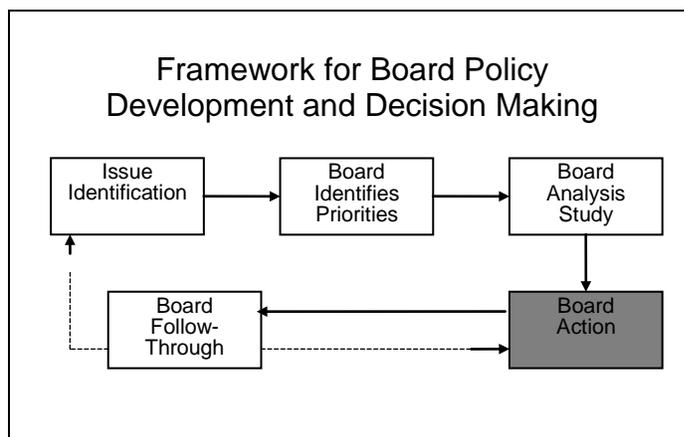


# Iowa State Board of Education

## Executive Summary

January 23, 2014



**Agenda Item:** Mount Mercy University – Teacher Preparation Program Accreditation

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

**State Board Role/Authority:** Iowa Code section 256.7(3) and Iowa Administrative Code section 281—79.5 grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards.

**Presenter:** Lawrence R. Bice, Administrative Consultant  
Bureau of Educator Quality

**Attachments:** 2

**Recommendation:** It is recommended that the State Board approve the accreditation of the Mount Mercy University Teacher Preparation Program through the next state accreditation cycle scheduled for the 2020-2021 academic year.

**Background:** Iowa Code section 281—79.5(256) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. The Mount Mercy University Teacher Preparation Program has met the program approval standards as approved by the State Board.

Board Summary  
Iowa Board of Education  
Accreditation Review for Mount Mercy University

NOTE: This summary is designed to give the Board a short background and a bulleted list of the results of the accreditation review described in the team report. It is not designed to be read in lieu of reading the complete Team Report. All strengths, concerns, and resolutions are described and documented in the Team Report.

**Background:**

The Iowa State Panel and the Mount Mercy Site Visit Team conducted a preliminary review of the Mount Mercy Teacher Education Institutional Review documents, culminating with an online discussion of results on July 22, 2013.

The Mount Mercy Site Visit Team conducted an on-site review of the Mount Mercy University program and institutional relationships on September 29 through October 3, 2013.

Both the preliminary and on-site reviews involved examination of all required and requested supporting documents. The on-site visit involved interviews of institution and unit faculty, staff and students. Local community members and PK-12 teachers and administrators were also interviewed.

A complete report was finalized on December 27, 2013. This document offers a summary of the final report.

**Site visit team members:**

Dr. Lawrence R. Bice, Iowa Department of Education (team chair)  
Dr. Thomas Davis, Central College  
Dr. Nancy Halferty, Graceland University  
Matt Ludwig, Iowa Department of Education  
Dana Oswald, William Penn University  
Dr. Carole Richardson, Iowa Department of Education  
Dr. Paula Schmidt, Clarke University  
Dr. Deanna Stoube, St Ambrose University

**Historical Perspective provided by MMU:**

The Mount Mercy University (MMU) story began in the early 1800's in Dublin, Ireland when Catherine McAuley, a wealthy Irish Catholic, determined to use her money and talents to alleviate the suffering of those in need and to educate young girls, established the Sisters of Mercy. Sister Mary Frances Warde, the first Sister of Mercy in America came to Pittsburgh in 1843. The order gradually moved westward and into Iowa in 1869. The MMU mission is based

on the heritage of its founders, a religious community of women who came to Cedar Rapids in 1875. In *Courage and Change Mount Mercy College: The First Fifty Years (Exhibit #1)*, Sister Mary Agnes's words capture the story of Mount Mercy:

A story of dreams and hopes and aspirations – a story of slim budgets and high ambitions, a story of squeezing every available cent out of every dollar, a story of squeezing every inch of space out of every available square yard of every facility on the campus, and it has always been a STORY OF COURAGE. It is a story of bringing persons to the campus who would share their talents, their knowledge with the students and with the Cedar Rapids community, because service to the community has always been a hallmark of Mount Mercy (p. 5)

MMU is a four-year, co-educational university offering majors in both professional and liberal arts programs. Founded by the Sisters of Mercy of the Americas, Cedar Rapids' Regional Community began its existence in 1928 as a junior college, in response to the need for such an institution to serve women, both lay and religious.

The university functioned as a junior college and was accredited as such in 1932 by the North Central Association of Colleges and Secondary Schools and was approved by the Department of Public Instruction of Iowa for the certification of elementary teachers. In 1957, the college began a four-year program, awarding the first bachelor's degrees in 1959, and was accredited by North Central Association of Colleges and Schools as a baccalaureate institution in 1960.

In 1962, the college was separately incorporated and, in 1968, the all-religious Board of Directors of the College, cognizant of the sweeping changes taking place in American higher education, voted unanimously to transfer the corporate and legal powers for the operation of Mount Mercy College to a self-perpetuating Board of Trustees, at least three of whom were to be Sisters of Mercy. Many of the lay members of the board had previously served on an advisory board. Although ownership was transferred to the new corporation, the Sisters of Mercy continued their sponsorship.

MMU's evolution continued when, in 1969, the Board of Trustees gave approval for co-education at Mount Mercy. The move had been recommended by faculty and staff following a year-long institutional analysis. In 2007, the Board of Trustees approved the first two master's programs: Master of Arts (MA) in Education (Reading and Special Education), and Master of Business Administration (MBA). A partnership with Canterbury Christ Church University in England was established in June 2008. The designation to university status was celebrated in 2010 and began the era of Mount Mercy University. Coinciding with this event was the groundbreaking ceremony for the New University Center. Finally, in the fall 2012, the Mount Mercy CRST Graduate Center building was secured. An Organizational Chart/historical timeline of Mount Mercy notes significant markers in the university's history.

## **Summary by Section:**

### **1. 79.10 Governance and Resources**

#### **Strengths:**

##### Organizational Structure/Values

- Clearly understood structure.
- Work climate promotes intellectual vitality.
- Strong academic leadership.

#### **Concerns/Recommendations:**

##### Communication

1. The conceptual framework establishes a shared vision, but is not well understood by students.
2. There is a clear appeals process for students, yet students do not all express a clear understanding of the process.
3. The faculty evaluation system is not clearly understood by all faculty members.

##### Advising

1. There is a concern the advising load is not equitable. This is primarily due to newer faculty with reduced initial advising loads.

NOTE: All concerns are satisfactorily addressed.

### **2. 79.11 Diversity**

#### **Strengths/Comments**

##### Efforts

- There is evidence of strong institutional efforts to attract and recruit diverse students and faculty, particularly under-represented male students.
- International experiences for students, enhancing cultural awareness and understanding.
- Unit collaborates well in institutional efforts.

##### Placements

- Strong management of diverse placements.

#### **Concerns/Recommendations:**

1. Strong institutional diversity action plan, lacking institutional resources support.
2. Internationally diverse student populations are strong, but bring language barrier concerns to the institution.

NOTE: All concerns are satisfactorily addressed.

### 3. 79.12 Faculty

#### Strengths/Comments

##### Experienced Faculty

- Unit faculty, including adjunct faculty, are adequately prepared for the responsibilities assigned to them.
- Faculty members are committed to the large amount of work necessary to develop and continue professional development school (PDS) experiences for students.
- All faculty members who teach methods courses and/or supervise students have met the 60 hour collaboration requirement.

##### Collaboration

- Faculty collaborate regularly and in significant ways with colleagues in the unit, the institution, area education agencies (AEA's), professional organizations and local community.
- The collaboration to develop a PDS partnership is significant.
- Faculty members represent the unit well on institutional committees.

#### Concerns/Recommendations

1. One faculty member is teaching four separate content specific methods courses. The team required the unit to provide specifically trained instruction.
2. The newly developed institutional method of teaching and scholarship balance is a cause for concern for those faculty members involved.
3. Collaboration between unit faculty and content area faculty should be more formal and systematic.

#### Items that must be addressed prior to State Board Action:

The unit must develop a documented response to issue #1, regarding teaching secondary content specific methods courses.

*See Team Report for Mount Mercy University response to this concern. Based on the response, the team considers this concern addressed, and this standard to be MET.*

### 4. 79.13 Assessment

#### Strengths:

- The unit uses LiveText, a data management system for collection of data.
- The unit manages reports for the institution through the use of LiveText.

## **Concerns/Recommendations**

### Data Management:

1. There are a series of strategies to collect data, but there is not a coherent, systematic method of collecting, analyzing and managing data for candidate and program assessment.

