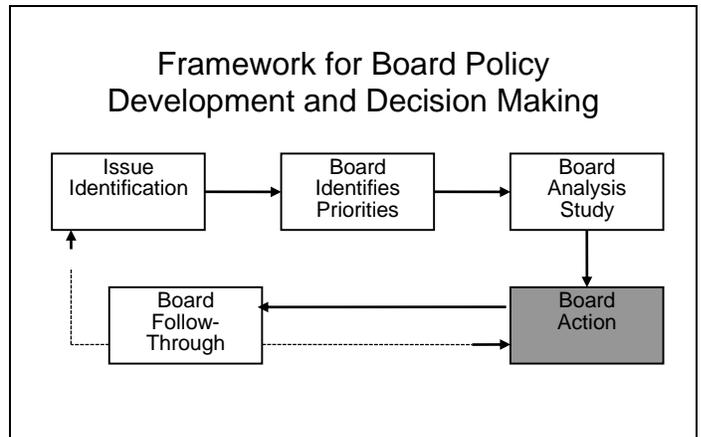


# Iowa State Board of Education

## Executive Summary

August 7, 2014



**Agenda Item:** Central 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 281 rule 79.5.

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

Carole J. Richardson, Consultant  
Bureau of Educator Quality

**Attachments:** 2

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

**Background:** The Central College Teacher Preparation Program has met the program approval standards as approved by the State Board.

**Board Summary**  
**Iowa State Board of Education**  
**Accreditation Review for Central College**

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 Central College Site Visit Team conducted a preliminary review of the Central College Teacher Education Institutional Review documents, culminating with an online discussion of results on February 13, 2014.

The Central College Site Visit Team conducted an on-site review of the Central College program and institutional relationships from March 30 through April 3, 2014.

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, PK-12 teachers and administrators were also interviewed.

A complete report was finalized on July 9, 2014.

**Site visit team members:**

Byron Darnall, Iowa Department of Education  
Dr. Thomas Carpenter, Saint Ambrose University  
Dr. Dawn Behan, Mt Mercy University  
Dr. Catherine Gillespie, Drake University  
Dr. Jill Heinrich, Cornell College  
Dr. Lawrence Bice, Iowa Department of Education, co-chair  
Dr. Carole Richardson, Iowa Department of Education, co-chair

**Historical Perspective provided by Central College:**

Central College was founded in 1853 by a group of pioneer settlers who immigrated to central Iowa to escape religious tyranny in the Netherlands. Central College officially opened on October 8, 1854, with a class of 37. The campus consisted of one two-story building with three rudimentary classrooms. The institution grew both in size and mission, eventually moving to a parcel of land donated by Pella's founding father, Dominie Pieter Scholte. The campus survived fires, three wars, and economic depression during its first 60 years, a period that saw the United States double in size.

In 1916, Central College was transferred from Baptist control to the Reformed Church in America (RCA). The relationship with RCA strengthened the college as families within the denomination sent their sons and daughters to be educated for teaching and the ministry. As its academic reputation grew, Central College attracted many more students from outside the denomination. Students from 31 states and more than 11 foreign countries have attended Central College.

The college's 130-acre residential campus has been described as among the most beautiful in the Midwest. Although founded more than 150 years ago, the college's facilities are modern and well-equipped. In the past 30 years, Central College has constructed eight major new buildings, including three Leadership in Energy and Environmental Design (LEED) buildings, one of which is the Roe Center, home of the education department. All classrooms are within easy walking distance of student housing; currently 96 percent of Central College students live on campus.

Approximately 1500 full-time students currently attend Central College, producing about 320 Bachelor's degree graduates each year. Central College's four-year liberal arts curriculum offers students the freedom to choose from more than 39 majors and interdisciplinary programs. In 2013, the college adopted the Integrated Learning Model, based on a framework guided by the principles of developing and enhancing intellectual and social engagement among students and faculty, creating a climate of intellectual engagement and fostering the value of citizenship. More than 40 courses include a service-learning component, and more than 250 students engage in weekly service-learning each semester. Central College has been recognized as a presidential finalist (2012) in the President's Higher Education Community Service Honor Roll.

Central College's teacher preparation program is an integral part of the college's mission. Teacher preparation candidates are readily visible across campus and leading in numerous extracurricular, spiritual, and governing activities. A unique component of Central College's teacher preparation program is the Central Teacher Academy (CTA). The Central Teacher Academy is a three-year collaborative model for preparing prospective teachers, utilizing the resources of Pella Community School District, Pella Christian Grade School, and Central College. Candidates pursuing teaching careers must apply for and be selected to participate in CTA. Those candidates selected are paired with mentor teachers in the Pella Community School District or Pella Christian Grade School for two years prior to student teaching. In addition to spending significant time engaged in learning activities in mentors' classrooms, candidates also attend scheduled CTA training sessions with mentors and participate in the school district staff development activities.

All teacher candidates who graduate from Central College receive a Bachelor of Arts degree and complete either an elementary education major with one or more endorsements OR complete a content area major with K-12 or secondary education licensure. Central College has collaborated extensively with the Chemistry, Biology, and Physics departments and the Natural Science Program to consider ways to increase the number of secondary candidates in the science fields. There are currently twice as many science candidates in the program than there were five years ago. The college offers 50 different endorsements in elementary, middle school, secondary and K-12 grade levels. The program produces about 60 licensed teachers each year, split about evenly between elementary and secondary level teachers.

**Central College**

Team Report

Iowa Department of Education

Review Team Members:

Dr. Lawrence Bice, Iowa Department of Education  
Dr. Carole Richardson, Iowa Department of Education  
Byron Darnall, Iowa Department of Education  
Dr. Dawn Behan, Mt Mercy University  
Dr. Thomas Carpenter, Saint Ambrose University  
Dr. Catherine Gillespie, Drake University  
Dr. Jill Heinrich, Cornell College

## 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. Mark Putnam, President  
Dr. Mary Strey, Vice President for Academic Affairs and Dean of the Faculty  
Dr. Peggy Fitch, Vice President for Student Development  
Carol Williamson, Vice President for Enrollment and Dean of Admission  
Dr. Jim Shriver, Associate Dean of Curriculum and Faculty Development  
Lyn Isaacson, Associate Dean for Global Education  
Deb Bruxoort, Chief Information Officer  
Tom Walker, Institutional Research Director  
Cheri Doane, Director of Community Based Learning  
Lowell Ernst, Curriculum Director, Pella Schools  
Mindi Dacmarynski, Central Teacher Academy (CTA) Director  
Beth McMahon, Director of Geisler Library  
Dr. Kris Kilibarda, Associate Professor of Education and Chair of Elementary and  
Secondary Education  
Dr. Thom Davis, Assistant Professor of Education  
Dr. Jen Diers, Assistant Professor of Education  
Dr. Alida Droppert, Associate Professor of Education  
Dr. Katie Gaebler, Assistant Professor of Education  
Michelle McAninch, Instructor of Education  
Dr. Joy Prothero, Associate Professor of Education  
Dr. Esther Streed, Associate Professor of Education  
Mark Babcock, Department Chair of Music and Music Education  
Dr. Wendy Weber, Professor of Mathematics  
Content Area Faculty from the Departments of Art, Biology, Chemistry, Exercise  
Science, English, History, Mathematics, Computer/ Science, Modern Languages,  
Music History, Music, and Physics  
Adjunct Faculty  
Linda Steddom, Director of Clinical/Field Experiences  
Chris McConville, Education Department Office Manager  
Student Teaching Supervisors  
Members of the Central Teacher Education Advisory Council  
School Principals  
Cooperating Teachers  
Recent Graduates of Central College  
Central College Students

## 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 Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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### Strengths

- The President, Vice President for Academic Affairs (VPAA), Vice President for Enrollment, and Associate Dean of Curriculum and Faculty Development articulate a high regard for the Teacher Education Program (TEP). All stated that the Education Department is seen as an integral piece of Central College's framework and referred to department faculty as leaders amongst their peers.
- Area P-12 administrators and teachers speak highly of Central's TEP which is evidenced by the level of collaboration between school districts (public and private) and the TEP.
- Content area faculty report effective communication and coordination with the Education Department and rely upon the Education Department as a source of professional development.
- The TEP has a clearly defined conceptual framework that includes a crosswalk to both InTASC Standards and the Iowa Teaching Standards and is evident in its integration in coursework and field experiences.
- The mission of the Central Teaching Academy (CTA) provides a focus on innovation and improvement, and an opportunity to further improve and expand the traditional TEP. The CTA also offers TEP faculty the opportunity to improve curriculum and instruction for all teacher candidates. Students enrolled in the Central Teaching Academy speak highly of their experience and value the opportunity to spend extended time in P-12 classrooms prior to completing the Teacher Education Program.
- Central College demonstrates a high level of support for the Teacher Education Program by providing an extraordinary facility for the Education Department in the Roe Center.
- Central College supports the TEP faculty's professional learning needs with equitable resources along with fiscal contributions from two foundations (The Moore Family Foundation and The Geisler Penquite Foundation) that supplement professional learning needs.

### Recommendations (made to the unit for continuous improvement, no action required)

- 1) **79.10 (6)** Several Central content area faculty member who work with the TEP stated that it would be very helpful to be able to access curriculum exhibits to better advise students. They didn't seem to know how to access these exhibits. The majority of the content area

faculty member interviewed expressed a lack of clear knowledge about the Praxis II exams. They also expressed a lack of clear knowledge about the changes made to the Advisory Board structure. The team suggests the TEP increase communication with content area faculty to update understanding of policies and requirements in the teacher education program.

**CENTRAL'S RESPONSE:** *The TEP currently has all curriculum exhibits posted to our Education BlackBoard site which is accessible to all content area faculty members. The TEP will continue to collaborate with our content area partners to keep the curriculum exhibits/advising guides updated based on changes in content area majors and on changes in state licensure requirements.*

*The TEP appreciates the suggestion to share PRAXIS II information with all content area faculty members and will schedule meetings with each department in 2014-15 to share the PRAXIS II pass rate results and to discuss what action steps the content areas and the TEP might take to best ensure candidates' preparation in both content and pedagogy.*

*The change from a standing committee to an advisory council was part of a larger overall restructuring of faculty committees and councils that occurred during the 2013-14 academic year. The new Central College Faculty Handbook now includes language regarding roles and membership on advisory boards. Based on this language, the TEP will share the Education Department Advisory Board responsibilities with all faculty members and will work closely with our faculty colleagues to ensure the faculty members selected to the advisory board bring ideas and concerns to the TEP and help to share TEP-related information across campus.*

- 2) **79.10(11)** The team recognizes that the Department Chair has multiple significant duties that are necessary for an accredited licensure program. In addition to administration of operation of the program, Chair is also overseeing candidate and program assessment, in effect, the comprehensive assessment. However, the college administration has provided options for addressing overload. The team has two concerns. First, can the chair, given all other duties, adequately oversee a comprehensive assessment system, or should a different faculty member be designated as responsible for oversight of the assessment system? Second, is compensating the chair financially for overload, rather than release time, in the best interest of effective work of the chair and the department?

**CENTRAL'S RESPONSE:** *The department has been in conversation with the Vice President for Academic Affairs (VPAA) about this concern and the TEP and VPAA will use 2014-15 as a year to review the duties of the department chair and to determine how to effectively manage a comprehensive assessment system.*

- 3) **79.10(11)** The library has two vacant positions for library researchers. The team suggests that the college address this shortage to maintain a focus on research.

