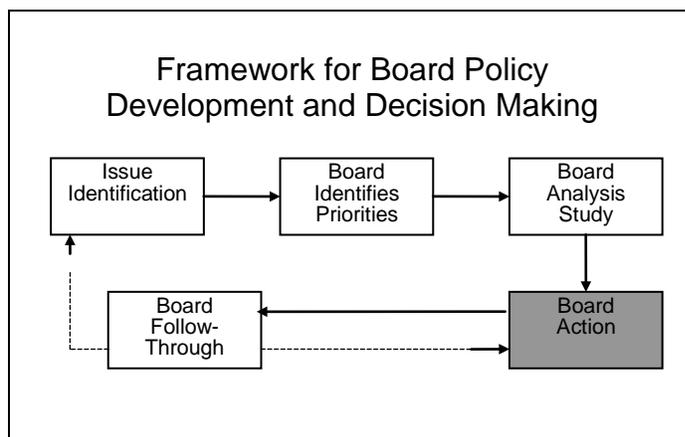


Iowa State Board of Education

Executive Summary

July 31, 2012



Agenda Item: Simpson College Teacher Preparation Program

Iowa Goal: All PK-12 students will achieve at a high level.

Equity Impact Statement: Practitioner preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter: Matt Ludwig, Consultant
Administrator Preparation
Bureau of Accreditation and Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board approve the Simpson College Teacher Preparation Program through the next state visit cycle scheduled for the 2018-2019 academic year.

Background: Iowa Administrative Code rule 281—79.5(256) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. Simpson College Teacher Preparation Program has met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval of the Simpson College Teacher Preparation Program

July 31, 2012

In 1860, the Indianola Seminary was established by pioneer settlers and the Western Conference of the Methodist Episcopal Church. The college was renamed after Bishop Matthew Simpson, an influential religious leader and advisor to President Abraham Lincoln. Also a friend, Bishop Simpson gave the eulogy at Lincoln's burial in Springfield, IL.

With an emphasis on a strong liberal arts core, Simpson College has been educating students for over 150 years. Nearly half of Simpson College students study abroad and the volunteer program boasts 47,000 hours of community service during the 2011-2012 academic year. Currently, Simpson College enrollment stands at 1,485 full-time students and 550 part-time students. Simpson College is also the summer home of the internationally recognized Des Moines Metro Opera, and scientist George Washington Carver began his college career at Simpson College in 1890.

The general education curriculum has been revamped to represent needed skills and mindset for the 21st Century work environment. The Engaged Citizen framework includes academic rigor, experiences outside of the classroom walls, global awareness, and civic responsibility.

Simpson College has been accredited by the Higher Learning Commission (formerly North Central Association of Colleges and Schools) since 1913, and by the University Senate of the United Methodist Church. Most recently, the graduate programs Master of Arts in Education (MAT) and Transition to Teaching (TtoT) were approved by the Iowa Department of Education in 2003.

The site visit occurred April 9-12, 2012. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students, and practitioners affiliated with the Simpson College Teacher Education Program (TEP). The visiting team examined six standard areas: (1) Governance and Resources; (2) Diversity; (3) Faculty; (4) Assessment; (5) Clinical Practice; and (6) Candidate Knowledge, Skills, and Dispositions. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

- Simpson College (“Simpson”) has revised the general education curriculum toward a central vision of an engaged citizen. Students have multiple opportunities for service and study abroad. The revised general education curriculum enables the college to differentiate itself from peer institutions. The new curriculum has gained prominence and other institutions are contacting Simpson for their insights. The college should be recognized publicly for the new Engaged Citizenship general education curriculum and a life-long commitment to service by students.
- Simpson provides a unique set of support structures for student academic success. The Hawley Academic Resource Center provides free academic support, proctors tests [College Level Examination Program (CLEP), College Basic Academic Subjects Examination (CBASE) , Math Proficiency, etc.], and works with students who need adaptations or accommodations. In addition, the Student Support Services offers programs for first generation college students, minority students, and students from low socioeconomic status.
- The Simpson Teacher Education Program Institutional Report (IR) is well-documented. The TEP has engaged in a comprehensive self-study process and included feedback from multiple constituencies before making program changes.
- The review team applauds the TEP for the prompt, thoughtful work of reorganizing the program to meet the college’s recent change to four-credit courses and for meeting with the department chairs to revamp the endorsement requirements. Advising materials for the transition were developed and distributed across campus, to all advisors, and to all candidates.
- The TEP is commended for the creative way they solved issues in the college’s academic requirements and the changes to the Board of Educational Examiners elementary major by creating the Liberal Studies major for elementary education majors.
- The TtoT program, a Master of Arts in Teaching, that began in 2003, is a successful initiative with cohorts of sixteen (16) each graduating in 2010 and 2011. This program brings a more balanced enrollment of secondary and elementary education candidates and provides a non-traditional path toward teacher licensure.
- The TEP is one of the largest departments on campus, has an excellent reputation in the area, and is well known for creating excellent teachers. “Simpson has an exemplary program.”

SECTION A: GOVERNANCE AND RESOURCES

Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The Conceptual Framework aligns with the college’s mission as well as the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and clearly outlines key elements of the C.A.R.E.S. (Care, Apply Knowledge, Reflect, Ethical, Serve) Conceptual Framework. The unit uses feedback, research, and data to craft, to implement, and to sustain the Conceptual Framework. The framework provides a clear picture of best practices in action and is articulated by faculty and candidates in the coursework and clinical experiences.
- The Conceptual Framework is evident within the program curriculum and clinical experiences. Candidates, faculty, and advisory committee members identified relationship building, passion, reflection, integrity, professionalism, and host of other attributes to describe the Simpson TEP and its candidates.
- The TEP clearly integrates into broader organizational structure of Simpson. TEP responsibilities are clearly delineated at all levels – administrative, faculty, and staff. A decision-making process for TEP is illustrated and supported by the institution.
- Faculty development efforts on campus are multiple and varied. Faculty is allotted \$500.00 for professional development activities, including attendance at conferences. Funds can carry over one year. GIFT (Great Ideas for Teaching) promotes sharing of effective teaching practices. GIFT is a creative and engaging approach to professional development and sharing.
- In addition, allocations are provided for all TEP faculty to attend the two Iowa Association of Colleges of Teacher Education (IACTE) conferences. Also, funding is available for faculty to attend curriculum meetings regarding the Iowa Core.
- The TEP has established two advisory boards, a unique approach to gathering feedback and communication:
 - The Teacher Education Committee (TEC) is made of elected faculty from each division. Responsibilities of various members of the TEC were delineated (chair, director of graduate program, etc.). Student representation on TEC is clearly outlined, and students either are not present or do not vote on issues related to

confidential student matters. The TEC recommends policies for the TEP, determines the selection and retention of candidates, and recommends candidates for licensure and endorsements.

- The Advisory Council (AC) is comprised of local teachers and administrators. Recent activity of the AC include: reviewing and improving TEP policies, length of student teaching, and articulating the conceptual framework into practice.
- Faculty review is conducted regularly and includes self-evaluation. Teaching effectiveness is clearly defined. There is a different evaluation structure for full-time tenure track faculty and full-time faculty. The evaluation system and mentoring program support the intellectual vitality and the longevity of faculty.
- Roles of part-time faculty are well-outlined, and the TEP has developed a mentoring system to keep them are well-connected with the program as a whole. Part-time faculty for undergraduate courses must have at least a master's degree, expertise in area, and three years of teaching. If hired in a graduate program, the instructor must have a terminal degree or be "All But Dissertation" along with expertise and successful teaching experience.
- The college has hired outside consultants to review program / department finances across the college as well as to review space utilization in the library.

Concerns / Recommendations:

Although the Simpson TEP meets the Governance standard, the visiting team believes there are substantial issues that should be addressed by Simpson to maintain the quality of the program. The issues are directly impacted by the current financial status of the institution and cannot be resolved by the TEP alone; therefore, the visiting team has chosen to provide a detailed description of the issues to be included in the institutional strategic planning process rather than issuing a non-compliance label.

1. **Faculty Load:** The visiting team recognizes the financial status of the college and recognizes administration efforts to balance the loss of one TEP faculty position with an increase in support staff and the sustained adjunct allocation. The required minimum of full-time is twenty-four (24) credits per year. TEP faculty is granted load credit for supervision and administrative responsibilities; however, the visiting team is concerned with the substantial and on-going overload of TEP faculty. Data shows that the loss of one position and one sabbatical will result in the following load credits: 30.16, 36.28, 33.99, 29.26, and 30. 16. A full-time adjunct will have 45.48 credits, and the full-time placement coordinator will have some student teaching supervision and another 10.82 credits. The TEP reports that eleven (11) adjuncts will also be hired. The visiting team believes the integrity and quality of the TEP cannot be sustained with this program-wide overload. Teaching performance, service to students, and scholarship tend to suffer when faculty have persistently high overload from year to year. The team recommends that Simpson place a priority on faculty hires in the near future.