### Candidate Assessment:

1. Screening evaluations for candidate progress were neither consistent or well understood by candidates.
2. The progress of students not passing initial screenings is not clearly discerned. The team is also concerned about the disposition of students not passing advanced screening evaluations.
3. Formative feedback for candidates is minimal and not consistent.

## **Items that Must Be Addressed Prior to State Board Action:**

The unit is required to develop and document a plan to address the issue of a lack of a systematic data management system and the issue of consistency in candidate assessment.

*See Team Report for Mount Mercy University response to these concerns. Based on the response, the team considers this concern addressed, and this standard to be MET.*

## **5. 79.14 Clinical**

### **Strengths**

- Candidates have field experiences early in the program, and have multiple experiences in varied settings as they advance in their program.
- Field experiences are well aligned with coursework.
- Collaboration among partner PK-12 schools is strong and clear.
- The PDS is a strong and valued addition to the program. Unit faculty, PK-12 faculty and candidates all clearly articulate the benefit of the PDS experience.
- The reading clinic provides a string enhancement to the reading endorsement program.

## **Concerns/Recommendations**

The team noted confusion among faulty, cooperating teacher and supervisors about roles and work of candidate evaluation.

NOTE: All concerns are satisfactorily addressed.

## 6. 79.15 Curriculum

### Strengths:

- Candidates understand strategies for learning and differentiation.
- Elementary Education candidates receive strong instruction in reading programs.
- The PDS curriculum is well designed and compliments the practical PDS experiences well.

### Concerns/Recommendations:

1. LiveText is used for coursework inconsistently. This can enhance a lack of clarity in understanding assessment requirements by candidates.
2. The Exceptional Learners course should be expanded to provide more instruction on a variety of exceptionalities.
3. Instruction in reading strategies for secondary education candidates should be enhanced through increased work and applications.
4. Reflection is required of candidates, but rational for it and formative feedback from it should be improved.
5. Some curriculum exhibits were not submitted/approved at the time of the visit.

NOTE: All concerns are satisfactorily addressed.

# **Mount Mercy University**

Team Report

Iowa Department of Education

December 2013

Review Team Members:

Dr. Lawrence R. Bice, Iowa Department of Education

Dr. Thomas Davis, Central College

Dr. Nancy Halferty, Graceland University

Matt Ludwig, Iowa Department of Education

Dana Oswald, William Penn University

Dr. Carole Richardson, Iowa Department of Education

Dr. Paula Schmidt, Clarke University

Dr. Deanna Stoube, St Ambrose University

## Acknowledgements

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

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit. Some of those people are:

- Dr. Jan Handler, Provost
- Tom Castle, Assistant Provost and Dean of Adult Programs
- Jenny Kaefring, Executive Director of Business Services
- Rob Callahan, Vice President for Enrollment and Student Services
- Dr. Amanda Humphrey, Director of Academic Assessment
- Connie Snitker, Executive Director of Technology Operations
- Marilyn Murphy, Director of Library Services
- Vicky Maloy, Academic Technology Librarian
- Tony Mahon, Department International Lead, Christ Church University Canterbury, UK
- Dr. Ellen O'Keefe, Professor of Education and Education Chair
- Dr. Dawn Behan, Director of Graduate Education Program
- Paula Ganzeveld, Lecturer in Education
- Dr. Norma Linda Mattingly, Associate Professor of Education
- Dr. Marc McCoy, Assistant Professor of Education
- Nancy Merryman, Associate Professor of Education
- Jennifer Rasmussen, Associate Professor of Education
- Dr. Jan Rohner, Professor of Education
- Dr. Jennifer Schmidt, Assistant Professor in Education
- Lisa Smith, Assistant Professor of Education
- Janet Evens, Administrative Assistant - Education
- Student Teacher Supervisors (Joe North, Kathleen VanSteenhuysen)
- Content Area Faculty from the Departments of Communication, Literature and Arts; Health and Wellness; History, Political Science and Justice; Natural, Mathematics, and Computer Science: Neil Bernstein, Jitka Stehnova, Carol Tyx, Kathryn Hagy, Adriana Buliga-Stoian, Daniel Kleinknecht
- Teacher Education Candidates, Cooperating Teachers, Alumni, Advisory Committee, Adjunct Faculty

## GOVERNANCE AND RESOURCES

**281—79.10(256) Governance and resources standard.** Governance and resources shall adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

**79.10(1)** A clearly understood governance structure provides guidance and support for the practitioner preparation program(s). Programs offered by various delivery models, including distance learning and off-campus models, are integrated appropriately into the governance structure of the institution.

**79.10(2)** The professional education unit has primary responsibility for all programs offered by the institution for the initial and continuing preparation of teachers, administrators and other professional school personnel.

**79.10(3)** 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.

**79.10(4)** The work climate, policies, and assignments promote intellectual vitality, including best practices in teaching, scholarship and service among faculty.

**79.10(5)** The unit provides evidence of ongoing collaboration with the professional community, including evidence that there is an active advisory committee that, at a minimum, is solicited semiannually for program input to inform the unit.

**79.10(6)** When a unit is part of a college or university, the unit provides evidence of ongoing collaboration with other departments of the institution, especially regarding content endorsements.

**79.10(7)** Procedures for an appeals process for candidates and faculty are clearly communicated and provided to all candidates and faculty.

**79.10(8)** The unit administers a systematic and comprehensive evaluation system designed to enhance the teaching competence and intellectual vitality of the professional education unit.

**79.10(9)** The institution provides the commitment and resources necessary to support a quality clinical program for all practitioner candidates.

**79.10(10)** Institutional commitment to the unit includes financial resources, facilities, appropriate educational materials, library services, and equipment to ensure the fulfillment of the institution's and unit's missions, and the delivery of quality programs, regardless of delivery model.

**79.10(11)** The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver a quality practitioner program(s).

**79.10(12)** Resources are available to support professional development opportunities for faculty.

**79.10(13)** Resources are available to support technological and instructional needs to enhance candidate learning.

**79.10(14)** The use of part-time faculty and graduate students in teaching roles is purposeful and is managed to ensure integrity, quality, and continuity of all programs, including those delivered by distance learning, off-campus, and other delivery models.

**Initial Team Finding:**

|   |   |
|---|---|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> |
|---|---|

**Strengths:**

- The governance structure is clearly understood. The organizational structures were clearly displayed in charts and graphics, although there are names to be changed due to administrator changes.
- The team finds that the work climate, policies, and assignments promote intellectual vitality, including best practices in teaching, scholarship, and service among faculty. Interviews with faculty, students, and classroom observations provides evidence of a strong desire and clear work to help their students become the best teachers.

**Concerns/Recommendations:**

1. **79.10(3)** The team considers this requirement to be minimally met, with room for improvement. The unit’s conceptual framework does establish the shared vision for the unit and is beginning to provide 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, but not among all parties. Students were unaware of the framework.
2. **79.10(7)** The team considers the appeals process requirement met with concerns. It is unclear to the team and candidates how this process works. Interviews with students illustrated a lack of understanding of how to progress through the program. The appeal process was less understood. Interviews indicate possible inconsistencies with the process. The team suggests the unit develop a process to provide candidates with a clear understanding of the appeals process, and more importantly, the progression through programs, on which an appeal would be based.
3. **79.10(5)** The team finds collaboration with the professional community to be at a level of compliance with the requirement, at the present times. During 2007-2008 and 2008-2009, the advisory committee only met once. Many years missing formal minutes are missing. In their place are handwritten notes on an agenda form. The concern is that meetings were either not held, or minutes were not kept. Either way, there is no evidence this requirement was met prior to 2010. The requirement is clearly met since that time.
4. **79.10(8)** The team finds the unit maintains and administers a systematic and comprehensive evaluation system designed to enhance the teaching competence and intellectual vitality of the professional education unit. The team is concerned that the faculty evaluation system is not clearly understood by all faculty and by students. The team recommends the unit develop a plan to assure understanding of the procedures and use of the evaluation system.
5. **79.10(11)** The team is concerned with the advising load of several faculty members. The advising load of the chair and others are well above of the average in the department, so an equitable distribution does not exist. On a related note, the team found from teacher

education program (TEP) faculty interviews apprehension of the advising process. The team recommends that some form of training be offered for all faculty advising students, both elementary and secondary levels.

6. **79.10(13)** The team finds that while the IT department is anxious to assist, resources are limited to support technological and instructional needs to enhance candidate learning. One notable deficit area is that of assistive technology. While it's a commendable thought for students to see what assistive technology is out in the school, Mount Mercy University (MMU) shares a responsibility in teaching their future special education teachers what it is, how it can be used, and research/best practice surrounding assistive technology. Aspects of instruction for technology for learning are dated. Moving to 1-1 technology and/or exploring other educational technology would be beneficial to the unit. The team recommends the institution and unit advance an increased emphasis on using best technology practices for student learning.

