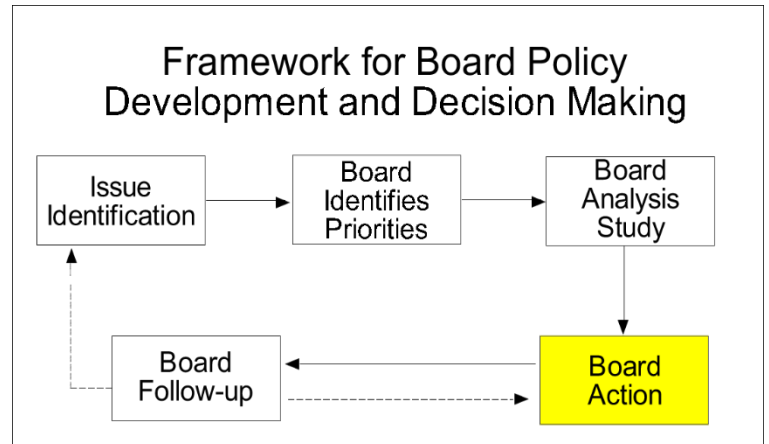


Iowa State Board of Education

Executive Summary

January 11, 2024



Agenda Item:

Graceland University Educator Preparation Program Approval

State Board Priority:

Improving Teacher and Leader Preparation

State Board Role/Authority:

The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 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 Graceland University Educator Preparation Program through the next review scheduled for the 2029-2030 academic year.

Background:

Graceland University provides teacher preparation programming. The attached report is a summary of the program review and site visit in September 2023 under 281 Iowa Administrative Code chapter 79. Graceland University has met Chapter 79 standards without condition.



Educator Preparation Program Approval Report

Graceland University

Site Visit: September 10-14, 2023

Presented to the Iowa State Board of Education: January 11, 2024



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

State Board of Education

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Graceland University Overview

Source: U.S. Department of Education Scorecard, Graceland University – Lamoni, IA (main campus), Trenton, MO and Independence, MO (satellite campuses)

General Information

Type: Private Non-Profit Institution of Higher Education
 Size: Small
 Location: Rural
 Awards Offered: Bachelor's, Master's & Doctoral Degrees
 Graduate/Professional & Post-baccalaureate Certificates

Cost

Avg. Annual Cost: \$18,561 (midpoint for 4-yr schools is \$18,902/year)

Acceptance Rate, Enrollment, Retention and Graduation Rate

Acceptance Rate: 67%
 Enrollment: 922 undergraduate students
 Retention Rate: 72% (% of students returning after the first year)
 Graduation Rate: 59% (midpoint for 4-yr schools is 58%)

Student and Faculty Ratio

Student-to-Faculty Ratio: 31:1

Diversity

Socio-Econ. Diversity: 52% (% received a federal Pell grant (low income intent))
 Stud. & Fac. Diversity: see Table 1

Table 1: Graceland University Student and Faculty Race/Ethnicity

	Am. Indian /Alaska Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	Non-resident alien	Two or more races	Unknown	White
Students	0%	1%	15%	11%	2%	8%	5%	2%	54%
Faculty	0%	0%	2%	6%	0%	0%	0%	0%	83%

Education Preparation Program (EPP) Overview

Sources: U.S. Department of Education Scorecard, Graceland University – Lamoni, Graceland University Institutional Report; 2023 Annual Report

General Information

Awards Offered:	Bachelor's
Main Campus:	Lamoni, IA
Satellites:	Trenton, MO Independence, MO
Alternative Paths:	None
Online Programs:	None

Programs and Endorsements Offered

Education Programs

Elementary Education
Secondary Education

Endorsements Leading to Licensure

PK-K: Teacher, Prekindergarten-Kindergarten Classroom*

K-6: Teacher Elementary Classroom*

K-8: Art*, English/Language Arts*, Health, Mathematics, Music*, Physical Education*, Reading, Science (Basic), History, Social Studies*, Instructional Strategist 1: Mild & Moderate*

5-12: Art*, Business (All), English/Language Arts*-, Health, Mathematics*-, Music*-, Physical Education*, Biological Science*, Chemistry*, Basic Science*, American Government, American History, Economics, Psychology, Sociology, World History, Instructional Strategist 1: Mild & Moderate*

K-12: Athletic Coach

*Designates a 2023-24 Iowa teacher shortage area

-Designates a program currently being phased out

Partnerships

Graceland's educator preparation program partners with the following:

- K-12 school districts
- North Central Missouri College (Trenton Campus), part of a Missouri Grown Your Own grant initiative, with an expressed purpose of supporting schools and stakeholders in underserved communities
- K-8 school in Falmouth, Jamaica, practicum placements in K-8, special education, or early childhood, limited opportunities the last two years due to the pandemic
- SkillPath, professional continuing education
- AmeriCorps Youth Launch program and the Decatur County Cares program

- Future partnership efforts: Puerto Rico and the Dominican Republic

Program Initiatives

Graceland University initiatives reported from the 2023 Annual Report:

- Course revisions, additions
 - assessment-related topics that connect to formative and summative assessments and data driven decision-making
 - classroom management concepts, adverse childhood experiences/trauma sensitive teaching, legal and ethical issues, Model Code of Educational Ethics framework
 - Strategies for working with paraeducators
 - Graceland University addition of a second embedded major in transformational leadership
- Experiences in the field
 - Prior to student teaching, all candidates are enrolled in Methods Lab, a clinical experience in which they spend a minimum of 20 hours working with a practicing teacher in a diverse setting
 - Throughout the program all candidates acquire additional field experience in courses in which clinical experiences are integrated into the course curriculum. As a result, all candidates have a minimum of 110 hours of clinical experience prior to student teaching
- Scholarship
 - COVID Impact Scholarship program to financially support rural Missouri college students (or those who wish to eventually teach in rural Missouri) whose college and life plans were significantly impacted by COVID-19
- Grow Your Own
 - Relaunch of former collaborative partnership (NCCMC) as part of Missouri's "Grow Your Own" initiative and state grant monies in underserved communities

Program Diversity

Graceland School of Education (GSOE) Diverse experience definition and priority schools lists:

1. Definition: Candidates must have a depth and breadth of clinical experiences working with diverse populations within priority schools. Priority schools are defined as those with two or more subgroups above the state average as reported annually in the Iowa School Performance Profile. Data from the Iowa School Performance Profile is reviewed annually.
2. Candidates must have a minimum of two different experiences within priority schools or schools meeting the criteria of a priority school.
3. Priority Schools within the Lamoni Campus region: four school districts
4. Priority Schools within the Independence Campus region: five school districts
5. Priority Schools within the Trenton (NCCMC) Campus region: six school districts

