-8	Algebra for HS credit	0	5	0	7	6	55
1541	5-12	Basic Science	16	19	21	14	15	13
1821	5 – 8	Middle School Language Arts	67	52	71	51	61	51
1822	5 – 8	Middle School Mathematics	92	83	95	82	70	98
1823	5 – 8	Middle School Science	113	99	90	91	83	97
1824	5 – 8	Middle School Social Studies	89	79	79	62	72	75
1861	5-12	5-12 Social Sciences -Basic	0	0	0	0	0	11
Total			6,077	6,162	5,966	5,776	5,579	6,224

Source of data: Iowa Department of Education – EPP Annual Reports

Demographics

The table below provides demographic information for 35 EPPs offering a total of 376 programs across the state (Table 7). The total enrollment number during AY 2021-2022 was 7,156 candidates. The number of female candidates (5,291) was approximately three times the number of male candidates (1,865) enrolled in these programs.

Table 7. Enrollment Numbers in Iowa Teacher Preparation Programs by College, AY 2021-2022

This table represents the number of preparation programs, female/male enrollees in teacher preparation and total enrollment.

Institution	Female Enrolled	Male Enrolled	Total Enrollment
Briar Cliff University	25	24	49
Buena Vista University	396	81	477
Central College	78	31	109
Clarke University	39	10	49
Coe College	53	24	77
Cornell College	14	9	23
Dordt University	72	27	99
Drake University	183	73	256
Emmaus Bible College	27	6	33
Faith Baptist Bible College	45	15	60

Institution	Female Enrolled	Male Enrolled	Total Enrollment
Graceland University	113	22	135
Grand View University	57	15	72
Grinnell College	13	3	16
Iowa State University	580	154	734
Iowa Wesleyan University	17	8	25
Loras College	56	13	69
Luther College	97	46	143
Morningside College	140	71	211
Morningside College	16	13	29
Mt. Mercy University	37	13	50
Northwestern College	85	90	175
Regents Alternative Pathway to Iowa Licensure	30	17	47
Simpson College	91	40	131
St. Ambrose University	111	24	135
University of Dubuque	58	13	71
University of Iowa	565	166	731
University of Northern Iowa	1,785	685	2,470
Upper Iowa University	216	70	286
Waldorf University	25	9	34
Wartburg College	187	85	272
William Penn University	80	8	88
Totals	5,291	1,865	7,156

Source of data: Iowa Department of Education – Title II Report

Shortage Report

Each year the educator preparation team reports the critical shortage areas to the US Department of Education. This report is not reflective of unfilled jobs but rather the ratio of jobs posted by all districts on TeachIowa (Iowa state-wide job board) for a one-year period.

All states are required by the US department of education to report up to five percent of their critical FTE shortage area. Iowa’s total critical shortage FTE in different endorsements adds up to 2.63 percent. Table 8 illustrates the total full-time equivalent (FTE) shortage in each

endorsement area based on the number of jobs that are posted on TeachIowa job board during the timeframe August 2021 through August 2022, number of the candidates prepared and those qualified to teach in the identified endorsement areas.

The number of candidates prepared in ESL (205) and Business (208) has increased from the previous year (188 and 15, respectively) and educator preparation programs are preparing more candidates in these high demand areas. Table 8 below presents the critical shortage areas by percentage of shortage FTE calculated by the ratio of jobs posted vs. candidates prepared in the endorsements to qualify teaching those positions.

Some limitations of this report include the available data points. While comparison of the endorsed candidates and job demands provides an estimate of the state's need, it may not reflect geographic specific shortage areas. Another limitation is that the current data provided by the job posting vendor does not reflect the correct number of jobs that were filled or remained unfilled throughout the year.

Table 8. Iowa Shortage Report, AY 2021-2022

This table represents shortage areas based on the number of full-time jobs posted and number of candidates prepared who qualify to fill positions.

major/job	# of teachers prepared	Shortage FTE*	Shortage FTE** Percentage
Elementary Education	1,062	117	0.32%
Special Ed (all exceptionalities)	779	152	0.42%
Science (All)	124	89	0.25%
Family and Consumer Science	16	76	0.21%
Art	94	67	0.19%
Early Childhood (B-K)	172	61	0.17%
Math	332	59	0.16%
Industrial Technology	11	43	0.12%
World Language Spanish	43	42	0.12%
Music	214	42	0.12%
Agriculture	28	39	0.11%
All Social Studies	192	24	0.07%
Language Arts	420	26	0.07%
PE & Health	262	20	0.06%
World Language, other	4	13	0.04%
Librarian/Media Spec.	23	17	0.05%
TAG	63	15	0.04%
Hearing Impairment	0	15	0.04%
Strat II	272	9	0.02%
Visual Impairment	0	4	0.01%

*Shortage FTE: Full-time Equivalent based on number of jobs posted vs. candidates prepared in the area

**FTE%: Percentage shortage based on total full-time teaching positions in the state

Source of data: Iowa Federal Shortage Report 2022

Survey of Recent Graduates (Novice Teachers, and Principals)

Below is a summary of the report from the [survey of beginning teachers and their supervisors](#), and [beginning principals and their supervisors](#). This data was conducted and prepared by Dr. Jeremy Penn, Director of Assessment and Continuous Improvement at the University of Iowa College of Education. To view the full reports, click on the links above.