2. **Technology:** Cooperating teachers, administrators, supervisors, candidates, graduates, and faculty expressed deep concern over availability and reliability of technology. The visiting team has significant concerns regarding the current preparation of candidates to enter 21st Century classrooms and worry that the Simpson TEP will lose status with prospective students and local schools without a significant upgrade. Technology changes so rapidly; and the visiting team recognizes Simpson's current budgetary bind. The visiting team recommends a focused discussion and a streamlined process for resolving the technology issues. The discussion should be broader than specific equipment or programs but about the accessibility for candidates to explore and to practice – establishing a mindset of what to use and why to best meet their professional responsibilities.
3. **Curriculum lab:** Currently, the curriculum lab is housed in the second floor of the library. Multiple interviewees reported the curriculum lab is really not effective; it is not well-placed or well-equipped. Materials are not updated and are far removed from education classes. Tutoring sessions are located next to the curriculum lab so candidates are not able to talk with each other to examine materials. The visiting team recommends relocating the materials closer to the education department or housing them in an enclosed section of the library. The curriculum lab should be a dedicated space with print materials, work tables, and the ability for candidates to practice and to discuss use of materials.
4. **Facilities:** The visiting team heard multiple concerns regarding the TEP facilities. Concerns included:
 - Relocating faculty offices together for better collaboration and to answer questions of candidates if an advisor was out of the office.
 - Assigning education courses to classrooms that align to the purpose of the course, such as scheduling science methods in a room that has a sink.
 - Creating a work space for faculty to teach and for candidates to use materials. Currently, faculty store manipulatives in their offices so candidates do not have ready access to practice using materials. Also, one education classroom also serves as storage for education materials. If a class is scheduled in that room, candidates do not have access to the materials.

The visiting team recommends a strategic plan to reorganize space that enhances access and collaboration for candidates and faculty. The teaching profession is centered on professional collaboration and a dedicated work space with storage for education materials along with faculty offices in close proximity would not only model the values of professional collaboration but would provide necessary practice opportunities for candidates to use educational materials. The visiting team recommends the curriculum library be housed in this dedicated space.

SECTION B: DIVERSITY

Team Finding: Exceeds

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Diversity is a central feature of the Simpson mission statement. Numerous efforts are in place to promote, to recruit, and to retain students and faculty from broad backgrounds. Examples include Institutional Strategic Plan, 2000 Comprehensive College Plan, study abroad programs, general education requirements (diversity, global perspectives, and intercultural communication), office of multicultural and internationals student affairs, various student organizations and faculty committees, service hours and volunteer work, as well as cultural and informative events.
- The Simpson TEP definition of diversity includes, but does not limit itself to: age, national origin, race, ethnicity, and culture, spiritual / religious beliefs (or lack thereof), marital status, sex, sexual orientation, gender identity, physical attributes, exceptionality, ancestry, political party preference, political beliefs, socioeconomic status, rural / urban / suburban background, familial status, diverse backgrounds and experiences and/or other belief system. Significant support is noted in the area of diversity through leadership, programs, curricula, student opportunities, faculty engagement, job searches, and facility accessibility.
- Increasing diversity is a goal of the strategic plan. Simpson is not just increasing enrollment of minorities; these students are graduating at a higher rate than the national average. The six-year graduation rates in 2010-2011 and 2009-2010 show 76.5 percent of American minorities graduated from Simpson while 69.6 percent of general population graduated. The college is to be commended for the support system available to students.
- There is a long-term plan for diverse TEP clinical experiences and all clinical experiences are monitored and documented. The study abroad program is integrated into the TEP. Students, faculty, and graduates all commend the diversity of experiential placements.

Concerns / Recommendations:

1. Although offerings are available for the campus community to be actively involved in events that support diversity, student attendance is low. The visiting team recommends overtly connecting the new Engaged Citizenship curriculum and service requirements to an increased awareness of diversity.

SECTION C: FACULTY

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Faculty is experienced and credentialed in the specific areas of expertise. Faculty has Pre-K - 12 teaching experience and a wide variety of graduate educational backgrounds.
- Eight (8) of the full-time faculty have terminal degrees, two (2) are finishing their dissertations.
- Interviewees used common adjectives when describing faculty: dedicated, caring, passionate, knowledgeable, student-centered, and engaged. Faculty “make everyone feel welcome and comfortable” in class and in advising sessions. Faculty spends one-on-one time with candidates building and sustaining relationships. Faculty is accommodating with transfer students and their unique scheduling needs. Also, they meet with prospective students and attend Iowa Private College Week. Faculty “take personalized education to heart.”
- Faculty and supervisors required to meet the sixty (60) hour co-teaching have completed the hours. Documentation of hours and activities are included in Individual Faculty Logs. Student teaching supervision and team teaching activities at Pre-K - 12 level(s) are listed as examples of co-teaching.
- Faculty attends and/or presents at local, state, regional, and/or national conferences. Professional development activities are evident at the local, state, regional, and/or national levels. Faculty participates in scholarly and service activities directly related to each faculty member’s teaching area.
- Faculty and staff work well with other departments on campus to ensure that there is no redundancy in content. Arts and sciences faculty describe dealing with TEP as “seamless”.
- Faculty members know candidates well, anticipate their needs, and are not afraid to have courageous conversations or counsel someone out. They are “passionate about teaching and helping students be the best they can be.” “The staff and faculty are the true reason this program is what it is.”

Concerns / Recommendations:

1. The visiting team recommends the TEP faculty consider presenting/publishing on the unique attributes of the Simpson program: ePortfolio, program assessment, clinical partnerships, and the new capstone event.

SECTION D: ASSESSMENT

Team Finding: Exceeds

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- All policies, procedures, and practices are clearly presented. Each benchmark (Gateway level) is clearly and deliberately documented. The Gateway checklists are easy and purposeful references. Candidates have specific points throughout the program for opportunity to reflect in their progress through the program.
- Assessments are multiple, regular, and comprehensive. Steps have been taken to increase validity, reliability, and fairness of the tools and processes. Data are being systematically collected from multiple constituency groups (students, graduates, faculty, and other professionals). Recordkeeping and data management are exemplary models of systematic documentation and informative for program review and candidate support. Candidate assessment data are used in both formative and summative ways.
- Direct alignment exists between the assessment system with identified outcomes and institution expectations. Alignment also exists with the institutional outcomes as well as the InTASC principles. A clear outline of which competencies are assessed in which courses is presented.
- There is an electronic portfolio system that cumulatively builds artifacts upon each Gateway. The portfolio is aligned and integrated across the program. Professors evaluate the various artifacts along the way and provide feedback to candidates.
- The new capstone project is incredibly powerful and culminates program expectations through a transition from being a candidate to becoming a teaching professional. Candidates “unpack themselves” as reflective practitioners, table members discuss and critique, and table facilitators assess candidate performance. This event provides another opportunity for candidates to practice presenting themselves in an interview situation.

- Criteria for candidate skills in written communication are clearly detailed in a rubric and used by an assessor pool of two to review student writing before candidates are allowed to student teach.
- Systematic accommodations are in place for transfer students. There is a course specifically for transfer students, and the instructor also serves as the advisor of transfer students. Requirements and potential additional coursework and practica for transfer students are detailed in the *TEP Handbook*.
- Reports and documentation are informative, clear, and provide excellent evidence of a program that collects and analyzes data for continual improvement.
- Remediation plans, if necessary are carefully written and tracked. Criteria and expectations are clear. Basic skills tests and passing criteria are in place and followed. The Simpson TEP Assessment Report provides thorough documentation of assessments.

Concerns / Recommendations:

1. The visiting team commends the attention given to the newly implemented ePortfolio. As candidates, supervisors, and faculty become more comfortable with the tool, the visiting team recommends a discussion regarding how many artifacts are sufficient, when artifacts should be assigned, and how best to evaluate those artifacts. There is potential to move to compacting the portfolio into a more cohesive piece of candidate performance evidence. As more data are available, the visiting team recommends the TEP add ePortfolio data to the program review process.

SECTION E: CLINICAL

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The TEP places candidates in a wide-range and full continuum of experiences: range of socioeconomic levels, culturally homogeneous and diverse, rural/ urban/ suburban, and special needs settings. “We work in schools a lot. We learn strategies that are modeled to us and then get to try them out.” “Faculty does an amazing job modeling use of hands on materials and providing strategies/tools for learning.”
- Field hours start early in the program. Field experiences are tied to courses in a logical progression of experiences. The TEP fosters a “sequenced, guided practice that is offered

within the context of a course and with the supervision and guidance of high quality mentors and our faculty” (Institutional Report, p. 23). The mission statement focuses on a caring model- they live this mission by helping students to see how they can become advocates for change, seeing a bigger picture.

- Responsibilities of candidates, faculty, teachers, and supervisors are detailed and explained. Handbooks clearly outline expectations and consequences. Requirements for placements are well-articulated for the students, the cooperating teachers, and the supervisors.
- The TEP has a protocol for choosing mentor / cooperating teachers. Quality control measures ensure quality placements for candidates.
- It is commendable that a college supervisor observes candidates every other week. Faculty does a fantastic job keeping track of candidates within the program – students “feel supported”. Field supervisors feel there is “open communication” at all times.
- Practicum experiences for elementary content areas are matched with the method courses — social studies and reading with one placement and math and science with the other placement.
- The secondary methods course is split into two experiences: a general secondary methods course taught on campus and a 30-hour practicum with a Master teacher who serves as the special content methods instructor. The model provides a clinical-based delivery of course content.
- “This program is creating professionals who are aware of dispositions and are comfortable *leading* students. They understand “character”. “Students have strong content knowledge and strategies. Simpson is creating professionals who are aware of the dispositions and are comfortable leading students in the classroom.”
- “At this point, I’ll only take Simpson students – others are not as prepared and not as well supervised. When I get a Simpson student, I know they have content knowledge, pedagogy, and a college faculty offering support. I’m exclusive to Simpson now.”

Concerns / Recommendations:

1. The TEP has the required eighty (80) clinical hours, but there are volunteer / service hours that candidates are also experiencing. The visiting team recommends listing these rich experiential hours in course descriptions, candidate resumes, and marketing materials. In reality, candidates are spending more than eighty (80) hours with children and youth.