**Concerns** (compliance issues that must be addressed prior to State Board action)

None

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

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

**Sources of Information**

- Interviews with President, Vice President for Academic Affairs, Vice President for Enrollment Management, Vice President for Student Development, Associate Dean for Curriculum and Faculty Development, Chief Information Officer, Director of Community Based Learning, Stakeholders including local administrators, advisory council members, alumni, education department faculty, content area faculty and adjunct faculty, Library director,
- Course syllabi
- Visits to classrooms and discussions with students
- Institutional Report
- Program Response to Review Team’s Initial Report

**Final Recommendation**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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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**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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## Strengths

- There are a number of initiatives at the college level aimed at increasing diversity among the student body, including recently developed strategies to recruit students from Colorado and Arizona, among other states. There are also plans to develop recruitment internationally.
- The Global Perspectives component of the college mission is strong and well supported. The liberal arts curriculum at Central requires study abroad or coursework in international and intercultural studies. Many students opt to enroll in study abroad programs. With careful planning (and the willingness to overload some semesters), candidates in the Teacher Education Program are able to participate in study abroad programs and still complete the program in four years.
- The Center for Community Based Learning offers many service opportunities for candidates to experience diversity in a variety of settings. Teacher education candidates engage in volunteer activities involving school age children who represent diverse populations. These experiences provide concrete and meaningful connections to the service learning component of the institution's mission.
- The TEP strives to offer students diverse placements, evident in the different locales for multiple methods practica and the split student teaching placement which allows candidates to spend 8 weeks student teaching in each of two different settings.
- The TEP offers opportunities for candidates to student teach in urban settings in Chicago and Des Moines. Candidates who participated in the urban student teaching assignments found these to be exceptionally valuable experiences which enhanced their confidence and abilities in meeting the needs of diverse learners.

## Recommendations (made to the unit for continuous improvement, no action required)

1) **79.11(3)** In spite of its location in a rural, relatively homogeneous community, the Central College Teacher Education Program has been purposeful and creative in providing candidates experiences with diverse populations. The team suggests that the program continue to focus on expanding these options.

***CENTRAL'S RESPONSE:** This has been a long-term priority for the TEP and we will continue to focus on providing diverse experiences for our candidates and will continue to work with our community and K-12 partners to seek appropriate environments for these diverse experiences.*

2) **79.11 (1)** Several candidates expressed disappointment that they were unable to study abroad because of the demands and structure of their Teacher Education Program. Since approximately half of all Central students study abroad, they felt disadvantaged and perhaps even marginalized. One possible avenue to pursue would be options for international student teaching. When asked if they would be interested in such an opportunity, over three-fourths of the candidates stated that they would. The team suggests that the TEP continue its investigation into the feasibility of

student teaching placements in other countries. The team suggests that the TEP could also examine curriculum for possible changes that could readily enable more candidates to study abroad.

**CENTRAL’S RESPONSE:** *In a recent departmental retreat, the education department listed international experiences as one of the primary goals for exploration by the education department. The TEP has initiated discussions with the college’s director of study abroad and Associate Dean of Global Education regarding opportunities for international student teaching. In 2014-15, the college is beginning a year of intensive curricular review with the goal of determining whether or not to transition to units instead of credit hours. As the college explores this potential transition to units, the TEP will also examine the curriculum for changes that would better provide opportunities for students to study abroad. However, our candidates are also highly involved in extracurricular activities and often choose to seek multiple endorsement areas and the TEP believes short-term international experiences may prove more accessible for many of our students. Dr. Katie Gaebel and Dr. Jennifer Diers have initiated faculty-led, short-term educationally focused trips to Puerto Rico and Sierra Leone, Africa for students in the education program.*

**Concerns** (compliance issues that must be addressed prior to State Board action)

None

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

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

**Sources of Information**

- Interviews with President, Vice President for Academic Affairs, Vice President for Enrollment Management, Vice President for Student Development, Associate Dean for Curriculum and Faculty Development, Director of Community Based Learning, Stakeholders including local administrators, advisory council members, alumni, education department faculty
- Course syllabi
- Visits to classrooms and discussions with students
- Institutional Report
- Program Response to Review Team’s Initial Report

**Final Recommendation**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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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 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 Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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### Strengths

- The preparation of the fulltime faculty in the TEP reflects a variety of backgrounds and experiences appropriate to a teacher education program. Collaboration among the education faculty appears to be strong and positive. TEP faculty demonstrate strong dedication to the growth and preparation of their candidates.

- The TEP includes adjunct faculty primarily from local P-12 schools whose teaching assignments are aligned with their professional practice. Adjunct faculty members have expressed a sense of appreciation and support from the department.
- Candidates articulated a strong sense of connection to the TEP faculty and the program. Comments consistently suggested that they believe the faculty cares about them personally and professionally.
- Faculty members, including those new to Central, can clearly align their professional growth with the mission, framework and needs of the TEP. Veteran faculty members mentor and support junior faculty members effectively. The chair's leadership is evident in the development of TEP faculty.
- Faculty members are actively engaged in professional development activities, attending local, state and national conferences as participants and presenters. Professional growth statements indicate faculty involvement in scholarly activities, as well as serving on state boards, panels and committees.

**Concerns** (compliance issues that must be addressed prior to State Board action)

- 1) 79.12 (1) The faculty member teaching secondary content area reading does not appear to have an adequate background or knowledge to fulfill the state goal of “every teacher, a teacher of reading.” This faculty member’s professional growth statement also lacks evidence of any activities to achieve recency in either the elementary or secondary levels. The TEP must assure that every faculty member remain current in his/her field.
- 2) 79.12 (1) The faculty member assigned to teach *EDUC 354-A Teaching of Mathematics* (an elementary methods course) has no experience at the elementary level. The TEP must assure that each TEP faculty member have knowledge and experience similar to the roles that candidates are being prepared to serve.

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

The TEP must document a plan to illustrate how concerns #1 and #2 will be met.

***CENTRAL’S RESPONSE to Concern #1:*** *Regarding the course Reading in the Content Area for secondary majors, the College will hire an instructor with recent secondary teaching experience and a specialty in secondary English/Language Arts and Literacy.*

*The faculty member referred to in 79.12(1) has noted the team’s concerns and has developed a plan to increase her professional activity to ensure she is current in her field. She will maintain memberships in professional organizations related to reading/literacy and will regularly attend conferences and workshop/trainings related to reading/literacy or literacy in educator-preparation. In particular, over the summer 2014, she has attended training on the Framework*

*for Intentional and Targeted (FIT) Teaching with Doug Fisher and Nancy Frey and Iowa Department of Education/Reading Research Center training on Formative Assessment System for Teachers (FAST) which is the state’s universal screening assessment and progress monitoring assessment for Kindergarten through Sixth grade students. This faculty member also facilitates literacy trainings for area in-service teachers through the Area Education Agency. Additionally, the faculty member supervises student teachers and candidates in practicum clinical experiences and in her collaborations with teachers in the field she will focus on discussing current best practices.*

**CENTRAL’S RESPONSE to Concern #2:** *The faculty member assigned to teach EDUC 354 has transitioned to teaching only courses in the area of educational psychology/learning and assessment and courses in secondary mathematics methods and secondary general methods/middle school methods. This faculty member has a Masters’ degree in Educational Measurement and Statistics, is an experienced middle school and high school teacher and anticipates completing her PhD in mathematics education in fall 2014. Therefore, this faculty member is highly qualified to teach the classes with content in educational psychology/assessment and secondary education.*

*The College has hired an experienced elementary educator to teach EDUC 354A- Teaching of Mathematics. This new faculty member has over twenty years of experience as an elementary school teacher. As an elementary teacher she played an integral role on both language arts and math committees and piloted the Singapore Math in Focus curriculum. Since her teaching experience has been primarily in the lower elementary, she will work collaboratively with the faculty member described above whom is completing her PhD in mathematics education to ensure candidates are getting exceptional preparation in all levels of teaching elementary mathematics.*

**Final Team Response:**

The TEP has provided evidence of valid plans for compliance with the requirements in this standard. The TEP has devised a plan to ensure that all faculty members have the knowledge and experience required to teach future educators in their content area. The Vice President for Academic Affairs has verified that resources are allotted for the hiring of the required faculty (see Appendix A for letter from the Vice President). **Based on this evidence provided by the TEP, the team now considers the faculty standard met.** The Iowa DE will meet with Central College in the spring of 2015 semester to monitor implementation.

**Sources of Information**

- Interviews with: Vice President for Academic Affairs, Vice President for Enrollment Management, TEP faculty, candidates, cooperating teachers, recent graduates, general education/liberal arts faculty, members of the advisory council
- Institutional Report
- Exhibits: Course syllabi, curriculum exhibits, rubrics, program handbooks, catalog

**Final Recommendation**

<b>Met Or</b>	<b>Met Pending Conditions</b>	<b>Not Met</b>
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<b>Met with Strength</b>	<b>Noted Below</b>	
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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**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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**Strengths**

- Central College TEP faculty members understand the importance of analysis of assessment data for continuous improvement. They demonstrate clear evidence of using assessment data for making meaningful changes in the program.
- The Director of Institutional Research articulated recognition of the TEP’s effective use of assessment data. The Institutional Research Committee is seeking the expertise of TEP faculty to provide input on institutional research processes.
- The TEP has developed and validated an assessment of candidate dispositions. The TEP uses this assessment tool consistently and effectively throughout the program.
- Central College’s TEP has developed well-designed developmental rubrics that reflect candidates’ growth in attainment of TEP/InTASC standards.

**Recommendations** (made to the unit for continuous improvement, no action required)

- 1) 79.13(1) *a* The use of TEP wide developmental rubrics is inconsistent. These are used effectively by many – but not all – faculty members. The team suggests that the TEP develop and enforce policies for the consistent use of the developmental rubrics of program standards for candidate and program assessment. When used with fidelity by all faculty, this tool will improve reliability of data collection at multiple decision points in the TEP program and will be valuable for ongoing continuous program improvement.

**CENTRAL'S RESPONSE:** *The TEP is proud of our work in creating the developmental rubrics. Some faculty piloted the use of the developmental rubrics in spring 2014 and all TEP faculty members are committed to developing appropriate artifacts and assessing those artifacts with the developmental rubrics in 2014-15. The TEP believes the commercial assessment system described below will assist us in not only implementing the rubrics with fidelity but also in compiling and using data to make programmatic decisions.*

- 2) 79.13(1) *f*(1) The team suggests that the TEP review and modify policies for surveying cooperating teachers and administrators. This process would be more effective if the TEP developed a consistent procedure in sampling and aligned the surveys with updated unit standards and candidate performance measures.

**CENTRAL'S RESPONSE:** *The TEP has created new surveys for alumni and their supervisors and for cooperating teachers that align with the unit standards. We believe using the information on new-teacher placement from the Iowa Department of Education and the new assessment system we are implementing will help the TEP develop a more consistent procedure for surveying our alumni and their supervisors. We will continue to send surveys to all teachers who serve as cooperating teachers for our various practicum and student teaching experiences.*

- 3) 79.13(2) *b* TEP policy allows three attempts to pass the pre-admission basic skills test, the C-BASE. However, in some cases, students are allowed more than three attempts. The team suggests the TEP adhere to a 'three attempt' policy consistently, or develop specifically articulated criteria defining acceptability of a fourth attempt so that the policy is fair to all candidates.

**CENTRAL'S RESPONSE:** *The TEP will consistently enforce our "three attempt" policy. The TEP will formally vote on the motion to remove any language regarding a fourth attempt from the Teacher Education Handbook upon returning to campus this fall.*

**Concerns** (compliance issues that must be addressed prior to State Board action)

- 1) **79.13 (1) a** The TEP is collecting a lot of assessment data focused primarily on candidate assessment. Data is collected, stored, and managed inconsistently using fragmented methods. This precludes the TEP from having a clearly defined management system and impedes the TEP from using the data effectively for program evaluation. The lack of an integrated data management system also makes it difficult for data to be shared with all stakeholders. The TEP must develop a cohesive, integrated system of program assessment. This may require the acquisition of technology resources. The team suggests that management and oversight of the well-developed system be defined in TEP member responsibilities, with resources provided to support these responsibilities.

