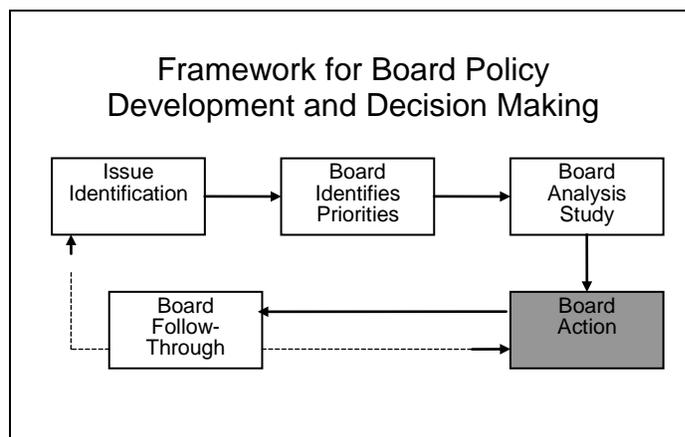


Iowa State Board of Education

Executive Summary

March 6, 2014



Agenda Item: Luther College – Practitioner Preparation Program Accreditation

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

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

Presenter: Carole J. Richardson, Consultant
Bureau of Educator Quality

Attachments: 1

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

The institution had been granted a one-year delay due to changes in National Council for Accreditation of Teacher Education accreditation and Teacher Education Program administration. This is a six-year time period, rather than the typical seven, in order to put Luther College back into the seven year rotation.

Background: Iowa Administrative Code 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 Luther College Teacher Preparation Program has met the program approval standards as approved by the State Board.

Luther College

Team Report

February 2014

Iowa Department of Education

Review Team Members:

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Acknowledgements

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

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

Dr. David Tiede, President
Diane Tacke, Vice President for Finance and Administration
Scot Schaeffer, Vice President for Enrollment Management
Dr. Kevin Kraus, Academic Dean
Dr. Andi Beckendorf, Associate Professor in Library and Information Services
Diane Gossman, Director of User Services, Instructional Technology
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Helen Westcott, Visiting Faculty in Education and Field Placement Office
Jennifer Olufsen, Teacher Certification Officer and Student Records Management
Renee Gunderson, Administrative Assistant
Content Area Faculty from the Departments of Biology, English, Health and Physical Education, History, Music, and Visual and Performing Arts
Adjunct Faculty
Student Teaching Supervisors
Members of the Howard Hughes Medical Institute Grant Team
Members of the Academic Planning Committee
Members of the Luther College Teacher Education Advisory Council
School Principals
Cooperating Teachers
Recent Graduates of Luther College
Luther College Students

GENERAL COMMENTS

Luther College demonstrates evidence of a strong teacher education program. Without exception, both internal and external stakeholders hold the Luther College Teacher Education Program (TEP) in high regard. Across campus, administration and faculty express their positive perceptions of the Teacher Education Program and its faculty. Administrators in area P-12 schools compliment Luther College TEP for producing high quality, well-prepared beginning teachers. Luther College TEP candidates and graduates are impressive in their articulation of the strengths of the program and frequently stated that they 'love their Luther experience'.

The Luther College TEP has been earnest and diligent in the self-study, review and approval process. All stakeholders were open and honest with their input. This dedicated attention to the approval process for the purpose of continuous improvement is evident in the many significant improvements implemented in recent years. In particular, the Luther College TEP has created a well-developed unit assessment system, which is poised to become an exemplary system for other educator preparation programs.

Luther College TEP has elected to seek optional accreditation from the National Council for Accreditation of Teacher Education (NCATE). In addition to the required state approval process, this is also a rigorous, high quality process and speaks to the program's commitment to self-study and continuous improvement.

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

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The Teacher Education Program (TEP) has undergone significant improvement efforts in the past few years. This is evident by many policies and processes that have been developed for more efficient and consistent operations. The faculty should be commended for their efforts, especially given the extraordinary amount of work that they have done as service to the institution and the students whom they serve.
- Faculty in the TEP are highly regarded by both internal and external constituencies. Faculty and administration across campus express a high level of respect for TEP faculty; students consistently cited the quality and dedication of the faculty as a significant strength of the program. Area P-12 administrators and Advisory Board members echo these opinions as well.
- Efforts to collaborate with other departments/offices on campus (e.g. Library, Archives, Registrar, etc.) are evident as the TEP is seeking to support students, build relationships, and streamline processes and data management systems.
- Area principals expressed appreciation for recent efforts at communication and collaboration in ways that are mutually beneficial for the TEP and local schools. Several specific examples were shared (e.g. shared faculty between Luther College and local schools, Statistics Project with Analyzing Student Data, etc.).
- The TEP has a clearly defined conceptual framework that includes five strands, ten competencies [aligned with Interstate Teacher Assessment and Support Consortium (InTASC) standards], and ten dispositions. Students articulate a basic understanding of the conceptual framework and are able to identify the competencies and dispositions that frame the program.
- The Advisory Board has representation from a wide variety of constituencies and meets regularly. Several members of the Advisory Board expressed how much they appreciate the opportunity to both hear updates from, and provide feedback/input to, the TEP.
- The TEP has an appeals/exceptions policy and process in place for students. The TEP has made efforts in recent years to reduce the number of exceptions granted as they come up with a more effective and consistent policy.
- Sufficient library and technology resources are available to meet the needs of faculty and students.