**SECTION F: CURRICULUM
(Knowledge, Skills, and Dispositions)**

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Education courses are aligned with the Simpson Engaged Citizen curriculum and mission. Reflection and ethics work are embedded threads throughout the program.
- The professional core is outlined across courses and for each program: diverse learners, reading, Iowa Core, and professional content standards.
- Content, pedagogical knowledge, and dispositions are infused throughout the program and in the different checkpoints of the program. Candidates exhibit strong content knowledge, “When you hire a Simpson grad, you don’t start from scratch.”
- All elementary candidates complete a double major. Elementary candidates complete the Professional Studies for Elementary Education. Secondary candidates complete a content area major and the Secondary Education minor. Secondary candidates have two advisors. Candidates take three education courses during their first year to set the stage for a professional studies major.
- The Iowa Dispositions Model is infused throughout the program from the first courses, through gateways, and at end in the capstone.
- Candidates are prepared to be reflective, flexible, caring, respectful, knowledgeable, and hands-on teachers. “We must know as an educator that all students can learn.”
- Candidates practice using data for instructional decisions, spend tremendous time on assessment practices, and determining scope and sequence of content.
- The TEP added the graduate programs after careful investigation. The graduate programs are only offered at the secondary level and offer two paths for candidates: adding teacher licensure to their Bachelor’s degree (Transition to Teaching) or adding licensure with a full Master’s degree (Master of Arts in Teaching). The visiting team commends the strategic planning of the graduate program to be self-sustaining, aligned to the undergraduate program, and to meet the unique needs of adult learners.

Concerns / Recommendations:

1. The visiting team heard concerns from multiple interviewees regarding the secondary education program.
 - General education core courses have unequal balance of elementary examples (case studies, personal stories). Secondary candidates request attention by instructors to provide a balance between elementary and secondary examples.
 - Secondary is heavy on the theory, candidates “need more on the practical side” to apply theory to practice.
 - Secondary candidates and other interviewees reported inconsistencies in advising as compared to elementary candidates. Issues included course sequence, gates for admission, and content area courses for majors (sequence of courses, when courses are offered).
 - Multiple interviewees reported the need for more instructors and advisors for secondary candidates. The current structure of the secondary program limits the number of different perspectives due to the small number of instructors and advisors. In addition, the visiting team recognizes the difficulty of sustaining a program when only one or two people are responsible for managing and teaching in the program.
 - Multiple candidates, graduates, and supervisors expressed concern that secondary candidates are not as prepared with secondary strategies, differentiation, and integrating technology as their elementary counterparts.

The mentor teacher as methods instructor is a valuable model, but the visiting team is concerned that not all secondary candidates are receiving quality instruction on teaching and assessment practices related to their specific content area. The visiting team recommends gathering feedback from secondary undergraduate and Master’s of Arts in Teaching students to ensure that all secondary candidates have equitable learning and experiences as elementary candidates in their methods courses.

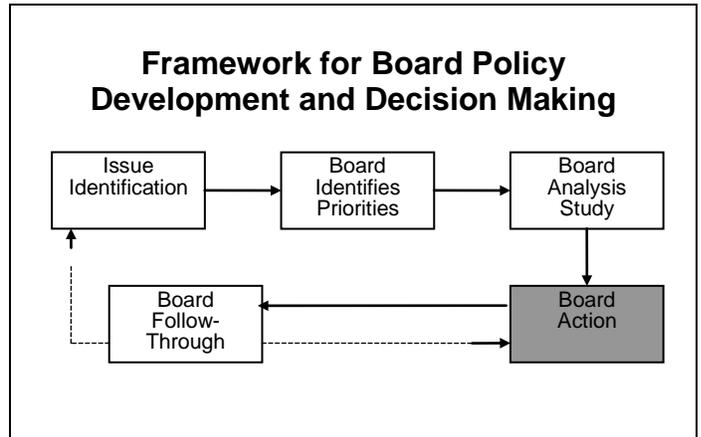
2. Requests for increased exposure and practice included: classroom management, differentiation, strategies for student engagement and motivation, teaching writing, data-driven instructional decision making, Individual Education Plans and 504 plans, and working with talented and gifted students. The visiting team recommends adding these topics to program review discussions.
3. Education majors have little room for electives and do not have the flexibility of May term to explore topics of interest. The visiting team recommends that the TEP continue to explore program compacting so candidates have some flexibility in their program of studies.

All standards have been met. The Simpson College Teacher Preparation Program is recommended for continuing approval. The site team commends the program for its history of excellence and focused attention to accountability and candidate performance.

Iowa State Board of Education

Executive Summary

July 31, 2012



Agenda Item: Ashford University Teacher Preparation Program (Clinton, IA campus only)

Iowa Goal: All PK-12 students will achieve at a high level.

Equity Impact Statement: Practitioner preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter: Matt Ludwig, Consultant
Administrator Preparation
Bureau of Accreditation and Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board approve the Ashford University (Clinton, IA campus only) Teacher Preparation Program through the next state visit cycle scheduled for the 2018-2019 academic year.

Background: Iowa Administrative Code rule 281—79.5(256) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. Ashford University (Clinton, IA campus only) Teacher Preparation Program has met the program approval standards as approved by the State Board.

**Recommendation for Continuing Approval of
Ashford University Teacher Preparation Program
(Clinton, IA Campus)**

July 31, 2012

In 1893, the Sisters of Saint Francis formally opened Mount Saint Clare Academy in Clinton, Iowa. With a continual addition of undergraduate majors and graduate-level programs, the Academy was renamed The Franciscan University of the Prairies in 2004. In 2005, the university was acquired by Bridgepoint Education, Inc., a San Diego-based company. At that time, the institution was renamed Ashford University, LLC.

Through many changes, the Ashford University (Clinton, IA campus) proudly carries the founding values of its Franciscan heritage. Those values are evident in the university and teacher education program (TEP) mission statements and community outreach initiatives. Between 2008-2010, Ashford University awarded fifty (50) scholarships as part of Project Working Mom, and in 2010, academic tuition as well as room and board scholarships for new and returning students are available to all students who meet the grade point average (GPA) requirements.

Enrollment at the Clinton Campus is 782 traditional students plus eighty (80) ASPIRE students (Accelerated, Specialized, Personal, Innovative, Rewarding Education, an initiative that has been phased.) There are forty-five (45) full-time faculty members on campus. In comparison, the entire Ashford University enrollment includes 63,096 graduate, undergraduate, non-degree seeking students from all 50 states, the District of Columbia, Puerto Rico, Guam, U.S. Virgin Islands, overseas Department of Defense sites, and thirty-three (33) countries. Degree programs are offered in the four colleges of College of Liberal Arts, College of Health, Human Services and Science, College of Business and Professional Studies, and College of Education.

Ashford University is accredited by The Higher Learning Commission. In September 2010, the university applied for and was granted permission to apply for full-accreditation from the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). The TEP is in process of full accreditation by The National Council for Accreditation of Teacher Education (NCATE). At the time of the site visit, only the Clinton, Iowa Campus is approved to recommend candidates for an Iowa teaching license.

The site visit occurred April 15-19, 2012. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students, and practitioners affiliated with the Ashford University TEP. The visiting team examined six standard areas: (1) Governance and Resources; (2) Diversity; (3) Faculty; (4) Assessment; (5) Clinical Practice; and (6) Candidate Knowledge, Skills, and Dispositions. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

- Throughout many transitions in its history, Ashford University (“Ashford”) upholds the original Franciscan values of its founding.
- The main strength is how the governance structure creates the ability for the university to function with the president and the provost off campus. There is a respect for the campus director and the deans to make decisions on allocation of resources. The organizational structure supports autonomy, independence, and authority for campus programming.
- Ashford’s commitment to the cost of higher education is praiseworthy. The three-tiered scholarship program based on GPA has provided unique opportunities for students to go to college, to add an endorsement or degree, or to continue their own learning. The scholarship program is valued by many constituents and is making a substantial impact on the community.
- Corporate involvement has added resources to enhance the Clinton community by building a community center, upgrading facilities, and connecting Ashford to the local community.
- TEP thoughtfully balances corporate practices with the culture of higher education to keep candidate needs at the center of decision-making. The unit has the primary responsibility for all aspects of the program.
- The Ashford TEP is to be commended for an on-going self-study process and the noteworthy goal of achieving accreditation through NCATE.
- TEP is to be commended for planning to offer an introduction to teaching class to high school students in Clinton to promote more interest in the teaching profession by students of diverse backgrounds.

SECTION A: GOVERNANCE AND RESOURCES

Team Finding: Exceeds

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The TEP conceptual framework (CF) is aligned with the university's mission and unit expectations. The CF is well-developed and regularly revisited throughout the institutional report. The program provided a strong research base in educational theory and practice to support the CF.
- Candidate assessment and program assessment are carefully designed, aligned to program goals, and used for program improvement. Program improvement is dedicated to rigor.
- Employees of Ashford benefit from opportunities for professional development and acquiring advanced degrees. Ashford provides funding for attendance at conferences, presentations, and faculty development workshops.
- The collaboration across colleges is active and purposeful. The TEP is highly regarded on campus and colleges willingly adapt majors to meet the needs of TEP candidates: science and math have revised their majors to blend with teacher education. There is seventy percent (70%) attendance of faculty at interviews.
- Budget requests, hiring and evaluation of faculty, and approval of contracts are responsibilities of the dean of the College of Education. Quarterly reports are submitted to the campus director (chief executive officer of campus operations) and the university president. The provost serves as the chief academic officer. The dean has a direct communication / reporting line to the provost.
- All TEP classrooms technologically up-to-date. There are adequate resources available to support individual technological and instructional needs of faculty and students.
- School districts value the TEP's presence in the community. The program is known for supporting local teachers and schools.
- Candidates value the small size of Ashford and their classes. They appreciate faculty and advisors knowing them personally and supporting their goals. "We aren't just numbers here."