Program Checkpoints

Entry/Foundations Benchmark

- Submission of an Application for Teacher Education (including disclosure of any revoked or suspended education-related license or criminal convictions)
- Earn and maintain a minimum GPA of 2.75
- Earn a grade of “C” or higher in all education courses
- Successful completion of EDUC1300: Introduction to Education or an approved Introduction to Education and EDUC1410: Clinical Experience Lab
- EDUC2420: Entry Workshop completion with a grade of “Pass”
- Three approved faculty/professional recommendations (two of which must come from GSOE faculty)
- A current graduation plan approved by advisor
- Pass a state background check (once in the program, the unit conducts state background checks on all candidates prior to any clinical experience or upon request)

Methods Benchmark

- Acceptance to Teacher Education
- Successfully complete prescribed methods courses
- At the end of the Methods Benchmark, teacher candidates apply for and engage in a practicum experience (60-80 clock hours)

Professional Benchmark

- 110 minimum hours of supervised clinical experience prior to student teaching
- Apply to student teach
- Student teaching semester (local or distance) (14 weeks/70 days)/Capstone Seminar
- Apply to graduate

Program Trends

A series of tables below provides an overview of program trends.

Program Enrollment

Table 2: Graceland University School of Education Enrollment

Semester	# FTE GSOE Candidates	# GSOE Graduates
Fall 2017	223	99
Fall 2018	186	81
Fall 2019	159	84
Fall 2020	106	37
Fall 2021	88	39

Source: Title II Reports and GSOE Institutional Report

Program Completers

Table 3: GSOE Program Completers

Academic Year	Elementary Only	Secondary Only	Combined K-6 and 7-12	Total
2017-18	89	5	5	99
2018-19	65	4	9	78
2019-20	71	4	11	86
2020-21	48	7	3	57
2021-22	56	9	10	75

Source: U.S. Department of Education Scorecard, Graceland University – Lamoni

Placement Rates

Table 4: Graceland University School of Education Placement Rates

Academic Year	# Graduates	# Teaching Jobs	# Grad School	% Jobs or Grad School
2017-18	45	28*	Not tracked	Not tracked
2018-19	51	48	Not tracked	94% (in jobs)
2019-20	47	46	Not tracked	98% (in jobs)
2020-21	38	38	0	100%
2021-22	47	43	2	96%

Source: Graceland University Institutional Report

*Low number of Teaching Jobs placement is reflective of the first-time Praxis pass rates

Clinical Faculty, Adjunct and Cooperating Teacher Totals

Table 5: GSOE Clinical Faculty, Adjuncts and Cooperating Teachers

Academic Year	# FT Faculty	# Adjunct Faculty	# Cooperating Teachers	# Candidates in a Supervised Clinical Experience
2017-18	7	17	Not tracked	66
2018-19	7	14	180	131
2019-20	6	17	110	81
2020-21	4	12	127	66
2021-22	4	16	129	59

Source: Title II Reports

Site Visit Fast Facts

Summary

The information below provides a summary of the most recent review and outcomes.

Duration:	Aug. 16, 2021 (self-study) – Jan. 11, 2024 (State Board of Education)
Meetings:	17+ (outside of the site visit)
Reviewers:	18
Pages of Content:	119 pages
Links to Evidence:	462 links
Stakeholder Input:	282 (surveys, interviews, classroom visits)
Outcomes	
Strengths:	11
Recommendations:	10
Concerns:	5

Self-Study and Institutional Report

Self-Study Meeting: Aug. 16, 2021

Department Cohort Meetings: June 2, July 12, August 11, Oct 6, Nov. 10 Dec. 9, 2022, Aug. 11, Oct. 6, Nov. 10, Dec. 9, 2022; Jan. 12, 2023

Institutional Report: 80 pages, 225 links (evidence), 32 tables and 7 figures

Preliminary Review (PR)

Preliminary Review: June 27, 2023

Review Team: 3 Iowa Department of Education (DE) program consultants, 15 chairs and faculty from Iowa educator preparation programs (6 site visit volunteers and 9 state panel volunteers), including:
Univ. of Iowa (2), Buena Vista Univ., Simpson College, Coe College, Luther College, Univ. of Dubuque (2), Emmaus Bible College, Northwestern College, William Penn Univ., Morningside Univ. & Univ. of Northern Iowa

Preliminary Report: July 12, 2023
11 pages including 32 strengths and 84 questions/concerns

Program Response: August 19, 2023
39 pages, 93 links (additional evidence) and program responses for supplementary information or clarification
Knowledge, Skills and Dispositions table: 144 links (evidence) alignment of coursework with learner categories (e.g., ESL, dyslexia) and InTASC standards

Stakeholder Input

- Surveys: 10-12 questions per survey
Includes short response, Likert scale and open-ended questions
- Responses: 180 responses from the following stakeholders:
Teacher Advisory Committee (7), adjuncts (10), alumni (56), candidates (60), college supervisors (10), cooperating teachers (34) & content area faculty (3)

Meetings and Site Visit

- Meetings: Educator Preparation Team meetings with the EPP
Oct. 14, 2021; Jan. 20, June 2, June 6, Sept. 23, 2022; March 21, July 24, Aug. 7, Aug. 15, Aug. 23, Oct. 4, Oct. 19, 2023
- Site Visit: Review team: 2 Department program consultants, 6 chairs and faculty from Iowa EPPs, including:
Univ. of Iowa, Buena Vista Univ., Simpson College, Coe College, Luther College & Univ. of Dubuque
- Two and a half days on-site
- 30 interviews held with administration, chair, faculty, staff and stakeholders including six classroom visits (approximately 12 students per class)
- 170 curriculum exhibits (course syllabi) reviewed (Bureau of Educational Examiners and Department review team)
- 20+ student files (sampling of candidates in varying programs and academic year classifications)
- 35 pages of notes on Site Visit Team Notetaking Worksheet including evidence and comments for each substandard
- Three out brief meetings held to share preliminary findings (department chair, administration and unit faculty)

Site Visit Overview

Recommendation

Full Approval until the next review cycle scheduled for the 2029-2030 academic year.

Governance and Resources Standard

The Governance and Resources standard is considered met.

The Governance Standard is the area containing the majority of recommendations and concerns, which have been resolved by the unit and Graceland University's administration (see full report with institutional responses). Strengths were also acknowledged for their application and communication of the conceptual framework as well as the steadfast inclusion of adjunct faculty who feel supported and connected while preparing future educators.