Concerns

- 1) **79.10(11)** There is concern about whether or not adequate human resources are devoted to the program. Of particular concern is the lack of resources to support the assessment work necessary to ensure continuous progress. The position of assessment coordinator for the TEP has been assigned without regular load credit or course release. Providing significant and ongoing release will be essential for the TEP to continue to use the assessment system effectively for continuous program improvement.
- 2) **79.10(11)** There is a need to ensure that adequate leadership will be in place for the TEP. The leadership in the TEP has been in transition in recent years. Currently, a Visiting

Professor serves as department chair. In spite of the transitional nature of this position, it appears that current leadership has done an excellent job leading change and improvement initiatives. Planning for continuous leadership in a more stable arrangement will enable the program to continue these initiatives.

- 3) **79.10(11)** The role of the Field Placement Officer contributes significantly to the work of the TEP; currently the responsibilities of the position include finding quality field placement as well as a great deal of records management. The position is designated as three-fourths full time equivalent; however the person in this role has been working full-time for more than a year, volunteering the extra hours required to fulfill responsibilities of this position. Additional human resources will allow these responsibilities to be fulfilled with institutional support.

Items that Must Be Addressed Prior to State Board Action

1. The team is unable to find evidence that the institution has fulfilled its responsibility for resources required for a quality TEP as required by standard **79.10 (11)**. The team found this standard **not met**. The concerns described in items # 1, # 2, and #3 must be addressed before the Luther College TEP is recommended to the State Board for approval.

Conditions necessary for meeting this standard:

Luther College must develop a plan for ensuring adequate and consistent level of human resources for delivering a quality teacher education program. In order to consider this standard met, the plan must include:

- a. Actions to be taken;
- b. Dates for completion of each action;
- c. Method for addressing the need for adequate resources to be provided for the work of assessment, records management, and field placements; and
- d. Strategies for stable leadership in the program.

Sources of Information

- College President, Dean of Faculty, Chief Business Officer, Vice President for Enrollment Management, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Education Department Faculty, Unit Faculty, Library Director, Course syllabi.
- Visits to classrooms and discussions with students.
- Institutional Report.
- Program Response to Review Team's Initial Report.

Institutional Response:

Luther' Response

(See entire Luther Action Plan in APPENDIX A)

(See documentation of Institutional Support for Implementation in APPENDIX B)

a. Actions to be taken

1) Assessment Coordination: *The Assessment Coordinator will be granted one course release per semester.*

2) Leadership: *After the November 2013 on-site review, the Vice President of Academic Affairs proposed to the Academic Policy Committee (APC) that the current Head of*

Education be placed in a tenure-line position with a renewable leadership term of five years. The APC and the Cabinet approved the proposal. In November 2013 the Vice President of Academic Affairs offered the tenure-line position to the current Head of Education, noting the need for a longer term of leadership in the education department (five years or more with the same leader) than in other departments (three year rotations).

3) Field Placement:

- a) Provide an additional six hours per week of student assistance for EDUC 185/215 placement to allow the Teacher Certification Officer more time to focus on licensure.*
- b) Provide an additional twelve hours per week of student assistance for methods and student teaching placements to relieve the Field Placement Officer of the ten hours per week she currently does voluntarily.*

b. Dates for completion of each action

1) Assessment Coordination: Feb. 6, 2014

2) Leadership: *The current Head of Education will undergo third year review Spring 2014 and tenure review Fall 2015. Her contract will include a 5-year appointment as Head of Education.*

3) Field Placement:

Feb. 6, 2014: Increase weekly student work hours by six hours per week for the Teacher Certification Officer and twelve hours per week for the Field Placement Officer.

June 1, 2014: Re-evaluate to make adjustments if/as necessary for Fall 2014.

c. Method for addressing the need for adequate resources to be provided for the work of assessment, records management, and field placements

1) Assessment:

Before the on-site review, the Head of Education wrote a proposal for ongoing course release for the Assessment Coordinator. In November 2013, the Vice President of Academic Affairs approved 1/3 release time, or one course release per semester, beginning Spring 2014.

2) Records management:

Refine Administrative Team collaboration -- Department Head, Assessment Coordinator, Field Placement Officer, Teacher Certification Officer, and Administrative Assistant -- to a) prevent redundancy in record gathering, b) streamline filing, and c) monitor transition to Image Now digital archiving. The Administrative Team began meeting weekly in Fall 2013 and will continue to do so in order to create, maintain, and refine systems for records management.

3) Field Placement:

A total of 18 extra hours per week of student assistance will be provided for the Teacher Certification Officer and Field Placement Officer.

d. Strategies for stable leadership in the program

In November 2013, when the Vice President of Academic Affairs offered the tenure-line position to the current Head of Education, he noted the need for a longer term of leadership in the education department (five years or more with the same leader) than in other departments (three year rotations). The necessity for a longer term than typical in

other departments will be communicated by the Vice President of Academic Affairs, and expected and supported by the Vice President of Academic Affairs, APC, Cabinet, faculty, and staff.

