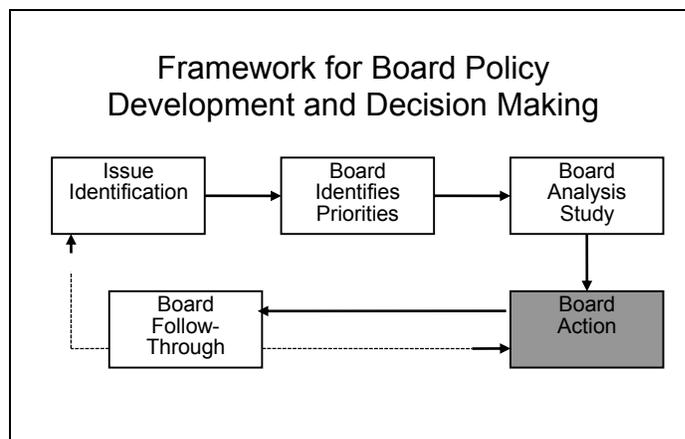


Iowa State Board of Education

Executive Summary

September 18, 2014



Agenda Item: Iowa State University – 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 281 Iowa Administrative Code rule 79.5.

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

Matt Ludwig, Consultant
Bureau of Educator Quality

Carole J. Richardson, Consultant
Bureau of Educator Quality

Attachments: 2

Recommendation: It is recommended that the State Board approve Iowa State University Educator Preparation Program through the next state accreditation cycle scheduled for the 2019-2020* academic year.

Background: The Iowa State University Educator Preparation Program has met the program approval standards as approved by the State Board.

The Iowa State University Report Response is very large. We draw the Board members' attention to the first 60 pages (through Appendix G). This section contains the Iowa State University response with action plan and supporting documentation. The final 65 pages contain assessment documentation (syllabi, course assessments, etc.) the Department requires to substantiate the Iowa State University action plan.

* This timeframe represents six years, rather than the standard seven year accreditation cycle. Iowa State University was granted a one-year extension from the 2012-2013 academic year review to 2013-2014. Six year accreditation places them back in the standard cycle of Iowa program reviews.

Board Summary
Iowa State Board of Education
Accreditation Review for Iowa State University

NOTE: This summary is designed to give the Board a short background for 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 Iowa State University Site Visit Team conducted a preliminary review of the Iowa State University Educator Preparation Program Institutional Review documents, culminating with an online discussion of results on September 5, 2013.

The Iowa State University Site Visit Team conducted an on-site review of the Iowa State University educator preparation programs and institutional relationships from November 3 through 7, 2013.

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

A complete report was finalized on August 27, 2014.

Site visit team members:

Dr. Lawrence Bice – Iowa Department of Education, co-chair
Dr. Carole Richardson – Iowa Department of Education, co-chair
Mr. Matt Ludwig – Iowa Department of Education
Dr. Thomas Buckmiller – Drake University
Dr. Timothy Van Soelen – Dordt College
Dr. Kris Kilibarda – Central College
Dr. Ellen Herman – University of Iowa
Ms. Rebecca Hawbaker – University of Northern Iowa
Dr. James Cryer – University of Northern Iowa
Mr. Michael Cavin – Board of Educational Examiners
Dr. Dale Blesz – St. Ambrose University

Historical Perspective provided by Iowa State University School of Education:

Under the provisions of the Morrill Act of 1862, the State of Iowa designated Iowa State as the nation's first land-grant institution. The Act established the land-grant ideals that higher education should be accessible to all, regardless of race, gender, or economic circumstance, and that the university should teach liberal arts and practical subjects to provide an outstanding quality of life for future citizens. Iowa State pioneered the nation's first extension service and remains a leader in realizing the promise of the land-grant vision.

Iowa State University was originally chartered as the Iowa Agricultural College (IAC) and Model Farm. Iowa was the first state to accept the terms of the 1862 Morrill Act, and IAC consequently became the nation's first land-grant college. When the IAC opened in 1868, it offered courses representing the core disciplines and professional pursuits available to students: mechanical arts, agriculture, arts and science, and normal studies (teacher education). President Welch, the first president, established the normal studies program himself and actually taught pedagogy courses for 18 years. Although the other three areas eventually became departments, normal studies did not. Nonetheless, the normal studies program that Welch created may well have been the first four-year educator preparation program in the country. The program enjoyed great popularity, as evidenced by an 1884 survey indicating that nearly 90% of the IAC students supported themselves by teaching in nearby schools while they completed their degrees.

President Beardshear followed Welch's lead and also taught normal studies. He wanted to expand the program. However, advocates for the newly established Iowa State Normal School in Cedar Falls argued that primary educator preparation responsibility should be their domain. Despite objections, Beardshear succeeded in expanding enrollment and faculty positions in the normal school program.

In 1898, IAC was renamed the Iowa State College of Agriculture and Mechanical Arts (ISC). During the next 25 years, several departments established their own educator preparation programs: 1911, Agricultural Ed; 1919, Vocational Education; 1924, Home Economics Vocational Education; and in the mid 1920's, men's and women's Physical Education. A master's degree in educational administration was first offered by the university in 1936, and the first Doctor of Philosophy degree in educational administration was granted in 1952.

There were attempts to consolidate all educator preparation programs, but opponents felt such a move would infringe upon the mission of the Iowa State Normal College. Educator preparation at ISC thus historically evolved as a decentralized model and now is composed of faculty from three colleges led by the Chairperson of the Iowa State University Educator Preparation Coordinating Council, currently the Director of the School of Education.

ISC became Iowa State University of Science and Technology (ISU) in 1959. By this time the substantial number of educator preparation candidates dictated a more formal organization. Virgil Lagomarcino led efforts to establish a College of Education and in 1968 became the newly created college's founding dean. Elementary education, secondary education, physical education and industrial education, were housed in the new college. Other programs remained in their respective colleges. Some secondary education faculty members had split appointments in the College of Education and in their subject-area departmental tenure home, e.g., Agricultural Education and Studies and Foreign Languages and Literatures (now World Languages and Cultures). This step added formal structure but still retained the original decentralized beginnings that focused upon each academic department offering its own major or the equivalent.

Iowa State University

Accreditation Review

Team Report

Site Visit November 3-7, 2013

Report Submitted September 18, 2014

Iowa Department of Education

Review Team Members:

Dr. Lawrence Bice – Iowa Department of Education
Dr. Carole Richardson – Iowa Department of Education
Mr. Matt Ludwig – Iowa Department of Education
Dr. Thomas Buckmiller – Drake University
Dr. Timothy Van Soelen – Dordt College
Dr. Kris Kilibarda – Central College
Dr. Ellen Herman – University of Iowa
Ms. Rebecca Hawbaker – University of Northern Iowa
Dr. James Cryer – University of Northern Iowa
Mr. Michael Cavin – Board of Educational Examiners
Dr. Dale Blesz – St. Ambrose University

This report contains one appendix:

Appendix A: ISU Accreditation Review Team Report Response

Acknowledgements

Team members would like to express their gratitude to the Iowa State 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:

Steven Leath, President
Jonathan Wickert, Senior Vice President, Provost
David Holger, Associate Provost, Dean of Graduate College
Beatte Schmittmann, Dean, College of Liberal Arts and Sciences
Amy Slagell, Associate Dean, College of Liberal Arts and Sciences
Pamela White, Dean of College of Human Sciences
Linda Hagedorn, Associate Dean of College of Human Sciences
Joe Colletti, Associate Dean of College of Agriculture and Life Sciences
John Schuh, Director, School of Education
Denise Crawford, Associate Director, School of Education
Pat Carlson, Director of Undergraduate Education, SOE
Charles Achter, Assistant to the Director, SOE
Heidi Doellinger, Director of Teacher Education Services
Annette Jaehrling, Fiscal Officer, SOE
Teresa Kahler, Recommending Official, SOE

NOTE about acronyms:

A number of acronyms are used to identify unit elements within the ISU educator preparation programs in this report. To aid the reader, acronyms are defined here:

CAS - Certificate of Advanced Studies (Superintendent preparation - graduate)
CESMEE - Center for Excellence in Science, Mathematics and Engineering Education
CTLT – Center for Technology in Learning and Teaching
EAP – Educational Administration Program
ELPS – Education Leadership and Policy Studies
EPCC – Educator Preparation Coordinating Council
EPP - Educator Preparation Program
PERL – Psychology in Education Research Lab
PreLEAD – PK12 Principal and PK12 Supervisor of Special Education Programs (graduate)
RISE – Research Institute for Studies in Education
SOE – School of Education
TEP – Teacher Education Program
TES – Teacher Education Services

NOTE to reader: Many recommendations are listed under each standard. Recommendations in normal face are made to the unit for continuous improvement, no action is required. Recommendations in **bold face** are compliance issues that must be addressed prior to State Board action.

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 and unit's missions, and the delivery of quality programs, regardless of delivery model.

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

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

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

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The President, Vice President/Provost, Associate Provost for Curriculum, and College Deans all articulate a high regard for and commitment to the School of Education (SOE).
- The team notes that the PreLEAD and CAS programs have utilized effective adjunct faculty during tenured faculty vacancies.
- The team recognizes the college's commitment of resources to support hiring several new faculty in the SOE and urges the SOE to examine their structures to ensure there is training and mentoring for the new faculty members
- The structure of the Education Preparation Program (EPP) governed by the Educator Preparation Coordinating Council (EPCC) within the school of education provides a system for decision-making, communication/collaboration, and strategic planning.
- There is evidence of ongoing collaboration with departments and colleges across the institution. The team notes that this collaboration is evident at the program level with secondary education faculty working with content area faculty to design secondary education content majors and courses, at the program level in terms of the professional core and content courses for elementary majors, and at the college level with joint appointments. The team commends these efforts and encourages the unit to continue to foster these collaborations on all levels.
- Elementary education candidates who participated in the Learning Communities speak highly of the impact of the communities on their sense of belonging and their understanding of the TEP.
- Early Childhood Education Unified program has a student advisory group to provide input to policies and future planning.
- Students in the Iowa State University Education Association (ISUEA) organization, established in 2011, are given leadership opportunities and are consulted about polices and programming.
- The mission of the Center for Technology in Learning and Teaching (CTLT) is to be a source of research, support and outreach; this mission is apparent in their work. The center's commitment to the development and demonstration of innovative applications of instructional technologies provides excellent support to the EPP in terms of physical and personnel resources. Faculty, staff, and students have access to a wide variety of digital technologies to support their teaching, scholarship, and learning.
- The team suggests that the unit consider ways to use the well-structured and managed Center for Excellence in Science, Mathematics and Engineering Education (CESMEE) innovation center not only as a mechanism to support faculty in securing grant funding but also as vehicle to recruit candidates in high-need areas like physics, earth science, and chemistry and suggests that the TEP consider ways to enhance this partnership.
- The library is a state-of-the-art facility that is available to support faculty and students. The team commends Iowa State's resource support of providing a full-time reference librarian dedicated to the SOE. The education reference librarian stated that the library has also moved to an e-book preferred model for the acquisition of education-focused materials to allow faculty and students

to have access to the materials from any location. This policy will likely have positive implications for candidates in their clinical placements.