A strength of note is the administration readily recognized the need to address the insufficient number of faculty and staff to support an accredited program leading to licensure. After several discussions with the VPAA and Dean of Faculty, the preference was to receive guidance from the site visit review regarding the number of faculty and staff needed. The average number of faculty for Iowa educator preparation programs with similar numbers of program completers was shared and utilized in their plan. The GSOE conducted an internal "audit" resulting in an accepted proposal to reorganize existing resources (redesign of one position) and hire additional faculty and staff (additional one and a half positions). Highlights of the plan to "generate the framework for a healthier, sustainable system" include: (1) elimination of the Trenton completion program (collaboration with North Central Missouri College) to expend resources at the Independence campus with a higher growth potential; (2) GSOE chair appointment increased from a nine-month to an 11-month contract for increased time to accomplish the non-teaching responsibilities alongside designating a half-time release for chair responsibilities (previously a quarter-time release); (3) reduced advising load for the chair; (4) starting next fall, a new assessment coordinator position with release time (3 credit hours/year) will be implemented; (5) commitment to hire a full-time, 11-month contract, Independence campus site director, with faculty status, starting in August 2024 for teaching, recruiting, field placements, advising and administrative tasks; (6) commitment to hire a full-time, 11-month contract, field placement coordinator for the Lamoni campus, with faculty status, starting in June of 2024; (7) starting in the fall of 2024, an administrative assistant/office manager for the Lamoni campus will be established; (8) commitment to hire a full-time, tenure-track faculty member for the Independence campus starting in the 2025-26 academic year; and (9) commitment from administration to hire additional faculty/staff positions for every 30 newly enrolled students at the campus experiencing the most growth.

The educator quality team from the Department conducts a visit one year after State Board of Education approval to ensure the outlined plan, as stated, transpires. In addition, the GSOE will provide updates in the Practitioner Preparation Annual Report regarding concerns for the next three years.

Diversity Standard

The Diversity standard is considered met.

The Diversity standard for Graceland University is a strength. Not only is the student body diverse, but the community purposefully promotes individual growth and cultural competence on the Lamoni campus with opportunities for faculty and staff to be involved. There were no concerns in the Diversity standard. One recommendation (recommendations are not required to be acted upon, but provided for continuous improvement purposes) was to increase intentionality of diverse experiences for the candidates at satellite campuses. The new full-time Independence campus site director along with their consideration to offer a free SkillPath seminar as a professional development opportunity is applauded.

Faculty Standard

The Faculty standard is considered met.

Faculty within the unit are held in high regard and respected by stakeholders (administration, colleagues, students, K-12 partners) for their content knowledge, care and dedication to students and the program.

Several faculty alignment concerns were resolved through additional evidence of the instructor's education and experience in relation to teaching assignments. In the initial review, one faculty's vita lacked representation of K-12 experience (common in higher education vitas). The issue was resolved when the faculty member resubmitted a revised vita detailing the necessary experience. The remaining alignment concerns identified that two members of a three-person co-teaching faculty team lacked appropriate license and/or experience. One faculty provided evidence of appropriate licensure and experience within the assigned content. Regarding the second member, the unit had recruited the faculty in good faith with the understanding that her degree and non-teaching experience qualified her to teach the course. Once the state team identified the error in judgement and provided understanding for why she did not meet the faculty standard, the unit rectified the problem by securing appropriately licensed faculty to co-teach the said course.

The team requested additional information for several faculty and adjuncts in regards to the 40-hour co-teaching requirement across a five-year timespan. All concerns have been resolved after review of additional details within the 40-hour logs in question. In summary, three faculty are no longer teaching or supervising, two faculty provided additional information on how the collaboration is conducted with K-12 schools (e.g., homeschooling utilizing a local school district's curriculum alongside content collaboration) and one faculty was recently hired, meaning the five-year window has just begun. Moving forward, the chair has instituted a new practice to collect logs every academic year versus every five years and has increased communication, even though the requirement expectations were considered adequate. The need for additional information regarding the 40-hour requirement is common across institutions.

The educator quality team from the Department conducts a visit one year after State Board of Education approval to ensure the outlined plan, as stated, transpires. In addition, the GSOE will provide updates in the Practitioner Preparation Annual Report regarding concerns for the next three years.

Assessment Standard

The Assessment standard is considered met.

Teacher candidates at the GSOE take a “practice” Praxis in early program coursework and a second “practice” skills assessment at the close of program coursework. GSOE’s preservice teachers repeatedly mentioned the frequent access to faculty for timely feedback. Candidates discussed ways this timely and immediate feedback strengthened their field experiences.

The GSOE received one concern regarding the absence of sharing of data with the secondary content adjuncts and faculty. In response, the secondary education committee is being formally reinstated, which will provide a platform and meeting agenda records for the sharing of data and gathering feedback for data-informed decisions. A unit faculty will oversee the committee.

The educator quality team from the Department conducts a visit one year after State Board of Education approval to ensure the outlined plan, as stated, transpires. In addition, the GSOE will provide updates in the Annual Report regarding concerns for the next three years.

Clinical Practice Standard

The Clinical standard is considered met.

There were no concerns in this area.

Knowledge, Skills and Dispositions Standard

The Knowledge, Skills and Dispositions standard is considered met.

Graceland University met the Knowledge, Skills and Dispositions standard without receiving any recommendations or concerns. The lack of compliance items in this standard is rare and is an indicator of the thoughtful planning and scaffolding of content within the educator preparation curriculum. A curriculum map was provided detailing the progression of learning for unit standards and a table highlighted assignments and assessments of key concepts within this standard. Throughout the site visit, during interviews and classroom visits, constituents were aware of and able to communicate the progression of learning within the program.

Continuous Improvement

Previous Site Visit Concerns (2015-16) and correlations with the recent visit (2023-24)

Previous Site Visit Concerns and Correlations to Recent Review

1. Governance, 79.10(general)

The team finds evidence of inequity across the three campuses. Inequities include candidates' access to campus resources such as curricular materials, diverse clinical experiences, computing resources, academic support, retention services, multi-cultural student activities, and technology support. The team requires the institution to examine resource allocation and resolve any inequities among all sites.

2023-24 Site Visit Correlation: Not a concern, current concern is adequate faculty and staff

2. Diversity, 79.11(3)

Candidates may complete all clinical placements in one setting, which does not provide candidates with diverse settings which include diverse populations and diverse learning needs. The team requires the unit to arrange and manage multiple diverse placements for all candidates.

2023-24 Site Visit Correlation: Not a concern or recommendation.

