Iowa State Board of Education

Executive Summary

August 3, 2023

Framework for Board Policy Development and Decision Making

Issue Identification	Board Identifies Priorities	Board Analysis Study
Board Follow-up		Board Action
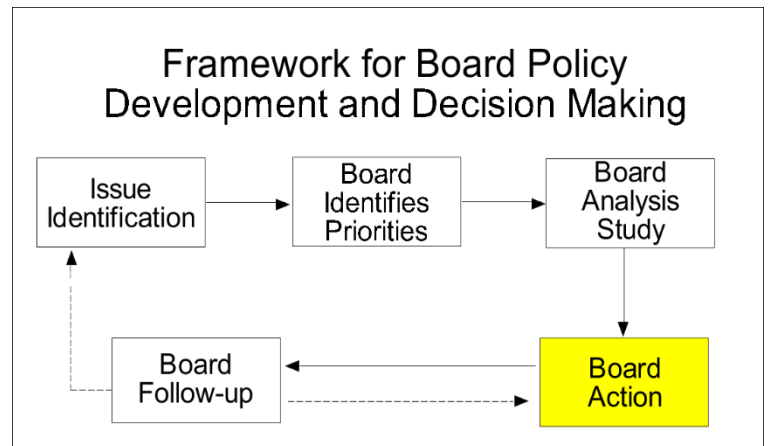
Agenda Item: Grinnell College Educator Preparation Program Approval

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 281 Iowa Administrative rule 79.5.

Presenter(s): Stephanie S. TeKippe, Consultant
Bureau of Community Colleges and Postsecondary Readiness

Attachment(s): One

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

Background: Grinnell College provides secondary 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. Grinnell College has met chapter 79 standards without condition.

Educator Preparation Program Approval Report

Grinnell College

Site Visit: February 19-23, 2023

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

State Board of Education

Administration

Division of Higher Education

Bureau of Community Colleges and Postsecondary Readiness

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Background & History

Grinnell College is a private residential liberal arts college founded in 1846. Its expansive endowment supports a robust academic program and a vibrant student co-curricular experience. More than half of the approximately 1,700 students, spend one of their semesters off-campus domestically or internationally. Additionally, the majority of students engage in faculty-mentored research opportunities. Grinnell College has a 9:1 student to teacher ratio. Grinnell College instituted a "no loan" policy for students in 2021 and maintains the program to reduce student indebtedness.

The Education Department at Grinnell College was established in 1910, and the college currently offers courses that lead to certification in secondary education; therefore, allowing the education faculty, consisting of four full-time faculty and support staff to concentrate on a strong 5-12 licensure program. Candidates complete eight semesters of coursework and an additional ninth semester to engage in student teaching.

Grinnell College boasts a diverse student population with the most recent class admitted consisting of 29 percent domestic students of color, 15.5 percent being first generation college students and 18.5 percent being Pell Grant eligible.

Site Visit Team Members

Dr. Stephanie S. TeKippe
Dr. Jeff Haverland
Ms. Amy Mayer
Dr. Kathleen Schmidt
Dr. Tamara Masters
Dr. Will Coghill-Behrends
Dr. Elliott Johnson

Department Report

Selected Commendations

- Well-developed conceptual framework with a focus on research throughout the program and courses
- Student involvement in program governance
- Affordable education through a no-loan policy
- Competency-based hiring initiatives including redacted faculty resumes
- Funding to assist in recruiting diverse students (Laurel Scholars and "fly in" program)
- Faculty are reflective, supportive and committed to the college and the students they serve
- Faculty are well supported in professional development through a generous annual development fund
- Preparation of candidates in education resulting in a 90 percent retention rate of graduates remaining in the field (2017-2021 data)
- Collaboration and inquiry-based learning embedded and modeled throughout the program
- Development and implementation of an action research project for education candidates

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: Grinnell College's teacher preparation unit developed a plan to increase engagement of content area faculty with unit faculty through the Teacher Education Committee. Grinnell College's administration committed funds for the procurement of a license to maintain the unit's electronic records and to contract a third-party vendor to work within the system for licensure purposes.

The unit voted and approved the discontinuation of conditional admittance to the teacher education program without the completion of 10 fieldwork hours, which is required by code prior to student teaching and by Grinnell College prior to program admittance. Grinnell College has developed an appeal process for students denied a student teaching placement.