- There is a clear plan for the renovations of the facilities that house large components of the TEP. The team commends the unit for the careful considerations of the type of interactive materials and technologies that should be included in the office and classroom spaces. There appears to be general consensus that the renovations will provide spaces for collaboration, excellent faculty and administrative office spaces, and classrooms that are designed to allow faculty to model best practices.
- The team notes many of the PreLEAD and CAS candidates' favorable evaluative comments on the quality of the adjunct professors, remarking on the healthy balance of researchers and practitioners in the program.

Concerns/Recommendations

1. 79.10(1). The Education Preparation Coordinating Council (EPCC) is the governing body and, as such, should be guided by clearly written by-laws, policies, and procedures that are published in a handbook and widely distributed. EPCC decisions should be published and easily accessible to all members of the EPP. Since the EPP is large with many moving parts and many components, a document to clearly define the roles and responsibilities of and types of decisions made by each group within the program would be helpful. The team recommends the EPCC develop a document defining roles, responsibilities and procedures.
2. 79.10(3, 6). It is clear all components of the TEP recognize the importance of collaboration and work to establish productive relationships in all colleges and departments that are involved in teacher preparation. However, it is not clear that all programs within the TEP have a consistent understanding of the TEP's beliefs, conceptual framework, and TEP standards. The team suggests that EPCC works with all members of the TEP to clearly define and develop these components to enable all members to consistently articulate the framework and beliefs and to consistently address and assess the TEP standards.
3. 79.10(5). It appears in reviewing minutes and speaking with faculty in the TEP and members of the TEP external advisory council that the council has mostly functioned as a group to receive information about the TEP. The team suggests that the TEP consider the requirement in this standard (program input) and use the group in a more advisory capacity to help inform the program.
4. 79.10(5) The team has not discovered evidence that the Education Leadership Program (ELP) meets the requirements for frequency of advising committee information solicitation. The team found evidence that the ELP has recently met the requirement of soliciting information, but not at the twice-annual frequency. **The team requires the ELP to develop a plan to use their external advisory committee as source for curricular and assessment information consistently, at least twice a year.**
5. 79.10(8). There does not appear to be a systematic process for reviewing teaching effectiveness for all faculty members, including lecturers, senior lecturers, adjuncts, and tenure-track faculty members. The team suggests the unit develops a formalized plan for evaluation of instruction and for how evaluation results will be used to improve teaching.
6. 79.10(9). Interviews with supervisors and cooperating teachers indicate they are generally pleased with the level of support from the unit. Student teaching supervisors did mention that there are increased expectations of cooperating teachers and that the unit might need to consider

increasing the compensation for the cooperating teachers in order to retain the best cooperating teachers for the candidates. This is not noted as a concern to be addressed, but information the team is bringing forward for the unit to consider.

7. 79.10(9, 12). The team found no evidence of systematic training for clinical supervisors for all programs. As the unit and EPCC re-evaluate their conceptual framework and standards and develop their assessment system, the team suggests it will be important to devote resources to training the clinical supervisors so they are able to ensure the candidates have a quality clinical experience that is aligned with unit standards.
8. 79.10(10). The faculty and staff in almost all programs expressed concern with the budget model; specifically, skepticism that funds generated by student tuition are fully available to the SOE for use in preparing candidates. If equitable funding is available, the team wonders if the TEP program has considered reducing student fees. The team recommends the SOE examine budgeting policies for equity and transparency as is practical.
9. 79.10(10). There appears to be general consensus that the renovations of Lagomarcino Hall will provide spaces for collaboration, excellent faculty and administrative office spaces, and classrooms that are designed to allow faculty to model best practices. However, in interviews with science education faculty, a concern was raised about having a room that is appropriate for teaching secondary science methods. Since this type of lab space would require space for storage of chemicals and equipment, installation of gas lines and acid-resistant cabinets, sinks, and eye-wash stations that might not be possible within the scope of the renovations, the team suggests the unit work to help secure a physical space on or near campus that would be more conducive to the needs of science methods courses.
10. 79.10(11). The number of candidates seeking endorsements in areas such as music and history has grown to represent a significant portion of the majors in those content areas. The team suggests the unit review programs to ensure they have the faculty resources necessary to support the TEP candidates.
11. 79.10(12). While the institution is clearly supportive of scholarship, there is inconsistent support for the professional development of adjuncts, lecturers, advisors, and student teaching supervisors across all of the programs in the TEP. The team recommends the unit consider consistent professional development support for all faculty members that prepare candidates.
12. 79.10(13). The team commends the work of the Center for Technology in Learning and Teaching (CTLT) regarding the quality and quantity of instructional materials available to TEP faculty and students. Information from the Center and in syllabi indicates varying levels of integration of technology across the curriculum. Interviews with faculty and candidates in various programs substantiate the inconsistent integration of instructional technologies across all programs, particularly in the secondary education programs. As the one-to-one initiative grows throughout the state and digital technologies in general become more available for all content areas, the team encourages the CTLT to work with content area faculty to insure candidates in all academic areas have the opportunity to experience the use of digital technologies and learn to effectively use those technologies in their future classrooms.
13. 79.10(13). If educators are to be encouraged to effectively use instructional technology, the leadership in their districts will need to be knowledgeable and supportive; therefore, the team suggests the CTLT and the Education Leadership and Policy Studies (ELPS) collaborate to consider options for providing resources and support to the ELPS program.
14. 79.10(14). The team found that several of the full-time TEP faculty members are lecturers and many course sections are taught by adjuncts or lecturers in the TEP. The team encourages the

unit to look carefully at teaching by adjuncts, lecturers, and clinicians to ensure they are being used in a purposeful manner, supported adequately, and to, in an effort to ensure consistent curriculum and instruction, and determine if the unit would not be better-served to look at increased tenure lines.

15. 79.10(14). There do not appear to be consistent understandings across all programs related to the roles and responsibilities of adjuncts, lecturers, and senior lectures nor do there appear to be consistent resources, support systems, or procedures for promotion among those same groups. The team recommends the SOE and/or EPCC review roles, responsibilities and resources for support of all faculty members.
16. 79.10(14). The team found some incongruence in the content and communication of program requirements between the online PreLEAD program and the face-to-face program. Graduate students mentioned differences in syllabi, textbooks, assignments, and the overall program requirements. The team recommends the ELPS administration review requirements and curriculum to ensure all candidates receive quality instruction, regardless of methods of delivery.

Items that Must Be Addressed Prior to State Board Action

Concern #4: The team requires the ELP to develop a documented plan to consistently use their external advisory committee at least twice a year as a source for curricular and assessment information.

Sources of Information

- Interviews with: University President, Provost, Associate Provost, Deans and Associates Deans of Colleges of Human Sciences; Liberal Arts and Sciences; Agriculture and Life Sciences, Deans and Associate Dean of School of Education, SOE Fiscal Officer, Teacher Advisory Committee members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Content Area Faculty, Education Librarian, EPCC committee members, Director of Teacher Education Services
- Course syllabi
- Visits to classrooms and discussions with students
- Institutional Report
- Program Response to Review Team's Initial Report

Resolution

Concern #4 (**compliance issue**): Iowa State University provided a well-described action plan to address this concern. Department of Education consultants have reviewed the plan. Considering the detail of the plan, and the specific dates scheduled for meetings, the DE considers the concern sufficiently addressed.

ISU also addressed several of the non-compliance recommendations made by the team:

Concern #1 addressed the governance of the Educator Preparation Coordinating Council (EPCC), specifically the lack of documented guidance and standardized operating procedures. The team made this recommendation realizing the potential for the EPCC to provide unified, collaborative management of educator preparation. The changes made by ISU should help the EPCC realize their potential.

Although this is not a compliance issue, reviewers consider this a commendable move toward continuous improvement.

Concern #5 addressed formative assessment data on teaching effectiveness. The EPCC has developed a clear and manageable plan to not only collect and use formative assessment data on teaching effectiveness, they will also make it a component of the overall systematic assessment system for the program. This will enhance the SOE assessment program.

Concerns #6, #7, and #8 concerned collection, allocation and use of resources in support of clinical experiences. The Educator Preparation Program (EPP) has examined resources, documenting plans to address concerns raised by students and faculty. This examination has results in several improvements and a drastic reduction in student fees. All changes, including fee reduction, are implemented in the fall 2014 semester.

No resolution is required for recommendations provided to the unit for continuous improvement. In addition to the resolutions for recommendations for continuous improvement outlined here, see the ISU Action Plan accompanying this report for their response to continuous improvement recommendations.

Based on the review and information and documentation provided by ISU, the team considers this standard to be MET.