Concerns / Recommendations:

1. The loss of a full-time faculty position has caused an increase in teaching, advising, and supervision for the TEP. Although overload has been a short-term solution for the failed search, the visiting team recommends the reinstatement of this allocation in order to sustain the integrity and the quality of the TEP for the long term. The faculty position should include teaching, advising, and supervision in the job description. The visiting team recommends special attention should be given to applicants with secondary experience.

SECTION B: DIVERSITY

Team Finding: Exceeds

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Ashford's view of diversity is broad; it is not limited to persons of color, but encompasses culture, ethnicity, religion, gender identity, socioeconomic status, and disabilities. It is an increasingly diverse student population with athletes from international and domestic recruiting efforts in Chicago, St. Louis, Des Moines, Indianapolis, etc.
- The admissions director is knowledgeable of support structures in the area of diversity. Ashford's expectation is that everyone in the Admissions office will be well-versed and prepared for recruiting students from diverse backgrounds to Ashford. There is joint programming with other institutions. Promoting Awareness and Wellness (PAWS) webpage highlights human diversity.
- Ashford and the TEP are actively planning to increase enrollment of students with diverse backgrounds. The program recognizes diversity is important in recruiting teacher candidates as well as preparing teacher candidates for the changing public school environment.
- Ashford has a relatively high campus enrollment of students of color, fifteen to twenty-four percent (15-24%), as compared to other Iowa institutions of higher education. The TEP standards address diverse learners and individual differences. Coursework in the educational core emphasizes an understanding of diverse learners.
- The institution is committed to hiring and to retaining a diverse faculty. The percent of faculty from diverse backgrounds has fluctuated from 3.1 percent to 6.1 percent in Ashford, but the number of faculty of color is significantly lower in education (0 to 1.0).
- TEP candidates have diverse clinical experiences and are comfortable working with students from diverse backgrounds. An organized tracking database is in place. Differentiation and accommodation were often articulated as ways for teachers to meet unique needs of learners.

Concerns / Recommendations:

1. The Clinton community and the local schools host a broad spectrum of diversity and the globalization of work necessitates focused preparation for college graduates. The visiting team recommends that Ashford create a strategic plan for recruiting and for retaining

students and faculty from diverse backgrounds and providing campus programming to raise understanding and awareness of diversity.

SECTION C: FACULTY

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Ashford is committed to a well-prepared faculty. They exemplify expertise in their field of teaching. TEP faculty members have earned doctorates. All full-time faculty members have a broad spectrum of experience across education levels. “They have a pulse on today’s classroom.”
- Supervisors and faculty required to have 60-hours of co-teaching have met the obligation.
- All faculty members submit goals and reflect on the attainment of goals during the annual review. Performance data includes student evaluations of the course and instructional effectiveness as part of an end-of-course survey. These data are shared and monitored by the dean. Evidence is presented in the institutional report that College of Education (COE) faculty score equivalent or better than Ashford faculty performance averages.
- TEP faculty serves on various university academic, service, and operational committees. Faculty are involved with Iowa Core, maintain contracts with districts to provide professional development, supervise field and clinical experiences, serve on community boards, and serve on Department of Education site visit teams.
- Candidates describe faculty as professional, “they model the expectations and dispositions”. Faculty is accessible, flexible, willing to help, and highly regarded.
- Many interviewees recognize the COE is essential to the continued success of the university. Arts and Sciences faculty expressed “pride of working with such a warm and talented group.” “The people are the reason the program is so strong.”

Concerns/Recommendations:

1. Although faculty members appreciate the choice for accepting overload and the compensation that accompanies that choice, the visiting team is concerned with the sustainability of the program over time. The visiting team recommends making plans for additional faculty lines as endorsements are added: health, special education, etc.

SECTION D: ASSESSMENT

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Clearly, the Ashford TEP has dedicated time, thought, energy, personnel, and resources to the development of their assessment system. The process is well-articulated in various documents throughout the program, which makes the system more transparent and understandable to a variety of constituency groups, including candidates.
- The assessment system for the TEP is clearly aligned with the mission of the university, as well as with various sets of professional standards. The process for monitoring candidate performance is clear and comprehensive. Assessment data is utilized to identify areas for program improvement.
- There is an institutional commitment to accountability and to the use of data for program review and continuous improvement. There is a director of assessment at the university level, and the associate dean of the COE serves as the assessment coordinator for the TEP.
- Ashford has set a clear cycle for program review (seven years) and (two and one-half years) for online programs.
- There are clear gates throughout the program: initial application, admission to the program, admission to student teaching, and program completion-with the types of evidence gathered from each requirement for each gate.
- Many, regular, and comprehensive assessment measures are in place through course-embedded performances, as well as competencies and skills documented via the Teacher Work Sample and portfolio.
- Formal assessment of candidate impact on student learning is measured. This approach to value-added data collection could be a model for other teacher education programs in the state.

Concerns / Recommendations:

1. The NCATE requirement of six different assessments has created an overload of assignments and artifacts. The visiting team recommends that the TEP find balance between portfolio, NCATE assessments, and the Teacher Work Sample. Discussions

should focus on choosing valid methods of measuring candidate performance, how assessment activity is bogging down the system, and which data is providing essential information that best informs program improvement and candidate development.

SECTION E: CLINICAL

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Field experiences are varied in demographics, socioeconomic status, district size, minority data, grade levels, and content levels. Field experiences are directly connected to courses. There is a progression of competencies across the clinical experiences.
- Clinical hours are tied to course expectations and content so candidates see the connection between theory and practice. Candidates meet the required eighty (80) hours of clinical experiences including ten (10) hours prior to admission into the program.
- Handbooks are clearly written and provide detailed descriptions of expectations and consequences. Candidates sign contracts and the TEP monitor candidate performance in clinical experiences even if they aren't the primary supervisor.
- The TEP has fostered collegial relationships between the program and local schools. Many interviewees describe a mutual respect and trust between the program and school personnel.
- Candidates are highly regarded in their ability to teach, their level of professionalism, and their integration of technology. Differentiation, critical thinking, and creativity were elements that were included in many candidate interviews when they were asked to describe good teaching.

Concerns / Recommendations:

1. Many interviewees described some inconsistency in supervision of secondary candidates. The visiting team recognizes that the newness of the secondary methods clinical model might be part of the issue. The TEP is recommended to investigate possible inconsistencies and to solidify communication mechanisms.

2. Many candidates expressed an interest in being able to travel abroad for clinical experiences. The visiting team recommends that Ashford explore study abroad programs that might allow students to complete service and clinical hours.

**SECTION F: CURRICULUM
(Knowledge, Skills, and Dispositions)**

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The TEP prepares teacher candidates with the necessary knowledge, skills, and dispositions to help all students learn at high levels.
- TEP dispositions support its conceptual framework. “I like that they broke down our mission and taught it piece by piece. I understand it now.”
- The Ashford TEP was named a nationally recognized program in secondary social science and elementary education by NCATE.
- Professional core requirements are outlined across each education program and according to each course: diverse learners, reading, Iowa Core, and professional content standards. Performance assessments are listed. The three levels of preparation exhibit an expectation for progression and development.
- The TEP has received Board of Educational Examiners approval for the new elementary endorsement. The Ashford new general education requirements flow with new elementary endorsement.
- Data show a need to strengthening candidate knowledge of 21st Century Skills in civic literacy and financial literacy. The unit is planning support for secondary content instructors in these areas.
- Students feel well-prepared and competent, rigorous, relevant, and connected to core and initiatives in schools. Many transfer candidates reported how much they prefer the Ashford program and attention. Administrators, supervisors, and cooperating teachers agree. “I have been in classroom with students from other schools. I was more prepared.”
- All elementary candidates have nine (9) credits of special education coursework which is more than required and sets them up for a conditional license. This requirement not only makes candidates more marketable but also better teachers.

- The clinical-based model for delivering secondary education methods is a combination of a general methods course and a subject specific methods course. The model requires a subject matter expert to deliver the subject specific methods course in order to provide pedagogy unique to that content. Ashford's model for delivery is in its second year of implementation and recently was awarded NCATE special program assessment recognition of Secondary Social Studies. Data collected as described in the Secondary Social Studies Specialized Professional Association (SPA) will inform continuous improvement in the TEP's secondary education program.

Concerns / Recommendations:

1. The visiting team heard concerns from many interviewees regarding the secondary education program. The visiting team acknowledges that the Ashford TEP has gathered satisfaction feedback and implementation data on the secondary program. It is possible that not all secondary candidates have benefitted fully from the program changes and that other interview constituents are not aware of the changes; nevertheless, the level of concern and the number of concerns warranted reporting.
 - General education core courses have an unequal balance of elementary examples (case studies, personal stories). Secondary candidates request attention by instructors to provide a balance between elementary and secondary examples.

Program Response: In Fall 2011, course content was reviewed and revised to address the issue of balance between secondary and elementary examples. Also, a new section of Behavior Management for Secondary was offered to specifically address secondary candidates' classroom management concerns.

- Many interviewees reported the need for more instructors and advisors for secondary candidates. The current structure of the secondary program limits the number of different perspectives due to the small number of instructors and advisors. In addition, the visiting team recognizes the difficulty of sustaining a program when only one or two people are responsible for managing and teaching in the program.

Program Response: Since the site visit, a secondary science adjunct instructor has been hired and the TEP is in the process of hiring a secondary mathematics adjunct instructor. The newly implemented co-advising structure has remedied many of the advising concerns. The structure includes accountability measures so candidates have accurate information.