Final Team Response:

The team considered evidence of inadequate resources for the work and leadership of the TEP as the bases for not meeting this standard. The unit response clearly addresses the concerns of the team satisfactorily. Luther College has developed plans to increase support for the TEP by allocating resources for the work of the assessment coordinator and for records management, and has implemented a plan for continuity of leadership in the program. **The team considers this standard MET.** The Iowa Department of Education (DE) will meet with Luther College in November 2014 to assess implementation of the action plan.

Final Recommendation

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

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The team notes the willingness of both the institution and unit to embrace a broad conceptualization of diversity to include: race, ethnicity, gender, gender identity and expression, socio-economic status, nationality, citizenship, religion, sexual orientation, ability, learning style, and age.
- Both the institution and the unit are dedicated to helping students understand their own diversity and committed to helping them recognize and appreciate differences in others. Students enrolled in *The Diverse and Exceptional Learner (EDUC 221)* and *Making*

Decisions for U.S. Schools (Paideia 450) are given opportunities to explore concepts of cultural identity and examine the impact of diversity on the legacy of American schools.

- The institution has made a concerted effort to recruit students from diverse backgrounds, focusing intentionally on first-generation students, student of color, and students from underrepresented groups. Diverse students are invited to participate in Summer Seminars, intensive six-day programs are targeted at high school students interested in careers in science or business. Summer Seminar students work with professors and currently enrolled college students on real-world research projects, participate in classes and laboratories, and field trips. An education strand will be added to the Summer Seminars in the near future.
- The institution provides support to students from diverse backgrounds by offering a two-week workshop before the first semester for students who feel like they are under-prepared for college to hone their study, math, and writing skills. First generation students are also supported by the “Connect for Success” program that supports students by pairing them with peer mentors; and by providing tutoring services offered through the Student Academic and Writing Center.
- The team notes the concerted effort made by the unit to place teacher-candidates in diverse educational settings. All education majors were required to have at least one educational practica placement in a low socioeconomic status (SES) or culturally/ethnically diverse setting. The placement coordinator manages the system of records that ensures this happens for all teacher education candidates.

Recommendations

- 1) **79.11(1)** Several students and recent graduates reported that they did not feel prepared to interact with students from diverse backgrounds. Although most students understood the importance of recognizing differences in others, some students expressed concerns about their ability to differentiate for and interact with students of color, students living in poverty, English as a second language/English language learners, gifted learners, and Lesbian, Gay, Bisexual and Transgender students. The team recommends that learning about characteristics of difference be integrated throughout the entire teacher education program. The team also recommends that students demonstrate more intentionally their ability to differentiate instruction for diverse learners in the Developing Portfolio.
- 2) **79.11 (2)** The team suggests increased collaboration between the teacher education program and the Diversity Center (LDC) with respect to recruiting education students from diverse backgrounds. The Institutional Report cites that two education department faculty members have been appointed to explore connections with the LDC to recruit more students of color and multi-cultural students; however, the team did not find evidence of follow-up of this initiative.
- 3) **79.11 (3)** Some students expressed a concern about not having a practica experience in which to immediately apply strategies for working with diverse learners. In most cases, students took the Diverse and Exceptional Learner course in their sophomore year, but did not have another practica experience until J-term of their junior year. The TEP may want to evaluate the sequencing of coursework to shorten the gap between instruction and application opportunities.
- 4) **79.11 (3)** Currently, students are placed in diverse clinical settings based on the criterion of race/ethnicity or SES status. While this meets the standard, the program is encouraged to

consider the definition of diversity provided in Chapter 79 and work to broaden criteria for diverse placements.

Items that Must Be Addressed Prior to State Board Action

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

Sources of Information

- Institutional Report.
- Interviews with: unit faculty and staff, education adjunct faculty, content-area faculty, education students, the Executive Director of LDC, the Director of Student Services (Diversity Center).
- Exhibits: Institutional website, presentation poster-boards and handouts, published articles, curriculum vitae, aggregate data (student practica placements) course syllabi, teacher work samples/portfolios, program handbooks.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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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 instruct and model best practices in teaching, including the assessment of their own effectiveness as related 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

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- TEP faculty serve on many institutional and unit committees, including but not limited to: the Academic Planning Committee, the diversity committee, and departmental ad hoc committees.
- TEP Faculty members participate in regular and on-going professional development, as well as scholarly and service activities related to teaching, learning, and practitioner preparation.
- Full-time, part-time, and adjunct faculty work to model best practice for teaching. Some examples of this include: using applied practices to teaching subject matter; using student-centered, active instructional strategies; collaborative learning; group work; and real-world problem solving.
- The team notes the recently updated formal system of evaluation for tenure-track faculty. This system includes an annual review for non-tenured faculty consisting of peer-observation of instruction, pre and post observation conferences.
- The team notes the recently updated system for tracking where and how faculty members fulfill the 60-hour requirement for working in K-12 schools. This updated system includes: the specific names of teachers with whom the faculty member has worked, the time period worked, the types of interaction had (e.g., team teaching, supervision, etc.), as well as the location of the work experience. This information will be helpful in developing plans for even stronger partnerships with local schools.

