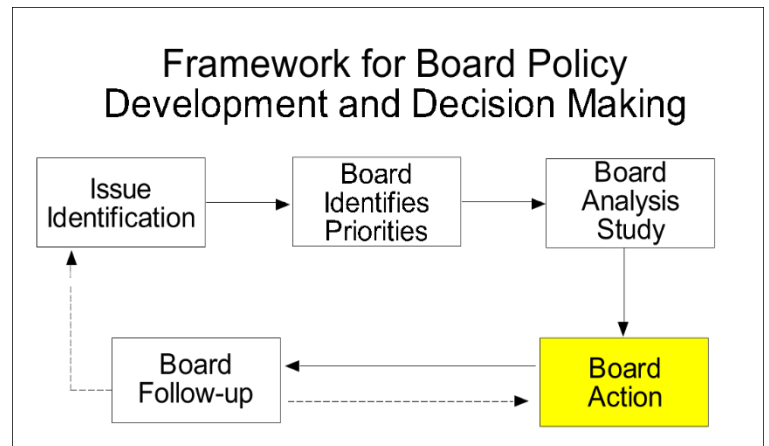


Iowa State Board of Education

Executive Summary

June 8, 2023



Agenda Item: Northwestern College Educator Preparation Program Approval

State Board Priority: Improving Teacher and Leader Preparation

State Board Role/Authority: The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and Iowa Administrative Code 281—79.5.

Presenter(s): Kelly Faga, Consultant
Bureau of Community Colleges

Gary Richardson, Dean of Graduate School and Adult Learning, Northwestern College

Attachment(s): One

Recommendation: It is recommended that the State Board award full approval to Northwestern College Preparation Program through the next review scheduled for the 2029-2030 academic year.

Background: Northwestern College in Orange City, Iowa provides teacher preparation programming. The attached report is a summary of the program review and site visit in February 2023 under Iowa Administrative Code 281—79. Northwestern College has met Chapter 79 standards

without condition; therefore, the Iowa Department of Education recommends the State Board grant full approval to the Northwestern College Educator Preparation Program.



Educator Preparation Program Approval Report

Northwestern College

Site Visit: February 5-9, 2023

Presented to the Board of Education

June 8, 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
Sophia Van Houten, student member, Ida Grove

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 Northwestern College's Responses	8

Background & History

Northwestern College (NWC), located in Orange City, Iowa, is a Christian institution founded in 1882 for the training of pastors and teachers. NWC became a four-year teaching college in 1961. The college mission focuses on being a Christian, academic community, that engages students in courageous and faithful learning and living that empowers them to follow Christ and pursue God's redeeming work in the world.

Today, the education department offers bachelor's degrees in Elementary Education, Secondary Education and Early Childhood Education leading to initial licensure. They offer online graduate master's degrees in Early Childhood, Administration, Teacher Leadership, Teaching History, Special Education and School Counseling. Online endorsements that can be added to a current Iowa teaching license include: Principal, Birth-Grade 3 Inclusive Setting, Coaching, Computer Science and Instructional Strategist I and II. They have a strong working relationship with public and private schools in Northwest Iowa, preparing and promoting teachers in the field.

Site Visit Team Members

Mr. Joel Carter
Dr. Gina Kuker
Dr. Kate Lerseth
Dr. Michele Dickey-Kotz
Dr. Rebecca Newhouse
Dr. Dawn Behan
Dr. Chad Biermeier
Dr. Robb Beane
Dr. Darcie Davis-Gage
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 institution and unit have a genuine culture of invitation in which candidates feel a sense of inclusion and belonging.

Students highlighted the faculty and student relationship as beneficial and what “keeps them at NWC”. Students referenced numerous accounts of time and care provided to students.

Faculty intentionally model purposeful advocacy for the inclusion of diverse ideas, peoples and experiences.

The unit/institution offers robust opportunities for candidates to participate in diverse experiences beyond campus in settings that include working and learning in indigenous/native communities; urban communities; communities of poverty; and international communities.

NWC has developed a strong system of support for instructors (onboarding) and candidates. The candidate support includes their site mentor and a Leadership Coach.

The team recognizes the large undertaking by the counseling faculty to develop a new school counseling program. Faculty have started the process of alignment to national standards and state of Iowa standards and creating a quality program.