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

The TEP must document a plan to develop a cohesive, integrated system of program assessment.

**CENTRAL'S RESPONSE:** *Recognizing the need for a comprehensive, integrated assessment system to meet the needs of the TEP that would also be consistent with other needs on campus, the Vice President of Academic Affairs (VPAA) convened a working group last spring led by a representative from the TEP, the Director of Information Technology, and the Director of Institutional Research. These colleagues invited others on campus to evaluate commercial assessment systems. Under consideration were cost of implementation, support, and maintenance; use in the TEP; use for other accredited programs; and use for assessment of the College's Integrated Learning Model. The recommended system will allow for the consistent and thorough analysis of both artifacts using developmental rubrics throughout the program and of surveys of alumni, cooperating teachers and administrators and will streamline our documentation of field experience placements, time logs, observations/evaluations, and diversity information. In addition, the VPAA has asked the TEP for a recommendation about hiring/position descriptions for sustainable staffing in the department, including oversight of assessment policies and practices for the TEP. Beginning in the 2014-2015 academic year developmental rubrics will be used to assess artifacts in all post-admission education classes and field experiences. All alumni, supervisor, and cooperating teacher surveys will be distributed and analyzed using the on-line assessment system. Based on all assessment evidence, the TEP will evaluate progress on the prior year's goals and will select program goals and measures for the upcoming year. These results and goals will be shared with appropriate internal and external stakeholders.*

**Final Team Response:**

The TEP has provided evidence of valid plans for compliance with the requirements in this standard. The TEP has outlined a process for implementing a more cohesive and comprehensive assessment system, for allocating resources for the implementation and monitoring the effectiveness of that system. The TEP has also devised a plan to ensure clear communication with stakeholders for the effective use of assessment data to guide continuous program improvement. **Based on this evidence provided by the TEP, the team now considers the assessment standard met.** The Iowa DE will meet with Central College in the spring 2015 semester to assess implementation and provide any necessary technical assistance.

**Sources of Information**

- Interviews with: TEP faculty, candidates, cooperating teachers, graduates, advisory council, and general education/liberal arts faculty
- 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

**Final Recommendation**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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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**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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## Strengths

- Practicum students and student teachers are consistently described by school personnel as professional, polite, respectful, and willing to learn.
- The relationships with partnering schools, both public and private schools, are especially strong. Central College works hard to establish and maintain these relationships, and the personnel from the partnering schools express their appreciation for this type of relationship.
- An innovative professional development school model, the Central Teacher Academy (CTA), offers select candidates opportunities to extend their clinical experiences by providing substantive and sustained classroom experience in local schools. Candidates also have opportunities to engage in professional development in the partner school. The CTA and local schools collaborate well and view the CTA as a mutually-beneficial program for both Central candidates and the local schools. P-12 partners and candidates cite positive learning and professional relationships.
- Cooperating teachers for student teachers stated that the orientation offered at the beginning of each semester was particularly helpful to them.

## Recommendations (made to the unit for continuous improvement, no action required)

- 1) **79.14(1)** Candidates in the CTA program have additional clinical experiences in Pella schools but the expectations for these experiences, especially at Level 1, seem to vary. The team suggests that Central TEP clarify and communicate expectations for candidate responsibilities at all levels in the CTA program.

***CENTRAL'S RESPONSE:** The Education Department Chair, Education Department CTA faculty liaison, and Director of CTA have created a CTA Program Handbook that clearly defines the responsibilities, requirements and expectations at each CTA level for both elementary and secondary. The TEP has approved the handbook and all candidates in CTA and all mentor teachers will have this handbook. The Director of CTA will work with candidates and mentors to ensure consistent implementation of the expectations.*

- 2) **79.14(2)** The methods blocks and clinical experiences in the secondary program do not appear to be as well sequenced or scaffolded as the elementary blocks. Candidates in the secondary program expressed concern that pre-student teaching clinical experiences all occurred clustered late in the program and immediately before student teaching. The team suggests that the TEP evaluate the sequence of clinical experiences and structure provided during methods blocks in an effort to enhance preparation of secondary level candidates.

**CENTRAL'S RESPONSE:** *The TEP shares this concern and as the college enters a process of intensive curricular review, this will be a priority for the TEP. The Director of Clinical Experiences and the secondary methods instructor have already begun discussions with local middle school/high school teachers and administrators regarding a Professional Development School (PDS) model for the secondary general methods/content methods block.*

- 3) **79.14(3)** A number of cooperating teachers reported that some expectations for student teaching are shared only at the orientation meeting. The team suggests that Central TEP develop methods to ensure that all cooperating teachers, including those who are unable to attend the orientation have access to all necessary information.

**CENTRAL'S RESPONSE:** *The TEP has the unique ability to classroom capture all presentations/sessions in the classrooms in the Roe Center. Therefore, each orientation meeting will be recorded and sent via electronic link to each cooperating teacher. In addition, as noted in both the student teaching handbook and the appointment letter for college student teaching supervisors, the college supervisors are now responsible for meeting with any cooperating teachers who did not attend the orientation to ensure they have the necessary information. All cooperating teachers receive a student teaching handbook and the Director of Clinical Experiences will create a short two or three page document with the essential information from the handbook for the cooperating teachers.*

- 4) **79.14(6)** College supervisors and cooperating teachers share the responsibility of evaluating candidates' achievement of TEP standards, however, it is evident that the cooperating teacher takes a much stronger role than the college supervisor. For example, the college supervisor does not participate in the midpoint or final student teacher evaluation conferences. For secondary level candidates, this is compounded by the assignment of two different college supervisors, which appears to diminish the college supervisor's role even further. The team recommends that the TEP consider methods for making evaluation of student teachers a more collaborative process between college supervisors and cooperating teachers.

**CENTRAL'S RESPONSE:** *The TEP has determined that secondary student teachers will have only one college supervisor per placement. In recent years, the TEP has been successful in securing college supervisors with both appropriate content knowledge and secondary teaching experience and we are confident this change will help create a more consistent and collaborative relationship among the supervisor, the student teacher, and the cooperating teacher(s). In addition, starting in the fall 2014, college supervisors will be responsible for facilitating the collaborative conversation regarding the student teaching mid-term and final evaluations.*

- 5) **79.14(9) b** Although TEP policy calls for the supervisor to meet/consult with the student teacher after biweekly observations, but the team did not find evidence that this happens on a consistent basis. The team suggests that expectations for consultations with candidates after each observation be communicated clearly to college supervisors, and regular oversight provided by the Central TEP to ensure this policy is being followed.

**CENTRAL'S RESPONSE:** *See the response to "CONCERN #1," p. 20.*

- 6) **79.14(9) c** There is limited opportunity for consultations between the cooperating teacher and college supervisor. The team suggests that expectations for consultations with cooperating teachers – especially as it relates to the evaluation of the student teacher - be communicated clearly to college supervisors with oversight provided by the Central TEP.

**CENTRAL'S RESPONSE:** See the response to "CONCERN #1," p. 20.

- 7) **79.14(10) i** The team did not find evidence of consistent involvement of the student teacher in communication and interaction with parents or guardians of P-12 students. The team suggests the TEP implement policies to ensure candidates have adequate experiences to prepare them for working effectively with families.

**CENTRAL'S RESPONSE:** While candidates are student teaching, they are also enrolled in a student teaching seminar course. This course has assignments that candidates are required to complete during student teaching. These assignments include: designing units of instruction, completing behavioral and academic progress monitoring, reviewing professional ethics, logging hours of professional development, and completing a mock evaluation with a school administrator. Starting in the fall of 2014, student teachers will have the additional assignment of providing evidence of weekly communication with parents/guardians. The student teachers will also be required to attend parent-teacher conferences at one of their student teaching placements (this will be dependent on the timing of conferences in the student teacher's district).

**Concerns** (compliance issues that must be addressed prior to State Board action)

- 1) **79.14 (9) b** The team found evidence that some student teachers were not being observed on at least a biweekly basis. Some secondary student teachers were observed two days in a row and then had no supervisor observations for the next four weeks. Central TEP must articulate and enforce a policy of supervisor observations/consultations that take place on at least a biweekly basis.

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

The TEP must document a plan to assure that the biweekly visit requirement of 79.14 (9) b is being met.

**CENTRAL'S RESPONSE:** The TEP has revised the Central College Student Teaching Handbook and the appointment letter/expectations for Central College Student Teaching Supervisors to explicitly include biweekly observations.

*The Central College Student Teaching Handbook adopted April 2014 contains revisions related to student teaching supervision. All student teachers, cooperating teachers and supervisors will receive a copy of the student teaching handbook, which will be explained in detail when the Director of Clinical Experiences meets with each college student teaching supervisor. In addition, these expectations will be shared during our student teaching orientation workshops and will be stressed in ongoing communication with cooperating teachers, supervisors and student teachers. The Director of Clinical Experiences and the Education Department Chair will share the responsibility of ensuring that supervisors are fulfilling these expectations.*

(See excerpts from the revised Central College Student Teaching Handbook in Appendix B.)

Starting in Fall 2014, the appointment letter for all college student teaching supervisors states:

Your assignment for the XXX semester will be as follows:

Supervise Student Teachers,

- visit the student teacher at least every other week
- visit the student teacher at least four times in the eight week period and make additional visits as necessary based on the student teacher's performance
- confer with the cooperating teacher at each visit
- share observation notes with the candidate at or immediately following the visit
- hold a mid-term and final conference with the student teacher and cooperating teacher

### Final Team Response:

The TEP has provided evidence of valid plans for compliance with the requirements in this standard. The TEP has outlined a process for communicating to supervisors the necessary actions for compliance with the rule requirement for a minimum of bi-weekly observations. **Based on this evidence provided by the TEP, the team now considers the clinical standard MET.** The Iowa DE will meet with Central College in the spring 2015 semester to assess implementation and provide technical assistance if needed.

### Sources of Information

- Interviews with: TEP faculty and staff, cooperating teachers, recent graduates, current students
- Classroom visits
- Contracts with school districts
- Central College Institutional Report
- Program response to preliminary review
- Exhibits: Course syllabi, student teaching handbook, department meeting minutes, student artifacts, artifact rubrics, surveys from employers, and surveys from alumni
- Student education files

### Final Recommendation

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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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 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 Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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**Strengths**

- Central students seem well-prepared in content and pedagogy and display professional behaviors. Cooperating teachers and administrators laud them for their performance. Representatives from the Pella and Oskaloosa districts state that Central produces high quality teachers.
- Blocks I, II and II are well sequenced and well-scaffolded in the elementary program. The TEP has used assessment data to make adjustments in this sequence to better meet candidate needs.
- Deeply embedded in education core courses is an understanding, reflection, and recognition of the importance of professional dispositions.
- Candidates demonstrate a solid understanding of the design and application of formative assessment data.

**Recommendations** (made to the unit for continuous improvement, no action required)

- 1) **79:15(5)** Several elementary level candidates and recent graduates articulated a need for more quality preparation to teach reading, citing a lack of familiarity with current reading strategies or theories. Many commented that for the Reading Block 1 course, they spent little time in class and most of it at the practicum site. There seemed to be little, if any, application of theory to practice either in the classroom or at the practicum site. The team suggests that the TEP examine curriculum and instruction in reading methodology to ensure effective instruction in current best practices.
- 2) **79:15 (6)** Candidates, student teachers, and recent graduates consistently reported a need for more quality preparation for integrating reading strategies into content area reading. Candidates in secondary education were unable to articulate clear knowledge of

comprehension frameworks, nor could they explain why these strategies are useful or how they could be implemented. The team suggests that the TEP examine curriculum and instruction in content area reading strategies integration to ensure effective instruction on current best practices.