Novice Teachers, Novice Administrators and their Supervisors reported high levels of preparation for serving the learning needs of K-12 students in Iowa. Teacher and administrator preparation programs in Iowa received results from their students and are asked to use these results to support ongoing improvement efforts.

BEGINNING TEACHER SURVEYS. Each year, surveys are sent to beginning teachers and their supervisors (Table 9). The purpose of this survey is to examine how well the beginning teacher performs teaching duties in order to inform preparation programs for program improvement.

The questionnaires were designed through a collaboration between the Iowa Department of Education and the Iowa Association of Colleges for Teacher Education (IACTE) and were administered through the University of Iowa’s Qualtrics license. The questionnaires are based on the professional standards for educator preparation (InTASC for teachers, NELP for administrators). Scale: 1 = Not Very Well; 2 = Somewhat Well; 3 = Well; 4 = Very Well.

Table 9. Response Rate from Beginning Teacher and Supervisor Survey

	Surveys Sent	Respondents	Response Rate
Beginning Teachers	1,782	574	32.6%
Supervisors of Beginning Teachers	1,734	859	49.5%

Source of data: Novice Teachers and Their Supervisors, 2022 report

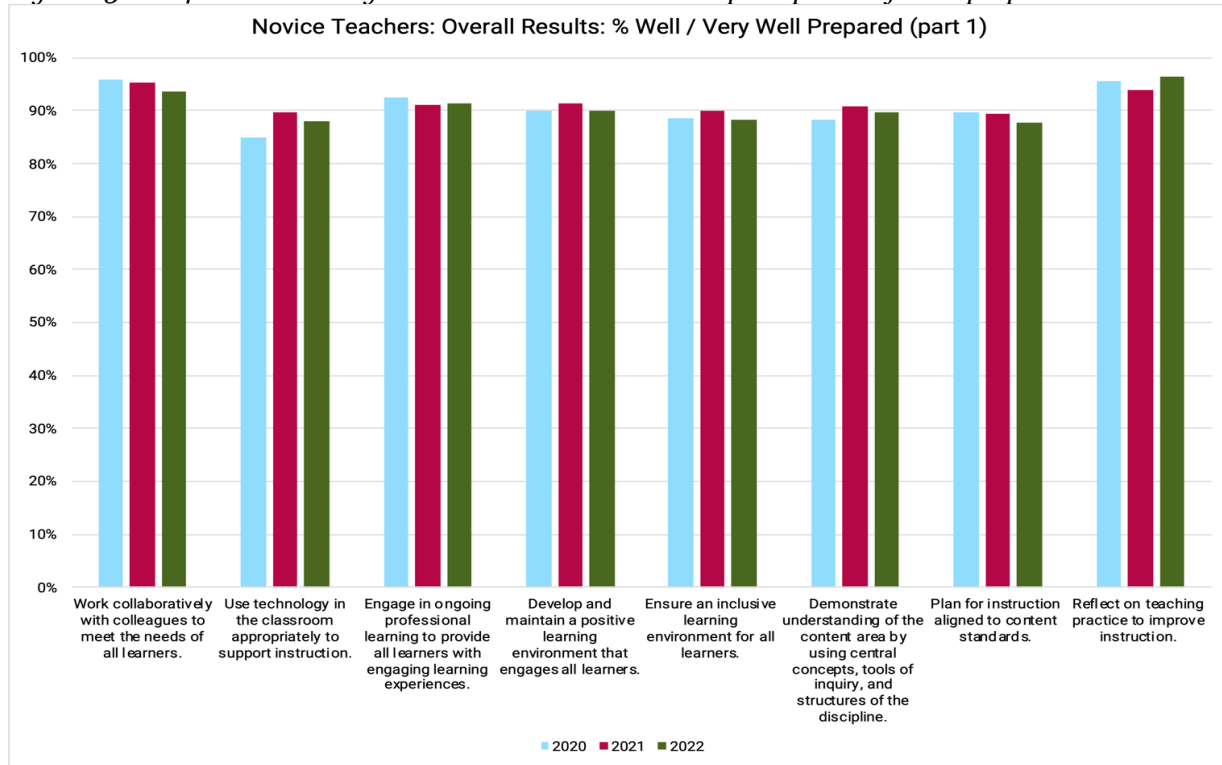
Summary of findings: Novice Teacher and Supervisors of Novice Teachers Survey

Novice Teachers

As shown in Figure 3 and Figure 4, novice teachers generally reported a high level of preparation for teaching. Novice teachers continued to rate their level of preparation to differentiate instruction for English Language Learners as the area where they were least well prepared. There were no statistically significant differences in the level of preparation reported by novice teachers in 2022 in comparison to the level reported by novice teachers in 2021 (Penn, 2022b).