Resolution of Concerns

Governance and Resources Standard

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

Resolution summary: the responsibilities between the two delivery methods were aligned to the organizational chart, and the unit has the primary responsibility for all educator preparation programs regardless of modality or degree level. Further, the unit has ensured equitable, quality preparation regardless of delivery through clear job descriptions that were shared with education faculty and staff.

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

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

Resolution summary: NWC resolved the concern regarding candidate assessment by providing the teacher preparation assessment plan and creating an assessment management system for each program. Each program director will be responsible for managing the assessment protocol for their respective program, unless the assessment coordinator's primary professional duty lies in that program, in which case, they will take on their programmatic assessment duties in addition to the assessment coordinator responsibilities.

Additionally, NWC established consistent processes and protocols to ensure inter-rater reliability across undergraduate and graduate programs regardless of the place or delivery modality. NWC worked on inter-rater reliability at the end-of-the-year retreat and plan to continue their work throughout the 2023-2024 academic year in their team meetings. The Department will check on the progress across all programs at the one-year follow-up visit.

Teacher Clinical Standard

The Department considers the Teacher Clinical standard to be MET.

There were no compliance issues identified in the Teacher Clinical standard.

Teacher Knowledge, Skills and Dispositions Standard

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

Resolution summary: NWC resolved the concern regarding the communication process of candidate growth and development toward attainment of Interstate Teacher Assessment and Support Consortium (InTASC) standards, which was shared and reviewed with faculty at the end-of-year retreat. Integration of the Iowa Core in the Bachelor of Arts in Early Childhood (BAEC) content coursework and methods coursework has been resolved as evidenced through modified syllabi.

Administrator Preparation Clinical Standard

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

Resolution summary: The simulation hours were removed within the 400-hour requirement for the candidates and NWC is now only counting hours served in the building completing tasks associated with subrule 79.17(2) towards the candidate clinical hours. Specific instructions have been included in each internship course syllabi.

Administrator Knowledge, Skills and Disposition Standard

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

Resolution summary: The unit aligned National Education Leadership Preparation (NELP) substandards 7.1, 7.2 and 7.3 to coursework and clinical experiences. The exhibit was resubmitted to the Board of Educational Examiners (BoEE) as requested.

Other Program Clinical Practice: School Counseling Standard

The Department considers the Other Program Clinical Practice standard to be MET.

There were no compliance issues identified in the Other Program Clinical Practice: School Counseling standard.

Other Program Knowledge, Skills and Disposition: School Counseling Standard

Based on the unit's resolution of compliance concerns as summarized below, the Department considers the Other Program Knowledge, Skills and Disposition: School Counseling standard to be MET.

Resolution summary: NWC provided a Professional School Counselor Content Requirements Crosswalk including courses, assignments and metrics. NWC is revising course templates to include the Department's Chapter 79 standards in course readings, assignments, clinical placements and evaluations. Tracking of the Department's standards will be continued. New courses will follow the format established in the Professional School Counselor Requirements Crosswalk.

NWC added a formal definition of diversity aligned with 79.2(256) to the Student Handbook and Professional Practice Handbook and updated syllabi accordingly.

Full Report with Original Concerns and Northwestern College's Responses

Northwestern College

Team Report

Preliminary Review: November 3, 2022

Site Visit: February 5, 2023 through February, 9 2023

Final Report: March, 2, 2023

Presented to the State Board of Education on: June 8, 2023

Iowa Department of Education

Review Team Members:

Dr. Maryam Rod Szabo
Dr. Stephanie S. TeKippe
Dr. Kelly Krogh Faga
Mr. Joel Carter
Dr. Gina Kuker
Dr. Kate Lerseth
Dr. Michele Dickey-Kotz
Dr. Rebecca Newhouse
Dr. Dawn Behan
Dr. Chad Biermeier
Dr. Robb Beane
Dr. Darcie Davis-Gage

Acknowledgements

Team members would like to express their gratitude to the Northwestern College 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, particularly Dr. Derek Brower and Dr. Gary Richardson.

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:

Through review of the IR and interview with Teacher Advisory Council members the team found that the unit excels in valuing the time, expertise and input for program improvements.

Recommendations:

1. 79.10(1) Through interviews with unit faculty and staff and review of the Institutional Report and the PR Response the team found that, while the governance structure provides general guidance for the programs, many teaching and non-teaching roles are lacking in clear descriptions that would provide support for the unit. The team recommends that the unit develop clear and specific descriptions in writing of roles (ie.,

chair, assessment coordinator, program oversight for each program/endorsement) within the unit.