3. Faculty, 79.12(1) and 79.12(5)

Not all full time and part time faculty meet the background and experience requirements for their course assignments. There is a lack of evidence of either a teaching degree and/or K-12 classroom teaching experience beyond student teaching. Specific examples:

1. The team finds no evidence that [faculty 1] is qualified to teach physical education (PE) methods courses. There is evidence of her PE degree, but there is not evidence of teaching experience.
2. The team finds no evidence that [faculty 2] is qualified to teach PE methods courses or supervise student teachers. There is evidence of her PE degree, but there is not evidence of classroom teaching experience beyond student teaching.
3. The team finds no evidence that [faculty 3] is qualified to teach Health or Physical Education methods coursework; evidence of his Physical Education coursework at the University of Kansas was provided, including a field experience however evidence of K-12 teaching experience was not provided.
4. The team requires the unit to ensure faculty preparation, knowledge and experience align with the coursework assigned to them.

2023-24 Site Visit Correlation: Several concerns regarding faculty alignment with teaching assignments were dismissed after being provided additional evidence and one faculty will no longer be utilized.

4. Clinical, 79.14(10) f

Evidence indicates that candidates are not given the opportunity to become knowledgeable about the Iowa Teaching Standards and are not experiencing a mock evaluation based on the Iowa Teaching Standards by a cooperating teacher or a person who holds an Iowa evaluator license. The team requires the unit to develop and implement a policy to ensure that all candidates become knowledgeable about the Iowa Teaching Standards and experience a mock evaluation.

2023-24 Site Visit Correlation: Not a concern or recommendation.

Graceland University

Team Report

Preliminary Review: June 27, 2023

Site Visit: September 10 through September 14, 2023

Final Report: December 1, 2023

Presented to the State Board of Education on: January 11, 2024

Iowa Department of Education

Site Visit Team Members:

Dr. Stephanie S. TeKippe, Iowa Department of Education

Dr. Kelly Faga, Iowa Department of Education

Dr. Brittany Garling, Buena Vista University

Dr. Mark McDermott, University of Iowa

Dr. Chandra Keairnes, Simpson College

Dr. Stacy Haynes-Moore, Coe College

Dr. Elliott Johnson, Luther College

Mrs. Nicole Eisbach, University of Dubuque

Acknowledgements

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

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit, particularly Dr. Michele Dickey-Kotz and Dr. Tanya Coffelt who participated in monthly cohort meetings two years before the accreditation visit, conducted a self-study to examine their program utilizing Chapter 79 and 13, wrote an institution report detailing evidence of meeting each standard and arranged site visit interviews and any additional request from the team.

Pat Draves, President
Joel Shrock, VPAA/Dean of Faculty
Beth Higdon, Exec Dir of Effectiveness & Planning
Talia Brown, Chief Information Officer
Robert Lundeen, Interim VP for Business & Finance
Deb Skinner, Admissions & VP of Enrollment & Strategic Growth
Peggy Mothershead, Registrar and Licensure Officer
Garnet Coulthard, Education Prep Specialist & Field Placement Coordinator
Allison Dudley, GSOE Professor
Jared Doty, Career Services
Nancy Halferty, Branch Campus Site Coordinator
Aryn Kruse, GSOE Assistant Professor
Shaen Polasky, GSOE Assistant Professor

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]

Initial Team Findings - Governance and Resources

GOVERNANCE AND RESOURCES	
MET	X
NOT MET	

Commendations/Strengths:

- The administration recognizes the need to address faculty and staffing issues associated with the teacher education program and the need to support the program as a key component of the institution in general.
- It is clear the unit's conceptual framework establishes the shared vision for the unit and provides the foundation for all components of the educator preparation programs. Students were clearly aware of the conceptual framework, they were able to report how it was integrated into their coursework and were able to describe how it was referenced throughout their overall experiences and progression in the program.
- The unit has developed a clear overview of adjunct instructor and part-time instructor responsibilities and roles. Adjuncts indicate they are aware of the processes and policies related to their duties and feel supported and connected to the program.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required other than a response. Concerns and recommendations are reviewed during the next site visit cycle as part of the continuous improvement process.)

79.10(1) The team found evidence that the secondary education major lacks an institutional designation. Secondary education candidates are required to complete 13 courses and is the only program without any designation on the majors and programs site. The lack of designation is not equitable and has the potential to cause confusion, reduce opportunities and hinder recruiting efforts during a time of industry need. The team recommends the institution consider designating secondary education as a major.

Program Response:

The state team's recommendation to designate secondary education as a major has been discussed by the unit and the GU administrative team. A decision has been made to move forward with the recommendation; the change will begin with the curriculum review process to officially designate secondary education a major. As a part of this plan, secondary education candidates will double major in the content area and secondary education. Candidates who wish to pursue licensure in content areas where Graceland University does not have a current teaching major (math and English) will be required to satisfy course requirements of the secondary education major and the endorsement specific to the content area of concentration; additional endorsement areas can be added on to the program as desired by the teacher candidate. With this

change, the unit recognizes that secondary education candidates may be earning a triple major: Secondary Education, Content Area, and Transformational Leadership. The process of developing the curriculum change forms for the Secondary Education major is underway and will be submitted for approval by the Graceland University faculty during Spring 2024. If approved, the Secondary Education major will go into effect beginning Fall 2024.

79.10(2) The team found evidence through classroom visits and interviews with faculty and staff that candidates are experiencing difficulty in earning additional endorsements, for specialization in education, due to the requirement of a second major in leadership. The team recommends the unit and administration engage in discourse to explore solutions that would afford candidates the opportunity to specialize in endorsement areas and allow them more flexibility in their profession. Options for discussion may include allowing education candidates to earn a leadership minor in place of the leadership major, similar to transfer students or reconsider some of the education courses counting towards the leadership major. The capstone credit hours for other majors and education candidates is not equitable due to the required student teaching semester for capstone (14 credit hours vs. 1 credit hour). This would afford candidates the opportunity to specialize in endorsement areas and allow them more flexibility in their profession.

Program Response: The state team's insight on this matter demanded us to truly consider the impact of altering the Transformational Leadership Major (TLM) requirements for education majors. The TLM major began Fall, 2022; we do not have adequate data to discern if the required second major will genuinely discourage or inhibit student/candidate acquisition of additional endorsements or if additional focused instruction on self- and group-leadership will actually provide deeper, more substantial value for teacher candidates and their preparation as teacher-leaders. We are confident that the education program's senior year courses (including methods lab, practicum, and student teaching) have the potential to substitute for the senior TLM course requirements and are working with the administration to propose those curricular adjustments.