Recommendations

- 1) **79.12 (1)** The team finds that a few part-time and/or adjunct faculty members may be inadequately prepared for the responsibilities assigned to them and have not had the experiences in situations similar to those for which the practitioner candidates are being prepared. One example of this is the lack of educational experience for one faculty member teaching methods coursework. To remedy this issue, the unit has paired this faculty member with licensed K-12 teachers who have significant experience teaching in the P-12 setting. Team teaching and co-planning are also ways the unit is addressing this issue. The team recommends continued attention to solutions for providing adequate background experiences.
- 2) **79.12 (4)** The team finds that there is a lack of consistent communication between full-time and/or tenure-track faculty members and part-time and/or adjunct faculty members, especially related to departmental policies and expectations for student pedagogy. The team

recommends program planning workshops, as well as scheduled meeting times for part-time and/or adjunct faculty to improve communication and/or collaboration.

- 3) **79.12 (4)** The team finds that there is a lack of consistent communication and collaboration between education and content-area faculty with respect to student advising. The team recommends streamlining and systematizing the advising system for secondary education students.
- 4) **79.12 (6)** The team recommends that the unit analyze its definition of “team teaching or appropriate collaborative experiences” and evaluate meaningful involvement with respect to the intent of this rule. The team recommends that the unit continue with its new system of tracking how faculty members fulfill the 60-hour requirement working in K-12 schools.

Items that Must Be Addressed Prior to State Board Action

1) **None**, the recommendations in this section are provided for continuous improvement, the faculty standard section is considered **met**.

Sources of Information

- Institutional Report.
- Interviews with: unit faculty and staff, adjunct faculty, content-area faculty, candidates.
- Exhibits: Institutional website, presentation poster-boards and handouts, published articles, curriculum vitae, samples of course evaluations, aggregate data (course evaluations), course syllabi, teacher work samples/portfolios, and program handbooks.

Final Recommendation

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

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- Assessment has been a focal point of unit improvement over the past seven years. It is clear that the unit has implemented multiple strategies in the collection of data supporting candidate, program, and unit improvement. The team commends the unit for this effort. With continued development and support, the Luther College TEP assessment system could serve as a model for the entire institution as well as other educator preparation programs.

- The team finds an alignment of assessment to the overall goals of the program as well as specialty programs/endorsements. The unit's assessment system is aligned with appropriate program and InTASC standards.
- The unit has a designated coordinator of the assessment system.
- The team finds that the assessment system includes multiple assessment procedures assessing candidate progress.
- The team finds that there are multiple and regular assessment measures in place through course-embedded performances, as well as competencies and skills documented via the Teacher Work Sample and portfolio.
- The Luther College Education Department is sensitive to the candidates planning to teach outside of Iowa. Therefore, candidates can take either the PPST (required in Wisconsin) or the MTLE (required in Minnesota). Cut scores for these tests were chosen to satisfy these state requirements as well as Iowa requirements.
- The unit is tracking candidate performance on an increasing continuum of knowledge and skills.
- There are clear gates throughout the program: initial application, admission to the program, admission to student teaching, and program completion-with the types of evidence gathered from each requirement for each gate.
- The unit is implementing technology tools such as Image Now and FileMaker Pro for data management. This will assist the Assessment Coordinator in the collection and management of the data.
- The team finds that the unit is utilizing input from students in the End of Course Surveys, alumni and employer data in making program decisions. An example is feedback from alumni surveys is strengthening curricular decisions in classroom management instruction.
- The team notes that the unit is conducting assessment meetings monthly to discuss assessment data.

Concern

- 1) **79.13(3)** At the time of the site visit, the program had not submitted the state report due in April 2013.

Recommendations

- 2) **79.13 (1)a** The team finds that many of the assessment practices are at varying levels of development and that the assessment system is evolving. However, there should be a clear plan on how institutional assessment, unit assessment procedures, program assessments, and candidate assessments support each other.
- 3) **79.13(1)e** The team recommends that the unit establishes procedures on conducting validity and reliability studies on assessments as they are developed to insure consistency, fairness,

and accuracy. Given the rapid development of assessments, there is little evidence that the unit has conducted appropriate procedures such as pilot testing.

- 4) **79.13(1) f** The team recommends that the unit develop a consistent system of informing adjunct faculty and clinical supervisors located a distance from campus on the use of assessments. The planned online cooperating teacher workshop should assist in this goal. The team further recommends procedures to keep secondary content faculty apprised of assessment changes to inform content knowledge assessments.
- 5) **79.13(1) f** The team recommends that an analysis be conducted of variations/exceptions made for candidates on TEP Gateway criteria each semester given the high number (5-10) of candidates. This analysis may be helpful in evaluating the effectiveness of the Gateways system.
- 6) **79.13(1) g** The team recommends that the unit continues to develop an articulated system for reviewing its assessment system so that data is collected and analyzed consistently at any given time or year.
- 7) **79.13(2) b** The team recommends that the unit track candidate attempts and pass rates on standardized exams at the initial application and exit from program to inform program improvement. In addition, the team recommends that the unit develop standards of performance, beyond grade point average, in using candidate performance data to counsel candidate exit from the program.
- 8) **79.13(2) e** The team finds that there are inconsistencies between elementary and secondary candidate assessment procedures. For example, the emphasis between the elementary and secondary Teacher Work Samples is inconsistent. The team recommends the unit develop procedures to insure that all candidates have the same expectations in completion of program assessments.