**Items that Must Be Addressed Prior to State Board Action:**

None. Concern/recommendations are provided for the unit to consider for continuous improvement and need not be addressed for board action.

**Sources of Information:**

Meetings with:

- Provost
- Interim Assistant Provost & Dean of Adult Programs,
- Licensure Officer/Registrar,
- Education Department Chair,
- Director of Academic Assessment,
- Director of Library Services,
- Academic Technology Librarian,
- Vice President for Enrollment & Student Services,
- Executive Director of Business Services.

Visits to classrooms and discussions with students

Institutional Report

Program Response to Review Team's Initial Report

**Final Recommendation:**

|   |   |                |
|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
|---|---|----------------|

## DIVERSITY

**79.11(256)** Diversity standard. The environment and experiences provided practitioner candidates shall support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

**79.11(1)** The institution and unit maintain a climate that supports diversity.

**79.11(2)** The institution and unit document their efforts in maintaining and increasing a diverse faculty and include teacher education candidates in plans, policies, and practices as required by the Higher Learning Commission.

**79.11(3)** Practitioner candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs.

### Initial Team Finding:

|   |   |
|---|---|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> |
|---|---|

### General Comments:

- The team finds the institution recognized a need to enhance the campus diversity climate to stay in compliance with the Higher Learning Commission and therefore created a Diversity Task Force. The Diversity Task Force consisted of approximately 30 faculty, staff, and students, noting that four education faculty voluntarily served. Two of the TEP faculty served in leadership positions as co-chairs for Lesbian, Gay, Bisexual and Transgender (LGBT) and disabled subgroups.
- The team finds the TEP faculty recognizes the need for diversity to be taught, so listed examples of assignments providing diversity exposure and diverse experiences in a document for the institutional review (IR).
- The team finds the institutional vision, values and employment to be strengths with diversity focusing on the policy of no discrimination which the Equal Opportunity Officer/Director of Human Resources keeps in compliance. This person was hired in June of 2009 (but has since been promoted and the position has been filled and now is empty at the time of visit). The team strongly encourages MMU to fill this position.
- The team notes multiple ways candidates are included in plans, policies, and practices as required by the Higher Learning Commission: part of the search committee, Student Government Association (SGA) student representative allowed to attend faculty meetings, a part of the Diversity Task Force, involved in MMU scholarship day, on the Teacher Education Advisory Council (TEAC), brown bag lunches, mid-term and final evaluations.
- While interviewing cooperating administrators and teachers, it was noted that the various clinical sites provided candidates experiences with various special populations – socio-economic, special education, rural vs. urban, ethnicity, grade spans, etc.

## **Strengths:**

- The team noted the TEP encourages male students to take prospective male students on campus visits to encourage increasing enrollment in a minority population.
- The team finds pre-service candidates to be placed in a variety of schools which host students from urban, rural, low socioeconomic status, English language learners, Parochial and Public, as well as multiple grade levels. This is noted in the Field Experience Survey compiled by the administrative assistant from 2010 to present and in student interviews. Student teachers also receive their two placements in separate schools which creates a diverse placement, not only with grade and/or content area, but also possibly rural/urban or public/parochial, according to the Student Teacher Cooperating Teacher list compiled also by the administrative assistant.
- The team finds the TEP Handbook notes goals related to diversity in the Mount Mercy Teacher Preparation Goals which demonstrates sensitivity to diversity issues.
- The team finds international experience opportunities have been offered to candidates. The trips have been to Christ Church Canterbury, in England, and to Costa Rica and Mexico. Candidates observed schools and attended courses on campus at Christ Church Canterbury. The unit and faculty at Christ Church Canterbury are working on ways to increase the relationship of reciprocal teaching and learning opportunities.
- The team finds the Institution is working on increasing populations of diversity on campus through multiple modes. The admissions office has expanded the recruiting radius from 50 miles to 250 miles. This now includes Chicago, St. Louis, and Minneapolis. Through the diversity plan, increasing the recruitment of males was a goal and adding sports was one way to assist the goal.
- The team notes the TEP works well with admissions through assistance during Iowa Private College Week, contributing a member on the Admissions panel, and available to review transcripts. Faculty from the TEP present to Kirkwood classes about opportunities at MMU, they attend college fairs, talk with perspective high school students, and continue to collaborate with the admissions staff.

## **Concerns/Recommendations:**

1. **79.11(1)** The team finds the Diversity Action Plan has not had resource support on the institutional level by funding or recognizing a leader, but is being pursued by institution faculty who see a need for such a plan. It was also noted that the Equal Opportunity Officer has not been replaced since the turnover in the Human Resources office. The team recommends the institution provide support for leadership for the Diversity Action Plan.
2. **79.11(1)** The team finds that with 50 International students, there is a need for more help with language issues. There are 2 international coordinators, but could use more if the interest in pursuing more international students increases. The team recommends the institution and unit consider options for increased support for international students.

**Items that Must Be Addressed Prior to State Board Action:**

None, the concerns/recommendations in this section are provided for continuous improvement, the diversity section is considered met.

**Sources of Information:**

Interviews with:

- Teacher Advisory Council members (current candidates, alumni, cooperating teachers),
- Unit Faculty,
- Division Chair,
- Faculty from England,
- Admissions Staff.

Visits to classrooms and discussions with students

Institutional Report,

*The Good Book*,

TEP Handbook,

Diversity Task Force Draft

Syllabi

Field Experience Survey

Student Teacher Cooperating Teacher List

Program Response to Review Team’s Initial Report

**Final Recommendation:**

|   |   |                |
|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
|---|---|----------------|

**FACULTY**

**79.12(256)** Faculty standard. Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

**79.12(1)** Faculty members in professional education are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which the practitioner candidates are being prepared. Faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities.

**79.12(2)** Faculty members in all program delivery models instruct and model best practices in teaching, including the assessment of their own effectiveness as it relates to candidate performance.

**79.12(3)** Faculty members in all program delivery models are engaged in professional development as well as scholarly and service activities that relate to teaching, learning, and practitioner preparation.

**79.12(4)** Faculty members in all program delivery models collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, the department, area education agencies, and professional associations as well as with community representatives.

**79.12(5)** Part-time faculty members and employed graduate assistants in all program delivery models are identified as faculty members and meet the background and experience requirements appropriate for their assigned responsibilities.

**79.12(6)** Faculty members preparing in all program delivery models who prepare practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools or elementary, middle, or secondary schools, in AEAs, or in appropriate facilities. A minimum of 60 hours of such activities shall include team teaching or appropriate collaborative experiences during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising candidates.

**Initial Team Finding:**

|   |   |
|---|---|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> |
|---|---|

**General Comments:**

- The team finds TEP faculty going above and beyond requirements in workload with the professional development school (PDS) model and student teaching supervision hours before the institution contract starts in the fall. Specifically, TEP faculty began work on 7 August, compared to the rest of the MMU faculty reporting 26 August.
- The team finds the TEP Faculty serve on many institutional committees according to the MMU Committee Election Results document. In addition to the election, four education faculty members volunteered to serve on the Diversity Task Force group.
- The team finds positive collaboration occurring between the TEP faculty and community; local principals and cooperating teachers stated they receive positive feedback and collaboration.
- The team finds TEP faculty members collaborate informally versus systematically with other TEP members in regards to co-teaching and in brainstorming ways to enhance the value within courses, such as having the math professor attend the Principles of Early Childhood and Elementary Education course.

**Strengths:**

- The team finds that TEP faculty members collaborated through the development of the PDS model with local schools. Schools were made aware of the potential positives that a

PDS model would benefit with the Vision of the Professional Development School Partnership.

- The team finds the adjunct faculty members meet well the qualifications according to their Curriculum Vitas. One is a Doctor of Philosophy candidate, while the others hold a Masters level degree in an area of expertise for the course they are teaching.

### **Concerns/Recommendations**

1. **79.12(1)** The team finds that the instructor for secondary methods teaches six separate four credit specialized secondary (5-12) methods courses, while his qualifications are in English Education and Education Administration. **The team considers the faculty requirement as not met if this instructor is teaching methods courses in content areas in which he does not have knowledge and experiences.**
2. **79.12(2)** The team is concerned with teacher effectiveness evaluations. According to the Table 3.3 in the IR, Course Evaluations Comparisons: Teacher Effectiveness: methods and strategies dropped from Fall 2009, 92.56% to Fall 2011, 84.82%, while the overall institution went from 85.73% to 86.29% during the same time. The unit faculty has discussed this issue in department meetings. The Chair noted additional concerns with teacher effectiveness and plans to address areas of improvement needed through plans with professors individually. The team endorses the work described by the chair and recommends continuing this work.
3. **79.12(3)** The team notes those who are involved in the 21+3 feel the teaching requirement, in conjunction with the professional growth requirement makes an overly large work requirement, suggesting the teaching load is too large to do significant research. The team cannot verify that this is a compliance issue, yet it is being brought to the attention of unit and institution administration. The team recommends the unit and institution examine the load requirements for balance and achievability.
4. **79.12(4)** The team is concerned that there is not adequate systematic collaboration and communication between content faculty and education faculty. While there is collaboration that happens between content areas and education faculty, it is not consistent across departments. The team recommends the unit establish and document a system that will provide for systematic collaboration to include all content areas.