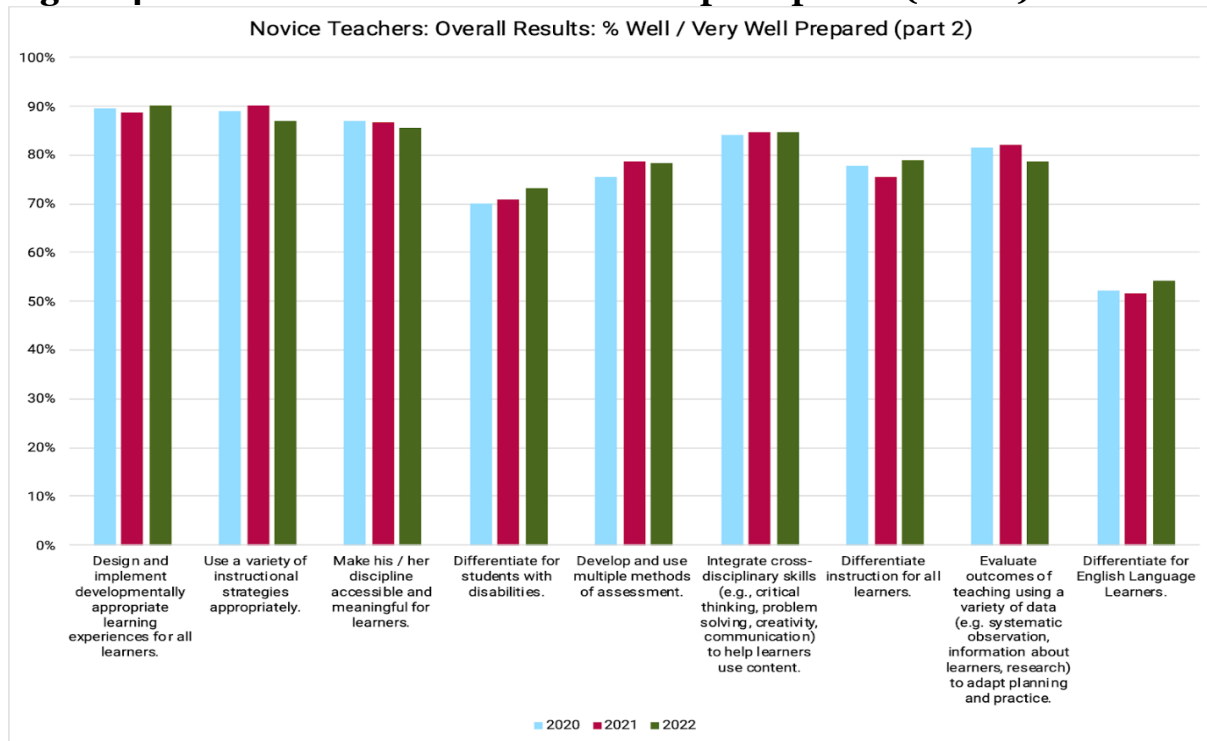
Figure 3. Overall Results. Novice Teachers’ Perceptions (Part 1)

Figures 3 and 4 show a three-year trend on novice teachers’ perceptions of their preparedness.



Source of data: Novice Teachers and Their Supervisors, 2022 report

Figure 4. Overall results. Novice teachers’ perceptions (Part 2)



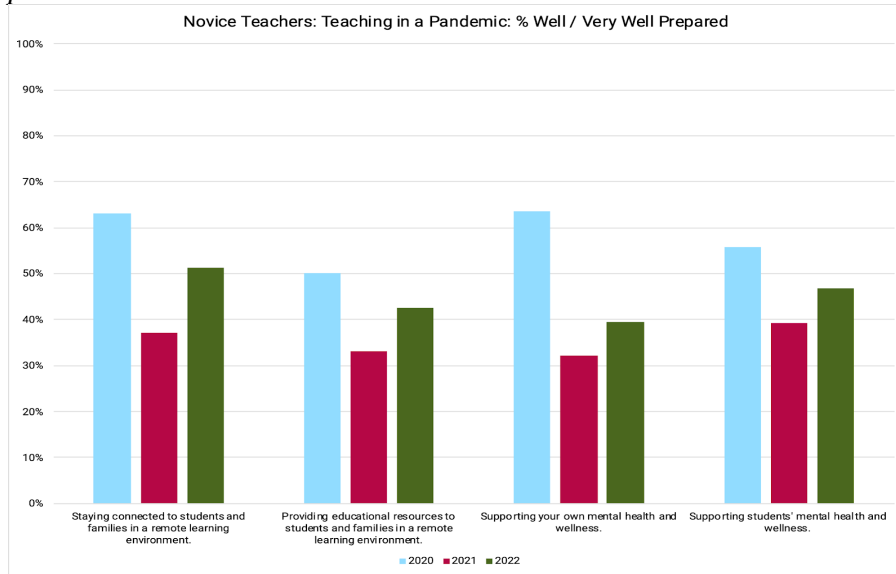
Source of data: Novice Teachers and Their Supervisors, 2022 report

As shown in Figure 5, novice teachers did not report high levels of preparation for supporting their own mental health, supporting students’ mental health and wellness, providing educational resources in a remote environment, or staying connected to students

and families in a remote environment. However, novice teachers' level of preparation in these areas was statistically significantly higher in comparison to 2021 (Penn, 2022b).