Final Recommendation

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

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

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

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

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- There is commitment at the University and in the SOE to foster a welcoming inclusive climate through hiring practices and by encouraging diverse viewpoints, and sponsoring programming such as ISU Leaders in Education and Diversity (ILEAD) for students who identify as diverse or who are interested in issues of equity in education.
- The team finds that TEP and content area faculty recognize the need for strategies for teaching diverse learners to be taught in all of their courses and evidence was seen both in course syllabi and through comments from students currently enrolled in the classes. Of the undergraduates and graduate students surveyed in 2007, 2009, 2011 70% of the respondents (approximately 9,000 students) felt that the University nurtured a climate in which diversity can thrive.
- Students interviewed by the team were able to clearly articulate in which courses and in what ways they learned (are learning) how to teach diverse learners.
- Students in English, Health, Elementary Education, and Early Childhood preparation indicate that lesson plan requirements include diversity accommodations and differentiation strategies.
- Students have opportunities to student teach in diverse setting in Iowa, Nebraska, Illinois, Texas and a number of international locations.
- Field experiences staff meet with all student teacher candidates to collect personal information about previous experiences and seek student input prior to beginning the placement process.

Concerns/Recommendations

1. 79.11(1). Comments from various current SOE students indicate that *CI 406 Multicultural Foundations of School and Society* syllabi and instruction offers what candidates need to know about diverse student populations but not “how to” modify planning and instruction – also that there is great variability in value of course relative to the instructor assigned to teach. The team recommends the SOE examine the curriculum and delivery of instruction for *CI 406 Multicultural Foundations of School and Society* to enhance consistent instruction, including strategies.
2. 79.11(3) The team finds that clinical placements (practicum/student teaching) made through the Field Placement Office (FPO) are more likely to be made in a variety of settings and grade levels than those not made by the FPO. Placements made at the program level are often in limited locations and may be with the same teacher/school for multiple settings. The team recommends the EPCC or other EPP body examine the management of clinical placements to assure diverse placements for all candidates as well as is practical.
3. 79.11(3). Tracking of clinical placements for each student is not kept consistently across all programs. This information is well maintained however, through the SOE filed placement office for the candidates they serve. The team recommends the EPCC or other EPP body examine tracking practices to ensure consistency.
4. 79.11(3). For early childhood students, multiple placements for clinical experience with children ages birth to 5 are frequently in the same location. The team recommends the SOE examine clinical placement management for the EC program to ensure; as well as is practical, candidates are well prepared with diverse placements.

5. 79.11(3). Physical Education students consistently indicated that they lack high school practicum experience prior to student teaching. Secondary practicum experience is essential for a K-12 program. The team recommends the SOE examine the management of clinical placements in the PE program to ensure candidates are well prepared with appropriate placements.
6. 79.11(3). The results of a survey conducted with recent graduates (2011-12) of ISU's teacher preparation programs indicated that the mean of ISU student responses on three diversity variables was statistically lower than comparison institutions. The self-study indicates a need to "improve how we prepare our teacher candidates to work with students with diverse backgrounds" but no strategy has been identified. The team recommends the SOE examine the preparation of candidates to teach students from diverse backgrounds and make adjustments as necessary.
7. 79.11(3). A significant portion of clinical experiences in the Educational Leadership Programs take place in the candidates' home district. The team understands the difficulty of making administrative placements, and that diversity can be achieved in various ways. However, the team recommends the ELP seek ways to provide diverse experiences for all candidates.

Items that Must Be Addressed Prior to State Board Action

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

Sources of Information

- Interviews with: Deans and Associates Deans, Teacher Advisory Committee members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Content Area Faculty, EPCC committee members, Director of Teacher Education Services
- Course syllabi
- Visits to classrooms and discussions with students
- Institutional Report
- Program Response to Review Team's Initial Report

Resolution

No concerns were identified as required to be addressed for Board action. The ISU program was considered to be in compliance with the entire diversity standard, the initial finding by the team for this standard was MET. Several concerns were identified by the team as suggestions for continuous improvement. Even though not required, ISU did address several concerns.

Concern #1 was brought forward by the team as a report of inconsistency in curriculum for the multicultural foundations course taught by adjunct faculty. The EPP has addressed this issue by hiring a full time faculty member to develop and teach the course, assuring consistency for all candidates.

Concern #2 was brought forth by the team to illustrate apparent inconstancy among the management of clinical placements for different programs. The EPP has addressed this issue by purchasing and managing a data management system to be used to manage all clinical placements. This resolution will also serve to enhance the SOE assessment management system.

No resolution is required for recommendations provided to the unit for continuous improvement. In addition to the resolutions for recommendations for continuous improvement outlined here, see the ISU Action Plan accompanying this report for their response to continuous improvement recommendations.

Based on the review and information and documentation provided by ISU, the team considers this standard to be MET.

Final Recommendation

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

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

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

79.12(2) Faculty members 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

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The team commends the faculty for open and honest examination of programs, instruction and assessment through the self-study and site visit processes.
- Faculty members are supportive of each other and of the direction the education programs are headed.
- The team found evidence of a faculty body with an effective mix of teaching and real world experiences to inform and deliver instruction across the EPP.
- Students across all programs indicate they believe they are well prepared and value the instruction provided them.
- Students indicate that although ISU is a large university, advisors and faculty get to know them personally and are interested in their success.
- The university has a clearly established set of criteria for promotion and tenure of tenure track faculty appointments.
- The SOE and academic departments have academic freedom as to the process for review and appointment of lecturers, graduate assistants, and non-tenure track teaching appointments. In all cases, students are asked to complete a “course evaluation form” during the final two weeks of the semester.
- The elementary education program has begun a curriculum mapping project that will encourage ongoing collaboration across faculty in this area.
- English Education faculty/lecturers expressed a strong sense of being valued both in their college and by the SOE. They have a faculty handbook and written procedures for faculty’s and lecturer’s review. They describe collaboration relative to best practices for instruction and individual student progress. The advisors are included in program decisions and have been recognized for their service to students.
- Instructors teaching *Math 195 Mathematics for the Elementary Teacher I* indicate that their work is valued by the Math department and adequate resources are provided. Examples of resources that were cited were the regular availability of the same classrooms in which the physical set up is according to their request, manipulatives used for instruction, and financial support for professional development. The instructors keep individual instructional logs and meet regularly to collaborate and share ideas and rework lessons taught to insure student understanding.
- It was clear from student, staff, and colleagues that in some programs ISU has faculty that are perceived as “legends” in their field of expertise (e.g., Carl Smith, Bob Tremmel).
- Faculty who teach methods courses also supervise students in field experiences which provides vertical integration and opportunities for faculty to observe current school practices. Additionally, the supervisors are content specific.
- It is clear that clinical faculty collaborate on a regular basis with school partners.

Concerns/Recommendations

1. 79.12(1) A number of faculty members in the EPP do not have or have minimal P-12 teaching experience. This is of particular concern for faculty teaching methods courses, and was significant in music education, where the team heard concerns from multiple sources, including cooperating teachers. The Physical Education program was also noted by several interviewed groups as having a lack of methods instructors with P-12 teaching experience that matches the methods coursework they teach. The ISU structure of lecturers and senior lecturers seems to be a natural fit to recruit faculty with deep PreK-12 teaching experience and expertise, especially for methods courses but this does not seem to be occurring uniformly. The team recommends the EPCC develop a system to examine qualifications for teaching methods courses to assure instructors have experiences to meet the requirements (*...experiences in situations similar to those for which the practitioner candidates are being prepared.*) in this standard.
2. 79.12(2) Each program has autonomy as to how instructor teaching effectiveness is evaluated and whether the instructional model is facilitating student success. While students enrolled complete a written course evaluation at the end of most courses taught, and syllabi are examined, little actual observation of instruction by other faculty occurs. Faculty and lecturers may *invite* their colleagues to observe their classes, however there is no system in place to encourage at least one observation of all faculty (including lecturers) by other faculty members. The team recommends the unit consider a comprehensive system to evaluate teaching prowess.
3. 79.12(3) In a research institution there is an assumption of ongoing professional development inherent in individual faculty members' teaching, supervision, research, and service agendas. There is inconsistent evidence that unit faculty are consuming professional development activities, even when some are made available to them (e.g., Wakonse Fellows program). In addition, some lecturers and senior lecturers reported that their department supported their professional development and travel to conferences (English/Math); others, especially those from the SOE, reported that there was little support for or communication about professional development opportunities. The team recommends the unit manage the consumption of professional development opportunities and participation.
4. 79.12(5) The team did not have the opportunity to meet with graduate students assigned to teach courses. However, conversations with lecturers raised potential concerns about the appropriate preparation of graduate students for courses they teach, especially if they had no previous PreK-12 teaching experiences. Lecturers and Senior Lecturers reported that in some departments or programs they were regarded as faculty, were supported in professional development and travel. Unfortunately, in other programs the lecturers reported that their status was not as strongly supported. The team recommends the SOE investigate the accuracy of this concern, and if warranted, systematically consider the definition, functions and work supported of all faculty members.
5. 79.12(5) In the PreLEAD and CAS programs, faculty describe a clear priority to hire two new faculty, recruiting for area of expertise. The large turnover in faculty is problematic in the sustainability of the program and quality of instruction for candidates. It is important the administration at ISU support the PreLEAD and CAS faculty in aggressively pursuing the candidates that will be bring stability. **The team requires the unit to develop and document a clear plan to address the shortage/turnover in PreLEAD and CAS faculty.**
6. 79.12(6) The team notes multiple concerns with EPP compliance with the collaborative teaching requirement:

- Although the IR seems to define clearly who the requirement applies to, the team noted several faculty members who teach methods courses were not included in table F.10 reporting collaborative teaching hours.
- The 60-hour requirement was interpreted by ISU as applying proportionally as a function of the faculty's assignment (i.e., a faculty assigned to EPP .80 was expected to completed .80 of the 60 hours) rather than a uniform requirement for all faculty who regularly teach methods courses. Proportionality is not allowable under chapter 79.
- Five faculty members were identified in the IR as not in compliance with the 60-hour requirement. If the requirement was applied non-proportionally, an additional six faculty are short of the required hours.

The team requires the unit to examine the recent P-12 co-teaching experiences of faculty directly involved in preparing candidates to determine which faculty members are required to meet this requirement and, of those, which have not. The team further requires the unit to develop and document a plan to assure the appropriate faculty members meet this requirement.

Items that Must Be Addressed Prior to State Board Action:

Concern #5: The team requires the unit to document a plan to address faculty shortages in the PreLEAD and CAS programs.