Program Response

See response number 1 concerns (below).

2. 79.10(5) The team recommends that the unit proceed with plans outlined in the PR Response to adjust membership of the advisory committees to better reflect the diversity of the experiences of the stakeholders.

Program Response The next advisory meeting will be held in the Fall. The undergrad advisory team will be reviewed at the end of year retreat with faculty recommendations for potential members to approach for new membership.

3. 79.10(7) Through interviews with unit faculty, staff and review of the IR and PR Response, the team found insufficient evidence that the institution provides the resources necessary for the delivery of a quality Professional School Counseling Program, including the need for clerical support and an assessment coordinator. It is recommended to assess the needs of the Counseling Program, develop a plan to meet those needs and communicate to ensure the institution provides the resources necessary to meet those needs.

Program Response A Graduate Assistant has been assigned to the counseling program and a .5 FTE has been added to our GSAL Admin Assistant position to assist with counseling needs.

Concerns:

1. 79.10(2) Through interviews with unit faculty, unit staff and the Dean of GSAL, the team found insufficient evidence that the unit has primary responsibility for the online educator preparation programs. The unit is required, in collaboration with the administration, to ensure that the responsibilities between the two delivery methods are aligned to the organizational chart, and that the unit has the primary responsibility for all of the educator preparation programs regardless of modality or degree level. Further, when programs are offered in different modalities, the unit is required to ensure equitable, quality preparation regardless of delivery.

Program Response A revision of the organization chart has been made to highlight the specific roles for GSAL and Undergraduate with TEC being the oversight team in charge of all education programming for the college. Additionally, roles and responsibilities beyond the role of faculty member have been provided for with the following job descriptions. These were shared with education faculty and staff at the end-of-year retreat. Updated job descriptions were provided to the Educator Preparation Team for review.

Sources of Information

Interviews with:

President, Vice President for Academic Affairs, Chief Financial Officer, Instructional Designer support, Assessment Coordinator, Dean of Graduate Programs, Teacher Advisory Council members, Candidates, Unit Faculty.

Review of:

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

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:

The team found substantial evidence in the IR, Student Teacher Handbook, Teacher Education Program Policy Manual and interviews with candidates, faculty and staff of a genuine culture of invitation in which candidates feel a sense of inclusion and belonging.

Written materials, faculty and staff interviews and class visits evidence commitment to move the institution's/unit's Vision for diversity from theory to practice. Interviews with faculty, staff and class visits evidence that faculty intentionally model purposeful advocacy for the inclusion of diverse ideas, peoples and experiences.

Recommendations:

1. 79.11(1) Class visits and faculty/staff interviews evidence that the required Diversity Badge challenges candidates to consider their experience with diverse others and to expand their cultural awareness by purposefully seeking out new experiences that promote the growth and development of their cultural competence. While the badge requires 25 hours in an educational setting, the team recommends a clearer tracking method to specifically document which of these hours count toward preservice clinical hours.

Program Response None of the diversity badge hours can be counted towards clinical pre-service hours. These are two distinctly different student experiences. The Clinical Tracking Spreadsheet managed by the Education Assistant only tracks the clinical pre-service hours and are connected with courses in the Education programming. The Multicultural Coordinator maintains the micro credential/badges.

2. 79.11(1) Interviews, class visits and the IR evidence a strong philosophical commitment to diversity; however, the team recommends the unit explicitly define "diverse" experiences and document it in policy.

Program Response This will be addressed/discussed at our end of year education retreat. See draft agenda.

3. 1.79.11(2) The team did not see concrete evidence of a formalized plan for recruiting diverse candidates to the TEP and recommends that the unit specifically document their current steps and plan to recruit diverse students to the program.

Program Response [Faculty 1] and [Faculty 2] will be attending a two-day, search advocate training program in May that is intended to enhance equity, validity, and diversity in the college's hiring process. This is part of a larger college-wide initiative to increase diversity in the faculty, staff, and administration. In addition to this, [Faculty 3], our current GSAL Dean and Director of Masters of Education programs was trained as a search advocate by Oregon State University which encompasses the DEI protocols.

Concerns:

None.