**CENTRAL'S RESPONSE:** *Both the TEP and our K-12 partners are committed to ensuring that courses in the reading endorsement are well-sequenced and grounded in best-practice research. Therefore, Central College has entered an innovative partnership with the Pella Community School District (PCSD). A PCSD teacher with a reading specialty and experience was given a leave of absence from her position as an elementary teacher to serve as a visiting instructor of elementary education. The TEP is currently reviewing our elementary and secondary reading curriculum and looks forward to the visiting instructor serving as a link between the TEP and the instructional coaches and master teachers in the PCSD. Reading methods courses will have the additional information regarding FAST and FIT Teaching added to the course curriculums and candidates will be prepared in the strategies that are being used in Iowa schools and will be responsible for demonstrating their understanding of these concepts in field experiences. In addition, as the TEP creates a position description in fall 2014 for a tenure-line faculty member, literacy education will be an area of focus.*

- 3) **79.15(7) f** Student teachers stated that the classroom management course would be more beneficial if taken later in the program. The team suggests the TEP examine the sequence of courses to ensure preparation in classroom management is most effective.

**CENTRAL'S RESPONSE:** *The TEP notes this concern by students and will review the curriculum sequence while also reviewing the methodology and potential for clinical experiences in this course.*

**Concerns** (compliance issues that must be addressed prior to State Board action)

None

**Requirements of the unit prior to State Board action:**

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

**Sources of Information**

- Interviews with: TEP faculty, candidates, cooperating teachers, graduates, advisory panel, and general education/liberal arts faculty
- 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

**Final Recommendation**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**APPENDIX A – LETTER FROM  
CENTRAL COLLEGE VICE PRESEIDENT FOR ACADEMIC AFFAIRS**



VICE PRESIDENT FOR ACADEMIC AFFAIRS  
AND DEAN OF THE FACULTY

7 July 2014

Carole Richardson, Ed.D.  
Lawrence Bice, Ed.D.  
Iowa Department of Education

Dear Carole and Larry,

I have reviewed the comprehensive Team Report from the Iowa Department of Education and the embedded, thoughtful Central College Team Response. The College's department plan is clear and readily achievable. I am pleased to provide my full endorsement of the details and methods outlined to address the concerns and recommendations of the Iowa Department of Education. My office is committed to providing the support and resources necessary to ensure that the goals are achieved and the state's standards for our Teacher Education Program are met. Specifically:

1. I have approved the hiring and have allocated the funding necessary to hire the instructor for EDUC 442 (Reading in the Content Area).
2. I have approved the hiring and have allocated the funding necessary to hire the instructor for EDUC 354 (Teaching of Mathematics).

Our Education Department, its faculty, staff, and students, continue to be a source of pride Central College and we remain committed to its success and the success of our future teachers.

Thank you for your thoughtful evaluation and support throughout this process.

Sincerely,

Mary E.M. Strey, Ph.D.  
Vice President for Academic Affairs  
and Dean of the Faculty

## **APPENDIX B - REVISIONS TO STUDENT TEACHING HANDBOOK**

Page 12 of the Student Teaching Handbook provides the description of the college education supervisor as “A college education supervisor is assigned to each student teacher. At Central College the education supervisor will conduct a visit/observation of the student teacher every other week for a total of at least four visits during each student teaching placement. During these observations, conferences will be held with the cooperating teacher and the student teacher. During the conferences the supervisor, as well as the cooperating teacher, will offer helpful suggestions for the student teacher to make the field experience more profitable. The major role of the supervisor is the coordination of content learning, educational theory and teaching experience into a dynamic learning activity.”

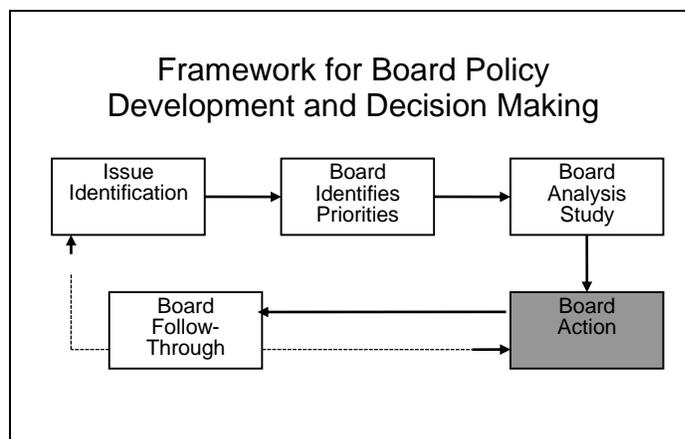
Page 14 of the Student Teaching Handbook further delineates the responsibilities of the college supervisor:

1. Attend the orientation meeting with student teachers, cooperating teachers, and college supervisors to go over responsibilities, expectations, and plan for the student teaching term.
2. Meet with the student teacher to establish the operational procedures to be followed during the student teacher experience.
3. Become cognizant of building policies and procedures relevant to the student teacher experience.
4. Visit/observe the student teacher every other week of the student teaching placement for a total of at least four visits/observations per student teaching placement. More observations may be necessary based on the individual student teacher’s needs.
5. Check student teaching binders at each observation/visit.
6. Regularly check and conference with students about lesson plans, unit development, and progress monitoring assignments.
7. After each observation/visit, provide the student teacher with written feedback concerning progress, problems, and recommendations.
8. Conference with both student teacher and cooperating teacher (individually or together) at each visit or immediately following the visit.
9. Use college supervisor observation forms, student teacher self-evaluation, and cooperating teacher’s midterm and evaluation as a basis for conferences.
10. A copy of each written student teaching observation must be turned into the Director of Clinical/Field Experiences within one week of completing the observation. These forms will be filed in the student’s file.
11. Hold a midterm and final conference with the student teacher and cooperating teacher to discuss the student teacher’s performance evaluations.

# Iowa State Board of Education

## Executive Summary

August 7, 2014



**Agenda Item:** Waldorf College – Teacher 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 281 rule 79.5.

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

Carole J. Richardson, Consultant  
Bureau of Educator Quality

**Attachments:** 2

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

**Background:** The Waldorf College Teacher Preparation Program has met the program approval standards as approved by the State Board.

**Board Summary**  
**Iowa State Board of Education**  
**Accreditation Review for Waldorf College**

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 Waldorf College Site Visit Team conducted a preliminary review of the Waldorf College Teacher Education Institutional Review documents, culminating with an online discussion of results on December 10, 2013.

The Waldorf College Site Visit Team conducted an on-site review of the Waldorf College program and institutional relationships on February 2-5, 2014.

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, P-12 teachers and administrators were also interviewed.

A complete report was finalized on June 12, 2014.

**Site visit team members:**

Dr. Janet Kehe Upper Iowa University  
Marcy Hahn, Simpson College  
Dr. Ed Starkenburg, Dordt College  
Dr. Carolyn Wieszorek, Clarke University  
Dr. LuAnn Haase, Morningside College  
Dr. Lawrence R Bice, Iowa Department of Education, co-chair  
Dr. Carole Richardson, Iowa Department of Education, co-chair

**Historical Perspective provided by Waldorf College**

Waldorf College was founded in 1903 by the Reverend C. S. Salveson, then pastor of what is now Immanuel Lutheran Church in Forest City. Unlike several other Lutheran colleges founded by Norwegian immigrants and their first

generation progeny, Waldorf College began operation as an academy rather than as a preparatory program primarily for future pastors.

Thus, from its earliest days, Waldorf College has viewed education sponsored by the church as vital for persons who would serve primarily in secular society.

Waldorf College's emphasis is fundamentally a stewardship emphasis: human life is viewed as a gift from God, and the educational enterprise offers the opportunity for the full flowering of one's potential. Waldorf College's mission has always stressed service to others as the means to serve God and achieve fulfilling lives. Whether as future business leaders, educators, scientists, entrepreneurs, clergy, social workers, or musicians – it is the hope of Waldorf College that its graduates will aspire to lives of service.

Waldorf College has placed a high value on effective teaching and student learning since the college was founded in 1903. As an academy, as a junior college, and finally as a baccalaureate institution, the college has marshaled the available resources to assure students of personal attention in their educational experience.

Waldorf College became a junior college in 1920. Many graduates were two-year teacher education majors. Half a century later, nearly all two-year students enrolled with the intent of ultimately earning at least a B.A. degree. In 1994, the Board of Regents and the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) approved the addition of Waldorf College's first two B.A. degree programs in business and communications, beginning a process of gradual implementation of accelerated three-year B.A. programs. In the ensuing years, baccalaureate programs in humanities and management information systems were developed and implemented. In the spring of 2001, NCA granted Waldorf College full baccalaureate degree college status with four year programs including the Education program.

By the fall of 2007, student enrollment had not met projections and debt service was again a major issue in the college budget. Fortunately, the college was able to arrange a bond repayment by issuing new bonds that were fixed payment and at a favorable interest rate compared to the previous bonds. The refinancing brought stability to the financial situation even though the college was heavily dependent on the annual gift donations of two major donors. The economic downturn of 2008 left the two largest donors unwilling or unable to continue their major annual gifts and Waldorf College was left with a major unplanned budget deficit and a clearly inadequate cash reserve.

In January of 2009, Waldorf College located a suitable investment partner in Mayes Education, which was attracted to the mission and values of the college. Mayes was able to pursue a purchase agreement with the Waldorf Lutheran College Association, the original owners of the college. A yearlong effort to obtain approval from governing agencies and the Higher Learning Commission

followed, and Waldorf College was purchased by Mayes Education in January 2010. In 2011, the Iowa Legislature granted Waldorf College the ability to offer state funded tuition grants to students from Iowa. Waldorf College is registered with the Iowa Secretary of State and with the Iowa College Student Aid Commission.

Waldorf College began the development of a baccalaureate program for teacher preparation during the fall 1998. An Iowa Department of Education review team visited the campus in April 2000. After seeking advice from the Waldorf College Education Department Advisory Committee and surveying administrators and students, the Education Department decided to continue to develop only the K-6 Elementary Program and to add a reading endorsement. Following a second accreditation visit, the State Board of Education granted preliminary accreditation. Following a final state review team visit in May 2002, full approval of the practitioner preparation program was granted by the Iowa Board of Education on August 3, 2002. Continuing approval was granted by the Board in 2008 following a regularly scheduled site visit and accreditation review.

The Waldorf College Teacher Education Program (TEP) graduates approximately seventeen candidates for teaching licenses each year. The TEP offers twenty endorsements, including elementary education and secondary level education, as well as art, music, and PE programs for all K-12 grade levels.

# **Waldorf College**

Team Report

Iowa Department of Education

June 2014

Review Team Members:

Dr. Janet Kehe Upper Iowa University

Marcy Hahn, Simpson College

Dr. Ed Starckenburg, Dordt College

Dr. Carolyn Wiezorek, Clarke University

Dr. LuAnn Haase, Morningside College

Dr. Lawrence R Bice, Iowa Department of Education

Dr. Carole Richardson, Iowa Department of Education

## Acknowledgements

Team members would like to express their gratitude to the Waldorf 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. Bob Alsop, President  
Dr. Scott Searcy, Academic Dean  
Scott Pitcher, Director of Admissions  
Darrell Barbour, Registrar  
Mason Harms, Vice President of Business Affairs  
Prof. Kimberly Meyer, Chair, Education Department  
Education Department Faculty:  
    Dr. Rebecca Hill  
    Prof. Sheila Willms  
    Prof. Cindy Boyle  
    Dr. Eric Franco  
Dr. Larry Hill, Director of Student Teaching  
IT Department staff  
Library staff  
Chairs of content departments  
Waldorf students

## **GENERAL COMMENTS**

Waldorf College was founded in 1903 as an academy, soon becoming a junior college. In 2001, Waldorf became a baccalaureate institution, with four year programs, including Education. The Waldorf College Teacher Education Program received conditional Iowa accreditation in 2000, with full accreditation approved by the State Board of Education in 2002. Continuing approval was granted by the Board in 2008 following a regularly scheduled site visit and accreditation review.