Program Response: Data collection is part of the NCATE accreditation process. Ashford TEP received national recognition for the Secondary Social Studies SPA. Course syllabi and student artifacts demonstrate a strong emphasis in differentiation strategies and technology integration.

The mentor teacher as methods instructor is a valuable model, but the visiting team is concerned that not all secondary candidates have benefitted from program changes and

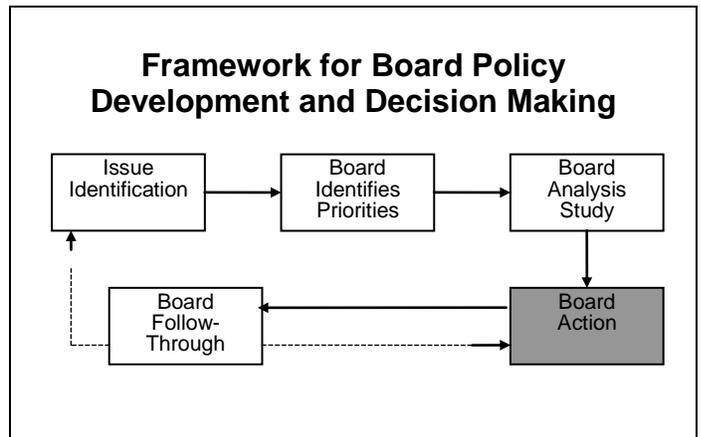
are not receiving equitable instruction on teaching and assessment practices related to their specific content area. The visiting team recommends gathering feedback from secondary candidates, sampling before program revisions and after program revisions, to ensure that all candidates have equitable learning and experiences as elementary candidates in their methods courses.

All standards have been met. The Ashford University Teacher Preparation Program (Clinton, IA Campus) is recommended for continuing approval. The site team commends the program for the focus on assessment data to make program improvement and for the cohesive structure of the program.

Iowa State Board of Education

Executive Summary

July 31, 2012



Agenda Item:

Loras College Teacher Preparation Program

Iowa Goal:

All PK-12 students will achieve at a high level.

Equity Impact Statement:

Practitioner preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter:

Matt Ludwig, Consultant
Administrator Preparation
Bureau of Accreditation and Improvement Services

Attachments:

1

Recommendation:

It is recommended that the State Board approve the Loras College Teacher Preparation Program through the next state visit cycle scheduled for the 2018-2019 academic year.

Background:

Iowa Administrative Code rule 281—79.5(256) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. Loras College Teacher Preparation Program has met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval of Loras College Teacher Preparation Program

July 31, 2012

“Loras College was founded in 1839 by the Most Rev. Mathias Loras, first bishop of Dubuque, who established St. Raphael Seminary to educate young men for the priesthood with the expressed intention of also providing an opportunity for higher education to the citizens of the area. The College has functioned under several names (St. Raphael Seminary, Mt. St. Bernard, St. Joseph College, Dubuque College and Columbia College), finally adopting its present name during its centennial in 1939”.

Recently, Loras College has implemented a new general education curriculum and academic calendar (adding a J-term for opportunities in service and exploration). All full-time students receive multimedia IBM laptop computers, software package, e-mail, network access, and technology support. In 2008, 2009, and 2010, the President’s Commission on Service recognized Loras College for its outstanding service learning programs. One of the three cited service learning programs was the Division of Education’s *Loras for Literacy*. Through a United States Department of Education funded grant, *Loras for Literacy* hosts family reading nights, a children's theatre program, a summer reading camp, technology-enhanced classrooms, and an after-school reading clinic.

Loras College was first accredited in 1917 and both undergraduate and graduate programs are accredited by the Higher Learning Commission. Loras College is also on the list of colleges approved by the Association of American Universities and the New York Board of Regents.

The site visit occurred November 6-9, 2011. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students, and practitioners affiliated with the Loras College Teacher Education Program (TEP). The visiting team examined six standard areas: (1) Governance and Resources; (2) Diversity; (3) Faculty; (4) Assessment; (5) Clinical Practice; and (6) Candidate Knowledge, Skills, and Dispositions. The following report is a summary of the team’s findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

- Loras College (“Loras”), in aligning to its mission, has implemented a service component to the general education requirements. Faculty and candidates describe a responsibility to serve personally and professionally.
- There is a significant commitment to technology by the institution. Each full-time student receives a Lenovo ThinkPad laptop computer for academic and personal use, complete with software, an extensive wireless communication network, and extended technical support. The Center for Learning and Teaching, curriculum lab, and the media center provide support for students, staff, and faculty.
- The unit has worked on curriculum mapping and is working to revise and to connect the TEP with general education, Interstate New Teacher and Support Consortium (InTASC), content standards, and Iowa Core while maintaining a four-year degree program.
- A sense of faculty commitment and passion is felt in the preparation of the reports and site visit. The review team acknowledges how well the faculty has rallied together despite multiple personnel and program changes.
- The self-study process is alive and well in the Loras TEP. Faculty show ownership of the program and have targeted areas for program growth and improvement.
- The TEP has two Professional Development Schools (PDS) partnerships with Holy Family (elementary and secondary) and St. Columkile Elementary.
- The *Loras for Literacy* (LfL) program is mentioned frequently as an outstanding symbol of service and expertise by the college and the TEP. Although initially funded by grant money, the institution and TEP have committed to the long-term sustainability of LfL.

SECTION A: GOVERNANCE AND RESOURCES

Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action:

1. The unit’s conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation aligned with appropriate professional standards and

best practice in classroom instruction and school leadership. The Loras TEP must submit a finalized conceptual framework to outline the program vision.

Program Response: The Iowa Department of Education (Department) accepts the finalized conceptual framework provided by the Loras TEP. The program is centered on creating and sustaining Reflective Teacher Advocates; immersing them in deep content knowledge, diverse instructional practice, reflective action, and everyday advocacy; and creating teachers that understand learners, the learning environment, assessment, and professional dispositions/ethics.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths:

- The institution and the TEP program serve a significant role in the archdiocese. The college’s mission is embedded in the actions of candidates and faculty. The four dispositions of the institution’s mission are emphasized and aligned in program expectations.
- There is a culture of shared decision-making across the institution. Any faculty member can review or propose policy. Proposals center on what is in the best interest of candidates.
- The institution has improved career services to all students on campus. There is a required on-line portfolio that aligns with the TEP portfolio, information sessions are offered regularly, and individual students receive support with job searches and preparation. TEP candidates describe “Plan A” is to teach, but they have prepared a “Plan B” that still incorporates their interests and skills.
- Loras has a transparent promotion and tenure process. Seminars are available and mentoring is provided to support faculty progress. A formal review at three years outlines expectations for the final three years of the tenure track. The faculty appreciates the flexibility and support structures in place. Examples of excellent work are available in the faculty handbook.
- There have been recent efforts in curriculum redesign 2010-2011. The redesign process included coordination with physical education and fine arts. Program changes were reflected in comments from school partners, teachers, and candidates. Interviewees highlighted increasing accountability and expectations along with better alignment between course content and clinical experiences.
- There is evidence of improved communication within the division, from advisors to candidates, and from the division to other programs on campus. Also improved communication among education faculty concerning what is taught and/or expected in the TEP.

- There is a liaison between the library and the TEP program. A cohesive, working relationship has been described between the library and the TEP faculty to determine priority purchases and availability of resources for candidates.

Concerns / Recommendations:

1. The Interim Chair’s plan for reorganization of the program needs to be put into writing, identifying deadlines and persons responsible for implementation of various parts of the plan. The site team recommends that the TEP: (1) establish a conceptual framework that encompasses the goals of the TEP, (2) define PDS as part of vision development, and (3) establish a streamlined program so candidates are more likely to graduate in four years.
2. The site team is concerned about faculty over-extension due to large teaching assignments, large advising loads, supervising student teachers, and additional administrative assignments such as: Program Chair for Physical Education Department, PDS elementary and secondary coordinators, campus reading clinic coordinator, and LiveText administrator. The site team supports the division’s proposal to the Academic Council and Provost for the addition of four full-time faculty and a chairperson over the next few years.

SECTION B: DIVERSITY

Team Finding: Exceeds

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- There is an institutional commitment to diversity as part of the Franciscan identity. Loras has developed a definition of diversity that is intentionally broad in its application with an emphasis on human dignity and respect.
- Despite its geographical location, there is a strong commitment to expanding diversity within the faculty and student body, with slight or modest increases in the number of minority and international students over the past several years. This commitment has been demonstrated in a number of ways:
 - Hiring of staff (multicultural recruiter).
 - Curriculum changes in general education with a focus on service.
 - Programs available (International Student Ambassador Program; Intercultural Programs Office).

- Demographic data of clinical placement schools is provided and used to ensure candidates experience diverse placements.
- Loras has a formal alliance with the Aguila program in Phoenix, Arizona. The program assists Latino students in college searches, has resulted in sixteen (16) students brought to campus, and yielded possibly three or four applicants. The TEP has a formal relationship with the Cristo Rey Network, a private Catholic high school system in Chicago, Illinois. Students are recruited from this network and candidates have opportunities to work in these schools. The TEP is looking to build formal relationships within the Chicago area for clinical placements.
- The TEP exemplifies a commitment to diversity, through course work and monitors candidate growth through a cultural identity disposition assessment. Candidates commented on the opportunity to make direct connections between multicultural course content and observation in clinical experiences.

Concerns / Recommendations:

1. The visiting team recommends the TEP use alumni to make connections for class discussions with technology to broaden the perspectives of candidates. Formalized connections with alumni could eventually lead to clinical placements and ease the burden on finding those placements in the saturated local area.