Items that Must Be Addressed Prior to State Board Action

1. The Luther College TEP must submit to the DE the information required for the annual report due April 2013.
2. All other recommendations in this section are provided for the purpose of continuous improvement.

Institutional Response:

On November 21, 2013, Luther College TEP submitted the information required for the DE Annual Report that was due April 2013. The assessment standard section is now considered to be **met**.

Sources of Information

- Interviews with: unit faculty, candidates, graduates,
- State Institutional Report
- Program response to preliminary report
- Exhibits (Course syllabi, student artifacts, artifact rubrics, surveys from employers, surveys from graduates, Specialized Program Assessments)
- Student education files

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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TEACHER EDUCATION 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

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The team notes that a Cooperating Teacher Online Course is being developed, but has not yet been implemented. It is recommended that this course be implemented by the unit's

established timeline. The online course is innovative and especially supportive since students may have their student teaching experience away from Decorah. This allows for consistency in communication of expectations of their program.

- Luther College TEP has implemented a system to ensure that all candidates have opportunities for field work in different settings which represent a range of diversity in race and socioeconomic status.
- Luther College TEP uses an online evaluation of student teachers which is aligned with unit standards. Mentoring teachers appreciate the clear structure and easy access to teachers.
- Recent concerted efforts to strengthen communication with partnering schools have been very effective. Area principals expressed a great deal of appreciation for communication and collaboration in ways that are more mutually beneficial for the institutes of higher education and local schools.
- Face-to-face communication with 50 area administrators on the structure and components of their field-based experiences helped understanding and provided valuable input for the program.
- The unit collects feedback from candidates about their clinical placements and mentors. This feedback is analyzed and used in evaluating the mentors and future clinical placements.
- The program encourages candidates to broaden their horizons and engage in an early clinical experience or student teach in various regions of the country – and the world. The significant opportunity and support for candidates to student teach abroad is a strength of the program.
- The unit has cultivated strong connections between TEP and area schools which provide benefits for both Luther College students and area schools. Many area administrators commented on the strength and level of preparedness of Luther College teacher education students and expressed a preference for Luther College candidates over other institutes of higher education programs.

Recommendations

- 1) **79.14(256)** Students expressed concerns that they received notification of placements for both the junior J-term and student teaching late in the preceding term, which makes it difficult for them to be able to make living arrangements for distance placements. The team recommends that the unit assess the feasibility of changing the time frame for making distance placements.
- 2) **79.14(2)** The team recommends that the TEP review their goals for the earliest clinical placement and analyze if the current configuration is the best method for reaching those goals. In the foundational placement, students spend 80 hours in a classroom before any educational course work has been taken with no linkage to pedagogical work/lenses to use in the field. If the goal of this experience is to decide whether or not they'd like to pursue education as a profession, 80 hours may be “overkill”.
- 3) **79.14(2)** In the methods practicum, candidates spend 80 hours in classroom which allows for extensive engagement with P-12 schools, teachers, and students. This model has many advantages, but the unit may want to review their goals for the methods practicum as well. Other arrangements might offer Luther College candidates the opportunity to implement what

was learned in methods classes and to develop their skills over time. Additionally, this practicum occurs before some of the candidate’s methods coursework, which allows for no implementation of the later methods coursework in a clinical experience before student teaching. The team recommends that the unit assess the sequencing of clinical experience to ascertain the most effective sequence for meeting the unit’s goals.

- 4) **79.14(2)** The sequencing of the music methods coursework is problematic as it currently all occurs after the methods practicum. At least some music methods coursework should be taken before the methods clinical placement so that students have educational pedagogy necessary for writing lesson plans and teaching to students. The unit has developed a plan for addressing this issue and the team encourages the unit to follow through with implementation for a more effective clinical experience for music education students.
- 5) **79.14(3)** Students and teachers in area schools are not entirely clear about the requirements for the earliest clinical placement. It appears that students’ experiences vary widely in engagement and meaningfulness. The team recommends that the unit assess the consistency of expectations for early clinical placements and make adjustments accordingly.

Items that Must Be Addressed Prior to State Board Action

1) **None**, the recommendations in this section are provided for continuous improvement, the teacher clinical practice standard section is considered **met**.

Sources of Information

- Interviews with candidates, cooperating teachers,
- Contracts with school districts
- Student education files

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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TEACHER EDUCATION 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 25th 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

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- All candidates meet rigorous liberal arts standards through their course work. There are choices in many instances how they fulfill requirements. Many courses are also used to meet specific education requirements. For example, collaboration with the history department has resulted in the offering of a history course for elementary majors that also meets a general education requirement.
- The course ED 221 Diverse and Exceptional Learner meets the human relations components. The ED 450 Making Decisions in US Schools (Paideia) curriculum map shows the state required components, course responsibilities, and candidate performances.
- Several reading courses are required for elementary majors. A separate course in ED 278 Content Area Reading in Middle School/Secondary fulfills reading requirements for middle school/secondary candidates.
- Coursework is aligned with unit standards as well as standards developed by professional associations.
- Connections to the Iowa Core are evident in course syllabi as well as in expectations for candidates in lesson planning.
- It appears that the curriculum is updated regularly. Candidates, graduates, mentor teachers and administrators all report that Luther College candidates and graduates are knowledgeable about the most current practices in education.
- All curriculum exhibits have been reviewed and approved by the Board of Educational Examiners.