In 2007, Waldorf experienced financial difficulties exacerbated by the economic downturn of 2008. In 2010, Mayes Education, a private company, purchased Waldorf from the Waldorf Lutheran College Association, making Waldorf one of several for-profit institutions of higher education in Iowa.

The Waldorf College Teacher Education Program requires all students to complete community service as a component of their education. Community service is targeted to education settings for underserved populations. Not only does this provide well-grounded candidates, it also provides experiences that will help them learn to meet the needs of all students.

The Waldorf College Teacher Education Program is developing strengths in a number of ways. New programs of study have been added, and they are making concerted efforts in hiring diverse, high-quality faculty members.

The Waldorf College Teacher Education Program 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 work recent years.

The program has many qualities, including a strong faculty group and meaningful curriculum. The team brought forward a number of issues that the program is required to address. The following report illustrates the program strengths and issues and the strong work the program has accomplished and committed to accomplish toward identified concerns. Based on the strengths of the program, and the work they are doing, the team recommends the State Board accredit the Waldorf College Teacher Education Program.

## 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 Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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### Strengths

- A laptop computer is provided to each student continuously enrolled at Waldorf. Technical support is provided to students. Nooks and electronic books are available in the library.
- The administrative assistant to the teacher education program keeps thorough and accurate records. Her knowledge and expertise is an asset to the unit.
- Waldorf is a vocation oriented institution with a strong service component. Students provide evidence of the benefit of performing service.

### Recommendations (made to the unit for continuous improvement, no action required)

- 1) **79.10(1)** The responsibilities of the department chair are included in general responsibilities of department chairs in the faculty handbook. However, the additional responsibilities of maintaining an accredited practitioner preparation program are not defined. The team suggests the unit/institution recognize and document the additional chair requirements for an accredited program.
- 2) **79.10(10)** The Advisory Committee stated a need for the candidates to learn to integrate technology in their teaching. In addition, the librarian stated a willingness to create electronic library guides, but only 5 guides of the 74 created by the librarian were for education courses. Clearly, the education department has not been taking advantage of this resource. According to the librarian, some resources are available, but “My biggest challenge is to get the faculty to make recommendations.” The team suggests the unit work to take advantage of the library resources available to augment teaching and learning.
- 3) **79.10(12)** Professional development funding for faculty members is modest, making quality professional development difficult to attain. Limited access to professional development inhibits the unit faculty members’ ability to stay current with best practices, which they must teach and model for their students. The team suggests unit faculty work with institutional administration to develop a professional development plan and align the necessary resources.
- 4) **79.10(13)** Even though the candidates have a laptop computer available for their use on campus, additional types of technology are used in P-12 schools. Candidates and unit faculty members must stay current with technology. The candidates observe various technologies during clinical experiences, but they may not be afforded the opportunity to learn to integrate these technologies in instructional units on campus because they are not available. The team suggests the unit faculty develop and teach strategies for integrating technology in teaching and learning.

**Concerns** (compliance issues that must be addressed prior to State Board action)

1) **79.10 (3)** The conceptual framework does not reflect a shared vision of unit faculty consistent with current best practices in teaching and learning. The faculty must determine a research basis and develop a shared vision and incorporate that vision in the work of faculty and candidates.

2) **79.10(5)** The unit seeks input from their Advisory Committee. The collaboration is ongoing with suggestions given strong consideration. However, according to the Advisory Committee notebook (2008-present), the Advisory Committee has only been meeting once per year. The unit must develop a plan to solicit input from the advisory committee two times per year.

3) **79.10(8)** The team did not find evidence that yearly reviews of faculty teaching are being conducted. The Waldorf Faculty Handbook calls for annual reviews based on observations. Without formative evaluations, faculty development of teaching quality is difficult to attain. The team requires the unit to develop and document a plan for formative faculty evaluations.

**Requirements of the unit prior to State Board action:**

Concern #1: The unit faculty must provide a plan to develop a research base and use it to articulate a shared vision of best practices in their conceptual framework. The plan must include milestones and define persons in positions of responsibility.

Concern #2: The unit must develop a plan to solicit input from the advisory committee two times per year.

Concern #3: The unit must work with the institution to document a systematic and comprehensive plan for instructor evaluation that will enhance teaching competence and intellectual vitality of the unit.

***Waldorf's Response:***

***Concern #1: The unit has written a plan for developing a research-based conceptual framework. The plan includes goals, action steps, projected dates, and positions responsible (see entire Waldorf Action Plan in APPENDIX A). The unit has begun implementation of the plan and has accomplished beginning action steps. The administration has provided resources to the unit so that members of the department can continue work on the conceptual framework over the summer.***

***Concern #2: The unit has developed a specific plan for soliciting meaningful input from the advisory committee at least two times per year. The plan includes timeframe, process, and positions responsible for action steps (see entire Waldorf Action Plan in APPENDIX A).***

***Concern #3: The institution has developed a more comprehensive evaluation process for all faculty teaching in the education preparation program. This process will be implemented beginning Fall 2014. The Vice President of Academic Affairs will observe each of the Education faculty annually using the Waldorf College Classroom Observation Report Observation Form. The Dean will share his evaluation with the person he is evaluating and provide a copy for the faculty member. Each Education faculty member will invite at least one other faculty member from Waldorf College to visit his or her classroom and fill out the observation form (see APPENDIX B). The observation will***

*provide collaborative and formative feedback of teaching quality. These yearly evaluations will provide a systematic plan to enhance teaching and learning within the unit.*

**Final Team Response:**

The unit has provided evidence of valid plans for compliance with the requirements in this standard. The unit has developed and initiated a comprehensive plan to build their conceptual framework with a more recent research base. The unit has provided details outlining how they will solicit and document input from their advisory committee at least twice a year. The institution has developed an enhanced faculty evaluation system for education department faculty and will begin implementing the process in the fall of 2014. **The team considers this standard MET.** The Iowa DE will meet with Waldorf during the spring 2015 semester to assess implementation of the action plan.

**Sources of Information**

- Interviews with: President, Vice President of Academic Affairs, Human Resources staff, Chief Business Officer, Director of Admissions, Registrar, Chief Information Officer, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), candidates, Education Department faculty members, other unit faculty, Library Director
- Course syllabi
- Visits to classrooms and discussions with students
- Institutional Report
- Program Response to Review Team’s Initial Report
- Faculty Handbook

**Final Recommendation**

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

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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### Strengths

- Unit faculty members recognize the need to teach candidates how to meet the needs of diverse learners.
- Consistent with the Waldorf College mission, the Teacher Education Program has integrated a diversity component throughout coursework.
- Syllabi for a number of courses demonstrate attention to diversity, including ED201/202 *Introduction to Education*, ED210 *Human Relations*, ED370 *Secondary Methods*, and ED411 *Multicultural Practicum*.
- The institution works to recruit and support a diverse student population.
- *EDU411 Multicultural Practicum* is an innovative solution to providing educational settings that include diverse populations, students of different grade levels and students of diverse learning needs.
- Academic Achievement Center (AACE) supports students' academic needs.
- The strategic plan of international students becoming 10% of the student population is commendable.
- An International Coordinator is designated to support the needs of international students.
- Waldorf offers international study options with academic credit.

### Recommendations (made to the unit for continuous improvement, no action required)

1) **79.11(3)** A number of candidates expressed concern that currently available clinical experiences are not preparing them well to teach students from diverse backgrounds. The instruction is adequate and useful; however, the clinical experiences are minimally diverse. The team suggests the unit find ways to assure all candidates have opportunities to practice working with diverse students.

### Concerns (compliance issues that must be addressed prior to State Board action)

None

### Requirements of the unit prior to State Board action:

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

### Sources of Information

- Interviews with: Admissions office staff, student teachers, cooperating teachers, candidates, unit faculty, administrative staff
- Course syllabi

- Student Teacher Handbook
- Visits to classrooms and discussions with students
- Institutional Report

**Final Recommendation**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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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 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 Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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## Strengths

- The unit faculty members are committed to the work of preparing candidates for the profession of teaching.
- The team recognizes the contributions of adjunct faculty member, Dr. Larry Hill. Dr. Hill teaches courses on campus, online, and at a local high school. (The local high school class is a pilot program offering Introduction to Education for dual credit, and serves to recruit students into the Waldorf Education Program.) Dr. Hill also has rebuilt credible relations with area schools who are again willing to host practicum students and student teachers.
- Faculty members maintain an ongoing, meaningful involvement in activities that meet or exceed the requirements for 60 hours of appropriate collaborative experiences during the period between approval visits.

## Recommendations (made to the unit for continuous improvement, no action required)

1) **79.12 (2)** The team found no evidence that candidates can articulate knowledge of best practices. The team is concerned that the faculty members lack shared knowledge of best practices and are not modeling best practices for candidates. Unit faculty members must first develop a shared understanding of best practices as required in 79.10, then they can determine how to model the agreed upon best practices.

## Concerns (compliance issues that must be addressed prior to State Board action)

1) **79.12 (1)** One faculty member is the teacher of specific content methods courses for secondary education majors in math, English, science and social studies. His education and experience only qualifies him to teach social studies methods. The unit must document a plan to use an instructor that meets the education and experience requirement for each content methods course.

## Requirements of the unit prior to State Board action:

Concern #1: The unit must work with the institution to develop and document a plan to assure that a qualified instructor is teaching each methods course, specifically the secondary specific-methods courses.

### *Waldorf's Response*

*Concern #1: For all content specific secondary math, English, and science methods courses, Waldorf has hired or is in the process of hiring an adjunct instructor with content specific teaching experience and expertise. Beginning in the fall of 2014, all content specific secondary methods courses will be taught by appropriately qualified adjunct instructors (see entire Waldorf Action Plan in APPENDIX A.)*

## Final Team Response:

The unit has provided evidence of valid plans for compliance with the requirements in this standard. The unit has devised a plan to ensure that all faculty members have the knowledge and experience required to teach future educators in their content area. The Vice President for Academic Affairs has verified that resources are allotted for the hiring of the required faculty (see Appendix C for memorandum). The team considers this standard MET. The Iowa DE will meet with Waldorf in the spring 2015 semester to monitor implementation.

**Sources of Information**

- Interviews with: unit faculty, candidates, cooperating teachers, recent graduates, general education/liberal arts faculty, members of the Teacher Education Committee, Admissions Coordinator
- Institutional Report
- Exhibits: Course syllabi, curriculum exhibits, rubrics, program handbooks

**Final Recommendation**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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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**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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**Strengths**

- The administrative assistant for the Education Department, Becky Stumme, is a valuable asset for the unit in its use of the assessment system. She knows the unique system well and can run reports that the unit can use to inform program improvement.

- The unit has rubrics for essential candidate performances that can be used in both formative assessment and summative evaluation. The unit has mapped their curriculum assessments by courses and INTASC standards.
- Faculty members of the English and Music Departments have used data from the structure and results of Praxis II tests to make curricular changes beneficial to candidate learning, specifically in the use of technology for teaching and learning.