79.10(5) The team found through review of advisory committee survey responses, Institutional Report, Preliminary Review responses and interviews with the Department Chair that while there is evidence of ongoing collaboration with appropriate stakeholders and an active advisory committee that is involved semiannually in providing input for program evaluation and continuous improvement, some new members on the advisory committee expressed an interest in additional engagement and efforts to utilize the committee for ideas and brainstorming. It is important to note that several advisory committee members are new and have not had the opportunity to attend a meeting. The team recommends continued exploration of ways to engage the advisory committee in formal and documented meetings with data presentations, data analysis opportunities, feedback on emergent issues in education and more detailed collection and dissemination of information discussed in the advisory committee meetings.

Program Response: The unit recognizes the critical value of the advisory board members' insight and has an expressed intent to continue to develop more robust engagement and collaboration opportunities with the members. The unit is continuing its efforts to induct new members and are working to establish a shared understanding of the roles and responsibilities of the members as well as the unit's processes associated with collecting, reviewing, and evaluating data in making program decisions with the goal of getting all board members actively involved.

79.10(6) The team found, through review of the Institutional Report; Preliminary Review responses; interviews with faculty and the VPAA; and the opening presentation that there is evidence of ongoing collaboration with the appropriate departments of the institution, especially regarding content knowledge and the re-establishment of the secondary education committee. The team recommends reinstating the secondary education committee as a standing committee versus an ad hoc committee with focused attention on the purposeful development of processes and procedures aimed at systematic and consistent engagement between content area faculty and teacher education faculty with documentation including agendas and meeting minutes to demonstrate data discussions and input for program improvement alongside secondary education programming decisions is necessary for evidence of compliance with this standard.

Program Response: The administration has affirmed the Secondary Education Committee will be reinstated as a formal university committee beginning Fall 2024. A unit faculty member has been assigned with overseeing this committee and will be responsible for facilitating regular communication with the university academic chairs and Secondary Education Committee members for the expressed purpose of generating consistent and systematic engagement of content area stakeholders.

Concerns:

*(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)*

79.10(7)a, c, e The current governance and resource structure in the Graceland School of Education is not adequate or sustainable for a state-approved teacher preparation program. Review of data from private institutions across the state engaged in teacher preparation with similar numbers of program completers shows Graceland is performing the duties necessary for a teacher education program with far fewer faculty than similar institutions, which is not sustainable. The team requires the unit, with approval/support of the VPAA/Dean of Faculty, to examine and develop a plan to appropriately adjust resources in the following areas:

Non-teaching roles (i.e., chair responsibilities, licensure, assessment, accreditation, field placements) When determining faculty assignments for non-teaching roles, to promote and support best practices, load release for faculty oversight needs to be considered

Insufficient number of full-time faculty

- The number of faculty to promote and support best practices in teaching, service, and scholarship is not sufficient.
- The number of faculty to provide equitable program experiences at three sites with varying student populations is not sufficient (the amount of time dedicated to travel to and from the sites is concerning).
- The number of faculty to comply with Chapter 79 standards is not sufficient.
- The number of faculty to oversee and implement all practices and procedures associated with a licensure program (i.e., field placements, record keeping, assessment) and other student support services is not sufficient.
- The number of faculty to grow the program as identified in the strategic plan is not sufficient.

Program Response: The unit appreciates the recognition that the current governance and resource structure in the GSOE does not support a sustainable system targeted for program growth. The GU administration has been supportive in the effort to increase dedicated resources; the unit conducted an internal “audit” of human capital and has proposed a reorganization plan that will strategically-adjust existing resources and maximize the future additional resources. This internal “audit” included the acknowledgement that the addition of the completion at NCMC in Trenton, MO (Fall, 2022), taxed an already over-extended chair/faculty; stakeholder commitments did not materialize and recruitment to the program proved difficult. As a result, the proposed reorganization includes the elimination of the completion program at NCMC. This decision will free up resources, the least of which is the chair’s time/energy. Other changes include hiring staff with faculty status who will be able to assume some of the non-teaching roles as well as teach and providing load release for full-time faculty to assume collateral responsibilities that are currently assumed by the chair or by faculty (with no load credit). The complete proposal is outlined below; the unit has expressed confidence that the plan will not only promote growth of the program, but will also generate the framework for a healthier, sustainable system.

Fall of 2022, the GSOE chair appointment moved from a 9 month to an 11-month contract and from $\frac{1}{4}$ time release to a $\frac{1}{2}$ time release, which provided the chair with additional time to accomplish the non-teaching role responsibilities associated with leading the unit. Specifically, this increased time has allowed the chair to more efficiently and effectively manage the year-round recruitment, retention, and evaluation of quality faculty and adjuncts as well as providing the necessary resources to support professional development opportunities for all. The chair will continue to provide oversight for accreditation and annual report writing in collaboration with the assessment coordinator (new assignment). The chair will maintain her role as the unit representative on the Academic Cabinet, and will continue to manage curriculum, organize and lead GSOE department meetings and triannual unit retreats, and provide budget oversight, in addition to being limited to serving on university committees only within the GSOE.

Currently, the university Registrar serves as the recommending official for candidate licensure; the chair will continue to collaborate with the Registrar in this effort.

The chair role includes a $\frac{1}{2}$ time teaching assignment and serves as a highly engaged member of the GSOE and GU faculty communities. Scholarship and Service are required of all GU faculty serving in a Tenure Track position. The University allows each division to determine what professional activities are considered appropriate scholarship and service for faculty within the division; such scholarship and service could include (but is not limited to) a focus on the

development/implementation of concepts within the faculty's coursework as well as presentations at professional conferences. Advising and committee work is considered standard service for all university faculty.

The university has a policy that protects new faculty from assuming advising responsibilities their first year; this policy resulted in the chair taking on a substantial advising overload for fall. Currently, advisees are being equitably redistributed throughout the GSOE faculty in order to reduce the advising load for the chair beginning Spring, 2024 (current advisee load of GSOE chair). The efforts to lighten the chair's advising load will continue as the GSOE acquires new positions.

Faculty load release for an assessment coordinator will be assigned beginning Fall, 2024. The assessment coordinator will be responsible for the coordination of data collection, assessment analysis, and distribution of data reports to stakeholders (3 credit hours per year). In addition to managing, monitoring, analyzing, and disseminating data, this release will require collaboration with the chair to assist in the accreditation process and writing of the Title II Report as well as, the State of Iowa Annual Report. This person will be professionally trained in Chalk and Wire to aid in the efforts to construct a more robust, efficient assessment system and support the unit's efforts to purposefully "close the assessment loop." This load release is necessary in an effort to ensure continuous program improvement and lend validity and reliability to the existing assessment system.