Figure 5. Novice Teachers: Teaching in a Pandemic: Percent Well/Very Well Prepared (Not Required in Standards)

This figure represents a three-year trend on novice teachers' perceptions of preparedness to teach in a pandemic.



Source of data: Novice Teachers and Their Supervisors, 2022 report

- In open-ended comments, novice teachers reported their ability to engage in lesson planning, to differentiate instruction and to use other teaching skills were the top areas of knowledge, skills or dispositions that most supported their success.
- In open-ended comments, the novice teachers reported their areas of challenge included classroom management, behavior management and differentiation.
- The top areas of feedback for the college/university that prepared them included gratitude for having been well prepared, desiring more preparation in classroom management and wanting more experience and time in a PreK-12 classroom.

SURVEY OF SUPERVISORS OF BEGINNING TEACHERS. Supervisors of novice teachers generally agreed that novice teachers were well or very well prepared to serve as a teacher (see figures in full report link above). However, in contrast to the results for the novice teachers, supervisors of novice teachers reported statistically significantly lower levels of preparation in 2022 across all items in comparison to results in 2021 (Table 10). It is unknown why supervisors of novice teachers reported lower levels of perceived preparation for novice teachers in 2022 in comparison to 2021. One hypothesis may be that novice teachers' preparation programs were disrupted by efforts to reduce the harms from the COVID-19 pandemic. Another hypothesis may be that supervisors' expectations for the performance of novice teachers was lower in 2020 and 2021, due to the hardships experienced by schools and families, than in 2022. However, additional data collection is needed to support either of these possible explanations.

- Supervisors of novice teachers reported a moderate level of preparation for novice teachers' ability to support students' mental health and wellness, to support novice teachers' own mental health and wellness, to provide educational resources in a remote learning environment and to stay connected to students and families in a remote environment. However, in the open-ended comments many supervisors noted their schools or districts were not operating any kind of remote learning, and as a result, many supervisors did not provide an answer for these survey items.

- In open-ended comments, supervisors of novice teachers identified collaborations, content knowledge, building relationships and a willingness to learn as the areas that most supported novice teachers' success.
- In terms of challenges faced by novice teachers, in open-ended comments supervisors identified classroom management, behavior management and the ability to differentiate learning.
- In open-ended comments, the top feedback for the colleges/universities that prepared novice teachers from supervisors included gratitude for a well-prepared teacher, wanting more experience for the novice teacher and additional classroom management preparation (Penn, 2022b).

Table 10. Comparison of Supervisor Responses to Novice Teacher Preparation

This table represents the supervisor of novice administrator’s rating of the new administrators within different competencies in 2022 compared to 2020 and 2021.

Item	Novice Teachers					Supervisors of Novice Teachers				
	n	**M	Percent Well / Very Well	2021 Comparison	2020 Comparison	n	M	Percent Well / Very Well	Compare to 2021	Compare to 2020
“How well can you / How well is this teacher able to:”	n	**M	Percent Well / Very Well	2021 Comparison	2020 Comparison	n	M	Percent Well / Very Well	Compare to 2021	Compare to 2020
“How well can you / How well is this teacher able to:”	n	**M	Percent Well / Very Well	2021 Comparison	2020 Comparison	n	M	Percent Well / Very Well	Compare to 2021	Compare to 2020
Work collaboratively with colleagues to meet the needs of all learners.	366	3.54	93.7%	-	-	683	3.37	88.0%	↓	↓↓
Use technology in the classroom appropriately to support instruction.	368	3.40	88.0%	-	↑	682	3.28	87.1%	↓↓	-
Engage in ongoing professional learning to provide all learners with engaging learning experiences.	367	3.41	91.3%	-	-	683	3.30	87.1%	↓	↓
Develop and maintain a positive learning environment that engages all learners.	380	3.31	90.0%	-	-	691	3.16	79.2%	↓↓↓	↓
Ensure an inclusive learning environment for all learners.	382	3.35	88.2%	-	-	691	3.20	82.8%	↓↓↓	-
Demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of the discipline.	382	3.27	89.8%	-	-	691	3.20	83.3%	↓↓↓	-
Plan for instruction aligned to content standards.	368	3.29	87.8%	-	-	683	3.19	82.3%	↓↓↓	-
Reflect on teaching practice to improve instruction.	366	3.53	96.5%	-	-	683	3.22	82.0%	↓↓	↓↓
Design and implement developmentally appropriate learning experiences for all learners.	382	3.24	90.3%	-	-	692	3.15	81.4%	↓↓↓	-