Concern #6: The team requires the unit to develop and document a plan to assure all faculty members preparing candidates meet the requirements in 79.12(6).

All other concerns/recommendations are provided for the unit to consider for continuous improvement and need not be addressed for Board action.

Sources of Information

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

Resolution

Concern #5. Since the team completed the site review, ISU has hired four faculty members for the PreLEAD and CAS programs, bringing them to full faculty.

Concern #6. The ISA EPP has documented a plan to identify, each year, faculty that must meet the 60 hour requirement. Further, the EP has identified positions in each preparation area responsible to assure the faculty meet the requirement. The EPP is also adding this information to the assessment system, to facilitate tracking and assessment of the compliance with this standard.

The team also notes in their response that ISU has been purposeful in hiring for faculty positions for the EPP. They have also added faculty lines in support of the EPP as well as a position of Coordinator of

Educational Assessment and Program Evaluation. The College of Arts and Sciences has also added faculty lines for History and Music education.

No resolution is required for recommendations provided to the unit for continuous improvement. In addition to the resolutions for recommendations for continuous improvement outlined here, see the ISU Action Plan accompanying this report for their response to continuous improvement recommendations.

Based on the review and information and documentation provided by ISU, the team considers this standard to be MET.

Final Recommendation

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

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

79.13(1) Unit assessment system.

- a.* The unit utilizes a clearly defined management system for the collection, analysis, and use of assessment data.
- b.* The unit provides evidence that the assessment system is congruent with the institution’s mission and the unit’s framework for preparation of effective practitioners.
- c.* The unit demonstrates an alignment of unit standards with INTASC standards for teacher preparation, ISSL standards for administrator preparation, and appropriate standards for other professional programs, as well as with Iowa teaching standards, Iowa preparation core professional standards in subrule 79.15(7), and the Iowa board of educational examiners’ licensing standards in 282—sub rules 13.18(4), 13.18(5), 18.4(1), 18.4(2), and 18.9(1) and rule 282—18.10(272).
- d.* The unit clearly documents candidates’ attainment of the unit standards.
- e.* The unit demonstrates propriety, utility, accuracy and fairness of both the overall assessment system and the instruments used and provides scoring rubrics or other criteria used in evaluation instruments.
- f.* The unit documents the quality of programs through the collective presentation of assessment data related to performance of practitioner candidates. Documentation shall include:
 - (1) Data collected throughout the program, including data from all delivery models;
 - (2) Evidence of evaluative data collected from practitioners who work with the unit’s candidates;
 - (3) Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.
- g.* The unit explains the process for reviewing and revising the assessment system.
- h.* The unit demonstrates how the information gathered by the unit and from the candidate assessment system is shared with faculty and other stakeholders and used for program improvement.

79.13(2) Performance assessment system for candidates.

- a. The system is an integral part of the unit’s planning and evaluation system.
- b. The system has multiple admission criteria and assessments to identify candidates who have the potential to become successful practitioners.
- c. For teacher preparation programs, the system includes the administration of a pre-professional skills test offered by a nationally recognized testing service, with program admission denied to any applicant who fails to achieve the institution’s designated criterion score.
- d. The system has multiple decision points. (Minimum: admission to professional education program; approval for student teaching, administrative field experience, or other culminating clinical experiences; and recommendation for licensure.)
- e. The system includes a coherent, sequential assessment system for individual practitioner candidates. The assessment system is shared with faculty with guidance for course and program improvement, as well as assessment criteria and a process for ongoing feedback to practitioner candidates about their achievement of program standards with guidance for reflection and improvement. Data are drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional assessment of content knowledge, professional knowledge, and pedagogical knowledge and their applications, and teaching or leadership performance including the effect on student learning.
- f. Practitioner candidate performance is assessed at the same standard regardless of the place or manner in which the program is delivered.

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

79.13(4) The department shall periodically conduct a survey of schools, agencies, or facilities that employ licensed graduates of approved programs to ensure that the graduates’ needs are adequately met by their programs and by the approval process herein.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The unit has used a number of surveys to gather data from graduates of the program for over 25 years. Based on the Teacher Preparation Employer survey of 2011, the unit has a strong ability to collect data.
- Faculty members believe the process of examining artifacts in an e-portfolio for candidates from across the program can continuously reinforce and communicate the scope and sequence of the program. They also consider the synthesis essay a powerful tool for reflection and documentation of growth across time and learning. Faculty members acknowledge that the development of the e-portfolio brought faculty and staff together across the program.
- Interviews with students illustrates that as they progress through the program, most of them become more and more knowledge about the 12 ISU Teacher Education Standards.
- There is clear alignment of unit standards with INTASC standards for teacher education, ISSL standards for administrator preparation, and appropriate standards for other professional programs, as well as with Iowa Teaching Standards.

Concerns/Recommendations

1. 79.13(1) a. It is not evident to the team that the unit has a clearly defined management system for collection, analysis, and use of assessment data for candidate assessment and program improvement. There are a number of quality components of a system that are being used inconsistently across programs, without providing the unit a coherent, systematic management of assessment data and analysis.
 - i. CyHire, which was designed by another school, is used for tracking job application and other information, but is not being used in a consistent way to inform assessment.
 - ii. RISE provides assessment information, but is used inconsistently. It is not used for all candidates and not used regularly.
 - iii. The ePortfolio system provides a platform for candidate assessment that can inform program assessment. However, ePortfolio is not used for all programs and when used, is not used in a consistent manner. This concern is further exacerbated by the inconsistent analysis or use of data by the unit. The major issue with the ePortfolio discerned by the team is the lack of consistency in standards. Some faculty members (primarily student teaching supervisors) base portfolio assessment on the eight Iowa Teaching Standards, while some faculty members use the 12 ISU Teacher Education Standards. Students expressed a lack of knowledge for the use and purpose of the ePortfolio.
 - iv. The team found little evidence of a comprehensive assessment system in use in the leadership programs.
 - v. The EPCC accepts the role of managing assessment; however, there is no centralized entity to manage the assignment, collection, input and analysis of data for the EPCC or the unit.

Based upon this information, the team recommends that support be given to the School of Education in order to create an ongoing, data management system for the collection, analysis, and use of assessment data for program improvement. This requirement should hold accountable both the Teacher Preparation Program and the Educational Administrator Preparation Program.

2. 79.13(1) b. The unit has a goal to align the assessment system with the unit's framework, but the lack of consistency among the programs (and schools) in the unit in regard to the use and application of standards in assessing candidates precludes this requirement from being met.
3. 79.13(1) e. Although there are many tools available as evaluation instruments (survey data, e-portfolio, and course work/student teaching evaluations), there is no overall assessment system that brings this data together.
4. 79.13(1) g. Articulating the process for reviewing and revising the assessment system cannot be met without first developing a comprehensive assessment system as described in concern #1 above.
5. 79.13(1) h. The EPCC takes on the role of sharing assessment information for the unit. The EPCC, as the unit governing body, has a great deal of work to accomplish in support of the unit. The team recommends the unit consider a centralized assessment entity to make assessment work more efficient and effective.

Items that Must Be Addressed Prior to State Board Action

Concern #1: The team requires the unit to develop, document and implement a plan for a coherent assessment system for all programs, undergraduate and graduate.

All other concerns/recommendations can be considered components of meeting concern #1.

Sources of Information

- Interviews with: unit 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

Resolution

While only one concern was listed for resolution before Board action, it is encompassing of the entire assessment standard and includes aspects of almost all other chapter 79 standards as well. This concern is very difficult to resolve. The team commends ISU for the work they have completed and planned to develop a comprehensive assessment system.

The response provided by ISU to this report contains a comprehensive action plan to develop administer and maintain an assessment system to be used by the entire EPP. The entire plan will not be printed here, only the table of outcomes and timeline.

Outcome	Timeline	Notes
Develop a data management system implementation plan	Fall 2014	<p>The hope is to pilot the licensure components for those individuals in the TEP who are student teaching in F2014.</p> <p>The plan will need to include timeline for implementing various components, developing data entry/student sign-up procedures, training of faculty and staff, expectations of faculty and staff, training of students,</p>

		identification of pilot groups, etc.
Develop an assessment timeline for students	Fall 2014	What unit assessments/data collection will a single student participate in throughout their program?
Develop curriculum maps for the professional core courses taught in the School of Education and the Elementary Education program.	2014-2015	This is an outcome being initiated by the Undergraduate Studies Committee in the School of Education. This model will be shared across the other programs in the EPP.
Develop data collection tools	2014-2015	Create/gather the data collection instruments and tools identified in the assessment matrix. These instruments will be aligned to unit outcomes. Pilot the instrument and tools Review and revise the instruments and tools
Development an implementation plan for the Assessment Matrix	2014-2015	Timeline Training Inter-rater reliability work
Crosswalk the Assessment Outcomes to curriculum maps and syllabi	Spring/Summer 2015 - Fall 2016	

No resolution is required for recommendations provided to the unit for continuous improvement. In addition to the resolutions for recommendations for continuous improvement outlined here, see the ISU Action Plan accompanying this report for their response to continuous improvement recommendations.

Based on the review and information and documentation provided by ISU, the team considers this standard to be MET.

Final Recommendation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- a.* Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.
- b.* Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.

c. Collaboration of the cooperating teacher and the college/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.

d. Use of written evaluation procedures, with completed evaluation forms included in practitioner candidates' permanent institutional records.

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

a. Includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.

b. Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.

c. Consists of interactive experiences that involve college or university personnel, the student teacher, and the cooperating teacher.

d. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.

e. Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.

f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.

g. Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days).

h. Involves the student teacher in professional meetings and other school-based activities directed toward the improvement of teaching and learning.

i. Involves the student teacher in communication and interaction with parents or guardians of students in the student teacher's classroom.

79.14(11) The institution annually offers one or more workshops for all cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary.

The cumulative instructional time for the workshops shall be one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The University Placement Office has built solid relationships with multiple PK-12 sites for both practicum and student teaching. Administration and staff at King Elementary (DMPS), South East Polk Schools, Ames High School, Northwood Early Childhood Center and Nevada

Elementary laud ISU for their high quality practicum and student teachers, both in content knowledge and desire to step right in and begin working with children.