The acquisition of an Independence Campus Site Director will decrease the chair's travel time between campuses and will allow the chair to delegate some of the daily program management, recruitment, and adjunct support/evaluation of adjuncts responsibilities to this position. In addition, the reduction in travel will save additional financial resources that can be redirected to the efforts of program growth.

The concern regarding the insufficient number of faculty is addressed in the reorganization plan outlined below.

79.10(7)e The team did not find evidence through review of the Institutional Report; Preliminary Report responses; opening presentation; nor interviews with the Department Chair, VPAA, unit faculty, and staff, of commitment to sufficient administrative, clerical, and technical staff. While the administration of the university has clearly identified the staffing and faculty needs related to the unit, the team requires the university to review needs and develop a plan for adequate staff to oversee and implement all practices and procedures associated with field placements, record keeping, assessment, and other student support services.

Program Response: As outlined above, an internal audit of GSOE resources led to the acknowledgement that the fall 2022 addition of the NCMC program taxed an already over-extended unit and did not yield the results anticipated; lack of stakeholder follow-through increased the expected program costs. In-depth discussions between GSOE leadership and Graceland administration regarding strategic efforts to nurture and grow the education program have led to the decision to sunset the completion program at North Central Missouri College in Trenton, MO, spring 2025. In these discussions, it was determined that new and existing resources would be better invested in the effort to nurture and grow the completion program on the GU Independence campus, in Independence, MO, where the growth potential is

substantially more significant. The last two years have evidenced an inability to successfully recruit and retain a minimum number of candidates at the NCMC site necessary to ensure financial viability (5 students and 4 students, respectively). The GU Independence center houses an admissions department, GU support staff, faculty, and resources that are better able to work with/support future and current students and provides enormous opportunity for collaboration with a considerable number of stakeholders including Kansas City, MO, Kansas City, KS, and Independence area school districts as well as 6 community colleges.

Approved plan for new hires for 2024-25 academic year:

Graceland University will be redesigning 1 position and adding an additional 1/ ½ positions to be hired June 2024 and August 2024.

Administrative Assistant/Office Manager: For the 2024-25 fiscal year, a ½ time Administrative Assistant/Office Manager role on the Lamoni Campus will be established. This position will continue to have budget authority and assist with district MOU's/adjunct contracts. New position. Beginning June 1, 2024.

Field Placement Coordinator: This will be a full-time, 11-month administrative staff position, *with faculty status*, who teaches ½ time (6 credits per semester) primarily on the Lamoni Campus. Garnet Coulthard's full-time position will be converted into this position. Beginning June 1, 2024.

Independence Campus Site Director: This will be a full-time, 11-month administrative staff position, *with faculty status*, who teaches ½ time (6 credits per semester) on the Independence Campus. The Site Director will do field placement, recruitment, academic advising, and other administrative tasks. New position. Beginning August 1, 2024.

Assessment Coordinator/Load release: This will be assigned to one faculty member for coordination of data collection, assessment analysis, and distribution of data reports to stakeholders (3 credit hours per year). In addition to managing, monitoring, analyzing, and disseminating data, this release will require collaboration with the chair to assist in the writing of the Title II Report and State of Iowa Annual Report. This person will be trained in Chalk and Wire to aid in the efforts to construct a more robust, efficient assessment system and support the unit's efforts to purposefully "close the assessment loop". This load release is necessary in an effort to ensure continuous program improvement and lend validity and reliability to the existing assessment system.

In the 2025-2026 Academic year Graceland will add 1 full-time faculty.

Tenure Track Faculty member, Independence Campus: Full-time position.

Moving forward Graceland University as the combined programs grow, additional faculty/staff positions will be added for every 30 new students who are enrolled in the program. The first position will be based out of the campus that experiences the most growth.

[Administrative Assistant/Office Manager Job Description](#)

[Administrative Assistant/Office Manager Position Approval Form \(PAF\)](#)

[Lamoni Campus Field Placement Coordinator Job Description](#)

[Lamoni Campus Field Placement Coordinator PAF](#)

[Independence Campus Site Director](#)

[Independence Campus Site Director PAF](#)

Sources of Information:

Interviews with:

- President, Vice President for Academic Affairs, Chief Financial Officer, Instructional Technology Director, Assessment Director, Dean/Chair of School of Education, Candidates, Unit Faculty, Library Director, Field Placement Coordinator and Licensing Officer;

Review of:

- Institutional Report, Program Response to the Preliminary Review, Student Records, Surveys, Course Syllabi

Program opening presentation, 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.

[**ARC 8053B**, IAB 8/26/09, effective 9/30/09; **ARC 1780C**, IAB 12/10/14, effective 1/14/15]

Initial Team Findings - Diversity

DIVERSITY	
MET	X
NOT MET	

Commendations/Strengths:

- Graceland University's student body consists of students from 44 states and 39 countries providing an inclusive community of learners resulting in a genuine culture of radical belonging.
- The Graceland community provides purposeful experiences that promote individual growth and cultural competence on the Lamoni campus. The Inclusion, Diversity and Equity Alliance Council (IDEA) is active and oversees several student organizations: Black Student Union, Intercultural Club, Polynesian Club, LatinX Student Alliance and Sexual and Gender Equality.
- Opportunities for faculty and staff are available to be involved in creating an aspiring culture. The Director of Planning and Effectiveness, created two social justice committees with one committee composed of faculty, staff and students. The other social justice committee included Board of Trust Members. These committees are focused on culture change within the institution and committed to long-term work to evaluate, explore and transform their culture and climate focused on justice, equity, diversity and inclusion.

Recommendation:

(Recommendations are made to inform the program for continuous improvement only. No action is required other than a response. Concerns and recommendations are reviewed during the next site visit cycle as part of the continuous improvement process.)

79.11(1) The team found evidence of dynamic and intentional diversity initiatives on the Lamoni campus. The team recommends increased efforts to duplicate for or include the Independence and Trenton campuses.

Program Response: The unit is committed to purposefully sharing diversity programming information/advertisements hosted on the Lamoni campus with candidates on all campuses in an effort to inform them of the events and to ensure that they are genuinely invited. The unit is considering offering a free SkillPath Seminar as a professional development opportunity in an effort to provide a more intentional diverse programming experience for Trenton and Independence candidates.

Concerns:

*(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)*

None.

Sources of Information:

Interviews with:

- Teacher Education Committee, Candidates, Unit Faculty, Director of Career Services, and Education Prep Specialist & Field Experience Coordinator
- Satellite Campuses: Branch Campus Site Coordinator

Review of:

- Institutional Report, Program Response to the Preliminary Review, Student Records, Surveys, Program Handbook, and Institutional Website

Program opening presentation, Visits to classrooms and discussions with students

FACULTY STANDARD

281—79.12(256) Faculty standard. Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions.