Item	Novice Teachers					Supervisors of Novice Teachers				
	n	**M	Percent Well / Very Well	2021 Comparison	2020 Comparison	n	M	Percent Well / Very Well	Compare to 2021	Compare to 2020
Use a variety of instructional strategies appropriately.	367	3.28	86.9%	-	-	684	3.12	80.1%	↓↓↓	-
Make his / her discipline accessible and meaningful for learners.	382	3.15	85.6%	-	-	691	3.09	78.7%	↓↓↓	-
Differentiate for students with disabilities.	367	3.02	73.3%	-	↑	680	2.97	73.3%	↓↓↓	↓
Develop and use multiple methods of assessment.	382	3.09	78.3%	-	-	690	2.98	74.5%	↓↓	-
Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content.	382	3.21	84.8%	-	-	692	3.01	75.0%	↓	-
Differentiate instruction for all learners.	367	3.10	79.0%	-	-	682	2.95	71.7%	↓↓↓	-
Evaluate outcomes of teaching using a variety of data (e.g. systematic observation, information about learners, research) to adapt planning and practice.	366	3.09	78.7%	-	-	683	3.01	75.5%	↓	-
Differentiate for English Language Learners.	362	2.64	54.1%	-	-	656	2.87	68.7%	↓↓	-

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

**M: Sample mean

↑ : Indicates statistically significantly higher, $p < .05$.

↓ : Indicates statistically significantly lower, $p < .05$.

↓↓ : Indicates statistically significantly lower, $p < .01$.

↓↓↓ : Indicates statistically significantly lower, $p < .001$.

Source of data: Novice Teachers and Their Supervisors, 2022 report

BEGINNING PRINCIPAL SURVEYS. Each year, surveys are sent to beginning principals and their supervisors (Table 11). 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 were 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 an additional question related to preparedness of beginning principals in foundational aspects of Iowa’s Multi-Tiered System of Support (MTSS). In 2022, the administrator preparation competencies in the surveys of novice administrators and supervisors were updated to reflect the updated state competencies known as Administrators’ Knowledge, Skills, and Dispositions. Due to major changes in those competencies, there is no comparison of the data with the prior years.

Table 11. Response Rate on Beginning Principal Survey

This table represents the response rate of surveys sent to beginning principals and their supervisors.

	Surveys Sent	Respondents*	Response Rate
Beginning Principals	138	51	37.0%
Supervisors of Beginning Principals	121	42	34.7%

*Not every respondent answered every section of the survey.

Source of data: Novice Principals Prepared in Iowa and Their Supervisors Report 2022

- Novice administrators, including those who were not employed as administrators, felt well prepared to serve as an administrator. The area where they felt most well prepared was to “advocate for ethical decisions and cultivate and enact professional norms” (96 percent well / very well prepared). Novice administrators who were serving as school, district or AEA administrators also identified this same area as the area where they were most well prepared (93 percent well / very well prepared). Novice administrators who were employed in that role also reported a high level of preparation to “participate in collaborative inquiry” (93 percent well / very well prepared).

See Table 12, representing how the novice administrators rated their own preparation in a variety of competencies required by Iowa rules and administrative standards.

Table 12. Overall Level of Preparation: All Respondents.

This table represents the response to how the new administrators rate their preparations in different competencies.

“How well were you prepared to:”	Novice Administrators (Including those not employed as administrators)		
	n	*M	Percent Well / Very Well
Advocate for ethical decisions and cultivate and enact professional norms.	47	3.45	95.7%
Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	47	3.19	85.1%
Build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.	47	3.19	85.1%
Strengthen student learning, support school improvement, and advocate for the needs of the school and community.	47	3.21	85.1%

“How well were you prepared to:”	Novice Administrators (Including those not employed as administrators)		
	n	*M	Percent Well / Very Well
Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	47	3.06	80.9%
Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	47	3.04	80.9%
Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.	47	2.96	78.7%
Effectively manage special education.	47	2.74	55.3%
Effectively manage the growth of English Language Learners.	47	2.28	34.0%

Source of data: Novice administrators and their supervisors survey.

Scale: 1 = Not well, 2 = Somewhat well, 3 = Well, 4 = Very well.

*M= Sample Mean

- Supervisors of novice administrators felt novice administrators were well prepared and performed well. The area where supervisors of novice administrators felt novice administrators were most well prepared was to “advocate for ethical decisions and cultivate and enact professional norms” (88 percent well / very well).
- Novice administrators who were employed in that role felt least well prepared to “effectively manage the growth of English Language Learners” (29 percent well / very well prepared). This was also the area where novice administrators felt they performed the least well (41 percent well / very well).
- Supervisors of novice administrators felt novice administrators performed least well on two items: “collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community” (70% well / very well) and “evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment” (70 percent well / very well).
- Many novice administrators continued to report low levels of preparation to serve the needs of schools during a pandemic and to support their own and their students’ mental health. Only 31 percent of novice administrator respondents, including those who were not serving as administrators, reported being well or very well prepared to “support students’ mental health and wellness.” Supervisors of novice administrators agreed that this is an area where novice administrators would benefit from additional preparation, although supervisors reported a higher level of preparation (68 percent well / very well) than novice administrators.