Sources of Information

Interviews with:

President, Vice President for Academic Affairs, Chief Financial Officer, Instructional Technology Director, Assessment Director, Dean of GPS, Dean of School of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Library Director(s), Satellite Campuses: Managers, Education Coordinators, Regional Directors, Faculty, Staff, Community College Administration

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report
- Visits to classrooms and discussions with students
- Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

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:

Through multiple classroom visits, numerous students highlighted the faculty and student relationship as beneficial and what “keeps them at NWC”. Students referenced numerous accounts of time and care provided to students.

Recommendations:

None.

Concerns:

None.

Sources of Information

Interviews with:

Program Coordinators, Unit Faculty, Content Faculty, Registrar, Chair of Education, Candidates, Library Director

Review of:

- Course syllabi
 - Student records
 - Institutional Report
 - Program Response to Review Team’s Initial Report
 - Visits to classrooms and discussions with students
-

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:
- 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.
 - Continuation in the program with clearly defined checkpoints/gates.
 - Admission to clinical experiences (for teacher education, this includes specific criteria for admission to student teaching).
 - 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:
- Measures used for candidate assessment are fair, reliable, and valid.
 - Candidates are assessed on their demonstration/attainment of unit standards.
 - Multiple measures are used for assessment of the candidate on each unit standard.
 - Candidates are assessed on unit standards at different developmental stages.
 - Candidates are provided with formative feedback on their progress toward attainment of unit standards.
 - Candidates use the provided formative assessment data to reflect upon and guide their development/growth toward attainment of unit standards.
 - 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:
- Individual candidate assessment data on unit standards, as described in subrule 79.13(5), are analyzed.
 - The aggregated assessment data are analyzed to evaluate programs.
 - Findings from the evaluation of aggregated assessment data are used to make program improvements.
 - Evaluation data are shared with stakeholders.
 - 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

Recommendations:

1. 79.13(2) The team found evidence that the Professional School Counseling assessment plan was aligned with the CACREP Standards. It is recommended that similar alignment of state standards is made with specific assessment in Professional School Counseling coursework.

Program Response In the CACREP SC Program Assessment Plan, PLO4 (reinforced), the SCO 550 assignment was changed from “Session 5 Race & Diversity Program” to

“Session 6 Final Project Part 3”. This associated change was also made on the APAC School Counseling Program Assessment Plan – SLOs with Benchmarks document.

Concerns:

1. 79.13 (1, 3) Through interviews with faculty members across programs, the Assessment Coordinator, the Education Department Chair and review of student files and departmental documents, the team found evidence that the unit (undergraduate and graduate programs) assessment system in place is more focused on institutional assessments as required by the annual college reports each September. Candidate assessment has been done in some programs, however; the process is not integrated into all programs and not all faculty and programs (undergrad and grad) are included in programmatic decision making based on the assessment data. The unit is required to revise a clearly defined assessment system that is cohesive of all programs.

Program Response Because the Northwestern Department of Education straddles many programs in two different divisions (social sciences for the traditional undergrad program and grad/online for BAEC+L, EDAD and Counseling), each program director will be responsible for managing the assessment protocol for their respective program, unless the TEC assessment coordinator’s primary professional duty lies in that program, in which case, they will take on their programmatic assessment duties in addition to the assessment coordinator responsibilities. Each program director will be responsible for:

- maintaining program assessment data for **both**
 - Programmatic review
 - Candidate review
- writing and submitting the programmatic assessment reports to APAC
- disseminating APAC’s feedback and reporting to TEC (the unit)
- reporting to any other accrediting bodies in a timely fashion

Assessment was a high priority of discussion at the end of year education retreat.

2. 79.13(5) Establish consistent processes and protocols to ensure inter-rater reliability across undergraduate and graduate programs regardless of the place or manner in which the program is delivered.

Program Response The first step of our inter-rater reliability plan was to bring candidate assessments/assignments to the end of year retreat for faculty teams to score aligned rubrics and compare evaluations. The second step was providing examples of the Pre-Student Teaching Clinical Evaluation to score and compare evaluations. Finally, additional inter-rater reliability work has been scheduled by TEC for undergraduate and graduate team meetings throughout the 2023-2024 academic year.

Sources of Information

Interviews with:

Assessment Coordinator, Institutional Assessment Director, Dean of Graduate Programs, Teacher Advisory Council members, Candidates, Unit Faculty, Program Coordinators of Graduate programs

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

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:

Students appreciated the noteworthy number of pre-student teaching clinical hours, and therefore, felt very well-prepared to teach the content area in their student teaching placements.