Concern

- 1) **79.15(7) a** Several weeks prior to the site visit, in conversation with the DE staff, the Luther College TEP discovered they had misinterpreted the program completion test requirements. TEP was mistakenly allowing candidates to take a program completion exam other than the specific exams required by the Iowa DE.

Recommendations

- 2) **79.15(7) a** The unit is in the process of implementing a systematic process for maintaining and analyzing PRAXIS II test scores. The team suggests that this data be used to analyze strengths and any weaknesses in program curriculum and make curricular changes as indicated by the analysis.
- 3) **79.15(7) c** Discussions with some current candidates and recent graduates indicate that candidates may need more distributed (i.e., throughout the program) attention to differentiating for learning differences. There are inconsistencies across programs in candidates' understanding of diversity and confidence in meeting the needs of all learners. The team suggests that this be one of the first areas for unit and program assessment systems to analyze.
- 4) **79.15(7) h** Discussions with some current candidates and recent graduates indicate that candidates may need more content and practical application of assessment concepts and procedures, especially in the analysis/use of assessment data to guide instruction. The team

suggests that this be one of the first areas for unit and program assessment systems to analyze.

- 5) **79.15(8)** Candidates in the music education program expressed concern that all of their methods courses occurred in one semester. This is not only overwhelming for candidates, it also impedes the ability of candidates to develop teaching knowledge and skills over time. The unit has developed a plan for changing the sequence of music methods offerings. The team encourages the unit to follow through with implementation for a more effective curriculum progression for candidates.

Items that Must Be Addressed Prior to State Board Action

- 1) The TEP was required to put in place program completion testing policies in line with statutory rule requirements. (See APPENDIX C)
- 2) The other recommendations in this section are provided for the purposes of continuous improvement.

Institutional Response:

Upon discovery of the misinterpreted statutory requirements, the Luther College TEP immediately implemented policies in line with Chapter 79 standards requiring all program completers to meet the Iowa DE designated passing scores on the appropriate Praxis II exams. The Luther College TEP administrators have informed previous graduates of the requirement to pass Praxis II exams in order to be considered program completers. The curriculum standard section is now considered to be **met**.

Sources of Information

- Interviews with: unit faculty, candidates, licensure officer, Planning Committee (roundtable) and general education/liberal arts faculty
- State Institutional Report
- Program response to preliminary report
- Exhibits (Course syllabi, catalog)
- Student education files

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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APPENDIX A

Luther College Chapter 79 Review: Action Plan to Meet Standard 79.10(11) and Recommendations from the Report Response to Address by 2019

Deb Fordice, Head of Education
Jeannette Pillsbury, Assessment Coordinator
January 8, 2014

From Chapter 79 Report Response:

Concerns/Recommendations

- 4) **79.10(11)** There is concern about whether or not adequate human resources are devoted to the program. Of particular concern is the lack of resources to support the assessment work necessary to ensure continuous progress. The position of assessment coordinator for the TEP has been assigned without regular load credit or course release. Providing significant and ongoing release will be essential for the TEP to continue to use the assessment system effectively for continuous program improvement.
- 5) **79.10(11)** There is a need to ensure that adequate leadership will be in place for the TEP. The leadership in the TEP has been in transition in recent years. Currently, a Visiting Professor serves as department chair. In spite of the transitional nature of this position, it appears that current leadership has done an excellent job leading change and improvement initiatives. Planning for continuous leadership in a more stable arrangement will enable the program to continue these initiatives.
- 6) **79.10(11)** The role of the Field Placement Officer contributes significantly to the work of the TEP; currently the responsibilities of the position include finding quality field placement as well as a great deal of records management. The position is designated as three-fourths full time equivalent; however the person in this role has been working full-time for more than a year, volunteering the extra hours required to fulfill responsibilities of this position. Additional human resources will allow these responsibilities to be fulfilled with institutional support.

Items that Must Be Addressed Prior to State Board Action

The team is unable to find evidence that the institution has fulfilled its responsibility for resources required for a quality Teacher Education Program as required by standard 79.10 (11). The team found this standard not met. The concerns described in items # 1, # 2, and #3 must be addressed before the Luther College TEP is recommended to the State Board for approval.

Conditions necessary for meeting this standard:

Luther College must develop a plan for ensuring adequate and consistent level of human resources for delivering a quality teacher education program. In order to consider this standard met, the plan must include:

- e. Actions to be taken
- f. Dates for completion of each action
- g. Method for addressing the need for adequate resources to be provided for the work of assessment, records management, and field placements
- h. Strategies for stable leadership in the program

Our Action Plan to Meet Standard 79.10(11)