### **Items that Must Be Addressed Prior to State Board Action:**

1. The unit must develop a documented response to issue #1, to be included in a report, before the recommendation is made to the State Board.
2. All other concerns/recommendations are provided for the unit to consider for continuous improvement and need not be addressed for Board action.

### **Sources of Information:**

Interviews with:

Unit Faculty,  
Candidates,  
Recent graduates,  
General education/liberal arts faculty,

Members of the Teacher Education Advisory Committee,  
Supervising teachers,  
Local principals,  
Cooperating teachers,  
Admission Coordinator.

Institutional Report

Exhibits:

MMU Committee Election Results,  
Diversity Task Force Draft Document,  
Vision of the Professional Development School Partnership Document,  
Education Department Courses Document,  
Co-teaching Forms,  
TEP faculty minutes,  
Alumni Survey,  
Course syllabi,  
Program handbooks,  
Faculty CVs.

### **Institutional Response:**

*Our faculty has been alert to the fact that the secondary methods course as historically delivered requires especially careful planning to accommodate more than one disciplinary specialty, including close collaboration with cooperating teachers and campus colleagues to provide specialized instruction. While his expertise is English, our current faculty member has developed and acquired instructional resources and support. He has had a faculty member from the science department who has secondary teaching experience come to his class to discuss pedagogy with biology majors in recent terms. Additionally, there have been other faculty members from subject areas such as math who have likewise made contributions to this course. However, there has been no coteaching to date.*

*The 2013 visit marks the first time a substantial concern was raised by the state team, and our understanding was that other institutions were combining students across subject fields in a similar way. We acknowledge that the current instructor does not have academic or teaching background for all subject areas specifically included in this course.*

*We have developed a plan to change this approach.*

*We will contract with an instructor who has documented background as a secondary content teacher in the specific fields represented by our methods students during a given semester. This plan includes submitting course proposals to our Education Policies Committee and the full faculty to modify the current curriculum, splitting the 4 credit Secondary Methods course into two distinct 2 credit courses, one focused on broad themes in the field and the other emphasizing content-specific methodology.*

*Along with ED234 Principles of Secondary Education in the fall term, this would retain an eight credit methods sequence across junior year. During this new Secondary General Methods course, important concepts and strategies would build on the work begun in the previous fall*

*term, adding preparation in reading as well. Specifically, the course will provide extensive instruction in methods of identifying, addressing, and assessing middle and high school students needs in relation to content-focused reading. General methods topics would include assessment and differentiation, grading in the differentiated classroom, management, etc. The Reading in the content topics covered in this part of the course would include: textbook readability and evaluation, incorporating trade books into their curriculum areas (cross curricular planning and instruction), completion of a course plan including reading in the content area as a core assignment, work with the degrees of reading power, and content specific reading strategies as contained in an assignment completed with an interview of the cooperating teacher followed up with research. The new text, Rigorous Reading” will be used beginning in spring term 2014.*

*The newly split off content specific methods courses would be offered in the same semester and are specifically oriented to content field preparation, to include appropriate reinforcement reading. This plan for enhancing subject-specific pedagogy would continue to include extended opportunities to visit classrooms through field experiences attached to the content specific courses, along with new opportunities the instructor can provide via technology such as Skype.*

*The current instructor would continue to teach the General Secondary Methods content as well as the English Methods component, based on his background. One of our full-time faculty members has secondary social studies expertise and teaching experience so she would instruct the social studies areas methods course. Additionally, we have met with and obtained preliminary agreement from two local high school teachers with MA degrees for the remaining math and science methods parts. Finally, when we have a student or students in Business, we will identify a suitable instructor on a contract basis, such as the mentor teacher in the field experience.*

**Final Team Response:**

The team considered the lack of content expertise by the assigned instructor in three of the four secondary methods courses as the basis for not meeting this standard. The unit response clearly addresses the concerns of the team satisfactorily. MMU has instituted plans to contract with instructors with specific content knowledge and experiences matched to the methods courses being taught. The letter of support for this work from the MMU Provost is attached as Appendix A. **The team considers this standard MET.** The Iowa Department of Education (DE) will follow up with MMU as they progress in this work.

**Final Recommendation:**

|   |   |                |
|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
|---|---|----------------|

## ASSESSMENT

**79.13(256)** Assessment system and unit evaluation standard. The unit's assessment system shall appropriately monitor individual candidate performance and use those data in concert with other information to evaluate and improve the unit and its programs. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

**79.13(1)** Unit assessment system.

*a.* The unit utilizes a clearly defined management system for the collection, analysis, and use of assessment data.

*b.* The unit provides evidence that the assessment system is congruent with the institution's mission and the unit's framework for preparation of effective practitioners.

*c.* The unit demonstrates an alignment of unit standards with INTASC standards for teacher preparation, ISSL standards for administrator preparation, and appropriate standards for other professional programs, as well as with Iowa teaching standards, Iowa preparation core professional standards in subrule 79.15(7), and the Iowa board of educational examiners' licensing standards in

282—subrules 13.18(4), 13.18(5), 18.4(1), 18.4(2), and 18.9(1) and rule 282—18.10(272).

*d.* The unit clearly documents candidates' attainment of the unit standards.

*e.* The unit demonstrates propriety, utility, accuracy and fairness of both the overall assessment system and the instruments used and provides scoring rubrics or other criteria used in evaluation instruments.

*f.* The unit documents the quality of programs through the collective presentation of assessment data related to performance of practitioner candidates. Documentation shall include:

(1) Data collected throughout the program, including data from all delivery models;

(2) Evidence of evaluative data collected from practitioners who work with the unit's candidates;

(3) Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.

*g.* The unit explains the process for reviewing and revising the assessment system.

*h.* The unit demonstrates how the information gathered by the unit and from the candidate assessment system is shared with faculty and other stakeholders and used for program improvement.

**79.13(2)** Performance assessment system for candidates.

*a.* The system is an integral part of the unit's planning and evaluation system.

*b.* The system has multiple admission criteria and assessments to identify candidates who have the potential to become successful practitioners.

*c.* For teacher preparation programs, the system includes the administration of a pre-professional skills test offered by a nationally recognized testing service, with program admission denied to any applicant who fails to achieve the institution's designated criterion score.

*d.* The system has multiple decision points. (Minimum: admission to professional education program; approval for student teaching, administrative field experience, or other culminating clinical experiences; and recommendation for licensure.)

*e.* 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.

f. Practitioner candidate performance is assessed at the same standard regardless of the place or manner in which the program is delivered.

**79.13(3)** The unit annually reports to the department such data as are required by the state and federal governments at dates determined by the department.

**79.13(4)** 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.

**Initial Team Finding:**

|   |   |
|---|---|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> |
|---|---|

**Strengths:**

- Data is collected on individual students via Live Text and compiled for departmental data. In addition, data is collected from practitioners who work with the unit's candidates (data from cooperating teachers are compiled in spreadsheet format). Surveys of graduates (2010 and 2012) were conducted along with a principal survey in 2011. Results of assessment data were shared with the Advisory Committee.
- The unit has a strong commitment to using Live Text for data managements and dissemination. Annual reports to the Assessment Coordinator, which are also reviewed by an elected committee, are considered to be very well done by MMU's TEP. The Assessment director noted that the TEP often goes beyond what is expected by the university in terms of data included in the reports. The reports contain reflective analysis of previous recommendations, yearly goals that align to TEP objectives, and evidence of data based decision making.