Recommendations:

1. 79.14(7) During interviews with faculty and staff, the team found a lack of collaboration between traditional and online programs, particularly in these areas: elements in course syllabi and the communication between university supervisors, cooperating teachers and student teachers. The team recommends the unit review and modify communication of expectations through syllabi and with stakeholders.

Program Response TEC will review the current Clinical Course Syllabi to refine the syllabus template for the specific inclusion of clinical elements within the course, specific to the expectations of the candidate, cooperating teacher, supervisor and/or instructor. Once approved, the new syllabus template will be required of all education courses in the 2023-2024 academic school year. Program Directors will adapt the template to support the graduate and online courses with final approval of all syllabi given by TEC. The revised syllabus template was reviewed and expectations provided at the end of year retreat to prepare for the 2023-2024 academic year.

Concerns:

None.

Sources of Information:

Interviews with:

Chair of Education, Candidates, Unit Faculty, Content Faculty, Student Teachers, Online Program Directors, Online Course Designer, Field Experience Coordinator, Placement Coordinator, Licensure Officer, Unit Assistant

Review of:

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

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(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:

Candidates can articulate how national standards are aligned with different content areas, particularly the SHAPE standards and Next Generation Science Standards.

Recommendations:

1. 79.15(2)c-e The team did not find evidence through class visits and course syllabi (particularly Survey of Exceptional Learners) that candidates were prepared to work with gifted and talented students. In addition, the team found evidence through class visits that some faculty encouraged experiences with English Language Learners, but it was not consistent. The team recommends regularly reviewing, tracking and revising how the unit is ensuring teacher candidates develop the ability to identify and meet the needs of all learners.

Program Response Revisions to specific core education courses for all initial teacher candidates have been made to support candidate ability to identify and meet the needs of all learners, specifically addressing all of the subgroups identified in 79.15. Highlighted sections in syllabi provide evidence of revisions to support items necessary for programming improvements. EDU206 Survey of Exceptional Individuals is taken by the traditional Elementary and Secondary education candidates. EDU240 Integrating the Arts is a methods course for the online Early Childhood and traditional Elementary education candidates.

Concerns:

1. 79.15(4) Through the review of the syllabi the team did not find evidence of the InTASC standards embedded in the clinical experiences. The clinical experiences included a log of hours but there was no evidence of the standards embedded in the clinical experience. The team requires the unit to continue development of a communication process for clinical experiences to monitor progress toward standards.

Program Response The unit has been piloting the clinical evaluation in our pre-student teaching clinicals this year. At the end of year retreat, the faculty discussed the rubric, reviewed usage and scored the rubric to increase the inter-rater reliability, make edits and adopt it for use in clinical practice for next year.

2. 79.15(8) The team found minimal evidence of the Iowa Core being integrated into the BAEC coursework within the introductory course. However, the team was unable to view the associated rubric to determine evidence of inclusion. The team requires the Iowa Core be integrated into BAEC content coursework and recommends integration into the methods courses.

Program Response All BAEC +L methods courses require lesson development and practice using Iowa Core standards. Revision to methods syllabi indicate the additional communication of this specific language. Additionally, a change to EDU 240 for the BAEC+L programming will include introduction for integration of Iowa Core standards with other content areas. Highlighted items in the linked syllabi indicate revision work. Remaining BAEC+L syllabi will be revised prior to the 2023-2024 academic year.

Sources of Information:

Interviews with:

Assessment Director, Candidates, Unit Faculty, Library Director(s).

Review of:

- Course syllabi
 - Teacher Education Program Policy Manual 2022-2023
 - Student records
 - Final Report Template March 2022
 - Institutional Report
 - Program Response to Review Team's Initial Report
 - Visits to classrooms and discussions with students
-

ADMINISTRATOR PREPARATION CLINICAL PRACTICE

281—79.16(256) Administrator preparation clinical practice standard. The unit and its school partners shall provide clinical experiences that assist candidates in becoming successful school administrators in accordance with the following provisions.