- a. Actions to be taken
- 1) **Assessment Coordination:** The Assessment Coordinator will be granted one course release per semester.
 - 2) **Leadership:** After the November 2013 on-site review, the Vice President of Academic Affairs proposed to the Academic Policy Committee (APC) that the current Head of Education be placed in a tenure-line position with a renewable leadership term of five years. The APC and the Cabinet approved the proposal. In November 2013 the Vice President of Academic Affairs offered the tenure-line position to the current Head of Education, noting the need for a longer term of leadership in the education department (five years or more with the same leader) than in other departments (three year rotations).
 - 3) **Field Placement:**
 - a) Provide an additional six hours per week of student assistance for EDUC 185/215 placement to allow the Teacher Certification Officer more time to focus on licensure.
 - b) Provide an additional twelve hours per week of student assistance for methods and student teaching placements to relieve the Field Placement Officer of the ten hours per week she currently does voluntarily.
- b. Dates for completion of each action
- 1) **Assessment Coordination:** Feb. 6, 2014
 - 2) **Leadership:** The current Head of Education will undergo third year review Spring 2014 and tenure review Fall 2015. Her contract will include a 5-year appointment as Head of Education.
 - 3) **Field Placement:**

Feb. 6, 2014: Increase weekly student work hours by six hours per week for the Teacher Certification Officer and twelve hours per week for the Field Placement Officer.

June 1, 2014: Re-evaluate to make adjustments if/as necessary for Fall 2014.
- c. Method for addressing the need for adequate resources to be provided for the work of assessment, records management, and field placements
- 1) **Assessment:**

Before the on-site review, the Head of Education wrote a proposal for ongoing course release for the Assessment Coordinator. In November 2013, the Vice President of Academic Affairs approved 1/3 release time, or one course release per semester, beginning Spring 2014.
 - 2) **Records management:**

Refine Administrative Team collaboration -- Department Head, Assessment Coordinator, Field Placement Officer, Teacher Certification Officer, and Administrative Assistant -- to

 - a) prevent redundancy in record gathering,
 - b) streamline filing, and
 - 3) monitor transition to Image Now digital archiving.

The Administrative Team began meeting weekly in Fall 2013 and will continue to do so in order to create, maintain, and refine systems for records management.

3) **Field Placement:**

A total of 18 extra hours per week of student assistance will be provided for the Teacher Certification Officer and Field Placement Officer.

d. Strategies for stable leadership in the program

In November 2013, when the Vice President of Academic Affairs offered the tenure-line position to the current Head of Education, he noted the need for a longer term of leadership in the education department (five years or more with the same leader) than in other departments (three year rotations). The necessity for a longer term than typical in other departments will be communicated by the Vice President of Academic Affairs, and expected and supported by the Vice President of Academic Affairs, APC, Cabinet, faculty, and staff.

Also please see the more specific actions and dates noted in a2 and b2 above.

Recommendations We Will Address Before the Next Re-Accreditation Visit (Fall 2019)

Diversity

- 79.11(1) Study diverse learning characteristics throughout program
- 79.11(2) Collaborate with Diversity Center
- 79.11(3) Consider practica between ED 221 and Methods
- 79.11(4) Include broader diversity criteria for placements

Faculty

- 79.12(4) Increase communication with part time and adjunct faculty about policy and pedagogy
- 79.12(6) Increase communication with content area faculty for advising
- 79.12(6) Review faculty's "meaningful involvement" in schools to meet 60-hour requirement

Assessment

- 79.13(1) Align the departmental and college assessment plans
- 79.13(1) Conduct validity and reliability studies on assessment tools
- 79.13(1) Clarify assessment tool processes and products with clinical and content faculty
- 79.13(1) Analyze petitions to reduce variations from program
- 79.13(2) Track basic skills and PRAXIS II attempts and scores
- 79.13(2) Write process/criteria for counseling students out of program
- 79.13(3) Continue to deepen candidates' understanding of assessment for P-12 students, aligning processes and products of elementary and secondary/K-12 candidates

Clinical

- 79.14(2) Examine purpose and structure of ED 185
- 79.14(3) Clarify expectations of candidates while in schools for ED 185

Curriculum

- 79.15(7) Use PRAXIS II data to fill in curriculum gaps
- 79.15(7) Distribute teaching/learning of differentiation throughout program
- 79.15(7) Deepen study of analysis of P-12 assessment data to inform instruction

APPENDIX B



February 7, 2014

Carole Richardson, Ed.D.
Lawrence Bice, Ed.D.
Consultants for Educator Preparation

Dear Carole and Lawrence:

I have thoroughly reviewed the document, "Luther Chapter 79 Review: Action Plan to Meet Standard 79.10(11) and Recommendations from the Report Response to Address by 2019." The plan is outlined clearly, and I am pleased to have this opportunity to indicate my full support for the methods proposed to address the concerns and recommendations of the Iowa Department of Education. My office is committed to providing the support and resources necessary to assure that the goals are achieved and the State's standards for our Teacher Education Program are successfully met.

Specifically, the institution commits to providing:

1. A one course per semester course release for the Education Program Assessment Coordinator;
2. An additional six hours per week of student assistance to the Teacher Certification Officer;
3. An additional twelve hours per week of student assistance to the Field Placement Officer;
4. A five-year renewable term for the leadership assignment of Head of Education.

Thank you for your work in this important evaluation process.

Sincerely,

A handwritten signature in cursive script that reads "Kevin Kraus".