79.12(1) The unit defines the roles and requirements for faculty members by position. The unit describes how roles and requirements are determined.

79.12(2) The unit documents the alignment of teaching duties for each faculty member with that member's preparation, knowledge, experiences and skills.

79.12(3) The unit holds faculty members accountable for teaching prowess. This accountability includes evaluation and indicators for continuous improvement.

79.12(4) The unit holds faculty members accountable for professional growth to meet the academic needs of the unit.

79.12(5) Faculty members collaborate with:

- a. Colleagues in the unit;
- b. Colleagues across the institution;
- c. Colleagues in PK-12 schools/agencies/learning settings. Faculty members engage in

professional education and maintain ongoing involvement in activities in preschool and elementary, middle, or secondary schools. For faculty members engaged in teacher preparation, activities shall include at least 40 hours of teaching at the appropriate grade level(s) during a period not exceeding five years in duration.

[**ARC 8053B**, IAB 8/26/09, effective 9/30/09; **ARC 1780C**, IAB 12/10/14, effective 1/14/15]

Initial Team Findings - Faculty

FACULTY	
MET	X
NOT MET	

Commendations/Strengths:

- Faculty within the unit are held in high regard and respected by stakeholders (administration, colleagues, students, K-12 partners) for their content knowledge, care and dedication to students and the program.

Recommendation:

(Recommendations are made to inform the program for continuous improvement only. No action is required other than a response. Concerns and recommendations are reviewed during the next site visit cycle as part of the continuous improvement process.)

79.12(5)c The team recommends the SOE policy regarding the 40 hours of co-teaching be included in the adjunct faculty handbook in addition to the current communication of the 40-hour requirement in adjunct contracts. The Institutional Report stated the 40-hour form is included in the adjunct faculty handbook. However, the team did not find evidence of this either in print or electronic form.

Program Response: The 40-hour form has been added to the adjunct faculty handbook as evidenced in the updated Adjunct Faculty handbook linked here: [Updated Adjunct Faculty Handbook](#). Additionally, communication has been added about the 40-hour requirement to all adjunct contracts and will be tracked yearly (see 79.12(5)c, i).

Concerns:

*(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)*

79.12(2) The team did not find evidence through review of the Institutional Report or curriculum vitae indicating alignment of teaching duties for a faculty member with that member's experience. The team requires an explanation or evidence of K-12 experience for [Faculty 1] or a plan to align assignments with experience.

Program Response: [Faculty 1] VITA

DE Response: The faculty name and link to the curriculum vitae have been removed for confidentiality purposes. After review of the vita and teaching assignment, [Faculty 1's] courses are aligned with [Faculty 1's] education and experiences.

The team requires an explanation or evidence of qualification to teach EDUC 2500 of [Faculty 2] and [Faculty 3] or a plan to align assignments with qualifications.

Program Response: [Faculty 2] RESUME, [Faculty 3] RESUME

DE Response: The faculty names and links to the curriculum vitae have been removed for confidentiality purposes. After review of the vita and teaching assignment, [Faculty 2's] and [Faculty 3's] courses are aligned with their education and experiences.

79.12(5)c Through review of the Institutional Report, 40-hour logs and Preliminary Report responses, the team did not find evidence that the following instructors had met the required 40-hour sheet or engaged in the required preschool, elementary, middle or secondary school settings. The team requires the unit to develop a policy to ensure all faculty are consistently meeting this requirement, is communicated and monitored. Additionally, the unit must implement a plan to bring all non-complying faculty members into compliance.

[Faculty 4-8]

Program Response: Attached below is documentation of the most recent forty-hour forms requested by the state team:

[Faculty 4] updated 40-hour form

[Faculty 5] updated 40-hour form

[Faculty 6] (As of May, 2023, [Faculty 6] is no longer teaching for us)

[Faculty 7] (As of May, 2023, [Faculty 7] is no longer supervising student teachers for us)

[Faculty 8] (As of December, 2022, [Faculty 8] is no longer teaching or supervising for the GSOE)

[Faculty 9] only started teaching for us spring 2023, and she did not submit a 40-hour form.

The 40 hour requirement has been reinforced as it is with all faculty and adjuncts. Each is reminded of the 40-hour requirement over a five-year period during the adjunct faculty trainings, in their contract letters, and on the GSOE support webpages. We have also included a detailed description of activities that will and will not meet this requirement in the Adjunct Faculty Handbook.

Beginning fall, 2023, the unit's plan is to collect forms at the end of each academic year instead of trying to collect all of them at the end of the five-year period. The annual request will serve as a reminder of the requirement and the need to document their collaboration efforts. While this may create a little more paperwork for the GSOE, it will ensure that each person working with the program is staying current with this requirement. [Link to adjunct appointment letter](#)

Sources of Information:

Interviews with:

- Chief Financial Officer, Executive Director of Business Services, Dean/Chair of School of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Faculty

Review of:

- Institutional Report, Program Response to the Preliminary Review, Surveys

Program opening presentation, 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:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

c. Findings from the evaluation of aggregated assessment data are used to make program improvements.

d. Evaluation data are shared with stakeholders.

e. The collection, aggregation, analysis, and evaluation of assessment data described in this subrule take place on a regular cycle.

79.13(7) The unit shall conduct a survey of graduates and their employers to ensure that the graduates are well-prepared, and the data shall be used for program improvement.

79.13(8) The unit regularly reviews, evaluates, and revises the assessment system.

79.13(9) The unit annually reports to the department such data as is required by the state and federal governments.

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

Initial Team Findings - Assessment

ASSESSMENT	
MET	X
NOT MET	

Commendations/Strengths:

- While not required, teacher candidates take a “practice” Praxis in early program coursework and a second “practice” skills assessment at the close of program coursework. The formative data assists teacher candidates in reflection for ongoing growth and provides the unit opportunities to support a diverse student population through interventions, if needed.
- Teacher candidates repeatedly mentioned the frequent access to faculty for timely feedback. Candidates discussed ways this timely and immediate feedback strengthened their field experiences. Candidates also offered several personal examples when unit faculty members’ frank discussions and caring guidance offered opportunity for the candidate to reflect upon and progress in unit standards.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required other than a response. Concerns and recommendations are reviewed during the next site visit cycle as part of the continuous improvement process.)

79.13(1) While the team found evidence that the unit is working to clearly define an assessment system as evidenced through a review of the Institutional Report; Assessment Handbook; conversations with the Ed Prep Specialist, Department Chair, Student Teacher group; and visits with candidates’ classes, the team found inconsistencies in the process of recording assessment data (not utilizing the full capability of Chalk and Wire) and closing the assessment loop. The team recommends the unit review its current processes in which there exist multiple systems for data intake, storage, maintenance, and monitoring.