SECTION C: FACULTY

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The faculty is committed, passionate, and knowledgeable. Candidates say faculty encourages them to find their “own teaching style.” Colleagues describe faculty as student-centered, resourceful, and approachable.
- Faculty models effective, high quality instruction. Candidates recognize faculty as “good teachers.” Candidates are impressed that faculty includes different content areas in class discussions so each area has explicit connection to course content. One candidate mentioned, “Professors know their stuff.”
- Faculty members are active in the profession. Several have published in national peer-reviewed journals and have presented at national conferences through a competitive selection process. Faculty also includes candidates in their scholarly

activities. The visiting team recognizes the professional impact these faculty leaders have on local and national education conversations.

- Candidates said advisors are well-informed and have an open door policy. Candidates communicated the close-knit relationships they have with faculty. They appreciated the multiple group-advising meetings coupled with individual meetings to keep them up-to-date with program changes.
- Full-time faculty members have a terminal degree. Faculty are actively engaged in presenting and publishing many are even including candidates in research and presentations. Full-time faculty have appropriate K-12 experience and licensure to teach the courses they are assigned.
- Faculty members are able to substitute-teach in local schools to meet the 60-hour co-teaching / service requirement. The program is to be commended for using a unique approach to satisfying the requirement as well as to staying connected with local schools.

Concerns / Recommendations:

1. The visiting team recognizes that the escalating demands placed on faculty due to program changes and lost positions but also note a sense of optimism and excitement for the future. As the TEP creates its new vision and hires faculty positions and a chairperson, the program must take crucial steps to include support structures for mentoring and retaining quality faculty.
2. Once the conceptual framework and program revisions have been outlined, it will be necessary for the TEP to communicate and to market the changes to internal and external stakeholders. The visiting team recommends contacting the institution’s marketing department for help in publicizing the Loras’ TEP brand.

SECTION D: ASSESSMENT

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action:

1. The system includes a coherent, sequential assessment system for individual practitioner candidates. The assessment system is shared with faculty with guidance for course and program improvement, as well as assessment criteria and a process for ongoing feedback to practitioner candidates about their achievement of program standards with guidance for reflection and improvement. Data are drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional

assessment of content knowledge, professional knowledge, and pedagogical knowledge and their applications, and teaching or leadership performance including the effect on student learning. **A summarized assessment plan outlining the criteria mentioned above must be submitted to the Department.**

2. The department shall periodically conduct a survey of schools, agencies, or facilities that employ licensed graduates of approved programs to ensure that the graduates' needs are adequately met by their programs and by the approval process herein. Since a survey has not been developed or sent, the unit is required to develop, administer, and collect data from employers. **A summary report explaining the development, administration and data analysis processes of the survey must be sent to the Department.**

Program Response: An external advisory committee (regional teachers, administrators, AEA staff, curriculum specialists, and recent graduates) was established to discuss program review data from Fall 2011 and to make recommendations regarding current strengths of the program and curricular changes needed to improve the program. Changes included a course in differentiated instruction, enhanced demonstration of candidate proficiency on InTASC standards, an additional clinical hours with a special emphasis on classroom management, ensuring best practices in teaching and assessment are continually implemented and evaluated in all education courses.

The Loras TEP submitted a detailed narrative with supplementary material which described the development, administration, and data analysis of a survey for program review. A timeline for continuous program assessment, instruments, and analysis protocols was sent to the Department. The supplemental information provides evidence to show that Loras TEP has met the expectations of the standard.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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General Comments:

- The unit is in process of defining the management system for the collection, analysis, and use of the assessment data. Current data collected for assessment includes Individual Development and Educational Assessment (IDEA) faculty / course evaluations, student teaching observations, LiveText reports on standardized rubric scores, Praxis II scores, and dispositions.
- The TEP used Teacher Quality Enhancement grant money to purchase LiveText. An assessment coordinator has been chosen to coordinate efforts and to monitor implementation. Implementation of LiveText portfolio is commendable. Candidate assessment through LiveText, admission criteria, and the Screening Committee is very thorough.

- A standardized rubric has been created and implemented for the assessment of the unit's standards. A norming event was held to educate all full-time faculty on use of the rubric.
- Data are being collected: grade point average (GPA) admission/conclusion, Collegiate Assessment of Academic Proficiency (CAAP) scores, Praxis II scores, IDEA forms, and student teaching observations. A screening committee also looks at conduct data twice per year, along with GPA and dispositions to determine candidate progression through the program. Faculty discusses candidate progress and use LiveText data in the advising program.
- Candidate assessment is consistent and comprehensive. Candidates are assessed at specific data points with certain courses. There is a basic skills test requirement for admission to teacher education and multiple decision points from admission through student teaching and to recommendation for licensure. Expectations are clearly communicated to candidates.
- The TEP implements three (3) phases of accountability with deterministic criteria for advancement. Multiple interviewees described increased expectations and accountability. The visiting team commends how the TEP is challenging candidates and faculty with the implementation of firm gates in the program.
- The TEP submits required state and federal reports.

Concerns / Recommendations:

1. A clear, coherent, comprehensive program assessment plan needs to be created and shared with all stakeholders. Detailed data collection processes, consistent review of the assessment plan, and notation of how the data drives decision-making process is necessary. The visiting team recommends the division determine areas that require standardization and consistency as well as where faculty and student flexibility is warranted.
2. A data collection plan for how the unit will survey schools, agencies, and administrators in schools where Loras' graduates are working needs to be created, implemented, and integrated into the assessment plan.
3. The team recommends that the unit create a calendar of events that includes regularly specified times to aggregate, to analyze, and to present data reports to multiple stakeholders (e.g., faculty, school personnel, advisory board, candidates) for evaluation and for subsequent recommendations for program improvement. Protocols for the distribution of data reports should also be established.

SECTION E: CLINICAL

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action:

1. There is a question regarding required clinical hours for reading and physical education candidates. Although not all clinical experiences must occur in a traditional school setting, it is unclear how the clinical hours are divided for the reading and physical education programs. The unit must provide a list of clinical hours for these programs outlining the amount of hours in a classroom setting, tutoring, home school visits, or other environments.

Program Response: Documentation of clinical hours for the reading endorsement and the physical education teaching major were submitted. The Department is satisfied that clinical hours are primarily in classroom settings for the physical education majors, and half of the hours of reading endorsement occur in tutoring sessions. The reading clinical hours are in addition to the education core course clinical hours requirements. The Department recognizes that these programs meet the clinical standard requirements.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths:

- Field experiences are tied to specific courses across three levels (beginning, intermediate, and professional). Expectations are developmental from observation to full integration.
- There is a progression of competencies across the clinical experiences (e.g., observation, tutoring, lesson planning, teaching, and assessing students). Candidates meet the required eighty (80) hours of clinical experiences including ten (10) hours prior to admission into the program.
- Student teachers are observed a minimum of seven (7) times per semester but have nine (9) contacts with the supervisor. Feedback is provided to student teachers from cooperating teachers and supervisors. A candidate summarized, “We had meetings with our cooperating teacher and advisors and went over our strengths and weaknesses; we got constant feedback.”

- Candidates commented on the wide variety of field experiences, and hands-on opportunities of working in different school environments. Candidates are enriched by clinical experiences with preschools, the Lutheran School, students who are home-schooled, and the Healthy Iowa Initiative.
- Candidates expressed strong satisfaction with their clinical experiences in terms of expectations, length, structure, and the support from supervisors and mentor teachers. On-site clinical experiences and courses at PDS sites provide more authentic opportunities for candidates to connect theory to practice.
- One principal said, “I have a very veteran staff and the PDS students come with new techniques and help the cooperating teacher grow.” Their students [at the local school] often express a preference for the Loras student as a teacher over their regular classroom teacher, which pushes the classroom teacher to grow.”

Concerns / Recommendations:

1. As the TEP creates its conceptual framework, the visiting team recommends including the following items in the planning discussions.
 - The purpose for clinical placements and connection to courses.
 - The options for placements outside of Dubuque.
 - The level of commitment to a PDS model.
 - Consistent experiences in clinical settings so all candidates have equal access and opportunity.
 - Scheduling consistent times for candidates to go to clinical.
 - Established evaluation structures and use of data for program review.
 - Role of faculty in supervision and evaluation of practica and student teaching.
 - Completing the program in four years.

SECTION F: CURRICULUM

(Knowledge, Skills, and Dispositions)

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The visiting team applauds the TEP’s commitment to change, willingness to participate in self-study, and the awareness of the need to change. The division chose to focus on continuous improvement rather than compliance in preparation for the site visit.

- Program and course content changes have been recognized and seen as worthy by candidates and partner school personnel.
- The TEP is to be commended for its curriculum mapping efforts and attention to alignment and adherence to Chapter 79 expectations, InTASC Standards, Iowa Core, and Board of Educational Examiners standards.
- Education courses are aligned with the Loras liberal arts education and mission. Candidates described a well-rounded education better prepares them to be teachers.
- Candidates believe Loras prepares them to be student-centered, adaptive, knowledgeable of tools and strategies, and able to work with diverse learners.
- The tutoring experience in LfL is a model example of best practices in literacy development. Tutors from the education division as well as from other parts of campus are involved in observing a strategy modeled by a faculty member, planning an appropriate teaching lesson for the individual child's needs, and using a wide variety of research-based instructional practices. Tutors also reflected on their experience in order to better plan the next tutoring session.
- Program overviews are clearly outlined in handbooks and available on the web and advisors communicate regularly with candidates.
- The TEP delivers curricula that include a blend of contemporary theory and practice as well as emerging trends in research. Across all programs, it is apparent that reflection on practice is engrained in coursework, and there is a clear expectation that candidates will continue to hone their skills.
- Requirements for the new elementary endorsement have been phased in and candidates are meeting the new requirements prior to the required deadline of implementation.