79.16(1) The unit ensures that:

a. Principal candidates successfully complete clinical experiences that provide candidates with opportunities to synthesize and apply the knowledge and skills identified in subrule 79.17(2) in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

b. Superintendent candidates successfully complete clinical experiences that provide candidates opportunities to synthesize and apply the knowledge and skills identified in subrule 79.17(3) in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

79.16(2) The unit ensures that clinical experiences occurring in all locations are coherent, authentic, sustained, and purposeful opportunities that are monitored by the unit. These expectations are shared with candidates, supervisors and cooperating administrators.

79.16(3) Candidates are supervised by knowledgeable and qualified practitioners. The PK-12 school and the unit share responsibility for selecting, preparing, supporting, evaluating, and retaining both:

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

79.16(4) Cooperating administrators and college/university supervisors share responsibility for evaluating the candidate's achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' attainment of unit standards.

79.16(5) Clinical experiences include all of the following criteria:

- a.* A minimum of 400 hours during the candidate's preparation program.
- b.* Take place with appropriately licensed cooperating administrators in state-approved schools or educational facilities.
- c.* Take place in multiple high-quality educational settings that include diverse populations and students of different age groups.
- d.* Include documented expectations and responsibilities for cooperating administrators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members.

e. Provide opportunities for candidates to apply the knowledge, skills, and dispositions identified in subrules 79.17(2) and 79.17(3).

79.16(6) The institution annually delivers one or more professional development opportunities for cooperating administrators to define the objectives of the field experience, review the responsibilities of the cooperating administrator, build skills in coaching and mentoring, and provide the cooperating administrator other information and assistance the institution deems necessary. The professional development opportunities incorporate feedback from participants and utilize appropriate delivery strategies.

79.16(7) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for administrator candidates.

ADMINISTRATOR PREPARATION CLINICAL FINDINGS

Commendations/Strengths:

Northwestern has developed a strong system of support for EDAD candidates. The support includes their site mentor and a Leadership Coach. The team recommends a continued focus on finding coaches that are outside of the candidate's district and not doubling up and sharing a single mentor who also serves as the candidate's coach.

The team recognizes a good overall EDAD structure and all candidates, faculty and coaches spoke very highly about the results achieved within and upon completion of the program.

Recommendations:

1. 79.16(5)c: Evidence was found by the team that indicated there was not equity in providing opportunity for candidates to complete their clinical hours in multiple high-quality educational settings that include diverse populations. Through interviews with the Graduate Dean, adjunct instructors and candidates, it is evident that selection of clinical placements is determined by the candidates, and that many candidates choose to complete their hours solely within their home districts. The team recommends a defined structure to include strategic placements in multiple high-quality educational settings that include diverse populations and students of different age groups. Diverse placements may include race/ethnicity, urban or rural, public or parochial, socioeconomic status, high achieving or schools in need of assistance.

Program Response TEC and the EDAD Program Director determined to design a Learning Community (LC) in Blackboard to provide guidance and support to EDAD candidates throughout their programming, starting at the time of enrollment. Included in the EDAD LC is guidance for clinical hours for each of the four internship courses where candidate clinical hours are completed. Diverse settings are a requirement of the clinical hours and candidate reflection is required in EDAD 635 Professional Portfolio for each of the four internship course clinical experiences to ensure candidate experience with diverse settings. Students will be informed that they will need to include, in their professional portfolio, evidence of multiple high-quality educational settings that include diverse populations and students of different age groups. Diverse placements may include race/ethnicity, urban or rural, public or parochial,

socioeconomic status, high achieving or schools in need of assistance. Additionally, the collection of EDAD MOUs, Clinical Logs, Leadership Coach Agreements, and the NELP Standard Evidence documents will all be housed in the Learning Community and reviewed by the EDAD Program Director for candidate assessment data throughout candidate programming.

Concerns:

1. 79.16(5)a: The team finds evidence that candidates are not meeting the 400-hour requirement. Despite the unit required total being 440 hours, through analysis of candidate logs, it was evident that some students are over counting simulation hours as part of their total hours. A minimum of 400 hours must be met within the accredited school with opportunities to synthesize and apply the knowledge and skills identified in subrule 79.17(2) in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school(s). The team requires removing the simulation hours within the total, and only counting hours served in the building completing tasks associated with subrule 79.17(2) towards the candidate clinical hours.

Program Response Specific instructions have been placed in each internship course syllabi.