- ISU Faculty have been very successful in developing field research sites throughout Ames, Nevada and DMPS. This has allowed teacher candidates to utilize these sites for practicum and students teaching placements where candidates have the opportunity to apply evidence-based practices in public schools.
- In elementary education, collaborative programs with area schools have been established and are viewed as successful by faculty, students, and school personnel (e.g., Moulton DSM, Ames Elementary afterschool program).
- Unit faculty members are involved in several urban education initiatives, involving stakeholders from the community that provide practicum opportunities with an eye towards sustainability.
- The Placement Office has made substantive improvements over the last year in clarifying aligning practicum and student teaching experiences. They have implemented a four level system for clarification of experiences.
- Expectations of cooperating teachers and administrators in field sites are very clear, as well the Placement Office is supportive to input from district administration and staff.
- The Placement Office introduced a new cooperating teacher workshop offered multiple times at the beginning of the semester to increase participation.

Concerns/Recommendations

1. 79.14(1) The team finds evidence of inconsistent assignment/placement of diverse experiences for candidates across the different programs. There is not consistent tracking of placements among all programs. Several programs make their own placements (Master of Arts in Teaching Science, Agriculture Education, Music Education, Early Childhood Education), while the Placement Office manages and coordinated others. The management of placements in the Placement Office is consistent and provides varied experiences. The team recommends the unit consider using the Placement Office (or at least incorporate their model) to make and track placements for all programs.
2. 79.14(1) The team found evidence that some teacher candidates use the same settings for supervised practicum and student teaching. While this concern does not necessarily cause this standard to be considered not met, the team recommends the unit work to consistently apply varied clinical experiences for all candidates.
3. 79.14(8) The team did not find evidence that teacher candidates in all programs equitably demonstrate the ability to use assessment data in developing and modifying lessons.
4. 79.14(10) *d* Ethics and professionalism are covered well in Elementary and PK programs during a seminar. **Evidence shows the secondary programs are not included in the seminar that serves to meet this requirement. The team did not find evidence that the secondary programs meet this requirement.**

Items that Must Be Addressed Prior to State Board Action

Concern #4: The team requires the unit to develop and document a plan to assure all teacher education candidates receive adequate information about expectations in ethical behavior as required in 79.14(10)d.

All other concerns/recommendations are provided for the unit to consider for continuous improvement and need not be addressed for Board action.

Sources of Information

- Interviews with: unit faculty, candidates, cooperating teachers, recent graduates, and general education/liberal arts faculty
- Classroom visits
- Contracts with school districts
- State Institutional Report
- Program response to preliminary review
- Exhibits: Course syllabi, department meeting minutes, student artifacts, artifact rubrics, surveys from employers, and surveys from alumni
- Student education files

Resolution

Concern #4. The EPP has changed the method of communicating with candidates about expectations in ethical behavior. Their plan includes:

- The information presented and shared with students in the Early Childhood Education-Unified and Elementary Education programs at the student teaching workshops will now be provided during the Student Teaching Placement Meeting. This is a mandatory meeting for ALL teacher candidates the semester prior to student teaching. Students from all programs (ECE-U, Elementary Education, PK-12 programs, and secondary programs) are required to attend this meeting, regardless of placement assignments.

Although not required to do so, ISU responded to concern #1, regarding the management of clinical placements. ISU has purchased a data management system, which will include management of clinical placements. Use of this system will not only address this issue, it will enhance the comprehensive assessment system.

No resolution is required for recommendations provided to the unit for continuous improvement. In addition to the resolutions for recommendations for continuous improvement outlined here, see the ISU Action Plan accompanying this report for their response to continuous improvement recommendations.

Based on the review and information and documentation provided by ISU, the team considers this standard to be MET.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

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

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

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

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

- a. Be aware of and understand the values, life styles, history, and contributions of various identifiable subgroups in our society.
- b. Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.
- c. Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.
- d. Recognize human diversity and the rights of each individual.
- e. Relate effectively to other individuals and various subgroups other than one’s own.
- f. Have an awareness of federal and state civil rights legislation as it impacts students.

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

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

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

79.15(7) Each teacher candidate demonstrates acquisition of the knowledge, skills and dispositions designated by the unit standards and aligned with the INTASC standards embedded in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher. Each candidate exhibits competency in all of the following professional core curricula:

- a. *Content/subject matter specialization.* The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for a

least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each candidate must achieve a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area. Additionally, each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

These requirements shall become effective January 2, 2013.

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

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

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

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

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

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

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

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

j. Collaboration, ethics and relationships. The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

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

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

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

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

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- Unit faculty members incorporate the use of research-based practices across programs, with strong alignment to inquiry-based instruction and national standards. A majority of faculty are involved in scholarly activities, including engagement in and publishing of studies that link theory to practice, informing their programs, coursework and the field of educator preparation.
- The team finds an intentional effort to integrate technology across educator education programs.
- Students are receiving a mediated and highly-supported induction into the profession through a series of practicum experiences that are closely aligned and integrated with coursework.
- Course objectives are closely aligned with the INTASC standards embedded in the professional education core for an Iowa teaching license, as well as standards from discipline specific organizations.
- There is strong alignment of the Iowa Core across many programs, both elementary and secondary, specifically in early childhood education, literacy, English, elementary and secondary science, mathematics education, and health/physical education.
- The team found solid evidence of integration of reading strategies in a number of content areas, especially science, social studies, English, family & consumer sciences.
- Unit faculty, particularly in undergraduate education, under the leadership of Dr. Patricia Carlson, have made strong initial efforts in curriculum mapping, which will further contribute to the quality and alignment of their programs with evidence-based practices.
- Faculty members, particularly elementary faculty, are to be commended for their efforts in integrating technology across the curriculum, with some students electing to complete a Learning Technologies minor.

Concerns/Recommendations

- 1) 79.15 (5). This standard is met. However, the team is bringing forward a comment from a number of elementary education majors. Many students voiced a concern that they are not able to complete a reading endorsement during the undergraduate program. The ability to complete a reading endorsement as a graduate student is available, yet students cite the enhanced preparation for teaching that a reading endorsement would bring when beginning their careers. The team is

making no recommendation regarding this concern, merely bringing it forward to the unit based on the significant number of students presenting the concern.

- 2) 79.15(6) The description of practices in the IR and examination of syllabi did not provide clear evidence of the integration of reading strategies into the secondary content areas of agriculture, health, and music. The team heard some discussion of the development of a new course for teaching reading in the content areas for secondary majors, which is a good potential strategy for these areas, however, the further development or exploration of such a course should occur in collaboration with content-area faculty and should be responsive to their concerns about length, focus, and scheduling. The team recommends the unit establish a consistent way to assure all teacher preparation candidates learn how to integrate reading strategies in their programs.
- 3) 79.15(7). The EPP uses ePortfolio as a major accountability tool for ensuring that candidates are proficient in each of the standards. However, the team heard concerns from faculty and candidates about the validity and reliability of the ePortfolio system as an assessment of candidates' teaching performance (see assessment standard). While the team found other sources of information to confirm accountability to standards, it appears clear that the ePortfolio system will need revision to function as the program originally envisioned. Recommendations on the ePortfolio system are made in the assessment section.
- 4) 79.15 (10). The team recommends continued efforts toward alignment of program and course objectives with the Iowa Core. While students in elementary education reported strong integration and alignment with the Iowa Core in their coursework and related activities, there was some unfamiliarity voiced from students in secondary programs.

Items that must be Addressed Prior to State Board Action:

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

Sources of Information

- Interviews with: unit faculty, candidates, cooperating teachers, 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

Resolution

None. No resolution is required for recommendations provided to the unit for continuous improvement. In addition to the resolutions for recommendations for continuous improvement outlined here, see the ISU Action Plan accompanying this report for their response to continuous improvement recommendations.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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EDUCATION LEADERSHIP PREPARATION CLINICAL

281—79.16(256) Administrator preparation clinical practice standard. The unit and its school partners shall provide clinical experiences that assist candidates in becoming successful school administrators 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.

79.16(1) Clinical practice for administrator 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.

79.16(2) Each administrator candidate participates in field experiences that include both observation and involvement in management and leadership responsibilities. Programs document clinical expectations at various developmental levels. Clinical expectations are directly linked to coursework throughout the program, reflect collaboration among program faculty, and are shared with candidates, supervisors and cooperating administrators.

79.16(3) 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 administrators and other practitioners and learners in the school setting.
- b.* Administrator candidate learning that takes place in the context of providing high-quality instructional programs for students in a state-approved school or educational facility.
- c.* Opportunities for administrator candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.
- d.* The involvement of administrator candidates in relevant responsibilities directed toward the improvement of teaching and learning to include demonstration of the capacity to facilitate the use of formative and summative assessment data in effecting student learning within their schools.

79.16(4) The field experience component for initial administrator licensure meets all of the following requirements:

- a.* Includes experience for a minimum of 400 hours during each candidate's preparation program.
- b.* Takes place in multiple educational settings that include diverse populations and students of different age groups.
- c.* Takes place with appropriately licensed cooperating administrators.
- d.* Includes communication among institution personnel, the candidate, and the cooperating administrator regarding candidate progress.
- e.* Includes prescribed minimum expectations and responsibilities of the candidate for both leadership and managerial tasks as well as ethical behavior.
- f.* Includes minimum expectations and responsibilities for the participating entities: cooperating administrators, school districts, accredited nonpublic schools, AEA's, and higher education supervising faculty members.

g. Involves the candidate in professional meetings and other school-based activities directed toward the improvement of teaching and learning.

h. Involves the candidate in communication and interaction with parents or guardians, community members, faculty and staff, and the cooperating administrator in the school.

79.16(5) PK-12 school and institution professionals share responsibility for the selection of cooperating administrators who demonstrate skills, knowledge, and dispositions appropriate for administrator practitioners.

79.16(6) The unit is responsible for all of the following:

a. Defining qualifications for candidates entering clinical practice and for cooperating administrators who mentor candidates in their clinical experiences.

b. Providing quality supervision that includes primary responsibility for communication/collaboration with cooperating administrators and candidates.

c. Responding to specific needs of cooperating schools.

d. Selection, training, evaluation and support of institution faculty members who supervise administrator candidates.

e. Selection, training, evaluation and support of school administrators who mentor administrator candidates.