**Concerns/Recommendations:**

1. **79.13(1)** The team is concerned that there is not a coherent assessment system, rather a collection of assessment strategies, both in unit and candidate assessment. While the strategies are effective individually, the unit does not illustrate a clear picture of the use of assessment to guide the program and candidate progress. **The team requires the unit to develop a plan to combine candidate and program assessment in a coherent manner for a system of programmatic assessment.**
2. **79.13(2)** Screening of students at the four levels does not appear to happen consistently in time, in application and in use (for instance, students in methods courses did not know

about doing any screening after level one, and some did not know about level one). Evaluation forms used to assess students at various stages of their progression through the program are not consistent making it difficult to establish a progression for student evaluations and assessment of the program. This may contribute to student confusion or lack of knowledge of assessment criteria. The lack of consistency in forms and application also contributes to a lack of reliability between evaluations. A significant number of students from virtually all majors expressed concern with the screening evaluation in not being aware of requirements, application or procedures. The team recommends the unit establish and adhere to consistent application and use of candidate screening for all candidates. **The team requires the unit develop consistency in candidate evaluation forms and procedures.**

3. **79.13(2)** The team is concerned that students, who do not pass a screening evaluation are allowed to progress through the program until graduation without licensure. The requirement for multiple decision points may not be met since evidence shows students may be allowed to continue when evaluations require them stop progress. The team recommends the unit examine protocols to assure decision point evaluation results are consistently adhered to.
4. **79.13(2)** Feedback for student progress at each of the screening levels is minimal. A form letter (Source: Screening level templates) is sent out to students after each screening. Little or no individual feedback (orally or in writing) accompanies the form letter unless there is a student concern, in which case students are asked to meet with a faculty member for remediation. The team recommends the unit examine the screening evaluation system to find a method of providing formative assessment feedback.
5. **79.13(2)** The team is concerned about the disposition of students after screening. The team was given differing information on the number of students pursuing non-licensure last year (Registrar 0%, Chair 5-10%, and 15% (6 out of 40) using data from exhibits) the team finds this to be a concern due to the number of students who do not pursue licensure after their junior year. According to the MMU annual report, in the last three years between 16% and 22% of students at Level 3 screening into student teaching were identified as having concerns from TEP faculty regarding their subject matter knowledge. Some of these students were “screened out,” some chose alternate majors, and some were allowed to choose education non-licensure. The team recommends that screening measures are clearly defined, and, early on, are communicated with more clarity and consistency so that students are not being screened out of the program the summer before they are scheduled to student teach.

#### **Items that Must Be Addressed Prior to State Board Action:**

1. The unit must address concerns #1 and #2 with a documented plan provided prior to submission of a report to the State Board for accreditation consideration.
2. Concerns #3-5 will be addressed in the response to concern #2, and are listed in the report to provide clear information for the unit.

#### **Sources of Information:**

Interviews with:

Unit Faculty,  
Candidates,  
Graduates,  
Advisory panel,  
MMU Assessment Director,  
Admissions Director,  
Registrar,  
Institution Assessment Coordinator.

Alumni and principal surveys

State Institutional Report

Program response to preliminary report

Exhibits (Course syllabi, department meeting minutes, student artifacts, artifact rubrics, surveys from employers, surveys from graduates)

Student education files

### **Institutional Response:**

*The system of assessment utilized by the department appeared during the visit to be less clear than we perceived, with comments from students or other interviews noted by the team. As a result of the feedback during the visit faculty met and discussed options for improvement. We surmised that part of the misunderstanding of the system by students stemmed from the fact that many had yet to have the system explained to them in their first education course, ED106 An Invitation to Teach. This explanation occurred during the week after the state visit, as originally planned. As is customary, the instructor used a graphic of a staircase to explain the four levels of feedback/screening to the students. At the end of this class, students were very clear about what occurred in the program for assessment and thought the graphic was effective. We recognize there were other sources of input leading to the team's recommendation, and have worked to strengthen our approach.*

*We have made specific plans for changes in the delivery of the Assessment System information to students and in our printed materials. We recognize that it is important to conceptualize and communicate the assessment system in the best way possible and thus we worked to more visually and cohesively present our overall approach. The new framework is attached to this report.*

*As a result of the clarity with which the students in ED106 received the staircase graphic and presentation of material, we created the staircase (Appendix A) as a tool and visual graphic for understanding the assessment process. The following steps were taken once the staircase graphic was created: 1) the staircase was sent to all Education faculty for input and feedback and all feedback was incorporated; 2) during our Teacher Education Advisory Committee meeting October 25<sup>th</sup> the staircase was presented to the committee with explanation and request for feedback. The feedback was very positive especially among the student members and once again, feedback was incorporated; 3) several students in randomly chosen classes were asked to view the graphic and provide feedback. All students polled thought the staircase graphic indeed was effective at laying out the assessment system; 4) during the faculty discussion on the staircase and its use to communicate with students about the process it was mentioned that*

*perhaps a smaller version of the blank staircase with just levels on it could be included in each syllabus with an arrow marking “you are here” be included. This idea was unanimously received and will be implemented Spring term 2014 (Appendix B). Both of these graphics will be placed in the TEP Handbook for spring term 2014 and discussed with incoming students. Faculty will explain to their current students the use of the graphic in the syllabus and answer any questions as necessary about the assessment process.*

*During the previously mentioned department meeting, faculty determined that the ‘screening’ label for the first level of feedback was perhaps misleading and thus decided to rename this phase ‘Level I Feedback’, since the purpose of this feedback is to provide students information as to their current status as it relates to preparation for entry into the TEP. There is no student consequence in terms of progression at this stage, but the intent is to give feedback for individual growth.*

*There is one final piece to further clarify the assessment process used in the TEP. This is a document that contains a flowchart- type diagram. Each box explains the various levels of assessment and what pieces are required and reviewed for the assessment at the particular level (Appendix C). This document will also be included in the TEP Handbook as well as placed in the catalog for the 2014-15 year.*

*Forms created and used during assessment/screening remain similar from level to level, with the Level I form letter being quite different as its purpose is to provide the student feedback on current status related to the next level of screening. The level II and III screening letters completed during the screening meetings respectively are identical so as to provide students feedback on strengths and areas of concern (Appendix D and E respectively).*

**Final Team Response:**

The team considers the institutional response to address the concerns clearly and well. The unit has addressed student understanding of the assessment system. In addition, they are providing new and/or clarified procedures and structures to not only provide consistency, the changes will also enhance the systematic structure of the assessment system. Updated forms provided by the unit are included as Appendix B. **The team considers this standard MET.** The DE will follow up with MMU as this work progresses.

**Final Recommendation:**

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|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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## CLINICAL

**79.14(256)** Teacher preparation clinical practice standard. The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

**79.14(1)** Candidates admitted to a teacher preparation program participate in field experiences including both observation and participation in teaching activities in a variety of school settings and totaling at least 80 hours' duration, with at least 10 hours occurring prior to acceptance into the program.

A maximum of 40 hours of previous experience as a teacher or teaching associate may be credited toward the 80 hours if a program chooses to implement specific criteria for this option.

**79.14(2)** Clinical practice for teacher candidates supports the development of knowledge, dispositions, and skills that are identified in the unit standards. The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit, and integrated into the conceptual framework of the program.

**79.14(3)** Programs document clinical expectations at various developmental levels throughout the program. These expectations are shared with candidates, supervisors, and cooperating teachers.

**79.14(4)** Environments for clinical practice support learning in context, and include all of the following:

- a.* Scheduling and use of time and resources to allow candidates to participate with teachers and other practitioners and learners in the school setting.
- b.* Teacher candidate learning that takes place in the context of providing high-quality instructional programs for children in a state-approved school or educational facility.
- c.* Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.
- d.* The involvement of teacher candidates in assessment, planning and instruction as well as in activities directed toward the improvement of teaching and learning.

**79.14(5)** PK-12 school and college/university personnel share responsibility for the selection of cooperating teachers who demonstrate skills, knowledge, and dispositions of highly accomplished practitioners.

**79.14(6)** Cooperating teachers and college/university supervisors share responsibility for supervising the candidate's achievement of unit standards.

**79.14(7)** The unit is responsible for all of the following:

- a.* Defining qualifications for practitioner candidates entering clinical practice.
- b.* Providing quality supervision that includes primary responsibility for communication/collaboration with cooperating teachers and candidates.
- c.* Responding to specific needs of cooperating schools.
- d.* Implementing an evaluation process that assists in selecting quality cooperating teachers.

**79.14(8)** Teacher candidates develop and demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms.

**79.14(9)** Accountability for student teaching experiences is demonstrated through all of the following:

- a.* Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.
- b.* Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.
- c.* Collaboration of the cooperating teacher and the college/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.
- d.* Use of written evaluation procedures, with completed evaluation forms included in practitioner candidates' permanent institutional records.

**79.14(10)** The student teaching experience for initial licensure meets all of the following:

- a.* Includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.
- b.* Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.
- c.* Consists of interactive experiences that involve college or university personnel, the student teacher, and the cooperating teacher.
- d.* Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.
- e.* Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.
- f.* Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.
- g.* Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days).
- h.* Involves the student teacher in professional meetings and other school-based activities directed toward the improvement of teaching and learning.
- i.* Involves the student teacher in communication and interaction with parents or guardians of students in the student teacher's classroom.

**79.14(11)** The institution annually offers one or more workshops for all cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops shall be one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.

**79.14(12)** The institution shall enter into a written contract with each cooperating school providing clinical experiences, including field experiences and student teaching, as stipulated in Iowa Code section 272.27.

**Initial Team Finding:**

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|---|---|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> |
|---|---|

**General Comments:**

- Candidates are in field experiences early in their academic career and have multiple placements in a variety of settings. Faculty closely monitor and support these experiences.
- Field experiences are a part of many courses throughout the program beginning with lower-level courses, continuing with methods curriculum and culminating with two eight-week placements for student teaching.
- The team finds that candidates are meaningfully involved in assessment, planning and instruction during clinical experiences and positively impact the learning of PK-12 students.