Sources of Information:

Interviews with:

Dean of GPS, Candidates, Unit Faculty, Leadership Coaches

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

ADMINISTRATOR KNOWLEDGE, SKILLS AND DISPOSITIONS

281—79.17(256) Administrator knowledge, skills, and dispositions standard. Administrator candidates shall demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.17(1) Each educational administrator program shall define program standards (aligned with current NELP standards) and embed them in coursework and clinical experiences at a level appropriate for a novice administrator.

79.17(2) Each principal candidate demonstrates the knowledge, skills, and dispositions necessary to:

a. 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. (Mission, Vision, and Improvement)

b. Advocate for ethical decisions and cultivate and enact professional norms. (Ethics and Professional Norms)

c. Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. (Equity, Inclusiveness, and Cultural Responsiveness)

d. Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. (Learning and Instruction)

e. Strengthen student learning, support school improvement, and advocate for the needs of the school and community. (Community and External Leadership)

f. 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. (Operations and Management)

g. 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. (Building Professional Capacity)

79.17(3) Each superintendent candidate demonstrates competency in all of the following professional core curricula:

a. Collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. (District Mission, Vision, and Improvement)

b. Advocate for ethical decisions and cultivate professional norms and culture. (Ethics and Professional Norms)

c. Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. (Equity, Inclusiveness, and Cultural Responsiveness)

d. Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. (Learning and Instruction)

e. Understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. (Community and External Leadership)

f. Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. (Operations and Management)

g. Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. (Policy, Governance, and Advocacy)

79.17(4) Each new administrator candidate successfully completes the appropriate evaluator training provided by a state-approved evaluator trainer.

79.17(5) Each administrator candidate demonstrates the knowledge, skills, and dispositions necessary to support the implementation of the Iowa core.

79.17(6) Each administrator candidate demonstrates, within specific coursework and clinical experiences, the ability to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture with students and staff from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that administrator candidates develop the ability to meet the needs of all learners, as well as ensuring teachers meet the needs of diverse 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.

79.17(7) Each administrator candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

ADMINISTRATOR KNOWLEDGE, SKILLS AND DISPOSITIONS FINDINGS

Commendations/Strengths:

The team finds evidence in the Institutional Report, interview with the Graduate Studies Chair and interviews with Administrator Adjuncts that there is a well-developed onboarding process for new instructors for the Educational Administration Master's program.

Recommendations:

1. 79.17(2): Through a review of the Institutional Report, BOEE exhibits, course syllabi and program responses to the Preliminary Report, the team recommends that courses EDAD 520 and EDAD 560 be included in one of the BOEE state content requirements.

Program Response EDU 560 Curriculum and Assessment has been included in Content Requirement 4 for the BOEE #189 Principal Exhibit. EDAD 520 Law, Politics, and the Principal has been included in the Content Requirement 6 for the BOEE #189 Principal Exhibit. The Exhibit has been resubmitted and is titled Resubmission for IDOE 189 PK-12 Principal in the Northwestern BOEE exhibit folder with revised syllabi included.

Concerns:

None.

Sources of Information:

Interviews with:

Graduate Studies Chair, Administrator Program Coordinators, Graduate Faculty, Graduate Adjuncts, Administrator Mentors (Coops), Learning Coaches (Admin), Admissions/advising online graduate programs coordinator, Administrator Candidates, Administrator Advisory Council members

Review of:

- Course syllabi
 - Assignment descriptions
 - BOEE Exhibits
 - Student records
 - Institutional Report
 - Program Response to Review Team's Initial Report
-

OTHER PROGRAM CLINICAL PRACTICE: SCHOOL COUNSELING

281—79.20(256) Clinical practice standard. The unit and its school, AEA, and facility partners shall provide clinical experiences that assist candidates in becoming successful practitioners in accordance with the following provisions.

79.20(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, purposeful, supervised by appropriately qualified personnel, monitored by the unit, and integrated into unit standards. These expectations are shared with candidates, supervisors and cooperating professional educators.

79.20(2) The PK-12 school, AEA, and facility partners and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:

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

79.20(3) Cooperating professional educators and college/university supervisors share responsibility for evaluating the candidate's achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate the candidate's attainment of unit standards.