A website on Grinnell College's intranet is being developed for increased awareness of professional development funding and opportunities for teacher preparation 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

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

Resolution summary: The unit developed an onboarding process for adjuncts to include sharing previous course syllabi, pertinent course materials and resources to support teaching. In addition, the department chair has developed a more robust plan to observe adjunct faculty for teaching prowess, accountability and continuous improvement that includes a post-observation conversation. Two faculty members had not completed the required 40 hours of co-teaching at the time of the site visit. At this time, all faculty have met this requirement and the unit adopted a new policy requiring a minimum of eight hours per year with the possibility of an extension, if needed. The unit will request faculty's co-teaching hours at the end of each semester and track through the Field Placement Coordinator/Licensure Officer.

Assessment Standard

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

Resolution summary: The teacher preparation unit was in the beginning stages of developing a new system for candidate and unit assessment during the site visit. Since the visit, Grinnell College has secured funding for the system and external developer contracts, developed an implementation timeline and mapped the checkpoints and assessments to measure departmental learning outcomes that are sequenced for progressive understanding. Currently, the development of the new assessment system is "well underway." The basic architecture and population of current student artifacts/data will be completed prior to the start of the 2023-2024 academic year. During the fall term of 2023, the second phase of development will begin to connect the artifact storage system with candidate applications for admittance to the teacher education program and student teaching.

The new assessment system will increase the ability to communicate and track student understanding and progression toward learning outcomes. Furthermore, the process of extracting data for analysis prior to program improvement discussions (annual retreat in August) and dissemination of findings (areas of focus) with stakeholders will be greatly improved. Grinnell College's plan moving forward includes assessing the program around one department learning outcome each year. The assessment system will be reviewed during the spring annual meeting. The plans and timelines for the assessment system meets the required code. However, since the assessment system is in development, program consultants will review the completed system and usage of data (program improvement, student tracking and communication of development, record keeping) at the one-year follow-up meeting.

Teacher Clinical Standard

The Department considers the Clinical standard to be MET.

There were no compliance issues identified in the Clinical standard.

Teacher Knowledge, Skills and Dispositions Standard

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

Resolution summary: Grinnell College has increased candidate preparation to work with students struggling with literacy, specifically dyslexia. Previously, the content was covered in two courses and is now scaffolded across three courses with additional content and Iowa Reading Research Center training modules. The required dyslexia training will be tracked in the new assessment system. Additionally, literacy instruction to include reading theory and evidence-based reading strategies was previously included in three of the six methods courses. The unit now includes literacy instruction in all six of the methods courses.

Grinnell College developed a plan to integrate effective technology integration for student support and learning within discipline specific courses. This approach will allow for content-related technology to best prepare candidates for future teaching responsibilities.

Grinnell College

Team Report

Preliminary Review: November 17, 2022

Site Visit: February 19, 2023 through February, 23 2023

Final Report: March 2, 2023

Presented to the State Board of Education on: August 3, 2023

Iowa Department of Education

Review Team Members:
Dr. Stephanie S. TeKippe
Dr. Jeff Haverland
Ms. Amy Mayer
Dr. Kathleen Schmidt
Dr. Tamara Masters
Dr. Will Coghill-Behrends
Dr. Elliott Johnson

Acknowledgements

Team members would like to express their gratitude to the Grinnell 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. 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. Paul Hutchinson and Mr. Roger Henderson.

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.

Commendations/Strengths:

1. The team commends the education unit on a well-developed conceptual framework, based in research, that is well known and understood.

2. The team found that the Student Education Policy Committee (SEPC) is a positive example of shared governance that goes beyond what is typical or common in teacher education programming and serves to promote student voice and expression.

3. The team found there is an ongoing effort to make an education at Grinnell affordable for all students. This includes the no loan program (since 2021), 9th semester financial assistance and two homegrown grant programs that work to help make college more affordable for middle class families.

4. The team found there exists an extensive curriculum library, both print and electronic as well as multiple databases. A media room is being built.

Recommendations:

1. 79.10(3) The team found inconsistency in how the conceptual framework and InTASC standards is shared with students in their courses and recommends the unit provide more explicit integration and awareness of the framework and standards.

Program Response Unit faculty discussed this concern and have voted to require that all TEP course syllabi index course learning goals to both InTASC standards and Departmental Learning Objectives (DLO). In the Educational Psychology course, which is usually taken in the second year and is during the semester most students apply to the TEP, InTASC standards and DLOs will be presented, explained, and discussed with students.

2. 79.10(3) The team found inconsistency in the conceptual frameworks within the teacher education handbook and the Institutional Report and recommends the two frameworks be the same.