**Strengths:**

- The unit has a strong relationship with a number of local schools—urban and rural—providing a variety of experiences for their students. Candidates are in PK-12 schools early in their academic career. The recent implementation of Professional Development School partnerships exhibits great vision and commitment to the field of educator preparation.
- A PDS school administrator indicates that the PDS experiences provide a win-win for the school district and the university. Teachers and the PDS students are taught, trained, and supported during implementation of new instructional strategies and assessment that are aligned to the district’s curriculum. The university faculty spends time planning and communicating course content and practice for students and the teachers.
- Students, cooperating teachers and administrators, and unit faculty consistently identify the amount of field experience as a plus for the MMU TEP. Cooperating teachers and administrators note that they are comfortable inviting MMU students into their school/classrooms because of the amount of classroom experience they have during the program. Students value the time in the various classrooms as it allows them an opportunity to practice their profession. Faculty views the field experience as an opportunity to monitor, support, and enhance a candidate’s teaching experience.
- The Reading Clinic co-hosted with St. Matthew’s Catholic School allows graduate and under-graduate TEP students an opportunity to continually build their knowledge, skills and dispositions related to literacy instruction. The St. Matthew’s faculty and administration view the clinic as a means to enhance reading instruction beyond the school day, monitor and support PK-5 student literacy skills, and establish positive relationships with St. Matthew’s parents, the Cedar Rapids community, and MMU. The principal and teachers at St. Matthew’s Elementary speak highly of the reading clinic program.

- Cooperating teachers consistently discussed the Cooperating Teacher/Student Teacher Workshop. The workshop included opportunities to share expectations of the cooperating teacher and the student teacher, time to meet and plan with the teacher and TEP student, interact with panelist in a question and answer format, and learn from peers.

**Concerns/Recommendations:**

1. **79.14(7), 79.14(9)** The team notes confusion among unit faculty, student teaching supervisors and cooperating teachers about positional roles in clinical work and, especially in the assessment of candidates clinical work. The team recommends the unit administration document a clarification of roles and provide all concerned with professional development concerning the roles.

**Items that Must Be Addressed Prior to State Board Action:**

- 1) None, the concern/recommendation in this section are provided for continuous improvement, the clinical section is considered met.

**Sources of Information:**

Interviews with:

- Unit Faculty,
- Candidates,
- Cooperating teachers,
- Recent graduates,
- School administrators,
- Advisory Council.

Classroom visits

Contracts with school districts

State Institutional Report

Program response to preliminary review

Exhibits: Course syllabi, department meeting minutes, Field Experiences student placement chart, student artifacts, artifact rubrics, surveys from employers, and surveys from alumni

Student education files

**Final Recommendation:**

|   |   |                |
|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
|---|---|----------------|

## **CURRICULUM (Knowledge, Skills, and Dispositions)**

**79.15(256)** Teacher preparation candidate knowledge, skills and dispositions standard. Teacher candidates shall demonstrate the content knowledge and the pedagogical and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

**79.15(1)** Prior to admission to the teacher preparation program, each teacher candidate attains the qualifying score determined by the unit on a preprofessional skills test administered pursuant to paragraph 79.13(2) “c.”

**79.15(2)** Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge, including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities.

**79.15(3)** Each teacher candidate completes specific, dedicated coursework in human relations and cultural competency and thus demonstrates acquisition of knowledge about and skill in interpersonal and intergroup relations that contribute to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society. The unit shall provide evidence that the human relations and cultural competency coursework is designed to develop the ability of participants to:

*a.* Be aware of and understand the values, life styles, history, and contributions of various identifiable subgroups in our society.

*b.* Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.

*c.* Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.

*d.* Recognize human diversity and the rights of each individual.

*e.* Relate effectively to other individuals and various subgroups other than one’s own.

*f.* Have an awareness of federal and state civil rights legislation as it impacts students.

**79.15(4)** Each teacher candidate demonstrates, within specific coursework dedicated to understanding exceptional learners, in other coursework, and in clinical experiences, the necessary knowledge, skills, and dispositions toward meeting the learning needs of all students, including students from diverse ethnic, racial, and socioeconomic backgrounds, students with disabilities, students who are gifted and talented, English language learners, and students who may be at risk of not succeeding in school.

**79.15(5)** Each teacher candidate in elementary education demonstrates acquisition of knowledge about and receives preparation in elementary reading programs, including but not limited to reading recovery.

**79.15(6)** Each teacher candidate in secondary education demonstrates acquisition of knowledge about and receives preparation in the integration of reading strategies into secondary content areas.

**79.15(7)** Each teacher candidate demonstrates acquisition of the knowledge, skills and dispositions designated by the unit standards and aligned with the INTASC standards embedded

in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher. Each candidate exhibits competency in all of the following professional core curricula:

*a. Content/subject matter specialization.* The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each candidate must achieve a score above the 25<sup>th</sup> percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area. Additionally, each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. These requirements shall become effective January 2, 2013.

*b. Student learning.* The candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.

*c. Diverse learners.* The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.

*d. Instructional planning.* The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

*e. Instructional strategies.* The candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.

*f. Learning environment/classroom management.* The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.

*g. Communication.* The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.

*h. Assessment.* The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.

*i. Foundations, reflective practice and professional development.* The candidate develops knowledge of the social, historical, and philosophical foundations of education. The candidate continually evaluates the effects of the candidate's choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.

*j. Collaboration, ethics and relationships.* The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and

demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

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

*l. Methods of teaching.* Methods of teaching have an emphasis on the subject and grade level endorsement desired.

**79.15(8)** Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

**79.15(9)** Candidates seeking an endorsement in elementary education attain the state’s designated criterion score on a content knowledge assessment as a condition precedent to successful program completion and recommendation for licensure.

**79.15(10)** Candidates seeking an initial Iowa teaching license demonstrate competency in coursework directly related to the Iowa core curriculum.

### **Initial Team Finding:**

|   |   |
|---|---|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> |
|---|---|

### **Strengths:**

- Cooperating teachers and administrators frequently remarked about the instructional strategies that MMU student teachers had at their disposal and shared willingly during clinical experiences. The PK-12 professionals stated that they often learned new strategies from their Mount Mercy students. Cooperating teachers cited candidates’ knowledge of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills. The student teachers noted that the strategies were introduced, modeled and practiced during methods courses with expectation to be used in his/her clinical experiences.
- Based upon classroom observation and syllabus of ED 309, students receive strong instruction in reading programs, including application of Reading Recovery procedures, including running records and the Observation Survey.
- All syllabi appear to address planning; this is identified as an area of strength when talking with cooperating teachers.
- The team commends the unit on the curriculum in the PDS. There was a high level of professionalism as the teacher candidates worked together, shared their observations, and supported their thinking with evidence. One MMU student described the work in the PDS as “so very meaningful”, explaining that writing lesson plans that will be used with actual students gave purpose to the coursework.
- The unit has developed an apparently strong PDS model for preparing candidates. The team recommends the unit now consider how the PDS will be evaluated. What are the desired outcomes for the PDS and how will MMU evaluate for the outcomes?

## Concerns/Recommendations

- 1) **79.15(7)** The team notes a lack of consistency in the use of LiveText in coursework by faculty. Candidates, especially in secondary education fields, remarked that the LiveText expectations were not clear. The program did not provide guidance and modeling on how to use LiveText for learning and assessment. The core assignments for LiveText appear vague, and students may be completing tasks with little knowledge of what the expectations are. The team recommends the unit examine LiveText based assignments and develop a plan to assure all faculty consistently use established protocols.
- 2) **79.15(3)** In review of the course syllabi, the Exceptional Learners course appears to have a strong emphasis in special education with minimal attention to English language learners, at-risk, talented and gifted, and other special populations. The program must ensure a candidate's curriculum and clinical experiences address multiple populations of students, if not in this course, in another one. The team did not find another course that addresses populations cited here. The team recommends the unit examine curriculum to assure that candidates are taught to meet the needs of learners in multiple populations.
- 3) **79.15(6)** The team is concerned about the quality of preparation in reading strategies for secondary education majors. The syllabi for the methods courses containing reading strategies shows candidates read a text, discuss strategies, and then plan lessons applying the strategies. The team is concerned that this represents adequate instruction. Further, the team is concerned that the reading strategies instructor has knowledge and experiences preparing him to teach reading strategies for secondary majors. The team recommends the unit examine and adjust, if necessary, the curriculum, instruction and instructor qualification for reading strategies for secondary majors.
- 4) **79.15(7)** Candidates understand the importance of written reflection in their development as a teacher; however, students consistently mention that it has become a mundane practice and would invite different reflection practices throughout the TEP. The team recommends the unit examine the practice of reflection to assure this valuable strategy meets the needs of learners.
- 5) **79.15(7)** Syllabi for Ed 309 Primary Reading/LA and Ed 325-330 Secondary Content Methods do not appear to address technology (as listed in Professional Core). The team recommends the unit examine the curriculum, assure alignment with professional core and adjust curriculum as necessary to meet technology learning requirements.
- 6) **79.15(8)** Links for various subject area standards are provided on syllabi for ED 325-330 Secondary Content Methods, but requirements for applying these to coursework are not clear. The team recommends the unit examine curriculum to make explicit connections with standards to assure candidates
- 7) **79.15(8)** Not all curriculum exhibits have been submitted to/approved by Board of Educational Examiners (BoEE). Specifically,
  - a. the curriculum exhibit for endorsement #16 is dated 2008 and must be submitted to BoEE electronically for approval.
  - b. the curriculum exhibit for endorsement #261 is not submitted/approved on the BoEE website.
  - c. The curriculum exhibits for endorsements #148, #260, #261 and #263 at the GRADUATE level are not submitted/approved on the BoEE website. Since the