79.20(4) Clinical experiences include all of the following criteria:

- a. Learning that takes place in the context of providing high-quality instructional programs for students in a state-approved school, agency, or educational facility;
- b. Take place in educational settings that include diverse populations and students of different age groups;
- c. Provide opportunities for candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice;
- d. Include minimum expectations and responsibilities for cooperating professional educators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members;
- e. Include prescribed minimum expectations for involvement of candidates in relevant responsibilities directed toward the work for which they are preparing;
- f. Involve candidates in professional meetings and other activities directed toward the improvement of teaching and learning; and
- g. Involve candidates in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating professional educators in the school.

79.20(5) The institution annually delivers one or more professional development opportunities for cooperating professional educators to define the objectives of the field experience, review the responsibilities of the cooperating professional educators, build skills in coaching and mentoring, and provide the cooperating professional educators other information and assistance the institution deems necessary. The professional

development opportunities incorporate feedback from participants and utilize appropriate delivery strategies.

79.20(6) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for candidates.

OTHER PROGRAM CLINICAL Practice: SCHOOL COUNSELING FINDINGS

Commendations/Strengths:

The team recognizes the large undertaking by the counseling faculty to develop a new school counseling program. Faculty have started the process of alignment to national standards and state of Iowa standards and creating a quality program.

Recommendations:

1. 79.20(1) The team found the counseling program requires the purchase of Tevera, a clinical tracking system, but no evidence was found of qualified personnel, or sites used in clinical practice. The team recommends the program to develop a plan with a timeline for implementing site supervisor and cooperating professional educators training including documentation.

Program Response Northwestern College School Counseling students will not begin their professional practice experience until Spring 2024. At that time, and leading up to that time, Tevera will be used to track qualified personnel and sites used for clinical practice. Expectations regarding personnel qualifications and site qualifications are included in the Professional Practice Handbook and in the Northwestern College Professional Practice Contract (Tevera NWCIOWA-1012). Northwestern has developed a site supervisor and cooperating professional educator training which includes a documentation plan.

Concerns:

None.

Sources of Information:

Interviews with:

Dean of GPS, Dean of School of Education, Program Director and Chair of Counseling, Clinical Coordinator of Counseling and Counseling Faculty

Review of:

- Course syllabi
- Student records
- Program Handbook and Clinical Handbook
- Institutional Report
- Program Response to Review Team's Initial Report

OTHER PROGRAM KNOWLEDGE, SKILLS AND DISPOSITION: SCHOOL COUNSELING

281—79.21(256) Candidate knowledge, skills and dispositions standard. Candidates shall demonstrate the content knowledge and the pedagogical and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.21(1) Each professional educator program shall define program standards (aligned with current national standards) and embed them in coursework and clinical experiences at a level appropriate for a novice professional educator.

79.21(2) Each candidate demonstrates, within specific coursework and clinical experiences related to the study of human relations, cultural competency, and diverse learners, that the candidate is prepared to work with students from diverse groups, as defined in rule

281—79.2(256). The unit shall provide evidence that candidates develop the ability to meet the needs of all learners, including: a. Students from diverse ethnic, racial and socioeconomic backgrounds. b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement. c. Students who are struggling with literacy, including those with dyslexia. d. Students who are gifted and talented. e. English language learners. IAC 6/30/21 Education[281] Ch 79, p.13 f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

79.21(3) Each candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Recommendations:

None.

Concerns:

1. 79.21(1) The counseling program has aligned their syllabi with the Council for Accredited Counseling and Related Education Program (CACREP) standards. The team found evidence of CACREP standards and Iowa Department of Education Standards regarding School Counselor listed in the syllabi. The crosswalk with the Iowa Department of Education standards has courses listed but does not list how these standards are covered in courses, what assignments, what artifacts are collected and assessed, and how those assessment results are used to make programmatic changes to improve learning and skills. The team requires the school counseling standards being embedded into the course readings, assignments, clinical placements and evaluation in both core counseling courses and school counseling specialty courses.

Program Response Northwestern built out Professional School Counselor Content Requirements Crosswalk to include course, assignment, and how the standard is assessed. For courses already built, Northwestern revised the course templates to include DOE standards in course readings, assignments, clinical placements, and evaluation.

Sources of Information:

Interviews with: Dean of GPS, Dean of School of Education, Program Director and Chair of Counseling, Clinical Coordinator of Counseling and Counseling Faculty

Review of:

- Course syllabi
 - Student records
 - Program Handbook and Clinical Handbook
 - Institutional Report
 - Program Response to Review Team's Initial Report
-