Concerns / Recommendations:

1. Formative, summative, diagnostic, and other assessment practices are well-developed and frequent when evaluating candidates. The program is encouraged to build more opportunities for candidates to use and to understand how effective assessment is part of instructional decision-making.
2. As technology advances, the TEP should continually invest in efforts to ensure the availability of technology hardware and software that will challenge and support the 21st Century learner and classroom.
3. Candidates requested more information regarding gifted and talented students.

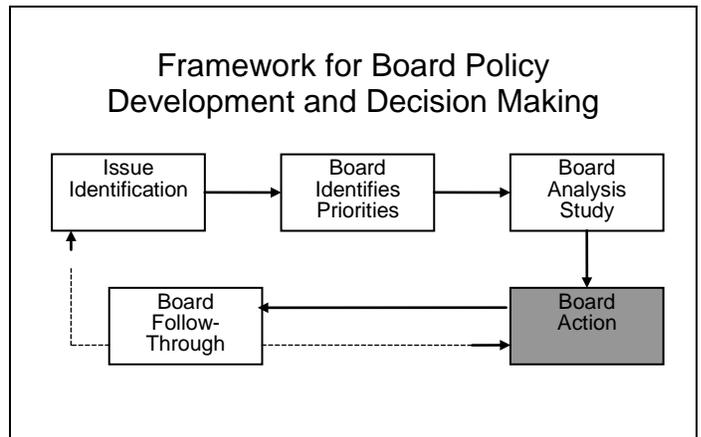
4. Although working with diverse students is embedded in several courses, InTASC Standard II has least amount of attention in the division's curriculum map. The visiting team recommends a division-wide conversation regarding teaching diverse learners to provide equity in attention as compared to other criteria.

All standards have been met. The Loras College Teacher Preparation Program is recommended for continuing approval. The site team commends the program for the focus on assessment data to make program improvement and for the cohesive structure of the program.

Iowa State Board of Education

Executive Summary

July 31, 2012



Agenda Item: Emmaus Bible College Teacher Preparation Program

Iowa Goal: All PK-12 students will achieve at a high level.

Equity Impact Statement: Practitioner preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter: Matt Ludwig, Consultant
Administrator Preparation
Bureau of Accreditation and Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board approve the Emmaus Bible College Teacher Preparation Program through the next state visit cycle scheduled for the 2018-2019 academic year.

Background: Iowa Administrative Code rule 281—79.5(256) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. Emmaus Bible College Teacher Preparation Program has met the program approval standards as approved by the State Board.

**Recommendation for Continuing Approval of
Emmaus Bible College Teacher Preparation Program**

July 31, 2012

Emmaus Bible College (“Emmaus”) began in Toronto, Canada in 1941. With increasing enrollment and a need for bigger space, a second campus was opened in Chicago. In 1953, the two campuses combined in Oak Park, Illinois. Continued growth required another relocation, and in 1984, the college purchased the Aquinas Institute of Theology in Dubuque, IA.

Centered on the mission of glorifying “God by teaching the Bible and educating and equipping learners to serve and lead in their churches, ministries, communities, and vocations,” Emmaus provides a Christian-centered program that prepares graduates to work and to serve in both the public and private sectors. All Emmaus students graduate with a major in Bible (forty-five [45] credit hours). Additional opportunities for double majors or programs include: Business Administration, Counseling Psychology, Elementary Education (endorsements in K-8 Reading, K-8 Social Studies, K-8 Music), K-12 Music Education, and a partnership with Northeast Iowa Community College to offer a cooperative, dual-degree program in Bible and Nursing.

Emmaus is accredited by the Association for Biblical Higher Education (ABHE) and the Higher Learning Commission (NCA). The Emmaus teacher education program (TEP) is a member of the Iowa Association of Colleges for Teacher Education (IACTE) and the Association of Christian Schools International. TEP graduates are employed as classroom teachers in international and national public and private settings, reading and/or music specialists, Bible teachers and curriculum leaders in Christian schools, directors of Christian youth camps, and coordinators for home school cooperatives.

A day-long preliminary review of the TEP at Emmaus was conducted on January 24, 2012, by the State Review Panel and the State Review Team. Comments and questions from the preliminary review were sent to the Emmaus TEP to prepare for the site visit.

The site visit occurred April 1-4, 2012. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students, and practitioners affiliated with the Emmaus TEP. The visiting team examined six standard areas: (1) Governance and Resources; (2) Diversity; (3) Faculty; (4) Assessment; (5) Clinical Practice; and (6) Candidate Knowledge, Skills, and Dispositions. The following report is a summary of the team’s findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

- Emmaus Bible College (“Emmaus”) fosters a resourceful, supportive, family-oriented learning environment founded in a moral, ethical, and theological tradition. A TEP graduate said, “Emmaus is all about relationships.”
- The TEP is deeply integrated into mission and values of institution. Candidates can articulate the connection between their faith and their calling to be a teacher. “Teaching is more than just a professional responsibility. It’s spiritual. Love God, love people.”
- The Institutional Report (IR) documents significant program changes in a relatively short period of time. Data and the Conceptual Framework (CF) are central to program revision. Tables and narrative provide information regarding alignment of Emmaus TEP and requirements of Chapter 79.
- Emmaus is to be commended for its gradual, thoughtful expansion of its teacher preparation program, maintaining focus on its mission while addressing increasingly divergent student professional needs, and considering the limited faculty and resources of the college.
- A unique attribute of the Emmaus program is the year-long senior internship program. Candidates work with the same cooperating teacher and classroom(s) for the entire academic year. Candidates begin the internship in the fall and culminate with student teaching in the spring. This long-term clinical experience is a model for other programs.

SECTION A: GOVERNANCE AND RESOURCES

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The goal of the TEP is to develop the characteristics of a professional educator: nurturing, collaborative, passionate, innovative, strategic, and professional. The CF aligns these characteristics with the Learning Outcomes Framework: the learner and learning, content knowledge, instructional practice, and professional responsibility.

- Having majors in Biblical studies and elementary education establishes a common mindset to serve the learning community, not just as teachers but as engaged members. Candidates describe a mindset of service. “Love your students first.” “Love all kids through Jesus’ eyes.”
- Roles and responsibilities of administrators, faculty leaders, and staff are clearly presented in writing.
- It is highly commendable that tuition is fully reimbursed for faculty members whom Emmaus initiates advanced degree study. Emmaus pays for one professional organization membership per faculty member, the college hosts a professional development day, and funding for attending a professional conference is provided as well as funding for Iowa Association for Colleges for Teacher Education (IACTE) conference participation.
- Although enrollment in the TEP has recently declined, the resources are in place to support a quality program. The enrollment change could be due to an expansion of program offerings at Emmaus. There is a large education class for 2013-2014 that will bring enrollment numbers closer to historical status.
- Administration and college faculty are supportive of the TEP. All members of the college community are looking for ways to increase enrollment and to increase endorsement offerings.
- The curriculum lab is stocked with appropriate materials and supplies for elementary education majors to utilize. Dubuque Community Schools’ curriculum is well-represented. The space is bright and attractive with adequate work spaces. A relationship built with Super Duper Publications provides for many instructional materials at no cost.
- Technology resources in the classrooms and for faculty are updated. The curriculum lab is to be easily accessible and well-supported. Materials such as chart paper and craft materials are available for student use. Curricular materials in the lab align with Dubuque Community School District curricula where a majority of field placements take place.

Concerns / Recommendations:

1. The current TEP Advisory Board does not include a school administrator. The visiting team recommends actively recruiting a school administrator to add to the membership.
2. The visiting team recommends continued conversations with general education and Bible faculty to ensure completion of the TEP in four years.

SECTION B: DIVERSITY

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Emmaus’ foundational characteristic of service to the learning community is evident in coursework, advising, student services, and clinical placements.
- There is an intensive focus on the recruitment and the retention of students and faculty of color. Emmaus looks to the local community for resources and opportunities to serve and to take a closer look at how to embrace individual differences and to address the perception of inclusion and exclusion in a community culture. College administrators are using Seattle Pacific University diversity initiatives as a model.
- Emmaus is seeing an increase in first-in-the-family attenders and has built in supports for those families and students.
- The TEP has a long-standing partnership with schools in Murfreesboro, Tennessee. During the elementary language arts methods course in their junior year, candidates communicate with teachers and plan standards-based units. Candidates and a faculty member travel to Tennessee and teach for one week in the partner schools. This intensive teaching experience provides candidates with authentic feedback to hone their skills. Students receive room and board through friends of the college.
- The TEP includes diversity when choosing clinical placement sites so candidates have multiple experiences. Placements are tracked to ensure each candidate has a diverse set of clinical experiences.
- There is intentionality in course planning and clinical placements to ensure that candidates have an understanding of individual differences and diverse cultures.
- The institution provides individualized instruction for students with dyslexia, learning disabilities, or English language acquisition.

Concerns / Recommendations:

1. The TEP has a paper-based filing system. The visiting team recommends the implementation of an electronic data management system for program and candidate assessment storage as well as tracking diverse practica placements.