**Recommendations** (made to the unit for continuous improvement, no action required)

**1) 79.13(1) f,g,h** The exhibits include a previous “Waldorf College Action Plan” (dated January 2008), designed after the last accreditation review, to develop and implement a program evaluation of the Teacher Preparation Program using direct evidence. It includes tasks, responsible parties, a timeline, and a way to evaluate the performance. There is little evidence that this action plan has been successfully completed. This plan may meet the needs of concern #1 below (79.13(1)). The team suggests the unit examine the plan for possible use in producing an assessment system.

**2) 79.13(1)** The team suggests the unit determine a faculty or staff position with responsibility for managing the assessment system. Several unit faculty members are now responsible for entering data tied to their courses – e.g., Chair Kim Meyer requires faculty to enter data; Sheila Willms has an interest and background in assessment; Becky Stumme generates reports and getting assistance to solve problems with the system.

**3) 79.13(1) h** The Education Department minutes indicate initial discussions regarding data are being held. There is no evidence that this data is shared with colleagues outside the Education Department to inform the secondary content programs. The team suggests the unit develop a method of sharing pertinent data and collaborating with other departments to make changes informed by data analysis.

**4) 79.13(3) & 79.13(4)** Current assessment data is minimal. For example, a report of an administrator survey from the past five years had only 5 responses. A report dated Spring 2008 shows 11 of 74 graduates during that time didn’t meet 1 or more of the InTASC standard scores, but no follow-up plans or data were included. The limited amount of data currently available to the unit seems insufficient for informing program improvement. This concern should be addressed in the development of an assessment system (see Concern 1 below).

**Concerns** (compliance issues that must be addressed prior to State Board action)

**1) 79.13(1)** The Waldorf Education Department received a state grant for an assessment system; they created their own system called the Education Information System. Data has been systematically gathered the past 2 semesters, Spring 2013 and Fall 2013, although some pieces of data were gathered prior to these time periods. The unit is beginning to conceive of possible ways the data can inform program improvement. The unit is gathering data, but is not using the assessment system to systematically collect, organize, analyze and use data for programmatic changes. The unit must develop a cohesive system of assessment that will be effective for continuous program improvement.

2) **79.13(1) g** There is no evidence of a process for reviewing and revising the assessment system. As a component of producing an assessment system, the unit must develop a method of reviewing and advising the system.

3) **79.13(2) d.** The team found evidence that candidates are not clearly assessed at multiple decision points, and candidate assessment data is not used effectively. A number of students interviewed, especially in secondary education, have just one more semester of coursework (after the current Spring 2014 semester) before student teaching, yet they have not taken the required Praxis 1 test. The unit must develop and adhere to clear decision points in the teacher education program.

### **Requirements of the unit prior to State Board action:**

Concerns #1 and #2: The unit must initiate a plan to develop a comprehensive assessment plan. The plan must include the collection and use of data for candidate and program assessment and a method to aggregate all learning from data for the improvement of the program. The plan must also include a method of evaluating and improving the assessment system.

Concern #3: The unit must document a plan that provides clear evidence of decision point assessments and compliance with the requirement to assure candidates pass required assessments before being allowed to advance to the next stage of the program.

### ***Waldorf's Response:***

*Concerns #1 and #2: The unit is in the process of developing a new curriculum and assessment structure to align with the revised Interstate Teacher Assessment and Support Consortium (InTASC) standards (See entire Waldorf Action Plan in APPENDIX A). The new curriculum and assessment system will be implemented in Fall 2015. During the interim, as current candidates complete the program with the current system, they have planned some necessary and appropriate revisions to the assessment system they currently use. In the Spring of 2013, the unit developed assessments aligned with current standards and are in the process of reviewing them to verify consistent application in current coursework. They have organized a process for organizing collected data to use for candidate assessment. They will begin aggregating the candidate data from current sources. This will help them to determine if the process will be effective when new curriculum is adopted. The unit has planned a 1/2-1 day workshop each semester, beginning with Fall 2014, to evaluate candidate and program data in order to assess and improve the program.*

*Concern #3: The unit has created an organized flowchart to more clearly inform faculty members and students. The purpose of the flowchart is to ensure consistency in candidate assessment checkpoints (see Appendix D for flowchart). The unit will continue to field test, monitor, and refined the flowchart throughout the 2014-2015 academic year and fully implement in Fall 2015. The unit has also clarified candidate checkpoints and procedures in the student handbook (see Appendix E).*

### **Final Team Response:**

The unit has provided evidence of valid plans for compliance with the requirements in this standard. The unit has outlined a process for implementing a more cohesive and comprehensive assessment system, for using the system for program improvement and for monitoring the

effectiveness of that system. The unit has also devised a plan to ensure clear communication and consistency in the application of candidate assessment checkpoints. **The team considers this standard MET.** The Iowa DE will meet with Waldorf in the spring 2015 semester to assess implementation and provide any necessary technical assistance.

**Sources of Information**

- Interviews with: College Assessment Committee chair, unit faculty, candidates, cooperating teachers, graduates, advisory panel, Associate Dean of Accreditation, and general education/liberal arts faculty
- State Institutional Report
- Exhibits (Course syllabi, department meeting minutes, student artifacts, artifact rubrics, surveys from employers, surveys from graduates)
- Student education files

**Final Recommendation**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions 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

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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### Strengths

- The Waldorf Education Department includes stakeholders in the development of the Waldorf Teacher Preparation Program and as advisory board members.
- Forest City has limited diversity for clinical placements. The team commends the unit for putting in place a multicultural practicum in order to provide clinical experiences in a metropolitan school.
- The team applauds the many opportunities to engage in reflection afforded to Waldorf education students.

### Recommendations (made to the unit for continuous improvement, no action required)

**1) 79.14 (3)** The team found inconsistencies in communication between the Waldorf program and cooperating teachers about candidate and cooperating teacher expectations for pre-student teaching clinical experiences. The team suggests the unit develop a plan to collaborate with cooperating teachers in a more consistent manner.

**2) 79.14 (4) a** The team found that candidates experienced frustration in receiving pre-student teaching clinical placements late in the semester. Some candidates had not received placements for the current semester as of the time of the visit, week 5. The team realizes the difficulty in making clinical placements, a state-wide issue. However, the team suggests the unit develop a plan to make and announce placements in a timely manner.

3) **79.14 (4) a** The team found concern among cooperating teachers regarding scheduling the majority of pre-student teaching clinical experiences on Friday mornings. Teachers felt that candidates being in the classrooms only on Fridays spent their time observing/ participating primarily in weekly assessments and not experiencing a range of instructional activities. The team suggests the unit work out a schedule that allows for more meaningful clinical experiences.

4) **79.14 (7) b** A candidate and cooperating teacher expressed concern regarding unscheduled college supervisor visits. Their concern is that this practice may not allow the supervisor to see the students' best, or most effective teaching. The team suggests the unit consider if this practice best meets the need to evaluate and inform candidates' teaching competency development.

5) **79.14 (7) d** This standard requires an evaluation process that assists in selecting quality cooperating teachers. The unit does not have a system to accomplish this evaluation in a consistent manner. The team suggests the unit consider how to systematically evaluate and inform the selection of cooperating teachers.

**Concerns** (compliance issues that must be addressed prior to State Board action)

1) **79.14 (9) b** Evidence illustrates the student teaching supervisor does not perform the minimum requirement of bi-weekly observations. The unit must develop and document a plan to meet and document consistent compliance with this requirement.

#### **Requirements of the unit prior to State Board action:**

Concern #1: The unit must document that student teacher observations are conducted at least every two weeks. The unit must also document a plan to assure this requirement will be met in the future.

#### *Waldorf's Response*

##### *Concern #1*

*The unit has developed a structure to ensure consistency in student teaching observations that will occur a minimum of at least bi-weekly and will be reinforced with a face-to-face meeting for cooperating teachers and mentors in August 2014. The unit has developed a tracking process to monitor and document compliance with these expectations (see entire Waldorf Action Plan in APPENDIX A).*

#### **Final Team Response:**

The unit has provided evidence of valid plans for compliance with the requirements in this standard. The unit has outlined a process for communicating and tracking compliance with the rule requirement for a minimum of bi-weekly observations. **The team considers this standard MET.** The Iowa DE will meet with Waldorf in the spring 2015 semester to assess implementation and provide technical assistance if needed.

**Sources of Information**

- Interviews with: unit faculty, candidates, cooperating teachers, K-12 principals, recent graduates, and general education/liberal arts faculty
- Classroom visits
- Contracts with school districts
- State Institutional Report
- Exhibits: Course syllabi, student artifacts, artifact rubrics, student program handbook, clinical experience handbook, student teaching handbook,
- Student education files

**Final Recommendation**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**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 Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>
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**Strengths**

- The Program has good Praxis II pass rates for elementary education majors.
- Each teacher candidate demonstrates his/her level of competency of the knowledge, skills, and dispositions of the unit standards aligned with the INTASC standards through assessment of identified tasks in the professional core syllabi. Rubrics have been

designed to measure the level of competency of each artifact. In addition, students have shared that Professor Willms has implemented the use of a matrix to communicate individual and mean scores for each standard so that students have a more complete understanding of their own individual strengths and areas for improvement as they progress through the program.

**Recommendations** (made to the unit for continuous improvement, no action required)

**1) 79.15(1)** Current policy allows applicants to acquire probationary admission to the Teacher Education Program on the condition that no more than two requirements are incomplete before full admission. Students are allowed to continue enrollment in other education courses (but in no more than one methods course) before meeting the requirements for full program admission. The team cautions against allowing students to advance through coursework through the junior year without full admission. This practice may lead to students falsely believing that admission to the program will be assured, with completion of the program and teacher to follow.

**2) 79.15(7)** As Waldorf College sets cut scores for the new Praxis Core Tests, the team suggests that consideration be given to setting a minimum score for each subtest in order to better screen candidates who will successfully complete the teacher preparation program. The team further recommends the unit determine a maximum number of times the Praxis Core can be taken by each candidate.

**3) 79.15** All college publications should be updated to reflect current course requirements. For example, EDU 360: *Teaching Reading/Social Studies/Language Arts K-8* is a four-credit course in the College Catalog with no indication of EDU 361 (clinical), yet the syllabus indicates that the two courses equals five credits.

**4) 79.15(3)** The team examined the syllabus for EDU 210: *Human Relations for Educators*, and found objectives missing. The team suggests the unit examine their curriculum map to assure all components of human relations and cultural competency are adequately addressed.

**5) 79.15(7)** Candidates and recent graduates communicated that they would like more opportunities to learn about and experience the integration of technology into their lessons (candidate and recent graduate interviews). The team encourages the unit to more intentionally infuse technology into professional core courses.

**6) 79.15(7)** The secondary content methods courses (EDU 375/376, EDU 385, EDU 398) are taught by an instructor who does not hold endorsements or have experience in secondary teaching in the content areas of Speech/Theatre, English, Mathematics, or Biology. This concern is addressed in the Faculty section. However, the curriculum for secondary specific methods courses is also a concern. Although students are assigned readings specific to their content areas, the team questions the applicability and depth of instruction that students receive in this one-credit course, especially in relation to content-specific instructional practices and student learning assessments in their content areas. The team suggests the unit examine the curriculum for secondary specific methods courses as hire qualified content area faculty and to revise the curriculum in these courses accordingly.

7) **79.15(7)** The unit curriculum meets the requirements of INTASC and the professional core. However, students are required to take a large number of courses, including several 1 and 2 credit courses. Students and faculty members from other departments expressed frustration with the scheduling conflicts due to the course management by the unit. The team suggests the unit examine the curriculum map and look for ways to make the course management more efficient for scheduling and program completion.