Program Response The conceptual framework included in the Student Teaching Handbook had not been updated to reflect the one adopted during the unit's self-study. That has been corrected.

3. 79.10(5) The team found that although the advisory committee exists, its membership seems limited and does not appear to include students, alumni, etc. If this is not the case, the team suggests the unit define the relationship of each member.

Program Response The unit is comfortable with the composition of the Teacher Advisory Committee (TAC) which is made up of teachers and administrators from districts that host our practicum students and student teachers. We have a strong student input mechanism from our SEPC – highlighted as a strength above – and we routinely interact with nearby alum teachers by co-teaching with them and routinely including them in the seminar our students take during student teaching.

4. 79.10(7) The team found candidates, at times, have difficulty gaining admittance to an education course needed to be assigned an education advisor and continue forward in the program. The team recommends the institution hold seats in the course to ensure education students may enroll and begin the sequence of dedicated coursework.

Program Response We believe this should no longer be a problem. Beginning with registration for the Spring 2023 semester courses, Grinnell's Registrar began using a new course registration system that allows departments to rank "keep priorities" in courses that overenroll. Our department lists TEP students as the highest keep priority for all courses required of TEP students.

Concerns:

1. 79.10(6) The team did not find evidence through review of the Institutional Report, interviews with faculty, and Preliminary Report responses that there exists written or formal evidence of joint planning between liberal arts and sciences and educator preparation faculty. The team requires the unit to document ongoing and regular collaboration geared toward program improvement between unit faculty and content faculty outside of the unit.

Program Response It was clear during our program review for the reaccreditation process that this was an area in need of improvement, and we appreciate the site visit team helping us think about how to respond.

There is a Teacher Education Committee (TEC) at Grinnell that is identified in the College's Faculty Handbook. We feel that committee has been under-utilized and is an existing structure we can leverage to respond to this concern. Per the Faculty Handbook, the TEC is comprised of one faculty member from each of Grinnell's three academic divisions (Humanities, Social Science, & Science) plus the Education Department Chair who also serves as the TEP lead. The Divisional members of the TEC come from content departments in which our program offers an endorsement, and those members rotate annually.

We will begin holding an annual joint meeting of the TEC and the Education Department faculty and staff early in the fall semester to engage the TEC members in the process of program improvement. As we describe below in the Assessment standard, the department's annual day-long retreat for its faculty and staff held in August will include analysis of assessment data for one Departmental Learning Outcome (DLO) (of five total DLOs) each year. That analysis will begin the process of program improvement around one DLO during each year's fall semester. The joint meeting of the TEC and Education Department faculty and staff will focus on presenting our analysis to the TEC and soliciting their input on our program improvement process. If input from a specific content department is needed, the TEC representative from the relevant academic Division will assist the Chair in liaising with that department.

[Though not specifically asked about in this concern, we also plan to use the fall Teacher Advisory Committee (TAC) meeting in a similar way to solicit their input into our annual program improvement process.]

2. 79.10(7)b The team found that not all unit members are fully aware of the process for securing professional development resources and although adjuncts have access to funds, their use of those funds is not clear. The team requires the unit review available resources and means of securing those resources with unit faculty and staff.

Program Response During the summer of 2023 – when our Administrative Assistant has time available to work on this - the program will create a website on the College's intranet for program/department teaching faculty and staff. That site will include a page with information about instructional and professional development resources available to teaching faculty and staff and will be required reading as a part of the onboarding process for new teaching faculty and staff.

3. 79.10(7)e The team found evidence of challenges in moving to an electronic assessment system, which has been an effort since the last site visit, due to institutional security protocols and other position responsibilities. Faculty, staff, and students are not benefiting from the many features of the system that may enhance the instruction, assessment, candidate learning and the unit's priorities. The team

requires the unit be provided with resources to ensure the new assessment system is integrated across the unit with fidelity.

Program Response The College has provided funding to procure a license to allow the program to maintain program records electronically using Claris FileMaker Pro. In addition, the College has signed a contract with a third-party vendor to work with the program's Licensing Officer to create the architecture we need in Claris FileMaker Pro, connect that database to our online applications so data students submit in their applications will be deposited directly in the database, and make periodic updates to the system. As we submit this, the basic system design is nearing completion and work will soon shift to connecting the applications with the database. In the meantime, once the basic architecture is completed during the summer, the Licensing Officer will manually enter data from current and recent students into the database. We anticipate completion of basic architecture during summer 23 and the work to connect applications to the database by the Nov. 2023 application to student teaching deadline.