SECTION C: FACULTY

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Multiple interviewees describe faculty as knowledgeable, resourceful, and available. Faculty creates a community of learners in a home-away-from-home setting. Candidates are invited to homes for a home-cooked meal and game nights. Candidates feel they can reach faculty by e-mail or phone. Strong student-faculty relationships are very much a part of what makes Emmaus, Emmaus.
- The small size of Emmaus TEP creates an intimate learning environment. Candidates feel “They [faculty] really know us as individuals.” Advising is used as a vehicle for supporting candidate growth as teaching artists and scientists as well as counseling out candidates who are not meeting program expectations.
- Faculty has previous work experience as teachers and administrators in public and private school settings.
- A passionate commitment and investment among TEP faculty are illustrated through sustaining program quality and candidate success over time. Significant program changes have occurred in recent years and faculty has quickly moved to implement and to communicate changes to the candidates and to the rest of the college.
- TEP faculty have provided support and mentoring to other faculty. The TEP faculty members are considered institutional leaders in the areas of technology and assessment.
- The institutional report delineates how faculty collaborates and analyzes data to make program changes (lesson plan gap, focus group and individual interviews after student teaching, longitudinal data leading to construction of a classroom management thread).
- The Emmaus TEP’s collaboration with the three other Dubuque TEP programs is a model of how higher education institutions can join forces to support local schools, ease the competition for quality clinical placements, and carefully mine resources.
- Full-time and part-time faculty teach in an on-going manner in area schools (math group, reading group, Two by Two, etc.), three of the four adjuncts are currently teachers, and the administrative assistant is a substitute teacher in the area.
- Faculty members who are required to complete the 60-hour co-teaching have met the expectation.

Concerns / Recommendations:

1. The size of the institution and the TEP is described as both a benefit and a limitation. Since faculty wear so many hats and carry heavy advising, teaching, supervision, and administrative loads, the visiting team is concerned that faculty resources are stretched too thin to sustain a high-quality program over time. It is recommended that TEP leadership and college administration look to create a better balance of responsibilities as compared to other campus faculty so TEP faculty can bring their best efforts forward.

SECTION D: ASSESSMENT

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The TEP has a clearly defined assessment system that includes a detailed and deliberate alignment of the program and assessment instruments with the unit’s conceptual framework, the institution’s mission, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, Iowa Core Pre-Service Professional and the Iowa In-Service Teaching standards. Candidates are evaluated on content knowledge, performance skills, and dispositions at three checkpoints: (1) application for teacher education, (2) application for student teaching, and (3) application for licensure.
- The TEP has created standardized rubrics (Candidate Proficiency Rubrics and the student teaching rubric) based on the criteria of each of the ten (10) InTASC standards and a disposition rubric based on the TEP’s conceptual framework and Krathwohl’s five (5) taxonomic levels of affective objectives (receiving, responding, valuing, organization, and characterization). The rubrics are used by faculty, cooperating teachers, and candidates to collect candidate assessment data from appropriate courses, practicum experiences, the professional portfolio, and dispositions that are aggregated, analyzed, evaluated, and reported annually.
- There is a five-year plan for collecting, aggregating, and reporting assessment data that identifies specified standards for evaluation each year. The unit has developed a well-organized five-year plan for reporting program data to the institution.
- The TEP collects rich qualitative and quantitative program data with a focus group interview of candidates at the end of their program that is facilitated by an external

interviewer. In addition, data is collected from interviews and surveys with individual student teachers, employers, and alumni.

- The TEP uses the results of data analysis to make major changes in the program (e.g., classroom management integration into courses; recommendation for 16-week versus split student teaching placements).
- There is an identified plan for completion of the basic skills admission examination:
 - the candidate takes College Basic Academic Subjects Examination (CBASE) at no charge for the spring of the year;
 - if the candidate fails to pass CBASE, he/she takes Praxis I and passes before end of fall semester or candidates will not be accepted into teacher education. Sophomores, transfer students, and juniors entering the TEP may take the CBASE free of charge (offered on Assessment Day each April).

Concerns / Recommendations:

1. Data is currently collected and summarized by hand which works because of the low numbers of candidates. The visiting team strongly recommends continued campus conversations regarding the purchase and implementation of an electronic student management system to help in the collection, storage, and processing of candidate performance data over time.

SECTION E: CLINICAL

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action:

1. Contracts for all clinical placements are required. At the time of the site visit, only contracts for student teaching placements were available. The TEP must provide documentation that all clinical placements are covered by contracts with cooperating schools.

Program Response: Contracts have been revised to include all clinical placements. An example of a contract was submitted to the Iowa Department of Education (Department).

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths:

- The year-long senior internship prepares candidates for the classroom in which they'll student-teach. The cooperating teachers appreciated the opportunity to work with the same student teacher in the fall so the students became aware of the students and the curriculum. The students enjoyed seeing how to begin the school year, how to set up the classroom, provide a preliminary lesson in each content area, and then develop their skills throughout the 16-week student teaching experience. "I request Emmaus student teachers because of the yearlong internship." "We bring the student into the classroom so they can see what works."
- Candidates and cooperating teachers report how numerous practica hours support the development of knowledge, dispositions, and skills identified in the unit standards. The number of hours before student teaching far exceeds the 80-hour state requirement.
- Candidates plan and teach during the fall senior internship, a minimum of nineteen (19) lessons before student teaching.
- Clinical hours are tied to course expectations and content so candidates see the connection between theory and practice.
- Expectations for field experiences and detailed syllabi are well-articulated in the handbooks and the cooperating teacher workshop. "The evaluations are based on standards and that is spot-on."
- Numerous and extensive field experiences provide candidates with authentic opportunities to apply creative planning and meaningful assessment, to practice a variety of classroom management strategies, and to work with parents and community members.

Concerns / Recommendations:

1. Multiple interviewees describe the saturation of clinical placements in Dubuque. The visiting team recommends that the TEP continue to foster long-term relationships with other local school districts as well as outside networks of alumni for possible placements.
2. The tracking system verifying field studies and the student teaching assignment is completed by students. The visiting team recommends that the TEP create a plan to verify any candidate-completed documentation.

SECTION F: CURRICULUM

(Knowledge, Skills, and Dispositions)

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action:

1. Senior level candidates expressed a clear understanding of the Iowa Core, but candidates earlier in the program had limited awareness. A review of course syllabi showed an inconsistent instruction in the Iowa Core. The TEP must demonstrate how the Iowa Core is consistently taught to candidates.

Program Response: TEP faculty created a programmatic curricular plan to ensure all candidates will learn content and have practice opportunities with the Iowa Core. Content for courses, updates in the candidate handbook, and references and resources were presented to the Department as evidence.

2. A review of course readings showed a need for updating texts. The newest text listed for a core course is a 2004 copyright, and a music course’s most recent copyright is 2007. The visiting team recognizes that instructors are using multiple texts that aren’t necessarily cited on course syllabi. The TEP must submit a process and a timeline for reviewing education course readings so a balance between historical and current texts is met.

Program Response: Faculty has begun revising course syllabi for the Fall 2012 semester. Syllabi will include updated textbook editions along with supplementary readings. The TEP chair will review syllabi for compliance. A plan for working with faculty and requirements for 2012-2013 syllabi was submitted to the Department.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths:

- The elementary education curriculum, including its strategically placed and well-aligned field placement experiences, has been deliberately refined over the past several years to create a strong, developmentally-sound sequence of blended theory and practice.
- Elementary education majors complete coursework which prepares them for working with exceptional learners. They are better able to utilize accommodation and differentiation. All candidates are required to observe eight to ten (8-10) hours of

experience working with exceptional learners. The additional 30-hour field experience in guided reading is commendable.

- The TEP analyzed data and determined that two areas needed significant change. There was a gap in lesson planning practice and not enough information on classroom management strategies. The changes have been implemented and faculty is seeing evidence of improvement in candidate knowledge and performance.
- Course assignments are rigorous and include meaningful tasks such as the creation of a two-dimensional design and an explanation of a classroom layout for quality guided reading, or a final report and reflection upon one elementary student's Basic Reading Inventory, curriculum-based assessments, and lesson logs. Across the elementary program courses, and within the junior and senior instructional units, students create both formative and summative assessments, plan for differentiation, and develop and integrate technology skills.
- Several rich courses and experiences are present to support human relations and cultural competence. Emmaus teacher candidates complete two courses in human relations, *Teaching Diverse Learners (ED 311)*, and *Student Teaching Seminar (ED 499)*. A review of syllabi provided evidence that all of the subcomponents for this standard are met. While Emmaus students study and profess a Christian worldview, they also express a passionate commitment to meeting the needs of all students they will teach.
- The elementary education major (39.5 credits) and its endorsements (K-8 social studies, K-8 music, and K-8 reading) meet state requirements. All elementary education majors choose one of these endorsement areas. For the elementary education major, the course syllabi align with the InTASC Standards and encompass all subcomponents of this standard.
- Elementary education majors take twelve (12) credits of coursework that may directly transfer to an Instructional Strategist I endorsement from the University of Dubuque, where they need to complete just six (6) more credits and student teaching in special education. The partnership with the University of Dubuque is commendable.
- There is a technology course for all elementary education and music majors. Candidates are exploring and using various technological hardware, software, and Web 2.0 applications, including personal selections of blogs to follow, developing Google sites for portfolios, and using the Elmo, Smartboard, and iPads. Candidates apply Bloom's taxonomy to digital applications, and integrate technological applications into their junior and senior units. Candidates receive "credit" in the technology class for using hardware and applications in other classes. The cross-curricular connections are evidence that the TEP is planting seeds for overall campus technology awareness.

Concerns / Recommendations:

1. The small size of Emmaus' program is noted as both a benefit and a challenge in terms of curriculum. Since all candidates complete a Bible major, general education courses, and education courses, there is little room for electives. Multiple interviewees reported concerns that choosing teacher education means planning for a 4.5-year to 5-year course of study. The visiting team recommends that the TEP meet with the Board of Educational Examiners to look for courses that could be dual-enrolled or eliminated along with continued campus conversations regarding a four-year plan.

All standards have been met. The Emmaus Bible College Teacher Preparation Program is recommended for continuing approval. The site team commends the program for balancing a faith-based mission with an adherence to state requirements.