**Concerns** (compliance issues that must be addressed prior to State Board action)

None

**Requirements of the unit prior to State Board action:**

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

**Sources of Information**

- Interviews with: unit faculty, candidates, cooperating teachers, graduates, and general education/liberal arts faculty
- State Institutional Report
- Program response to preliminary report
- Exhibits (Education Dept. Handbook, Pre-Student Teaching Clinical Handbook, Student Teaching Handbook, course syllabi, department meeting minutes, student artifacts, artifact rubrics, surveys from employers of first-year teachers, surveys from graduates)
- Student education files

**Final Recommendation**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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## APPENDIX A

### WALDORF'S ACTION PLAN RESPONSE TO 20014 ACCREDITATION REVIEW

#### CONCERN #1

**79.10(3)** The conceptual framework doesn't reflect a shared vision of unit faculty consistent with current best practices in teaching & learning. The faculty must determine a research basis & develop a shared vision & incorporate that vision in the work of faculty & candidates.

**WHAT'S NEEDED:** The unit faculty must provide a plan to develop a research base & use it to articulate a shared vision of best practices in the conceptual framework. The plan must include milestones & define persons in positions of responsibility.

#### PLAN OF ACTION:

1. A draft of the conceptual framework was written in April 2014. The department has met on the following dates to continue discussion on the framework:
  - March 11, 2014
  - March 25, 2014
  - April 8, 2014
  - April 15, 2014
  - April 24, 2014
  - May 7, 2014
  - May 8, 2014
2. Monetary resources will be provided for each member up to thirty hours of work time as agreed and approved by the VPAA. The monetary supplement will be provided at completion of the work time.
3. Each member has conducted current research on various areas:
  - a. Dispositions – Sheila Willms
  - b. Leadership – Kim Meyer
  - c. Relationships – Becky Hill
  - d. Reflective Practitioner – Cindy Boyle
  - e. Best Practice – Eric Franco
4. The Waldorf library created a list of all journals and sources that were pertinent to our research. Sources that were used will be included in an attachment.
5. Education meeting dates with agendas of each meeting will also be attached.
6. Department meetings will be scheduled by the Department Chair and agreed upon by each department member. All members of the department will be included in the meetings during the Fall 2014-Spring 2105 year.
7. The projected outcomes of each meeting are included on each agenda and pertain to the IR plan of action.

8. A timeline will be created providing a milestone and implementation throughout the process. The timeline will be included in an attachment along with the agendas, and other pertinent items as stated above.
9. The department will begin choosing the new InTASC principles to align with their courses during the fall 2014 semester.
10. At the beginning of the fall 2014 semester the department will review the new InTASC principles and decide on what we will be using.
11. The curriculum of the educator preparation program will be aligned with the conceptual framework by the end of Spring 2015.
12. Processes that will be used to articulate the unit's conceptual framework based on a shared vision are:
  - a. Continue to build a Professional Learning Community by including current research, reflective practices, continued course development, and teacher professional development within our unit as well as sharing it with our partner schools. This will give an opportunity to build professional development across the board and stay current with best practice teaching and learning.
  - b. The PLC meeting will take place at least once per month beginning in the Fall 2014 semester, either included within the scheduled department meeting or as a stand- alone meeting depending on the topic at hand.
  - c. Our current conceptual framework draft includes how we identify Waldorf's uniqueness, best practice(s) philosophy, and the research and resources that support our philosophy. (see attachment)

**TIME FRAME:** Spring 2015 is the timeframe to complete the conceptual framework.

## **CONCERN #2.**

**79.10(5) Input** is sought from the Advisory Committee however the committee has only been meeting once per year. The unit must develop a plan to solicit input from the Advisory Committee two times per year.

**WHAT'S NEEDED:** The unit must develop a plan to solicit input from the Advisory Committee two times per year.

## **PLAN OF ACTION:**

1. The Education Waldorf Department will solicit input from the Advisory Committee twice per year. In the fall, the input will be solicited through email, surveys and/or small work groups. In the spring, input will be solicited through a face to face, large group meeting. The Education Department will keep electronic and paper documentation of all dates and input from the Advisory Committee. This plan will be implemented beginning in the fall of 2014.
2. The unit will decide what input to solicit based on various factors. Factors may include, but not be limited to, current state and national trends and events that may directly affect the Teacher

Education Program and the K-12 school system; Ideas and input from our Teacher Education students; evaluation of our assessment data and curriculum; professional development, and opportunities to maintain, grow, and strengthen relationships among stakeholders.

3. Our fall department meetings will provide our unit with discussion points that will help determine what type of input we need from the Advisory Committee. The unit will then decide the best way to solicit that input. Depending on the area and content of the issue/s at hand, the unit will decide whether to use email, surveys, or have small work groups as a means of communication, collaboration, and input.
4. The Department Chair will be responsible for organizing and delivering the means of communication to the Advisory Committee.
5. The fall input will be solicited after the IACTE fall conference in order to gather more information to examine and share with the Advisory Committee.
6. Records of the meetings will be maintained by the administrative assistant through meeting minutes.
7. The projected dates for our department meetings will begin September 2014 and will continue at least once per month. The projected date to seek input from the Advisory Committee will be November 2014.
8. The unit will discuss/act on Advisory Committee input during the Spring semester of 2015.
9. The meetings and agendas of all advisory committee input and/or meetings will be collected in the Advisory Committee handbook by the administrative assistant for each semester beginning in Fall 2014.

### **CONCERN #3**

**79.10(8)** The team didn't find evidence that yearly reviews of faculty teaching are being conducted. Waldorf Faculty Handbook calls for annual reviews based on observations. Without formative evaluations, faculty development of teaching quality is difficult to attain. The team requires the unit to develop & document a plan for formative faculty evaluations.

**WHAT'S NEEDED:** The unit must work with the institution to document a systematic & comprehensive plan for instructor evaluation that will enhance teaching competence & intellectual vitality of the unit.

**PLAN OF ACTION:** The Vice President of Academic Affairs will observe each of the Education faculty annually using the Waldorf College Classroom Observation Report Observation Form. The Dean will share his evaluation with the person he is evaluating and provide a copy for the faculty member. Each Education faculty member will invite at least one other faculty member from Waldorf College to visit his or her classroom and fill out the observation form. The observation will provide collaborative and formative feedback of teaching quality. A copy of the observation form (attached) will be provided to the Education faculty member for

documentation. These yearly evaluations will provide a systematic plan to enhance teaching and learning within the unit.

#### **CONCERN #4**

**79.12(1)** One faculty member is the teacher of specific content methods courses for secondary education majors in math, English, science & social studies. His education & experience only qualifies him to teach social studies methods. The unit must document a plan to use an instructor that meets the education & experience requirement for each content methods course.

**WHAT'S NEEDED:** The unit must work with the institution to develop & document a plan to assure that a qualified instructor is teaching each methods course, specifically the secondary specific-methods courses.

**PLAN OF ACTION:** Dr. Eric Franco, a professor in the Waldorf College Education Department teaches our Secondary Social Studies Methods course. For all other content specific methods courses, we will hire an adjunct instructor. Each instructor will have content specific teaching experience in the classroom, and will hold a Master's degree or above. Beginning in the fall of 2014, a content specific adjunct instructor will be hired by Waldorf College to teach the Secondary Content Methods Courses for math, English, and science. The specific content methods course is offered in the fall on a yearly basis depending on the students who have need of the particular methods course. Each instructor is responsible for supervising clinical visits for their course and providing a syllabus for the course. If the instructor has a contract with another school or business, he or she will meet with the method's students outside of his or her contracted hours. The secondary methods course is a three credit course, and the instructor will meet with the students for three hours per week during the semester.

#### **CONCERN #5**

**79.13(1)** The Waldorf Education Dept. received a state grant for an assessment system; they created their own system called the EIS. Data has been systematically gathered for 2 semesters, Spring 2013 & Fall 2013, although pieces of data were gathered prior to these time periods. The unit is beginning to conceive of possible ways the data can inform program involvement. The unit is gathering data but is not using the assessment system to systematically collect, organize, analyze & make use of data. The unit must develop a cohesive system of assessment.

**WHAT'S NEEDED:** The unit must initiate a plan to develop a comprehensive assessment plan. The plan must include the collection & use of data for candidate & program assessment & a method to aggregate all learning from data for the improvement of the program. The plan must also include a method of evaluating & improving the assessment system.

#### **PLAN OF ACTION**

1. The Education Department will continue to align all courses with the new InTASC principles. This will help inform us of each candidate's progression through the program, and enable us to evaluate and improve our courses and overall program. The timeline for beginning the alignment is May 2014 and the expected date of the completion of alignment will be the end of Spring 2015. The implementation will begin Fall 2015. Prior to Fall of 2015, we will complete a department review of all courses to ensure proper alignment before implementation.
2. Each instructor will collect, assess and post results of each candidate's INTASC standards for all of their courses on the Education database. This will inform the Education unit of each student's progress throughout the program. Each professor posts results of each candidate's results at the end of each semester. This process began Spring 2013 and will continue each semester.
3. The administrative assistant will begin making adjustments to the database in Fall 2014 in preparation for posting the new InTASC standards at the end of Fall 2015.
4. At the time of Teacher Education application, the administrative assistant will provide a list of students who have deficiencies in INTASC standards. This INTASC list will be given to the advisors to share with their student advisees in order that each student and advisor is informed of the student's progress. The INTASC list will also be provided to the Teacher Education Committee at the time of application. This will be implemented beginning Fall 2014.
5. At the time of Student Teaching application, the administrative assistant will provide a list of all students who are deficient in INTASC standards. This INTASC list will be given to the advisors to share with their student advisees in order that each student and advisor is informed of the student's progress. The INTASC list of each student who may have deficiencies will also be provided to the Teacher Education Committee at the time of application. This will be implemented Fall 2014.
6. Student Portfolios: Each Education course syllabus will provide INTASC aligned assignments. Each professor will assess the assignments and provide a copy of their assessment to the student. Throughout the program, the student will choose at least one artifact for each INTASC principle they have met throughout their education program to include in their portfolio for their capstone presentation. Students will be responsible for collecting artifacts to show evidence of meeting INTASC principles. This collection of artifacts will inform our students of their progress throughout the program and will inform the program of the student's mastery of INTASC principles at the capstone presentation.
7. An INTASC checklist for each student will be placed in their file. The INTASC standard performance for each student from capstone will be entered in the database. This process will begin in the Fall 2014 semester.
8. Students will have a choice of how to maintain records and document their INTASC standards. They may use electronic portfolios, wikis, or any other means of documentation.
9. Students must choose at least one artifact per INTASC standard and write a reflection on how and why the artifact meets each of those standards.
10. There will be a grade requirement in all methods courses of (B- or above). If the student does not meet certain INTASC principles, but passes the methods course with the grade requirement they will be referred to their advisor in collaboration with the method's professor for a plan of action that will help them meet those certain INTASC principles and reflect on their learning.

11. The Content Reading course name will be changed to Content Reading Methods. All methods course changes and requirements will be written in the syllabi and catalog and will be implemented in the Fall of 2015.
12. Dispositions Assessment:
  - a. Cindy Boyle will be using the disposition assessment with a pilot school to get feedback from teachers on their perspective during the Fall 2014 semester.
  - b. The disposition assessment will be part of the Advisory Committee discussion during Fall 2014.
  - c. In Spring 2015, the department will discuss and act on any adjustments/input from the Advisory Committee and the pilot program regarding the disposition assessment.
13. The unit created an organized flowchart to show protocol in the department and help inform the program and students. Eric Franco completed a draft of a flowchart in May 2014. The unit will continue to revise the flowchart throughout the Fall 2014 and date of completion is expected for Spring of 2015. The flowchart will provide a visual for the overall comprehensive assessment system. Each program delineated step will show the checkpoint requirements for progression through the program. All components of the assessment system will be completed by end of Spring 2015 in order that they can be implemented by Fall of 2015.
14. The current student teaching rubric will be aligned to the new InTASC principles by the end of Spring 2015 semester. Evaluation of the student teaching rubric will begin in Fall 2014. The unit will discuss the changes at the department meetings.
15. Resources that are needed will be time, documentation of current rubrics, and the new InTASC principles.
16. Aligned courses will provide continuity for all InTASC principles.
17. Faculty collections of students' progress of current INTASC principles will provide continual feedback to the department during the 2014-2015 school year of how students are progressing through the program.
18. Students will have feedback from each of their education professors on their progress throughout each course and throughout the program. Formative feedback is given throughout their courses through various assignments and rubrics. Clinical evaluations will inform students of the department's expectations and how they are progressing throughout the program.
19. The artifacts from students' portfolios will inform the program during their senior capstone presentation, of their mastery of INTASC principles.