4. 79.10(8) The team found evidence through review of the Institutional Report, Preliminary Report response, and interviews with faculty that the TEP allows conditional admittance to the teacher education program if a candidate has not yet completed the 10 required hours of fieldwork prior to acceptance into the program. The team requires that this practice be discontinued as conditional admittance is not possible in code.

Program Response We have discontinued the practice of conditional admittance beginning with spring '23 semester program application window.

5. 79.10(8) The team found evidence through the student teaching handbook that there is no appeals process for those who are denied student teaching placement. The team requires the unit to develop an appeal process for student teaching denials.

Program Response Unit faculty and the Dean of the College have approved the following policy; and it appears in the Student Teaching Handbook as well as on the program website.

Appeal process:

A student whose application to student teach has been denied by the Teacher Education Committee (TEC) may appeal the decision. The student must submit a written statement of appeal to the Education Department Chair within five (5) business days of notice of TEC's decision. The written statement should address the TEC concerns laid out in the notification letter and explain the reason(s) why the student feels the appeal should be granted.

Upon receiving the appeal from the student, the Education Department Chair will convene the TEC to reopen the application decision considering the information in the student's appeal letter. The TEC's decision on the appeal will be communicated to the student within five (5) business days from the day the

appeal letter was submitted, unless the circumstances require more time, in which case the student will be notified.

If the TEC upholds its initial denial of the application to student teach, the student may appeal to the Vice President for Academic Affairs and Dean of the College. To do so, the student must notify the Chair of the Education Department of their desire to appeal to the Dean within five (5) business days of receiving the notification of the TEC's ruling of their appeal. The Chair will forward all materials to the Dean who will render a final decision within five (5) business days from the day the appeal was submitted, unless the circumstances require more time, in which case the student will be notified. The Dean's decision is final, and no further appeal is permitted.

If a student believes that they have been discriminated against, they have the right to seek a review of such concerns under the Non-Discrimination Policy.

Sources of Information:

Interviews with:
- President, Provost, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, and Unit Faculty

Review of:
- Course syllabi, Student records, Institutional Report, Program Response to Review Team's Initial Report, Survey feedback

Visits to classrooms and discussions with candidates

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.

Commendations/Strengths:
- The team found multiple strengths of diversity for the faculty/staff, community and students.
  - Faculty/Staff:
    - competency based hiring initiatives, with a staff equity advocate and a policy of using redacted resumes for hiring and
    - initiatives for increasing cultural competency among faculty and staff, this initiative will be extended to students in the future.
  - Community:
    - initiatives to build community with alumni, employees and students.
  - Students:

- Co-curricular programming sponsored by the Black Student Specialist, Stonewall (LGBTQ), and Latin Aid
- The Laurel Scholars program recruits diverse students

Recommendations:

None.

Concerns:

None.

Sources of Information:

Interviews with:
- Director of the Office of Diversity, Equity, and Inclusion; Faculty, Field Placement Coordinator and Licensing Officer; Alumni

Review of:
- Institutional Report, Response to the Preliminary Review, Student Files

Program opening presentation

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.

Commendations/Strengths:
- The team found evidence through conversations with content faculty, college administration, recent graduates from the program and candidate surveys that faculty are reflective, supportive and committed to the college and the students they serve.

- The team found evidence through the Institutional Report and conversations with faculty and administration that full-time faculty are well supported in professional development through a generous annual development fund.

Recommendations:

None.

Concerns:

1. 79.12(3) Through review of the Institutional Report and faculty interviews, the team did not find evidence adjunct faculty are being evaluated. The team requires the unit establish a process for communicating and conducting adjunct faculty evaluations for continuous improvement and accountability toward teaching prowess.

Program Response We recognized that how the unit interacts with adjunct faculty was clearly an area that needed improvement during our self-study. Broadly, it will benefit our students if adjunct faculty are more integrated with full-time unit faculty and staff.

There are several ways we plan to accomplish this. First, the Department Chair will observe all courses taught by TEP adjunct faculty at least once during the first half of the semester. During a post-observation conversation, the Chair will include discussion topics such as norms, expectations, and school culture with respect to adjunct teaching assignment. Secondly, our newly developed onboarding process will include the sharing of previous course syllabi, pertinent course materials, resources available at Grinnell to support teaching, and a conversation of how the assigned course fits within the TEP sequence.