Table 13. Overall Level of Preparation and Performance: Those with School or District Administrator Employment Experience.

Table 13 provides a snapshot of the comparison of how the novice principals and their supervisors rated their preparation in the administrator competencies based on their first years’ performance and experiences.

“How well were you prepared to:”	Novice Administrators (only those serving / served)				Supervisors of Novice Administrators		
		n	M	Percent Well / Very Well	n	M	Percent Well / Very Well
Advocate for ethical decisions and cultivate and enact professional norms.	Prepared	28	3.36	96.5%	33	3.45	87.9%
	Perform	28	3.39	92.8%	33	3.30	78.7%
Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	Prepared	28	3.11	89.3%	33	3.39	84.8%
	Perform	28	3.11	82.2%	33	3.30	78.8%
Build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.	Prepared	28	3.04	78.6%	33	3.33	81.8%
	Perform	28	2.89	70.9%	33	3.15	75.8%
Strengthen student learning, support school improvement, and advocate for the needs of the school and community.	Prepared	28	3.04	78.6%	33	3.30	81.8%
	Perform	28	3.07	82.1%	33	3.18	75.8%
Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	Prepared	28	2.89	75.0%	33	3.18	78.8%
	Perform	28	2.75	60.7%	33	3.03	69.7%
Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	Prepared	28	2.93	78.6%	33	3.30	81.8%
	Perform	28	2.82	71.4%	32	3.09	78.2%
Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.	Prepared	28	2.79	71.4%	33	3.18	81.8%
	Perform	28	2.71	57.2%	33	3.03	69.7%
Effectively manage special education.	Prepared	28	2.71	53.5%	33	3.09	75.8%
	Perform	28	2.86	71.5%	32	3.13	78.1%
Effectively manage the growth of English Language Learners.	Prepared	28	2.18	28.6%	33	3.00	72.8%
	Perform	28	2.37	40.7%	32	2.94	71.9%

Source of data: Novice administrators and their supervisors survey.

*Scale: 1 = Not well; 2 = Somewhat well; 3 = Well; 4 = Very well

Increasing the number of responses in future years would support the ability to make statistically significant inferences (Penn, 2022a).

Program Assessment

In the 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 areas for improvement.

- Major data sources used by programs:
- Student teacher evaluations completed by program supervisors and/or cooperating teachers
- Surveys of graduates and their supervisors
- Candidate coursework and/or exit interviews
- Advisory committee input

The unit assessment findings demonstrated the distinctiveness of each education preparation program (EPP) and their focus on making informed decisions using reliable data. Candidates in the programs were generally well prepared and able to lead instruction by the end of their student teaching. However, programs identified areas for improvement and set plans to address them through action items.

Upcoming areas of focus for educator preparation programs and strategies for improvement were identified from the Annual Report aggregated data (Table 14). Teacher preparation programs are required to align unit standards with the current national professional standards, Interstate Teacher Assessment and Support Consortium (InTASC). The responses were coded and categorized using the common language of InTASC standards across all preparation programs.

The top three areas of focus for IHEs, determined by the lowest evaluation scores of student teaching, in the current academic year (2022-23) includes: (1) Standard 3: Learning Environments (61 percent of respondents), (2) Standard 2: Learner Differences (42 percent), and (3) Standard 6: Assessment (35 percent). Standard 7: Planning for Instruction (23 percent) and Standard 9: Professional Learning and Ethical Practice (23 percent) are included in TPPs plans at a lower occurrence.

Within Standard 3: Learning Environments, sub topics included: classroom management, overall learning environments, global awareness, educational technology/digital citizenship, and violence prevention. Standard 2: Learner Differences included: diverse learners/differentiating instruction, differentiation strategies, and social-emotional learning while Standard 6: Assessment specified assessment practices and data-based reflections.

Multiple strategies were reported by TPPs to increase learner knowledge, experience, and ultimately student teaching evaluation scores within the identified standards. The top three strategies included: (1) Professional collaboration and research, (2) TPP curriculum review and purposeful integration of standards in courses, field experiences, and clinical placements and (3) real-world opportunities for learning and growth.

Table 14. Areas of Focus and Strategies for Improvement in Iowa Educator Preparation Programs

This table represents EPP's 2022-23 areas of focus and action plan strategies.