coursework for these endorsements at the graduate level is different than that at the undergraduate level, curriculum exhibits at the graduate level must be approved. **The unit must assure all curriculum exhibits are submitted and approved by the Board of Educational Examiners (BoEE).**

**Items that Must Be Addressed Prior to State Board Action:**

1. The unit must develop a documented response to issue 7, to be included in a report, before the recommendation is made to the State Board.
2. All other concerns/recommendations are provided for the unit to consider for continuous improvement and need not be addressed for Board action.

**Sources of Information:**

Interviews with:

- Unit Faculty,
- Candidates,
- Cooperating teachers,
- Recent graduates,
- General education/liberal arts faculty

Classroom visits

Contracts with school districts

State Institutional Report

Program response to preliminary review

Exhibits: Course syllabi, department meeting minutes, student artifacts, artifact rubrics, surveys from employers, and surveys from alumni

Student education files

**Institutional Response:**

*Standard 6 Curriculum: At the time of the state team visit we had two curriculum exhibits that had not been approved by the Board of Educational Examiners that were brought to our attention. In addition, the team wanted us to be aware that we had not had the curriculum exhibits for the endorsements approved for the Master of Arts in Education Program. Since the state team visit all curriculum exhibits for both undergraduate and graduate programs have been approved.*

**Final Team Recommendation:**

Once the team identified missing curriculum exhibits, the unit immediately submitted updated curriculum exhibits for approval. All MMU curriculum exhibits have now been approved by the Iowa Board of Educational Examiners. The team considers this standard MET.

**Final Recommendation:**

|   |   |                |
|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
|---|---|----------------|

## Mount Mercy University Response to State Report Fall 2013

Mount Mercy University has a strong record and deep commitment to excellence in teacher preparation, and we value the thoughtful feedback provided through regular peer review and collegial consultation. The Education Department's faculty members have worked actively since our recent Iowa Department of Education visit to discuss areas mentioned as possible concerns by state team members during the exit report.

Following the September 29-October 3 state visit, we were informed by the Chair that one area was identified as "not met". This pertains to Standard 3, Faculty, specifically to the background required of the faculty teaching methods coursework, in our case a Secondary Education instructor. The other area we were asked to address was Standard 4 Assessment, which was met pending submission of information. We respectfully submit the following action plan, with explanation as to why we believe taking these steps will result in clear compliance with the designated criteria.

1) Standard 3 Faculty: Plan for revising instructional responsibility for Secondary Methods.

Our faculty has been alert to the fact that the secondary methods course as historically delivered requires especially careful planning to accommodate more than one disciplinary specialty, including close collaboration with cooperating teachers and campus colleagues to provide specialized instruction. While his expertise is English, our current faculty member has developed and acquired instructional resources and support. He has had a faculty member from the science department who has secondary teaching experience come to his class to discuss pedagogy with biology majors in recent terms. Additionally, there have been other faculty members from subject areas such as math who have likewise made contributions to this course. However, there has been no coteaching to date.

The 2013 visit marks the first time a substantial concern was raised by the state team, and our understanding was that other institutions were combining students across subject fields in a similar way. We acknowledge that the current instructor does not have academic or teaching background for all subject areas specifically included in this course. We have developed a plan to change this approach.

We will contract with an instructor who has documented background as a secondary content teacher in the specific fields represented by our methods

students during a given semester. This plan includes submitting course proposals to our Education Policies Committee and the full faculty to modify the current curriculum, splitting the 4 credit Secondary Methods course into two distinct 2 credit courses, one focused on broad themes in the field and the other emphasizing content-specific methodology.

Along with ED234 Principles of Secondary Education in the fall term, this would retain an eight credit methods sequence across junior year. During this new Secondary General Methods course, important concepts and strategies would build on the work begun in the previous fall term, adding preparation in reading as well. Specifically, the course will provide extensive instruction in methods of identifying, addressing, and assessing middle and high school students needs in relation to content-focused reading. General methods topics would include assessment and differentiation, grading in the differentiated classroom, management, etc. The Reading in the content topics covered in this part of the course would include: textbook readability and evaluation, incorporating trade books into their curriculum areas (cross curricular planning and instruction), completion of a course plan including reading in the content area as a core assignment, work with the degrees of reading power, and content specific reading strategies as contained in an assignment completed with an interview of the cooperating teacher followed up with research. The new text, "Rigorous Reading" will be used beginning in spring term 2014.

The newly split off content specific methods courses would be offered in the same semester and be specifically oriented to content field preparation, to include appropriate reinforcement reading. This plan for enhancing subject-specific pedagogy would continue to include extended opportunities to visit classrooms through field experiences attached to the content specific courses, along with new opportunities the instructor can provide via technology such as Skype.

The current instructor would continue to teach the General Secondary Methods content as well as the English Methods component, based on his background. One of our full-time faculty members has secondary social studies expertise and teaching experience so she would instruct the social studies areas methods course. Additionally, we have met with and obtained preliminary agreement from two local high school teachers with MA degrees for the remaining math and science methods parts. Finally, when we have a student or students in Business, we will identify a suitable instructor on a contract basis, such as the mentor teacher in the field experience.

## 2) Standard 4 Assessment: Plan for addressing assessment concerns.

The system of assessment utilized by the department appeared during the visit to be less clear than we perceived, with comments from students or other interviews noted by the team. As a result of the feedback during the visit faculty met and discussed options for improvement. We surmised that part of the misunderstanding of the system by students stemmed from the fact that many had yet to have the system explained to them in their first education course, ED106 An Invitation to Teach. This explanation occurred during the week after the state visit, as originally planned. As is customary, the instructor used a graphic of a staircase to explain the four levels of feedback/screening to the students. At the end of this class, students were very clear about what occurred in the program for assessment and thought the graphic was effective. We recognize there were other sources of input leading to the team's recommendation, and have worked to strengthen our approach.

We have made specific plans for changes in the delivery of the Assessment System information to students and in our printed materials. We recognize that it is important to conceptualize and communicate the assessment system in the best way possible and thus we worked to more visually and cohesively present our overall approach. The new framework is attached to this report.

As a result of the clarity with which the students in ED106 received the staircase graphic and presentation of material, we created the staircase (Appendix A) as a tool and visual graphic for understanding the assessment process. The following steps were taken once the staircase graphic was created: 1) the staircase was sent to all Education faculty for input and feedback and all feedback was incorporated; 2) during our Teacher Education Advisory Committee meeting October 25<sup>th</sup> the staircase was presented to the committee with explanation and request for feedback. The feedback was very positive especially among the student members and once again, feedback was incorporated; 3) several students in randomly chosen classes were asked to view the graphic and provide feedback. All students polled thought the staircase graphic indeed was effective at laying out the assessment system; 4) during the faculty discussion on the staircase and its use to communicate with students about the process it was mentioned that perhaps a smaller version of the blank staircase with just levels on it could be included in each syllabus with an arrow marking "you are here" be included. This idea was unanimously received and will be implemented Spring term 2014 (Appendix B). Both of these graphics will be placed in the TEP Handbook for spring term 2014 and discussed with incoming students.

Faculty will explain to their current students the use of the graphic in the syllabus and answer any questions as necessary about the assessment process.

During the previously mentioned department meeting, faculty determined that the 'screening' label for the first level of feedback was perhaps misleading and thus decided to rename this phase 'Level I Feedback', since the purpose of this feedback is to provide students information as to their current status as it relates to preparation for entry into the TEP. There is no student consequence in terms of progression at this stage, but the intent is to give feedback for individual growth.

There is one final piece to further clarify the assessment process used in the TEP. This is a document that contains a flowchart- type diagram. Each box explains the various levels of assessment and what pieces are required and reviewed for the assessment at the particular level (Appendix C). This document will also be included in the TEP Handbook as well as placed in the catalog for the 2014-15 year.