2. 79.12(5) The team did not find evidence through the Institutional Report, Preliminary Review responses nor interviews with faculty indicating that all faculty have met the 40-hour teaching experience. The unit is required to develop a policy to ensure all faculty are consistently meeting this requirement that is communicated and monitored. Furthermore, the unit is required to bring all non-complying faculty members into compliance.

Program Response The two faculty members who had not completed 40-hours of teaching experience prior to the site visit due to the pandemic have both completed the teaching hours they needed to get them to 40 total hours.

The unit has adopted the following policy which will be located on the website on the College's intranet for program/department teaching faculty and staff:

Grinnell College TEP faculty are encouraged to complete a minimum of 8 hours of team or co-teaching in a secondary classroom each academic year, knowing that a total of 40 hours must be completed during a period not exceeding five years in duration."

Faculty members may ask for an extension to carry over incomplete hours into the next fiscal year.

Faculty will be prompted to submit hours at the end of each semester by the Field Placement Coordinator/Licensure Officer

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Sources of Information:

Interviews with:
- Administration, Unit Faculty, Content Area Faculty, Focus Groups

Review of:
- Course syllabi, Institutional Report, program response to review Team's Initial Report, surveys of recent graduates, current teacher candidates, and content area faculty

Visits to classrooms and discussions with candidates, program opening presentation

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ASSESSMENT STANDARD

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

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

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

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

79.13(4) Candidate assessment includes clear criteria for:

a. Entrance into the program. If a unit chooses to use a preprofessional skills test from a nationally recognized testing service for admission into the program, the unit must report passing rates and remediation measures annually to the department.

b. Continuation in the program with clearly defined checkpoints/gates.

c. Admission to clinical experiences (for teacher education, this includes specific criteria for admission to student teaching).

d. Program completion (for teacher education, this includes testing described in Iowa Code section 256.16; see subrule 79.15(5) for required teacher candidate assessment).

79.13(5) Individual candidate assessment includes all of the following:

a. Measures used for candidate assessment are fair, reliable, and valid.

b. Candidates are assessed on their demonstration/attainment of unit standards.

c. Multiple measures are used for assessment of the candidate on each unit standard.

d. Candidates are assessed on unit standards at different developmental stages.

e. Candidates are provided with formative feedback on their progress toward attainment of unit standards.

f. Candidates use the provided formative assessment data to reflect upon and guide their development/growth toward attainment of unit standards.

g. Candidates are assessed at the same level of performance across programs, regardless of the place or manner in which the program is delivered.

79.13(6) Comprehensive unit assessment includes all of the following:

a. Individual candidate assessment data on unit standards, as described in subrule 79.13(5), are analyzed.

b. The aggregated assessment data are analyzed to evaluate programs.

c. Findings from the evaluation of aggregated assessment data are used to make program improvements.
d. Evaluation data are shared with stakeholders.
e. The collection, aggregation, analysis, and evaluation of assessment data described in this subrule take place on a regular cycle.
79.13(7) The unit shall conduct a survey of graduates and their employers to ensure that the graduates are well-prepared, and the data shall be used for program improvement.
79.13(8) The unit regularly reviews, evaluates, and revises the assessment system.
79.13(9) The unit annually reports to the department such data as is required by the state and federal governments.

Recommendations:

1. 79.13(1) The team found through interviews, review of the Institutional Report, Preliminary Review responses and artifact review that the unit needs further expansion, planning and development of the assessment system. From our time on campus, it is clear that this work is in progress, but the team did not see evidence of a timeline for development other than a mention that funding had been secured for the technology infrastructure to build a system which has been largely designed on paper. The team understands and recommends work commence later this spring on the development of a timeline, including deliverables for the system.

Program Response This is responded to in the 79.13(6) concern below.

2. 79.13(3) The team found evidence through interviews, review of the Institutional Report, Preliminary Review responses and artifact review that the unit has planned for individual and comprehensive unit assessment, but with more recent hires and appointments, the responsibility for ensuring that unit and candidate assessment is carried out in a consistent manner is not quite fully developed. The team recommends developing a plan and timeline for consistent individual and comprehensive unit assessment.

Program Response The unit assessment plan/timeline is described in the response to the 79.13(6)b response below. Regarding individual assessment, tracking of individual students' progress toward mastery of the departmental learning objectives (DLO) based on their performance on practice and assessment assignments in required TEP courses will be done using the artifact storage system (see 79.13(6) concern response below).