Standard Focus Areas for 2022-23	% of EPP's with the Standard as an Area of Focus	Action Plan Strategies for AY 2022-2023	% of EPP's including the strategy to improve candidate preparation
Standard 3: Learning Environments	61%	Professional collaboration and research	35%
Standard 2: Learner Differences	42%	IHE curriculum review, revision, and integration	32%
Standard 6: Assessment	35%	Real-world experiences	26%
Standard 7: Planning for Instruction	23%	Lesson plan development	23%
Standard 9: Professional Learning and Ethical Practice	23%	Rubric integration	16%

Source of data: Annual Report 2022

Summary of 2021-2022 Academic Year Reviews

Educator Preparation Program Reviews. Four educator preparation programs were reviewed and engaged in a site visit during AY 2021-22. Each program had strengths, recommendations, and concerns. The concerns were resolved prior to board approval.

Wartburg College The State Board approved the Wartburg College Education Program on June 9, 2022 until the next site visit in AY 2028-2029.

Regents Alternative Pathway to Iowa Licensure (RAPIL) The state board granted full approval to RAPIL on November 16, 2022 through the next review scheduled for AY 2028-2029.

Cornell College State board will review the program for approval on March 23, 2023.

Buena Vista University (BVU) The state board will make decisions regarding BVU approval on March 23, 2023.

Paraeducator Preparation Program Reviews. Ten new paraeducator programs were approved by the state board to offer a generalist paraeducator certification in 2021-22 (Table 15).

Table 15. Paraeducator Program Review and Approvals

This table represents newly approved paraeducator programs from October 1, 2021 to September 30, 2022.

Institution	Location
Buena Vista University	Storm Lake
Des Moines Area C.C.	Ankeny
Grand View University	Des Moines
Hawkeye C.C.	Waterloo
Iowa Valley C.C.	Marshalltown
Indian Hills C.C.	Ottumwa
Mt. Mercy University	Cedar Rapids
Northwest Iowa C.C.	Sheldon
University of Dubuque	Dubuque
Upper Iowa University	Fayette

Source of data: Iowa Department of Education, Iowa State Board of Education Agendas

In 2022, Governor Reynolds introduced a grant as a result of recommendations from the Growing a Diverse PK-12 Teacher Base in Iowa Task Force. The Teacher and Paraeducator Registered Apprenticeship (TPRA) Programs were developed as a collaborative initiative between Iowa Department of Education, Iowa Workforce Development, Iowa Department of Labor’s Office of Apprenticeships and the Board of Educational Examiners. During the development of the grant process, modifications to twelve educator preparation programs leading to teacher licensure and fifteen community colleges’ programs, leading to an associate degree in education and/or paraeducator certifications, were reviewed.

The Iowa Educator Preparation Team continues to meet with the programs that are participating in this grant in the form of cohort meetings (bimonthly meetings) to allow Q & A, and provide guidance regarding the educator quality standards to the preparations programs when needed.

Additionally, in the summer and fall of 2022 the Iowa Department of Education awarded over 1.18 million dollars in competitive grants to ten institutions offering paraeducator certification. The grant covered the cost of tuition, fees, and books. The purpose of the grant was to support paraeducators participating in the initial grant introduced by the governor along with paraeducators pursuing additional training and certification. The grant has supported over 800 paraeducators in the state of Iowa.

The ten institutions awarded a Title II Paraeducator Grant for Summer and Fall of 2022 include:

- Prairie Lakes Area Education Agency
- Indian Hills Community College
- Kirkwood Community College
- Northwest Area Education Agency
- Iowa Central Community College
- Iowa Western Community College
- Heartland Area Education Agency
- Mississippi Bend Area Education Agency
- Upper Iowa University
- Great Prairie Area Education Agency

One Year Reviews. Follow-up reviews are conducted approximately one year after a state board approval. Recent reviews are detailed below (Table 16). For each review, Department staff met with key faculty/administrators for each program to examine documentation and discuss continuous work. Programs share the evidence that they are implementing their plans to continue resolution of compliance concerns and compliance with the standards. In addition, programs submit reports regarding their continuous improvements through the annual report.

Table 16. Follow-Up Visits, AY 2021-2022 and AY2022-2023

This table represents the IDOE’s follow-up visits with educator preparation programs completed in AY 2021-2022 and AY 2022-2023.

Institution	Date of Visit
Iowa State University	July 25, 2022
Faith Baptist Bible College	January 26, 2023
Waldorf College	February 2, 2023
Central College	February 13, 2023
Mount Mercy University	February 15, 2023

Source of data: Iowa Department of Education

Upcoming and In-Progress Reviews

Four EPPs are scheduled for review in AY 2022-2023 (Table 17), five in AY 2023-2024 (Table 18), and six in AY 2024-2025 (Table 19). Programs begin working with the IEPP educator preparation team two to three years in advance of the site visit. The first step in the site review cycle is a self-study followed by writing the Institutional Report with evidence linked. Prior to the on-site review a preliminary review is conducted.

Table 17. Reviews Scheduled in AY 2022-2023

This table represents the preliminary review and on-site visit of four EPP programs.