Program Response: Graceland administrative leaders are currently reviewing data management systems in an effort to identify a system that will provide broad program and institutional support in the collection, aggregation/disaggregation, and analysis of data for all areas. The GSOE chair is part of this systems review process and will assist in advising which systems may best support the needs of the unit. In the meantime, the administration team has expressly committed to assuring that GSOE personnel will receive formal Chalk and Wire/Anthology training to assist in closing the loop in the unit’s assessment processes.

79.13(6)b The team found evidence that the Department Chair and select unit members evaluate program data. However, the team found that the unit, as a whole and across sites, does not. The team recommends that the unit establish regular and multiple opportunities throughout the academic year to evaluate data with an eye toward continuous program improvement.

Program Response: While the unit has not collectively reviewed data throughout the academic year (since losing the full-time assessment coordinator), data has routinely been analyzed and discussed in the GSOE spring retreats; the unit has expressly used the findings to make program decisions. Those changes (and others) are found in the Program Changes document linked here and in the IR. The unit follows the revised (11/1/23) Assessment Data Analysis and Distribution Plan (linked below in 79.13(6)d.), which explicitly states that program benchmark data will be analyzed and discussed each May (after Title II and the Department reports have been submitted). The unit will review the Assessment Calendar to determine if it is plausible/necessary to revise the calendar to include other unit benchmark reviews. At the faculty level, students/candidates evaluate every course every term/semester. Therefore, at the “micro-level”, it is important to note that all faculty/adjuncts invariably use this formal course evaluation data to examine their course content and pedagogy to assess candidate needs/gaps. The unit often collectively shares their findings and works together to develop strategies (or consider broader program changes) that may help meet identified student/program needs in an effort to close the gaps. In addition, as part of the promotion and tenure process, all faculty must analyze and interpret student evaluations and identify ways in which data-driven decisions were made with a focus on individual continuous improvement

Concerns:

*(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)*

79.13(6)d Through review of the Institutional Report, conversations with unit faculty and the Department Chair, the team did not find evidence that aggregated assessment data is being shared with secondary content adjuncts or faculty. The team requires the unit to develop and execute a plan to share assessment data with all stakeholders.

Program Response: The administration has affirmed that the Secondary Education Committee will be reinstated as a formal university committee beginning Fall, 2024. A unit faculty member has been assigned with overseeing this committee and will be responsible for facilitating regular communication with the academic chairs and Secondary Education Committee members in an effort to generate consistent and systematic engagement of content area stakeholders. Attached is a copy of the GSOE Assessment Data Analysis and Distribution Plan that ensures the assessment data will be shared with all stakeholders of the program. Further description is included on the attachment - [Assessment Data Analysis and Distribution Plan](#).

Sources of Information:

Interviews with:

- Chief Financial Officer/Instructional Technology Director, Assessment Director, Dean/Chair of School of Education, Candidates, Unit Faculty, Faculty, Field Placement Coordinator and Licensing Officer

Review of:

- Institutional Report, Program Response to the Preliminary Review, Student Records, Surveys, Course Syllabi

Visits to classrooms and discussions with candidates, program opening presentation

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]

Initial Team Findings - Clinical Practice

CLINICAL PRACTICE	
MET	X
NOT MET	

Commendations/Strengths:

- Annual workshops for cooperating teachers have been offered in a consistent fashion and easily accessible for all locations. The inclusion of an incentive for cooperating teachers and supervisors also helps in ensuring objectives, responsibilities and information is thoroughly reviewed.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required other than a response. Concerns and recommendations are reviewed during the next site visit cycle as part of the continuous improvement process.)

79.14(1): The team did not find evidence of regular communication of clinical expectations being shared with students through classroom visits and interviews with faculty and staff. The team recommends the unit to establish a timeline for tracking how and when details of clinical experiences be shared with students throughout the program.

Program Response: The unit has reviewed current efforts to communicate clinical expectations to candidates. It is agreed that the unit can be more intentional in its efforts and has determined that there are logical places to introduce and reinforce the program’s clinical expectations to students/candidates. Going forward, expectations will explicitly be communicated to candidates in the following courses: EDUC2420 Entry Workshop, EDUC3540 Elementary Methods Lab/EDUC3542 Secondary Methods Lab, EDUC4250 Professional Seminar and EDUC4380 CAPSTONE Seminar. Embedding the communication in courses across the program engenders unit confidence that candidates will have full understanding of the expectations and this communication can be easily and efficiently be tracked. Candidates also work closely with their advisors when applying for practicum and student teaching; this collaboration provides candidates with another layer of support and is yet another opportunity for clinical expectations to be clarified and reinforced.

79.14(4): While the team found evidence that the unit is working diligently to provide teacher candidates with diverse placements using data that delineates school districts as urban, rural, low SES, race and religion/creed, the team could not find evidence of how such requirements are shared with candidates to assist in selecting placements following discussions with

students and interviewing staff and faculty. The team recommends the unit establish a timeline and consistent method for tracking, retaining and communicating requirements and candidate placements (including the diversity requirement) throughout the program.

Program Response: The explicit process of formally tracking candidates' diverse placements is less than one-year old; during the January, 2024, retreat, the unit will review the system and will continue to modify the process to maximize transparency and efficiency. The communication timeline (outlined above) is expected to greatly enhance candidate's ability to thoughtfully consider their placement requests. Candidates also work with their advisors when applying for practicum and student teaching and receive critical feedback regarding eligible choices.

Concerns:

*(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)*

None.

Sources of Information:

Interviews with:

- Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Faculty, Field Placement Coordinator and Licensing Officer
- Satellite Campuses: Managers, Education Coordinators, Faculty, Staff

Review of:

- Institutional Report, Program Response to the Preliminary Review, Student Records, Surveys

Opening presentation, 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(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.

[**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]

Initial Team Findings - Knowledge, Skills and Dispositions

KNOWLEDGE, SKILLS AND DISPOSITIONS	
MET	X
NOT MET	

Commendations/Strengths:

- The team found evidence of intentionality and diligence in the commitment to prepare candidates for the current PK-12 environment in knowledge, skills and dispositions.

Recommendations:

None.

Concerns:

None.

Sources of Information:

Interviews with:

- Dean/Chair of School of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Faculty, Field Placement Coordinator, Registrar and Licensing Officer, Alumni, Executive Director of Business Services

Review of:

- Institutional Report, Program Response to the Preliminary Review, Surveys, Course Syllabi

Visits to classrooms and discussions with candidates, program opening presentation