79.16(7) Each administrator candidate develops and demonstrates the capacity to utilize assessment data in effecting student learning within the candidate's school(s).

79.16(8) Accountability for field experiences is demonstrated through the following:

a. Collaboration between the cooperating administrator and the institution supervisors in formative evaluation of candidates to include identifying areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the candidates.

b. Use of authentic performance measures appropriate to the required assignments in the clinical experiences, with written documentation and completed evaluation forms included in administrator candidates' permanent institutional records.

79.16(9) The institution annually delivers one or more professional development opportunities for cooperating administrators to define the objectives of the field experience, review the responsibilities of cooperating administrators, build skills in coaching and mentoring, and provide cooperating administrators other information and assistance the institution deems necessary. The professional development opportunities shall utilize delivery strategies identified as appropriate for professional development and reflect information gathered through feedback from workshop participants.

79.16(10) The institution shall enter into a written contract with each cooperating school district or AEA that provides field experiences for administrator candidates as stipulated in Iowa Code section.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The PreLEAD and CAS program clinical experiences are well-connected to ISSL standards.
- Program candidates are challenged by the required field experience hours due to current teaching assignments and contractual obligations; however, they are working collectively with their cohort members, instructors, and supervisors. Many candidates complete more than required

hours.

- The field experience handbook and the course syllabi articulate the outcomes of the clinical opportunities in the PK-12 setting, the responsibilities of the candidates and cooperating administrators, the formative/summative assessment expectations and deadlines, etc.
- The strength and support of the alumni network has been essential in ensuring quality clinical opportunities and selecting cooperating teachers.

Concerns/Recommendations

- 1) 79.16(1) Candidates and graduates express an interest in clearer expectations and frequent monitoring using more meaningful, consistent, and standards-based expectations for the field-based portfolio.
- 2) 79.16(2), (3) The PreLEAD and CAS programs should revisit the supervision aspects of the clinical experiences to ensure equitable diverse experiences, link to course work and outcomes and a more consistent communication/feedback network. Program limitations based on the faculty shortage exacerbate supervision problems. The faculty shortage concern is addressed in the Faculty section (79.12).
- 3) 79.16(4), (9). Although the initial communications with cooperating administrator appear adequate, program leaders, instructors and supervisors need to ensure ongoing support and communication. The program may want to consider the use of different delivery models, for example, virtual meetings, to support such efforts.
- 4) 79.16(5). The selection of cooperating administrators is often determined by the candidate and the cooperating administrator selected is typically serving as a school administrator in the candidate's local district. This standard requires management of clinical placements by unit and P-12 professionals. The team recommends program leaders, instructors, and supervisors take a more active role in the selection process of the cooperating administrator.
- 5) 79.16(6), (8). **Assessment and data collection from the various clinical experiences appear to be subjective.** The development and utilization of standardized rubrics will benefit program assessment, improve communication among all interested parties, improve clinical experiences and support continuous improvement of the candidate's performance. The team requires the unit to develop strategies for assessment as a component of an assessment management system. This concern is addressed as a requirement in the assessment section.

Items that must be Addressed Prior to State Board Action

Item #5 must be addressed before consideration for accreditation by the State Board. Since the assessment program concern is unit-wide, it is addressed in the Assessment section (79.13) and not specifically in this section. The Assessment concern in 79.13 must be adequately addressed for the PreLEAD and CAS programs for this standard to be considered met.

Sources of Information

- Interviews with: unit faculty, candidates, cooperating teachers, recent graduates, and general education/liberal arts faculty
- Contracts with school districts
- Iowa State Institutional Report

- Program response to preliminary review
- Exhibits: Course syllabi, department meeting minutes, student artifacts, artifact rubrics, surveys from employers, and surveys from alumni
- Student education files

Resolution

Assessment in ELP is included in the comprehensive assessment system plan and work led by the EPCC. In addition, the ELP has provided a matrix that illustrates alignment of standards, coursework and assessments. The assessment tools and rubrics have been provided for review. Examination of the assessment tools and rubrics illustrate the alignment and standardization in the administrator preparation programs has begun. With a full cadre of faculty in the coming academic year, the plans to complete the alignment and standardization of assessment in ELP will be realized.

No resolution is required for recommendations provided to the unit for continuous improvement. In addition to the resolutions for recommendations for continuous improvement outlined here, see the ISU Action Plan accompanying this report for their response to continuous improvement recommendations.

Based on the review and information and documentation provided by ISU, the team considers this standard to be MET.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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EDUCATIONAL LEADERSHIP CURRICULUM (Knowledge, Skills, and Dispositions)

281—79.17(256) Administrator candidate knowledge, skills and dispositions standard.

Administrator 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.

79.17(1) Each administrator candidate shall demonstrate through coursework the knowledge, skills and dispositions necessary to meet the following Iowa Standards for School Leaders (ISSL), at a level appropriate for a novice administrator:

a. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (ISSL Standard 1: Shared Vision). Each administrator candidate:

- (1) In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- (2) Uses research and best practices in improving the educational program.
- (3) Articulates and promotes high expectations for teaching and learning.
- (4) Aligns and implements the educational programs, plans, actions, and resources with the district’s

vision and goals.

(5) Provides leadership for major initiatives and change efforts.

(6) Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

b. Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development (ISSL Standard 2: Culture of Learning). Each administrator candidate:

(1) Provides leadership for assessing, developing and improving climate and culture.

(2) Systematically and fairly recognizes and celebrates accomplishments of staff and students.

(3) Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.

(4) Monitors and evaluates the effectiveness of curriculum, instruction and assessment.

(5) Evaluates staff and provides ongoing coaching for improvement.

(6) Ensures that staff members receive professional development that directly enhances their performance and improves student learning.

(7) Uses current research and theory about effective schools and leadership to develop and revise the administrator's professional growth plan.

(8) Promotes collaboration with all stakeholders.

(9) Is easily accessible and approachable to all stakeholders.

(10) Is highly visible and engaged in the school community.

(11) Articulates the desired school culture and shows evidence about how it is reinforced.

c. Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment (ISSL Standard 3: Management). Each administrator candidate:

(1) Complies with state and federal mandates and local board policies.

(2) Recruits, selects, inducts, and retains staff to support quality instruction.

(3) Addresses current and potential issues in a timely manner.

(4) Manages fiscal and physical resources responsibly, efficiently, and effectively.

(5) Protects instructional time by designing and managing operational procedures to maximize learning.

(6) Communicates effectively with both internal and external audiences about the operations of the school.

d. Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources (ISSL Standard 4: Family and Community). Each administrator candidate:

(1) Engages family and community by promoting shared responsibility for student learning and support of the education system.

(2) Promotes and supports a structure for family and community involvement in the education system.

(3) Facilitates the connections of students and families to the health and social services that support a focus on learning.

(4) Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

e. Acting with integrity, fairness and in an ethical manner (ISSL Standard 5: Ethics). Each administrator candidate:

(1) Demonstrates ethical and professional behavior.

(2) Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.

(3) Fosters and maintains caring professional relationships with staff.

(4) Demonstrates appreciation for and sensitivity to diversity in the school community.

(5) Is respectful of divergent opinions.

f. Understanding the profile of the community and responding to, and influencing, the larger political, social, economic, legal and cultural context (ISSL Standard 6: Societal Context). Each administrator candidate:

(1) Collaborates with service providers and other decision makers to improve teaching and learning.

(2) Advocates for the welfare of all members of the learning community.

(3) Designs and implements appropriate strategies to reach desired goals.

79.17(2) Each new administrative candidate successfully completes the appropriate evaluator training based on the Iowa teaching standards and ISSL standards provided by a state-approved evaluator trainer.

79.17(3) Each administrator candidate demonstrates the knowledge, skills, and dispositions necessary to support the implementation of the Iowa core curriculum.

79.17(4) Each administrator candidate 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, cultures, and attitudes of individuals and the diverse groups found in a pluralistic society. The program shall provide evidence of candidates' attainment of such knowledge and skills through the integration of these human relations and cultural competency issues within the program's coursework.

79.17(5) Each administrator candidate demonstrates, within specific coursework dedicated to understanding exceptional learners, in other coursework, and in clinical experiences, the knowledge, skills, and dispositions necessary to meet 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.

79.17(6) Each administrator 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.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- Despite current challenges, including the departure of key faculty members, the leadership of Drs. Marshall and Beatty seems to be highly effective.
- In addition to articulating relevant information about the course, syllabi clearly communicated how the ISSL standards were connected to the course outcomes and to the assessments. Further, the use of learning rubrics was common. Syllabi need to be used as models and used to induct new full-time faculty and adjuncts in the PreLEAD and CAS programs,
- Although the visiting team had questions before the site visit about how “*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, cultures, and attitudes of individuals and the diverse groups found in a pluralistic society (79.17(4))*” would be met in online delivery, students were able to demonstrate proficiency in this area.

- The education administration team has strong strategies to ensure a guaranteed and viable curriculum despite a potentially large number of adjuncts. These strategies include using alumni, sharing syllabi, connecting adjuncts with current instructors, using mid-term evaluations (student), and purposeful communication.
- The PreLEAD program has created a strong conceptual framework for teaching. It was attached to every syllabus that the team reviewed.
- The team noted that online discussion board components were guided by a rubric providing a measure of quality of discussion as well as learning from the discourse itself.
- The courses, *EdAdm 551 Supervision for Learning Environments* and *EdAdm 554 Leading and Transforming School Culture*, include a comprehensive set of activities to prepare future administrators with evaluation/coaching skills.