Institution	Preliminary Review	On Site Visit
William Penn University	July 21, 2022	Sept. 25-29, 2022
Iowa Wesleyan University	Aug. 1, 2022	Oct. 23-27, 2022
Northwestern College	Nov.3, 2022	Feb. 5-9, 2023
Grinnell College	Nov. 17, 2022	Feb. 20-23, 2023

Source of data: Iowa Department of Education

Table 18. Reviews Scheduled in AY 2023-2024

This table represents the preliminary review and on-site visit of five EPP programs.

Institution	Preliminary Review	On Site Visit
Graceland University	July 2023	Sept. 10 -14, 2023
Drake University	August 2023	Oct. 8-12, 2023
Upper Iowa University	September 2023	Nov. 5-9, 2023
Coe College	January 2024	March 3-7, 2024
University of Northern Iowa	February 2024	April 21-25, 2024

Source of data: Iowa Department of Education

Table 19. Reviews Scheduled in AY 2024-2025

This table represents the preliminary review and on-site visit of six EPP programs.

Institution	Preliminary Review	On Site Visit
Grand View University	July 2024	Sept. 15-19, 2024
Morningside University	August 2024	Oct. 6-10, 2024
Simpson College	September 2024	Nov. 10-14, 2024
Dordt University	November 2024	Jan. 19-23, 2025
University of Iowa	February 2025	April 6-10, 2025
Iowa Principal Leadership Academy (IPLA)	March 2025	May 2025

Source of data: Iowa Department of Education

Paraeducator programs engage in an extensive review process including evaluators from the BoEE and Department of Education. For AY 2024-2025 there are four programs who will complete the review process (Table 20).

Table 20. Paraeducator Program Reviews Scheduled in AY 2023-2024

This table represents the upcoming review of four paraeducator preparation programs.

Institution	Program	Areas of Concentration
Central Rivers AEA	Generalist	Early Childhood & Special Needs
Grant Wood AEA	Generalist	
Heartland AEA	Generalist	Early Childhood, Special Needs, Library Media Tech, & English as a Second Language
Northwest AEA	Generalist	Early Childhood & Autism

Source of data: Iowa Department of Education

Innovations

In the annual report to the Department, EPPs are asked to identify innovations worthy of notice. A summary of program innovations is described here. Read all of the [EPPs innovation submissions](#).

Educator preparation program innovations for AY 2022-2023 were coded and categorized resulting in five areas of innovation: (1) Collaboration; (2) Programming; (3) Professional Development; (4) Teacher Candidate Opportunities; and (5) Recruiting.

Collaboration

- Collaboration had the highest number of occurrences from educator preparation programs (EPP).
- A dozen collaborations across the state are happening with K-12 school districts to offer teacher preparation courses to high school students, utilize K-12 teachers and classrooms as learning partners within classroom “teaching labs”, professional development opportunities, teacher leader involvement and providing supplemental instruction (i.e., STEM, social-emotional learning).
- Collaboration among institutions is on the rise with six examples of collaborating with community colleges and two instances of collaborating with Regent institutions.
- Agency collaboration is present with AEAs, Iowa Department of Education, and Iowa Association of Colleges for Teacher Education (IACTE).
- Eight innovations were shared regarding collaboration with national, state and local organizations.

Programming

- The most significant innovation, within programming, is the development of a Teacher and Paraeducator Registered Apprenticeship (TPRA) program for future educators.
- Educator preparation programs are engaging in developing new curriculum and modifying existing curriculum to meet the ever-evolving student needs.
- Examples of additional programming being added to EPPs include, but are not limited to, STEM, computer science and early childhood along with revising practicum experiences, topics in education and adding varying delivery modalities.

Teacher Candidate Opportunities

- EPPs are adding additional opportunities for teacher candidates to engage with people, places, and tools.
 - People & Places
 - Professional development opportunities are increasing through professional seminars, instructional learning labs, professional learning communities (PLC), professional development through K-12 schools, increased field experiences, and diverse clinical experiences.
 - Tools
 - Teacher candidates will benefit from additional tools and strategies being offered by EPPS throughout the state. Some notable developments include new courses for substitute authorization, inclusion of strategies to work with Paraeducators, repositories for technology resources, best practices for utilizing data in classrooms for instructional planning, and scholarship opportunities.

Professional Development

- Professional development is on the rise for teacher candidates. Two significant areas include conferences and specialty training. EPPs are not only attending conferences with students but also hosting conferences, sessions, book studies, author talks, speakers and specialty training (i.e., literacy, diversity).

Recruiting

- EPPs are engaging in recruiting efforts through additional programming and outreach.
- The majority of programming includes TPRA programs (mentioned above), five grow your own programs, four high school programming/courses for future educators (mentioned above), three accelerated pathway developments, and multiple explorations of school-to-work pipelines.
- Increased outreach efforts include mentoring, diverse candidate recruitment and opportunities for non-traditional students (i.e., job changers).

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