## **CONCERN #6**

**79.13(1) g** There is no evidence of a process for reviewing & revising the assessment system. As a component of producing an assessment system.

**WHAT'S NEEDED:** The unit must develop a method of reviewing & revising the system.

**PLAN OF ACTION**

1. Each semester our unit will have a ½-1 day workshop used to purposefully evaluate candidate and program data in order to assess and improve our program. This process will begin during the Fall 2014 semester.
2. The overall assessment system as stated in 79.13(1) will be evaluated at the end of each semester beginning in December 2014. As the new assessment system is set into motion, the department will evaluate the ask themselves the following questions:
  - a. Is the assessment system manageable and meaningful?
  - b. Is it informing us of the value of the program?
  - c. Are the students begin informed on a consistent and continual basis?
  - d. Is the database compatible with the new assessment system?

**CONCERN #7**

**79.13(2) d** The team found evidence that candidates are not clearly assessed at multiple decision points & assessment data is not used properly. A number of students interviewed, especially in secondary education, have one more semester of instruction (after the current SP14 semester) before student teaching, yet they have not taken the required Praxis I test. The unit must develop & adhere to clear decision points in the teacher education program.

**WHAT'S NEEDED:** The unit must document a plan that provides clear evidence of decision point assessments & compliance with the requirement to assure candidates pass required assessments before being allowed to advance to the next stage of the program.

**PLAN OF ACTION**

1. A flowchart for progression throughout the education program was created in May 2014 to show the overall decision points and progression throughout the education program. The flowchart will continue to be examined and revised as needed throughout the 2014-2015 school year.
2. The flowchart will be finalized by the unit by Spring 2015 in order to begin implementation the Fall 2015.
3. All students (with the exception of transfers) will be required to pass at least 2 out of 3 areas on the Core Academic Skills for Educators (CASE) test as a prerequisite for taking EDU240 Educational Psychology. This is a sophomore level education class and this process may help prevent students from taking too many education classes before passing the (CASE). CASE scores of each student will be documented in the education database. Advisors would be provided with a list of their students who had not met the requirement, at least one week in advance of registration. This would help to ensure that students are not placed into EDU240 and do not continue throughout the program without passing the (CASE). This process will begin in Fall 2015.
4. Resources that will be needed to complete these actions include the following:
  - a. Time to discuss plan of action and implementation during scheduled department meetings.

5. Monetary compensation for extended meetings and work time to complete plan of action Steps that will be taken to complete the decision points will be:
  - a. Scheduled department meetings with deliberate discussion and action points.
  - b. Creation of flowcharts will be completed by Spring of 2015.
  - c. Share information with other content areas, registrar, admissions, and VPAA in order that all stakeholders are informed.
  - d. Any curriculum changes will need to be approved through the Faculty Senate by the end of Spring 2015.

**TIME FRAME:** Once the overall curriculum plan is accepted, the plan will be implemented in Fall of 2015

### **CONCERN #8**

**79.14(9) b** Evidence illustrates the student teaching supervisor doesn't perform the minimum of bi-weekly observations. The unit must develop & document a plan to meet & document meeting this compliance requirement.

**WHAT'S NEEDED** The unit must document that student teacher observations are conducted at least every two weeks. The unit must also document a plan to assure this requirement will be met in the future.

### **PLAN OF ACTION**

1. Observations of student teachers will be documented on every student teaching supervisor's evaluation forms. Each form will have the date and time that the observation took place. All observation forms will be handed into the Student Teacher Coordinator in order to document that the requirement has been met. The evaluation process will begin in the Fall of 2014, and the observation evaluation forms will be turned into the Student Teaching Coordinator at the end of each semester, beginning in the Fall of 2014.
2. The Student Teaching Handbook will be updated during the summer of 2014 by the Clinical/Student Teaching Coordinator, to clearly show the minimum bi-weekly observation requirement.
3. The Student Teaching handbook will be given to all supervisors and cooperating teachers at an August meeting in 2014. The Student Teaching Coordinator will meet with all cooperating teachers and supervisors to explain the requirements.
4. The dates of the meetings will be documented as evidence and kept on file by the administrative assistant.

### **ADDITIONAL NOTES:**

- Cindy Boyle who will be our student teaching and clinical coordinator for Fall 2014, has already begun visiting with principals and superintendents about our ongoing partnerships with our clinical and student teaching placements. This has created a positive movement toward

stronger collaborative efforts. Cindy has already collected lists of teachers that are interested in having clinical students for Fall 2014 and Spring 2015. The administrators are very interested in creating a cohort of teachers who will host students in their classrooms on a consistent basis.

- Sheila Willms sent out a clinical evaluation survey to all students during the Spring semester of 2014 in order to inform the program of students' perceptions and insights into the clinical process.





APPENDIX C



**Waldorf College**

To: Kim Meyer  
From: Office of VPAA, Waldorf College  
CC: Iowa Department of Education Representative  
Date: 5/29/2014  
Re: Addressing concerns and issues raised by the IR visiting team report.

Comments: Based upon the suggestions and issues raised in the report from the Iowa Department of Education, the office of Academic Affairs commits to the following actions:

- The VPAA will schedule annual in class observations of all faculty in the Education department.
- Waldorf College will recruit and hire appropriately licensed and experienced adjunct faculty to teach content in secondary methods. This process is well underway as of the date of this memo
- The President and the VPAA have made a verbal commitment to the visiting team that they would provide appropriate pay to Waldorf Education faculty for IR work. The IR team is in the process of documenting the process and appropriate additional money will be paid out to compensate for the work of the Education faculty members.

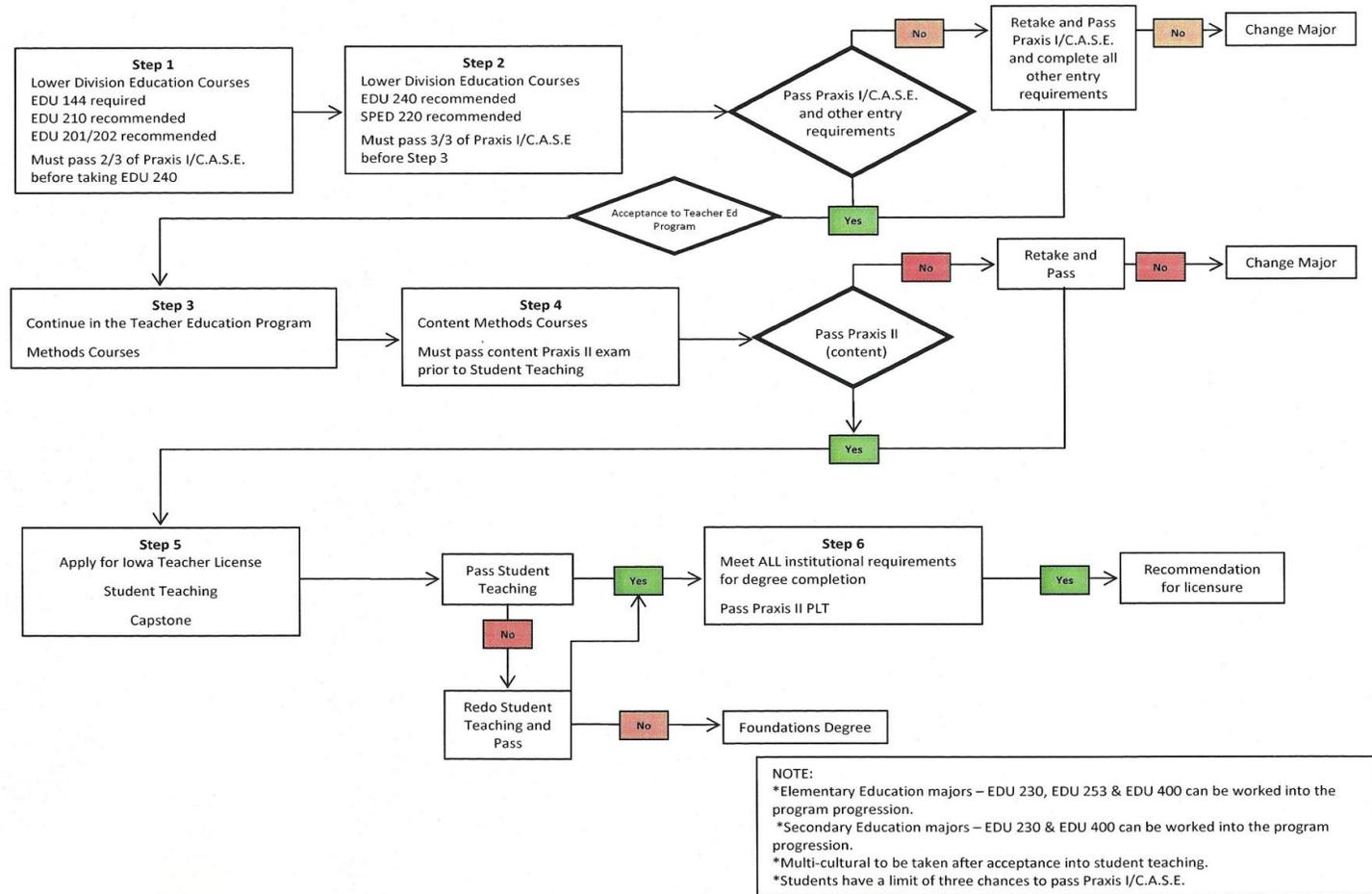
VPAA

6/4/14

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Appendix D

Waldorf College Department of Education  
Program Progression -- 2014



## APPENDIX E

*Excerpt from Waldorf College Teacher Education Student Handbook, page 12:*

### **PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS TESTS**

Praxis Core Academic Skills for Educators Tests (C.A.S.E.) are academic skills assessment tests designed to measure reading, writing, and mathematical skills. The Praxis C.A.S.E. tests are computer based tests. Education students should take the Praxis C.A.S.E. tests the second semester of their first year at Waldorf College. Other formats are available for students with special needs with appropriate documentation. The minimum required Praxis C.A.S.E. scores are: Reading, 156; Writing, 162; and Mathematics, 150. The Praxis C.A.S.E. scores must be obtained for admission into the Teacher Education Program. (The Praxis C.A.S.E. tests replace the Praxis I tests which were last offered on June 7, 2014. Students completing the Praxis I tests are required to attain minimum scores of Reading, 171; Writing, 171; and Mathematics, 169; or a composite score of 511. The Praxis I scores must be obtained for admission into the Teacher Education Program.)

Waldorf students with Praxis C.A.S.E. (Praxis I) test battery scores below the cut-off may retake the test/tests three times in an attempt to achieve the minimum scores. Students failing to achieve the required minimum scores after three attempts will be counseled to change their academic major.

### **PRAXIS II**

All candidates are required to complete Praxis II testing as specified by the state of Iowa for licensure. Check the Praxis website (<http://www.ets.org/praxis>) for the current required scores. Students are encouraged to take these tests prior to student teaching.