Concerns/Recommendations

- 1) 79.17(1). Although students in the on-line cohort were enthusiastic about their learning experience, there appears to be a perception of inequality between the on-line and face-to-face cohorts (e.g., books, information about clinical expectations, portfolios, etc.). The team recommends the unit examine their delivery structures to ensure equity for all candidates.
- 2) 79.17 (1). The alumni survey of ISSL standards found in the IR was insightful; however, it was missing the critical element of analysis/reflection that could potentially inform curriculum decisions moving forward. This concern is addressed as part of a unit wide assessment concern addressed in the assessment section (79.13).
- 3) 79.17(1)c; 79.17(3) The team has identified two curricular areas that need ongoing support and articulation – Iowa Core Curriculum (79.17(3)) and school management (79.17(1c)). The team recommends the unit address curriculum alignment and course construction to assure these elements are addressed adequately.
 - a. Although there was evidence that the Iowa Core existed in the syllabi of *EdAdmin 559 Curriculum Leadership I*, graduates and current program candidates expressed that they really did not feel confident in their understanding of it and could not recall when/if it was taught. Additionally, when a syllabus for *EdAdmin 632X Aligning the System for Student Achievement* was examined, no evidence of Iowa Core could be found.
 - b. Although the students were able to confidently articulate their understanding that the school leader should, first and foremost, be an instructional leader, when asked about the management aspects of building leadership, the students indicated they would have welcomed more information. Some of the areas mentioned were scheduling, technology, supervision of activities, and budget.
- 4) 79.17(5). In review of the *EdAdmin 558 Diverse Learning Needs* syllabi and in discussions with graduates and current program candidates, the team found that the specific outcomes of this course do not appear to be sufficient in the preparation of future administrators. Diverse learning needs must encompass more the special education learners, and must include attention to English language learners, gifted and talented learners, at-risk learners, etc. **The team requires the unit to develop and document a plan to ensure administration candidates are adequately prepared to meet the learning needs of all students.**

Items that must be Addressed Prior to State Board Action

Concern #4. The team requires the unit to develop and document a plan to ensure administration candidates are adequately prepared to meet the learning needs of all students. This plan must be provided to the team before accreditation approval is sought from the State Board.

Sources of Information

- Interviews with: unit 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

Resolution

The ELP immediately addressed this concern in the *EdAdm 556* course assessments. The equity audit assessments meet the standard by causing candidates to enhance knowledge of preparing teachers to meet the learning needs of diverse students. The team recommends the ELP make this learning more explicit and aligned with standards in the course syllabus. The EPL, as they update with syllabus in the coming semester will make the recommended adjustments.

No resolution is required for recommendations provided to the unit for continuous improvement. In addition to the resolutions for recommendations for continuous improvement outlined here, see the ISU Action Plan accompanying this report for their response to continuous improvement recommendations.

Based on the review and information and documentation provided by ISU, the team considers this standard to be MET.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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**Iowa State University
Educator Preparation Program
Accreditation Review Team Report Response**

**Submitted to the Iowa Department of Education
August 2014**

INTRODUCTION

The Iowa State University Educator Preparation Program (EPP) was reviewed by the Iowa Department of Education (DE) in the fall of 2013. The EPP provided an institutional report to the DE in early August. The State Panel and members of the review team provided preliminary feedback to ISU in September. Dr. Larry Bice, Dr. Carole Richardson, and Mr. Matt Ludwig met with representatives from ISU's EPP to answer any questions about the feedback. The review team conducted an on-campus visit from November 3 through November 7, 2013. At the end of the visit, Dr. Bice, Dr. Richardson, and Mr. Ludwig met with administrators, faculty, and staff of the EPP and provided initial feedback about the Teacher Education Program (TEP) and the Educational Leadership Program (ELP). In January of 2014, the final written team report was sent to Dr. John Schuh, Director of the School of Education; Dr. Linda Hagedorn, Associate Dean of the College of Human Sciences; and Dr. Denise Crawford, Associate Director of the School of Education.

Dr. Crawford shared the final report with University and College administrators, the Educator Preparation Coordinating Council (EPCC), faculty, and staff. The EPCC discussed the findings and began work to address the areas of concern. Members of the EPCC Assessment Subcommittee addressed the major issue of assessment. A core committee met with Dr. Linda Hagedorn, Associate Dean of the College of Education, during the spring semester to discuss the progress made and to identify additional steps needed to respond to the Review Team's concerns. This report responds to the seven items that must be addressed prior to the presentation to the Iowa Board of Education.

This report is divided into the standards from Chapter 79. The current initial team finding is listed in parenthesis below the standard title. Items that must be addressed are discussed first. Updates on other concerns or recommendations or clarifications are then presented for each standard.

GOVERNANCE AND RESOURCES

(Initial Finding: Met with Pending Conditions Noted)

Concern #4: 79.10(5) The team requires the ELP to develop a documented plan to consistently use their external advisory committee at least twice a year as a source for curricular and assessment information.

Action Plan:

The Educational Leadership Program (ELP) will meet twice a year with its external advisory committee. It met in June 2013 to discuss and approve the overview section of the accreditation report. In March 2014, The ELP External Advisory Committee held a combined meeting with the EPCC External Advisory Committee and then split into a smaller group to specifically discuss the identified concerns from the review team's visit. We asked, for example, how we might provide our candidates more diverse field experiences? External advisory members suggested, for example, that candidates could be required to experience 15 hours out of their district, particularly in summers, and that we could use year-round school experiences. They noted that it would be important to candidates to be able to schedule time and know expectations beforehand. Feedback and suggestions like these from this group have already been used for curricular and assessment adjustments. Agendas and notes from both meetings are available upon request.

The plan for the future will be to schedule at least two meetings per year (one in fall and one in spring/summer semester) for the ELP External Advisory Committee. Our external advisory committee will be meeting this fall on October 16, 2014 and next spring on March 26, 2015. Both of these meetings are scheduled in conjunction with the EPCC External Advisory Committee. Because the committee consists of individuals from across the state (e.g., Okoboji), video conferencing or other electronic communication will be used as needed. Possible upcoming discussions include revising the principal preparation curriculum and course delivery models. Another discussion item will be to determine terms of service for the advisory committee members and ensure representation continues from different leadership positions, geographic locations, building levels, and other demographic groups. The purpose of this external advisory committee will be to gather important information and insight from the committee members to continually improve the curriculum and assessment process. A sample email updating the ELP External Advisory Committee on the initial accreditation visit is available upon request.

Governance and Resources

Additional Concerns/Recommendations Being Addressed

1. 79.10(1). The Education Preparation Coordinating Council (EPCC) is the governing body and, as such, should be guided by clearly written by-laws, policies, and procedures that are published in a handbook and widely distributed. EPCC decisions should be published and easily accessible to all members of the EPP. Since the EPP is large with many moving parts and many components, a document to clearly define the roles and

responsibilities of and types of decisions made by each group within the program would be helpful. The team recommends the EPCC develop a document defining roles, responsibilities, and procedures.

EPCC will define their role and responsibility in the oversight of the Educator Preparation Program (EPP) during the 2014-2015 academic year. These coordinated efforts will help inform what decisions are made by the EPCC and what decisions will be made by the larger EPP faculty. The EPCC will begin work immediately on a handbook that will include written by-laws, policies and procedures. EPCC's Selection and Retention Subcommittee will take the lead in developing this handbook. Current policies and procedures provided in the handbooks will be reviewed in light of those decisions and adjustments will be made if they are needed. This handbook will include relevant EPCC policies along with roles and responsibilities of the committee members and basic processes/procedures for common issues the committee addresses. Finally, the relationship between the ELP and TES will be decided and needed changes made (i.e. change from TES to Educator Preparation Services (EPS)).

In addition, Teacher Education Services (TES) is currently creating its own handbook of policies, procedures, and processes that address admittance to the Teacher Education Program (TEP), background check issues, Praxis issues, placement issues, and licensure issues specific to teacher preparation. This document will include relevant EPCC policies along with procedures that all areas of the TEP follow. This handbook will be ready to share with the TES team in fall 2014. In addition, this document will be shared (with the relevant components highlighted) with program coordinators and program advisors.

Both handbooks will be shared with members of the EPCC. Many of the representatives on the Coordinating Council serve as program coordinators and/or program advisors. They, in turn, will share the handbooks with appropriate faculty and staff, including department chairs or unit directors, in their program.

5. 79.10(8). There does not appear to be a systematic process for reviewing teaching effectiveness for all faculty members, including lecturers, senior lecturers, adjuncts, and tenure-track faculty members. The team suggests the unit develop a formalized plan for evaluation of instruction and for how evaluation results will be used to improve teaching.

The EPCC Assessment Subcommittee presented goals and outcomes for the Educator Preparation Program. These goals and outcomes will be an action item for the first EPCC meeting of the upcoming 2014-2015 academic year. Goal 2 and its first and last outcomes are listed below. As can be seen by this goal, it is a priority of the unit to use data to enhance the quality of the program; this includes the continual improvement of instructional practices of faculty and staff to better meet the needs of students. The process for how this will be done is discussed in more detail in the Assessment section below.

Goal 2: Implement a cohesive and collaborative educator preparation program that supports the development of highly qualified educators.

Outcomes for the Educator Preparation Program:

- The Educator Preparation Program will systematically implement data-based decision making to enhance the quality of the program.
 - Collect, analyze, and use formative and summative student data to improve curriculum, coursework, and field experiences.
 - ***Collect, analyze, and use formative and summative data on the instructional practices of faculty and staff.***
 - Regularly and frequently collect data following the established assessment cycle.
- The Educator Preparation Program will implement a curriculum aligned to national and/or state standards and recommendations ***taught through research-based instructional methodologies.***

Review of teaching effectiveness is really up to the departments and/or school where the faculty are located. The departments and school have their own evaluation processes in place, so EPCC is not in a place to dictate.

6. 79.10(9). Interviews with supervisors and cooperating teachers indicate they are generally pleased with the level of support from the unit. Student teaching supervisors did mention that there are increased expectations of cooperating teachers and that the unit might need to consider increasing the compensation for the cooperating teachers in order to retain the best cooperating teachers for the candidates. This is not noted as a concern to be addressed, but information the team is bringing forward for the unit to consider.