3. 79.13(4)b The team found evidence through interviews with students, that it is not fully clear to students what the checkpoints in the program are, or if they have met them. The team recommends the unit help students understand the progression through the program and how/what measures the program uses to promote students to the next phase.

Program Response We expect this is largely due to the fact program faculty and staff felt the need to overhaul the program's learning outcomes and process of tracking students' progress in meeting those outcome expectations. It is our expectation that as program students begin to experience the new process they will better understand program checkpoints and their progress through them.

4. 79.13(5)a The team found insufficient evidence through interviews with faculty and assessment personnel that measures used for candidate assessments are fair, reliable and valid. The unit would benefit from a clear description of how this is regularly documented from year to year.

Program Response This is an important aspect of our student progress tracking system to focus our attention on. We have shifted to using instructor assessment of course assignments as evidence of student progress toward satisfying our program expectations (InTASC standards and department learning objectives). We need a mechanism for developing a collective understanding of acceptable evidence of sufficient and superior evidence to make sure our assessments are fair, reliable, and valid. An element of our program assessment plan is to read and discuss a sample of student responses to practice and assessment assignments. The discussion will include establishing common criteria of evidence of quality for the assignments where rubrics do not currently exist. Many of the assessment assignments are the elements of our student teaching assessment instrument – rubrics for that instrument do exist so we feel comfortable with the reliability of those assessments.

5. 79.13(5)d The team found evidence through interviews with faculty and students that the planned assessment system will include more attention to developmental stages of students through the program. The team will want to see evidence of this in the new system.

Program Response Our student assessment system includes both "practice" and "assessment" assignments aligned with each departmental learning outcomes. The idea behind providing students with opportunities to practice a skill is the expectation that students need such opportunities to develop before encountering a formal assessment that requires them to demonstrate a certain level of proficiency. In addition, assignments are sequenced to add complexity as throughout a progression. For example, our unit/lesson planning sequence of assignments begins with a short "unit sketch" of 4-5 days of instruction in the Educational Psychology course, progresses to focusing on specific differentiated lesson plans in the Differentiating Instruction for All Learners course, and culminates in students completing a 3-week unit with lesson plans for each day in the general teaching methods course.

6. 79.13(5)f The team found evidence through interviews with students, that while faculty feedback is rich and informative, the students had mixed reactions to how their performance across classes is connected to unit standards. The new assessment system will likely address this, the team will want to see evidence of this.

Program Response We anticipate this is largely due to the fact those students had not experienced the assessment system at the time of the site visit. It is our expectation that as they begin to experience the new process they will better understand program checkpoints and their progress through them.

Concerns:

1. 79.13(6): The team found evidence through the Institutional Report, Preliminary Review responses and interviews that a few key individuals are responsible for assessment, but these individuals do not have clear timelines yet in place for the development of the system to house and organize the unit's assessment artifacts to support unit assessment. The unit is required to develop a plan and timeline for the development of the assessment system.

Program Response Development of the system is well underway. We are using the Claris FileMaker Pro database to build the artifact storage system in a way that will allow us to track individual student progress and extract data for program improvement efforts. We have contracted with an external developer to provide the expertise to do that. We expect to complete the basic architecture of that system before the beginning of the 23-24 academic year. This will include populating it with artifacts/data of all current TEP students. The second phase of development is connecting the artifact storage system with students' online applications to the program and to student teaching. We expect this phase of work to be completed prior to the application to student teaching deadline in Nov. 2023.

2. 79.13(6)b. The team found evidence that while the program faculty have worked hard in the last year to develop a framework for the new assessment system in working with the Center for Teaching, Learning and Assessment, there has not been a sustained effort to ensure this work continues. Perhaps this is due to the delay in securing funding for the development of the new system (occurred mid-February). The unit is required to document the process and results of evaluating the program through analysis of aggregated assessment data.

Program Response Alignment among our course assignments, departmental leaning outcomes (DLO), and the InTASC standards was laid out in our institutional report. Our plan for program evaluation is to assess the program around one DLO each year. That process will begin in August when we hold our annual department/program day-long retreat. Preparation for the retreat will involve reviewing assessment data in the form of student performance on assignments and a sample of actual student assignments. Preliminary ideas about when and how to improve student outcomes in relation to each year's DLO will be compiled at the retreat. Those findings will be shared with the TAC (teachers and administrators from districts that host clinical placements) and the TEC (Grinnell faculty members in relevant content area departments) meetings with TEP faculty and staff held during the fall semester. Feedback from each group will be solicited in those meetings. Late in the fall term, after the TAC and TEC meetings, program faculty and staff will meet to review the August findings and the input from stakeholders to propose changes to content/assessments in our courses beginning with the spring term.