Kevin Kraus
Vice President for Academic Affairs and
Dean of the College

Enc.: Luther Chapter 79 Review: Action Plan

Dean of the College 563.387.1005 P 563.387.1198 F

Luther College 700 College Drive Decorah, Iowa 52101-1045 www.luther.edu

APPENDIX C

From: Debrah Jean Fordice [<mailto:fordde01@luther.edu>]
Sent: Wednesday, October 23, 2013 11:06 AM
To: Richardson, Carole [ED]
Cc: Jeannette N. Pillsbury; Jennifer Lynne Olufsen; Bice, Larry [ED]
Subject: Re: Testing Regulations and Clarification

Carole,

Thank you for working with us on this. After our phone call with Larry yesterday morning and the receipt of the written clarification from both of you, we are taking immediate action for the students affected (Spring 2013 and Fall 2013).

Yesterday afternoon we sent an email to the current Fall 2013 student teachers who had planned to take solely the MTLE for MN licensure, clarifying that they need to take the PRAXIS II for program completion in IA, and requesting a reply to ensure us that they received the message. We will send a hard copy letter to those from whom we do not hear back by Friday.

Our next step is to contact our students who graduated in the spring and took the MTLE but not PRAXIS II. Our total spring student teaching roster is typically only 1/3 the size of the fall roster, so fortunately there are not very many students in this category.

We look forward to your visit with us in a few weeks. I hope most of the team will be able to arrive for the 3:45 Sunday welcome session by the students. This will take place in the Peace Dining Room immediately before the 4:30-6:00 sequence of round tables in the same place. I wish you could be here right now to see the beautiful colors of the Oneota Valley out the Peace picture windows; the leaves are falling like rain these days and the campus will likely look quite different by the time you arrive.

See you soon,
Deb

From: Jeannette N. Pillsbury [<mailto:pillje01@luther.edu>]
Sent: Tuesday, October 22, 2013 10:29 PM
To: Richardson, Carole [ED]
Cc: fordde01@luther.edu; Bice, Larry [ED]; Darnall, Byron [ED]; Tilly, David [ED]
Subject: Re: Testing Regulations and Clarification

Carole:

Thank you for sending this information. It arrived just as we walked into the meeting we asked for with our dean. He is very supportive.

We are moving forward to work with the immediate issue, but we are looking to the future too.

Jeannette

On Tue, Oct 22, 2013 at 12:32 PM, Richardson, Carole [ED]
<Carole.Richardson@iowa.gov> wrote:

Jeannette and Deb –

Attached is a document with clarification of testing requirements for teacher education program completion in Iowa; this is the document that was referred to in your phone conversation this morning. The second page of the document shows the requirements listed in Iowa Code and Iowa Administrative Code.

Sincerely,

Lawrence R Bice Ed.D
Administrative Consultant, Educator Preparation
Iowa Department of Education
400 East 14th Street
Des Moines, IA 50319-0146
[515-725-0101](tel:515-725-0101)

Carole Richardson, Ed.D.
Consultant for Educator Preparation
Iowa Department of Education
400 E 14th Street
Des Moines IA 50319-0146
[515.281.5766](tel:515.281.5766)

INFORMATIONAL DOCUMENT attached

Luther College Accreditation Testing Concerns

1. Pre-professional Skills Test Used for Program Admission.

Use of Minnesota Teacher Licensure Examination (MTLE) Basic Skills Test as a preprofessional skills test, as required by Iowa Legislative Code 256.16 (as enacted by SF 2284), and Iowa Administrative Code 281- 79.13(2), is authorized. Since the MTLE was developed and is offered by Pearson, a nationally recognized testing service, this test meets the requirements of Chapter 79 standards.

2. Assessments Used for Program Completion

The use of Minnesota Teacher Licensure Examinations (MTLE) does not meet the requirements of Iowa Legislative Code 256.16 (as enacted by SF 2284), Iowa Administrative Code 281- 79.15(7) a, and as instructed by the Iowa DE director in communication dated September 18, 2012, for the purpose of program completion assessments.

- a) No candidate graduating after January 1, 2013 who has not passed both of the Iowa required Praxis II exams may be considered a program completer.

- b) Luther College officials may not indicate to any person or entity that a candidate graduating after January 1, 2013 and who has not passed both of the Iowa required Praxis II exams is a completer of Luther's Iowa-approved teacher education program.
- c) Luther College officials must inform any candidates who graduated after January 1, 2013 and who have not passed both of the Iowa required Praxis II exams that they have not completed an Iowa-approved teacher education program.

Iowa Code: (Legislation encoded after passage of SF 2284)

256.16 Specific criteria for teacher preparation and certain educators.

1. Pursuant to section 256.7, subsection 5, the state board shall adopt rules requiring all higher education institutions providing practitioner preparation to do the following:

a. (1) Administer a preprofessional skills test offered by a nationally recognized testing service to practitioner preparation program admission candidates. Rules adopted shall require institutions to deny admission to the program to any candidate who does not successfully pass the test.

(2) Administer, prior to a student's completion of the practitioner preparation program and subject to the director's approval, subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area; or, a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates, centered on student learning. A student shall not successfully complete the program unless the student achieves scores above the twenty-fifth percentile nationally on the assessments administered pursuant to this subparagraph.

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79.13(2) Performance assessment system for candidates.

c. For teacher preparation programs, the system includes the administration of a preprofessional 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.

79.15(7)

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 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least on 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.