Forms created and used during assessment/screening remain similar from level to level, with the Level I form letter being quite different as its purpose is to provide the student feedback on current status related to the next level of screening. The level II and III screening letters completed during the screening meetings respectively are identical so as to provide students feedback on strengths and areas of concern (Appendix D and E respectively).

3) Standard 6 Curriculum: At the time of the state team visit we had two curriculum exhibits that had not been approved by the Board of Educational Examiners that were brought to our attention. In addition, the team wanted us to be aware that we had not had the curriculum exhibits for the endorsements approved for the Master of Arts in Education Program. Since the state team visit all curriculum exhibits for both undergraduate and graduate programs have been approved.

Appendix A: TEP Staircase Graphic for Assessment of Program  
Appendix B: TEP Staircase Graphic for syllabi in Education courses  
Appendix C: Assessment Narrative Explanation in text flow chart  
Appendix D: Level II Screening Letter  
Appendix E: Level III Screening Letter

## Appendix B Screening Letter Template

December 12, 2013

Dear «Student\_First» «Student\_Last»:

The Teacher Education Screening Committee has met to review all 2013 applications for Mount Mercy's Teacher Education Program. I am pleased to notify you that you have been accepted into the Teacher Education Program.

Consistent with the University Catalog, this acceptance permits you to move forward with the methods coursework specified for your program of study into the spring term 2014. Please familiarize yourself with the criteria for acceptance into the Student Teaching component of the program, so that you will be certain to maintain the credentials needed for the screening process that will occur in the spring.

**Congratulations.** Below are the performance areas identified by the screening committee as your personal/professional strengths. These strengths have been identified by patterns of success in your core assignments submitted in LiveText and/or by patterns of behaviors noted by your instructors:

- \_\_\_ Attendance patterns, meeting defined deadlines
- \_\_\_ Consistent quality in meeting expectations/requirements
- \_\_\_ Professional dispositions—effective communication with instructors and field cooperating teachers
- \_\_\_ Displays initiative and enthusiasm for learning across settings
- \_\_\_ Positive working relationships with peers and faculty
- \_\_\_ Subject matter knowledge
- \_\_\_ Skills in planning and instruction
- \_\_\_ Recognizes and plans appropriately for diversity
- \_\_\_ Self-evaluation, reflection and goal-setting
- \_\_\_ Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

As part of the deliberation process, the Screening Committee may have identified one or more performance areas that may interfere with your future progress if not addressed. The sections that follow indicate which, if any, aspects of your application generated specific recommendations or requirements that apply to you as a result of observed patterns found in core assignments submitted in LiveText or as noted by your instructors. These areas will be considered again for the screening for student teaching in spring 2014. It is your responsibility to meet with your advisor and/or your instructors to create a plan which will provide the committee evidence that you have made improvements in the recommended areas.

### **Academic Work:**

- \_\_\_ Current GPA in one or more areas is below minimum.
- \_\_\_ Current GPA is acceptable, but concern is indicated about your maintenance of at least this level.

### **Course or Major/Minor requirements:**

- \_\_\_ Need to complete the following course(s) prior to admission to student teaching: \_\_\_\_\_
- \_\_\_
- \_\_\_ Need to declare the appropriate endorsement(s) in the Registrar's Office for your desired program.
- \_\_\_ Need to complete the IEP Workshop.

**Communication:**

\_\_\_ Concerns suggest a need to remain alert to improving your oral \_\_\_\_\_ or written communication.

\_\_\_ Concerns indicate that you should work with the Academic Center of Excellence office to address this area

or private tutor.

- If there is a noted concern in the written communication area you will be required to complete 5 contact hours with someone in the Academic Center of Excellence office or an education instructor to help assure your progress in improving your written communication. Please pick up a record sheet in the education office.

**Additional Personal and Professional Dimensions:**

It is recommended that you take steps to continue to strengthen your performance in terms of:

- \_\_\_ Prioritizing studies appropriately
- \_\_\_ Attendance patterns, meeting defined deadlines
- \_\_\_ Consistent quality in meeting expectations/requirements
- \_\_\_ Professional dispositions—effective communication with instructors and field cooperating teachers
- \_\_\_ Display initiative and enthusiasm for learning across settings
- \_\_\_ Positive working relationships with peers and faculty
- \_\_\_ Subject matter knowledge
- \_\_\_ Skills in planning and instruction
- \_\_\_ Recognizes and plans appropriately for diversity
- \_\_\_ Self-evaluation, reflection and goal-setting
- \_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

\_\_\_ **Please meet with \_\_\_\_\_ by January 15, 2014 to discuss any concerns noted and create a plan to address concerns noted above. This plan should be submitted to your advisor for your file.**

**NOTE:** Any student who has noted concerns checked on this letter will be required to submit a completed plan of action along with results of the plan during spring term 2014 with their student teaching application.

Congratulations on your accomplishments and best wishes for continued success!



Ellen O'Keefe, Chair  
Teacher Education Program Screening Committee

cc: advisor

Appendix C Screening Letter Student Teaching  
May 17, 2013

Dear «First\_Name» «Last\_Name»:

The Teacher Education Screening Committee has met to review all 2013 applications for student teaching. I am pleased to notify you that you have been accepted. Consistent with the University Catalog, this acceptance permits you to move forward with student teaching.

**Congratulations.** Below are the performance areas identified by the screening committee as your personal/professional strengths. These strengths have been identified by patterns of success in your core assignments submitted in LiveText and/or by patterns of behaviors noted by your instructors:

- Attendance patterns, meeting defined deadlines
- Consistent quality in meeting expectations/requirements
- Professional dispositions—effective communication with instructors and field cooperating teachers
- Displays initiative and enthusiasm for learning across settings
- Positive working relationships with peers and faculty
- Subject matter knowledge
- Skills in planning and instruction
- Recognizes and plans appropriately for diversity
- Self-evaluation, reflection and goal-setting
- Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

As part of the deliberation process, the Screening Committee may have identified one or more performance areas that may interfere with future progress if not addressed. The sections that follow indicate which, if any, aspects of your application generated specific recommendations or requirements that apply to you as a result of observed patterns found in core assignments submitted in LiveText or as noted by your instructors. It is your responsibility to meet with your advisor and/or your instructors to create a plan that is appropriate for you to improve these areas over the summer prior to student teaching. If there are no checks, all performance areas are satisfactory.

**Academic Work:**

- Current GPA in one or more areas is below minimum
- Current GPA is acceptable, but concern is indicated about your maintenance of at least this level.
- Additional work is recommended this summer to strengthen \_\_\_\_\_ content.

**Course or Major/Minor requirements:**

- Need to complete the following course(s) prior to admission to student teaching: \_\_\_\_\_
- Need to declare the appropriate endorsement(s) for your desired program.

**Communication:**

- Concerns suggest a need to remain alert to improving your oral \_\_\_\_\_ or written communication.

\_\_\_ Concerns indicate that you should work with the Academic Center of Excellence office to address this area or

private tutor.

- If there is a noted concern in the written communication area you will be required to complete 5 contact hours with someone in the Academic Center of Excellence office or an education instructor to help assure your progress in improving your written communication. Please pick up a record sheet in the education office.

**Additional Personal and Professional Dimensions:**

It is recommended that you take steps to continue to strengthen your performance in terms of:

- \_\_\_ Prioritizing studies appropriately
- \_\_\_ Attendance patterns, meeting defined deadlines
- \_\_\_ Consistent quality in meeting expectations/requirements
- \_\_\_ Professional dispositions—effective communication with instructors and field cooperating teachers
- \_\_\_ Display initiative and enthusiasm for learning across settings
- \_\_\_ Positive working relationships with peers and faculty
- \_\_\_ Subject matter knowledge
- \_\_\_ Skills in planning and instruction
- \_\_\_ Recognizes and plans appropriately for diversity
- \_\_\_ Self-evaluation, reflection and goal-setting
- \_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**TEP Notebook evaluations based on faculty review of such characteristics as organization, completeness, reflection, and presentation:**

- \_\_\_ Your TEP Notebook demonstrated exceptional quality
- \_\_\_ Your TEP Notebook was evaluated as effective
- \_\_\_ Your TEP Notebook satisfactorily met program expectations
- \_\_\_ Your TEP Notebook showed limitations in one or more areas and would benefit from further attention

\_\_\_ **Please meet with your advisor, \_\_\_\_\_ or a member of the Education Department by June 21, 2013 to discuss any concerns noted and plan appropriate steps.**

**NOTE:** Any student who has noted concerns checked on this letter will be required to submit a completed plan of action.

Congratulations on your accomplishments and best wishes for continued success!



Ellen O'Keefe, Chair  
Teacher Education Program Screening Committee

cc: advisor