3. 79.13(6)e. The team found evidence through faculty interviews that there are not regularly occurring processes for sharing assessment data with stakeholders to make program improvements and decisions. The unit would benefit from a data day, for example, assisted with the institutional expertise available through the Center for Teaching, Learning and Assessment. Therefore, the team requires the unit to develop and implement a plan for regular meetings to engage stakeholders in review of data.

Program Response Answered in response to 79.13(6)b above.

4. 79.13(8) While the unit most recently revised the assessment system, the development of the system and engaging the system for the evaluation and revision/program improvement process has yet to occur in systematic ways. The team requires the unit to include plans for the review, evaluation, and revision of the program assessment system once the new system is fully launched, and that the program does this prior to the launch with the existing resources available.

Program Response We anticipate this will be an organic part of the discussions of program improvement. Those will naturally identify the need for different or more assessment data to inform our program improvement decisions. In addition, TEP faculty and staff will hold an annual meeting late each spring semester dedicated to reviewing and revising the program assessment system. That will allow us to review the previous year's program improvement process and consider what changes are called for to the program assessment system.

Sources of Information:

Interviews with:
- Assessment Director, Candidates, Unit Faculty, Registrar, Field Experiences Director

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

Visits to classrooms and discussions with candidates, program opening presentation

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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.

Recommendations:

1. 79.14(1) The team found evidence through review of course syllabi, institutional report, and interviews with faculty and staff the clinical experiences are monitored by the unit in paper and pencil format. The team recommends to continue forward with the intention to implement the Claris digital record system to monitor clinical experiences.

Program Response As we note in the Assessment standard, progress on creating the data storage and analysis system is Claris FileMaker Pro is well underway. As it comes online in the Fall 2023 semester it will be used to create and store electronic records that will allow us to track and monitor our students' clinical experiences.

2. 79.14(4) The team found evidence that the unit is monitoring and tracking diverse experiences in multiple settings with the majority of hours taking place in Grinnell. The team recommends expanding clinical experiences to surrounding areas for candidate exposure to varying districts, students and communities.

Program Response A summer 2022 update to our expectations for clinical experiences prompts an explicit conversation between the TEP candidate and their host teacher about the diversities present in the observation classroom and provides a form for documenting the conversation and the diversities discussed. We maintain the records for each student to track what they have discussed with a host teacher. We also require students to do a clinical experience in both middle and high school classrooms. It has become our routine to place students in an elementary classroom for one of their four clinical placements. We value clinical placements in districts outside the local one, but past efforts to require that proved logistically impractical and were difficult to connect to the coursework in the respective classes in which they occur. We do expect to return to more student teaching placements outside of the local district – prior to the pandemic more than half were done outside of Grinnell. Post pandemic that has dropped to about a quarter. It is likely that percentage will increase as we move forward.

Concerns:

None.

Note: The Department will request to see the updated record system to monitor clinical experiences in Claris at the one-year follow up visit.

Sources of Information:

Interviews with:
- Unit Faculty, Field Placement and Licensing Coordinator, Academic Assistant, Candidates, Director of Off-Campus Study,

Review of:
- Course syllabi, student records, Institutional Report, Program Response to review team's initial report, survey responses

Visits to classrooms and discussions with candidates, program opening presentation

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TEACHER EDUCATION KNOWLEDGE, SKILLS AND DISPOSITIONS STANDARD

281—79.15(256) Teacher candidate knowledge, skills and dispositions standard. Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.
79.15(1) Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities.
79.15(2) Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:
a. Students from diverse ethnic, racial and socioeconomic backgrounds.
b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating

individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.

c. Students who are struggling with literacy, including those with dyslexia.

d. Students who are gifted and talented.

e. English language learners.

f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

79.15(3) Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B. Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.

79.15(4) Each unit defines unit standards (aligned with InTASC standards) and embeds them in courses and field experiences.

79.15(5) Each teacher candidate demonstrates competency in all of the following professional core curricula:

a. *Learner development.* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

b. *Learning differences.* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

c. *Learning environments.* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

d. *Content knowledge.* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

e. *Application of content.* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

f. *Assessment.* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

g. *Planning for instruction.* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

h. *Instructional strategies.* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

i. *Professional learning and ethical practice.* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

j. *Leadership and collaboration.* The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

k. *Technology.* The teacher candidate effectively integrates technology into instruction to support student learning.

l. *Methods of teaching.* The teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.

79.15(6) Assessment requirements.

a.   Each teacher candidate must either meet or exceed a score on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning. The required passing score will be determined by the director using considerations described in Iowa Code section 256.16(1)"a"(2) as amended by 2019 Iowa Acts, Senate File 159, section 2. A candidate who successfully completes the practitioner preparation program as required under this subparagraph shall be deemed to have attained a passing score on the assessments administered under this subparagraph even if the department subsequently sets different minimum passing scores.

b.   The director shall waive the assessment requirements in 79.15(6)"a" for not more than one year for a person who has completed the course requirements for an approved practitioner preparation program but attained an assessment score below the minimum passing scores set by the department for successful completion of the program under 79.15(6)"a." The department shall forward to the BOEE the names of all candidates granted a waiver for consideration for a temporary license.

79.15(7) Each teacher candidate must complete a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Additionally, each elementary teacher candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the teacher candidate is recommended.

79.15(8) Each teacher candidate demonstrates competency in content coursework directly related to the Iowa Core.

79.15(9) Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Commendations/Strengths:

- The team applauds the education unit on preparation of candidates to not only enter the teaching field but continue forward as well. The unit tracked alumni over a five-year period (2017-2021) resulting in a low attrition rate with over 90% of educators remaining in the field.
- Interviews with students, alumni, and faculty found that a foundation of collaborative and inquiry-based learning is embedded and modeled throughout the program coursework.
- The team commends Grinnell for the development and implementation of the Action Research Project. Interviews with students and alumni point to the experience as a highlight of the program.

Recommendations:

1. 79.15(2)c: The team found evidence that the unit exposes teacher candidates to a brief overview of the understanding of dyslexia through the Iowa Center for Reading Research module. Based on interviews with students, alumni and faculty, the team recommends that instruction for working with students struggling with reading literacy, including dyslexia, be enhanced and that tracking of completion for the Iowa Center for Reading Research modules be formally tracked and documented.

Program Response Prior to the site visit, working with struggling readers was addressed in two required TEP courses, Differentiating Instruction for All Learners and our general teaching methods course. Content specific to dyslexia – using the

ICRR resources – was only done in Differentiating Instruction. We have added an introduction to dyslexia in the Educational Psychology course and will have students do the first ICRR module in that class. Differentiating Instruction will include more on dyslexia and working with students struggling with reading literacy, using the second ICRR module. We will track our candidates' successful completion of those modules in our data storage system.

2. 79.15(4): The team did find that some syllabi demonstrate the embedding of unit standards aligned to InTASC Standards. It is recommended that all instructors document this alignment in syllabi.

Program Response All course syllabi for TEP required courses will indicate course goal alignment with InTASC standards and our departmental learning outcomes starting in the 23-24 AY.

3. 79.15(5)k: The team found through review of the program responses and interviews with students, alumni and faculty that teacher candidates are exposed to educational technology tools and interact with technology found in current classrooms through coursework. The team recommends the unit ensure students can demonstrate the difference between the use of technology and how to integrate technology into instruction to support their own students' learning.

Program Response Based on our discussion, this seemed best addressed in the various disciplinary methods courses because effective integration of technology to support student learning varies significantly with discipline. Our plan moving forward is to begin including more content on discipline specific technology supports in those courses.

Concerns:

1. 79.15(3) The team did not find evidence through review of the institutional report, program responses, syllabi review nor interviews with students, alumni, and faculty that literacy instruction includes reading theory, knowledge, strategies and approaches and integrating literacy instruction into content areas for all teacher candidates. The team requires that the unit develop and implement a plan to ensure all teaching candidates receive instruction and demonstrate competency in literacy.

Program Response Three of our six disciplinary teaching methods courses have not included discipline specific reading theory and strategies – science, math, and world languages. The other three – ELA, social studies, and ESL – have and will continue to include that content. We will add disciplinary reading content to the three courses that have not previously included that. Only one of those three was being taught during the site visit semester, the science methods course, and we were able to pilot – quite successfully – a small module on science reading theory and strategies in it.

Sources of Information:

Interviews with:

- Teacher Advisory Council members, Candidates, Unit Faculty, Alumni

Review of:
- Course syllabi, student records, Institutional Report, Program Response to review team's initial report, survey responses

Visits to classrooms and discussions with candidates, program opening presentation