Faculty and staff associated with the TEP are very aware that the compensation for the cooperating teachers is low. While we would like to increase compensation, there is concern about doing so without passing the additional cost on to the students. After reviewing the student fee structure, Heidi Doellinger, Director of Teacher Education Services, lowered the fees paid by students (see response to next concern/recommendation). Discussions have been held, and will continue to be held with Dr. Pamela White, Dean of the College of Human Sciences and Dr. Linda Hagedorn, Associate Dean of the College of Human Sciences to resolve this issue. Ms. Doellinger is currently working on a draft of a proposed supervisor compensation plan that will be shared with Dean White and Associate Dean Hagedorn during fall semester 2014.

7. 79.10(9, 12). The team found no evidence of systematic training for clinical supervisors for all programs. As the unit and EPCC re-evaluate their conceptual framework and standards and develop their assessment system, the team suggests it will be important to devote resources to training the clinical supervisors so they are able to ensure the candidates have a quality clinical experience that is aligned with unit standards.

As stated above, a draft of a proposed supervisor compensation plan is being written that includes plans for TEP to provide on-going professional development for clinical supervisors. Potentially, the university supervisors could be required to attend one full day and 3 half days of professional development throughout the school year. These professional

development sessions would be coordinated and facilitated by the TES team. Faculty would also be asked to provide the trainings in some cases. The learning sessions will be based upon the needs of our supervisors and our teacher candidates using a data-informed approach. The initial sessions would focus on the following:

- Anchoring in the ISU Teaching Standards
- Anchoring in the unit's Assessment Outcomes
- Anchoring in cognitive coaching
- Anchoring the required documentation and approaches
- Anchoring in quality feedback
- Anchoring in alignment with Iowa Common Core

Future sessions would also focus on the instructional methods students are learning about during coursework. This August, an instructional technology session is going to be held during our half-day University Supervisor Retreat.

The supervisors for the educational leadership program are clinical faculty with three-year contracts and regular teaching assignments in the program. They teach six credits of Educational Administration 591, the field experience component of the principal program, and Educational Administration 691, the clinical experience component of the superintendent program. These courses are part of their regular teaching assignments (two courses plus 591). They are licensed administrators in Iowa with extensive experience and are approved as Iowa Evaluators. They are regular participants in everything we do, from School of Education meetings to Educational Administration meetings (both of which meet twice a month), from curriculum development to assessment. As clinical faculty members, they may participate in any professional development program necessary for them to carry out their duties as supervisors. These programs can be offered by faculty in the ELP or by professional organizations related to educational leadership.

In addition, as the Educator Preparation Program continues to function as a single unit rather than a collection of programs, the issue of common learning sessions for ALL supervisors (including faculty supervisors) will be an upcoming agenda item for the EPCC.

8. 79.10(10). The faculty and staff in almost all programs expressed concern with the budget model; specifically, skepticism that funds generated by student tuition are fully available to the SOE for use in preparing candidates. If equitable funding is available, the team wonders if the TEP program has considered reducing student fees. The team recommends the SOE examine budgeting policies for equity and transparency as is practical.

Teacher Education Services (TES) examined current student fees that exist in the teacher education program and the expenses that can be covered through student fees. After this analysis, student fees for clinical placements were reduced. Below is a chart that provides this information:

Practicum Fees:

	Spring 2013	Fall 2014
Level I	No Fees	No Fees
Level 2	\$25.00	\$25.00
Level 3	\$90.00	\$75.00
Graduate Placements	\$55.00 - \$125.00	\$55.00 - \$125.00

Student Teaching Fees;

	Spring 2013	Fall 2014
8 weeks	\$300.00	\$155.00
12 weeks	\$455.00	\$230.00
14 weeks	\$525.00	\$270.00
16 weeks	\$600.00	\$310.00

Additional conversations regarding student teaching fees and tuition monies will be ongoing in an attempt to continue to reduce these fees. Dr. Pamela White, Dean of the College of Human Sciences; Dr. Linda Hagedorn, Associate Dean of the College of Human Sciences; Dr. John Schuh, Director of the School of Education; Dr. Denise Crawford, Associate Director of Educator Preparation; and Heidi Doellinger, Director of Teacher Education Services will continue to be involved in these conversations.

11. 79.10(12). While the institution is clearly supportive of scholarship, there is inconsistent support for the professional development of adjuncts, lecturers, advisors, and student teaching supervisors across all of the programs in the TEP. The team recommends the unit consider consistent professional development support for all faculty members that prepare candidates.

Lecturers in the School of Education are encouraged to take advantage of professional development opportunities provided within the University and those provided by professional organizations. The administrative structure of the School of Education now includes an Associate Director for Administration. While lecturers are members of the program area team (Educational Psychology, Foundations, Literacy, Math, Multicultural, Science, Social Studies, Special Education, and Instructional Technology) and are mentored by the team, one of the Associate Director's responsibilities is to provide support to the lecturers. This support may include regular meetings, professional development opportunities, and annual evaluations.

Clinical faculty members in the ELP have used funds for travel to conferences such as the National Superintendents Roundtable or for professional journals such as *Phi Delta Kappan*. This use of funds for professional development is encouraged by the SOE.

TES is addressing this concern for its team members, elementary advisors and the university supervisors. Last year (2013-2014), the Dean of Human Sciences allocated funds targeted at professional development for the TES team. Some team members were able to attend local conferences with these monies. Assuming this support will continue, a “Conference Rotation Schedule” has been created and team members have been directed to begin to identify learning opportunities in the area of educator preparation.

The TES Team will address on-going professional development in a number of ways. For example, the team will begin an on-going Book Club/Professional Learning Community in August. The team will meet once a month for two hours. Initially, the focus will be on works by Dr. Linda Darling-Hammond, who will be the visiting Hilton Chair in the College of Human Sciences during the 2014-2015 academic year. Three of Dr. Darling-Hammond’s books were purchased for each team member and the books will be read and studied as a group. As a result, the TES now has a professional library with access to professional books and journals. During the monthly TES team meeting, two team members will choose an article or a chapter of interest to share with the rest of the team. In addition, as the Director of TES finds relevant readings, she will share these with team members.

EPCC will work to document the types of professional development opportunities that are available to faculty and staff in the program areas. And, as a result, will communicate the need for professional development opportunities to be available for members across the entire unit.

Governance and Resources Items in Need of Clarification

9. 79.10(10) There appears to be general consensus that renovations of Lagomarcino Hall will provide spaces for collaboration, excellent faculty and administrative office spaces, and classrooms that are designed to allow faculty to model best practices. However, in interviews with science education faculty, a concern was raised about having a room that is appropriate for teaching secondary science methods. Since this type of lab space would require space for storage of chemicals and equipment, installation of gas lines and acid resistant cabinets, sinks, and eye-wash stations that might not be possible within the scope of the renovations, the team suggests the unit work to help secure a physical space on or near campus that would be more conducive to the needs of science methods courses.

During the planning of the renovation of Lagomarcino Hall, secondary science education faculty were involved in discussions about the needs for secondary science methods courses. In addition to the classroom dedicated to STEM methods courses (both elementary and secondary math and early childhood and elementary science), a classroom specifically for secondary science methods courses was included in the renovation plan. The classroom will be housed in the basement of Lagomarcino, directly across the hall from the locked storage unit that currently contains all chemicals and equipment from the former science/math methods classroom. The classroom will be designed in a similar way to the former classroom. The architects and

construction manager worked in conjunction with the science faculty to ensure the classroom meets or exceeds all federal and state safety requirements.

DIVERSITY

(Initial Finding: Met or Met with Strength)

Diversity

Additional Concern/Recommendations Addressed

1. 79.11(1) Comments from various current SOE students indicate that *CI 406 Multicultural Foundations of School and Society* syllabi and instruction offers what candidates need to know about diverse student populations but not ‘how to’ modify planning and instruction – also that there is great variability in value of the course relative to the instructor assigned to teach. The team recommends the SOE examine the curriculum and delivery of instruction for *CI 406 Multicultural Foundations of School and Society* to enhance consistent instruction, including strategies.

At the time of the review team’s visit, there was one three-quarter time lecturer and one one-quarter time graduate assistant teaching this course. They worked with a tenured faculty member in multicultural education who was working on a special project. Since that time, a tenured faculty member in this area was hired. Beginning fall of 2014, this faculty member will be teaching a section of *CI 406* and will work closely with the lecturer who will teach the remaining three sections. The multicultural team has worked this summer on the content presented and on the activities and assignments used within the course.

2. 79.11(3) The team finds that clinical placements (practicum/student teaching) made through the Field Placement Office (FPO) are more likely to be made in a variety of settings and grade levels than those not made by the FPO. Placements made at the program level are often in limited locations and may be with the same teacher/school for multiple settings. The team recommends the EPCC or other EPP body examine the management of clinical placements to assure diverse placements for all candidates as well as is practical. AND

3. 79.11(3). Tracking of clinical placements for each student is not kept consistently across all programs. This information is well maintained however, through the SOE filed placement office for the candidates they serve. The team recommends the EPCC or other EPP body examine tracking practices to ensure consistency.

The School of Education has purchased a data management system (i.e. TK20) and we are currently working with company representatives to implement the system. The entire EPP will use this system for data management and assessment. Thus, this data management system will be used to track all field experiences for all programs within the unit. The program or office that “owns” the placement will be responsible to enter this information. Once these data are in place, reports of placements will be run and shared with EPCC at least once a semester to ensure students experience a variety of settings. Current policies and practices will be examined and discussed within the context of these data.

**Diversity
Items in Need of Clarification**

4. 79.11(3). For early childhood students, multiple placements for clinical experience with children ages birth to 5 are frequently in the same location. The team recommends the SOE examine clinical placement management for the EC program to ensure; as well as is practical, candidates are well prepared with diverse placements.

The Early Childhood Education-Unified (ECE-U) program is shared between the Department of Human Development and Family Studies (birth to age 5) and the School of Education (grades K-3 or ages 5-8). Therefore, the ECE-U program coordinator and the EPP will examine the clinical placement management for the early clinical experiences.

5. 79.11(3). Physical Education students consistently indicated that they lack high school practicum experience prior to student teaching. Secondary practicum experience is essential for a K-12 program. The team recommends the SOE examine the management of clinical placements in the PE program to ensure candidates are well prepared with appropriate placements.

Students receiving teacher licensure in physical education are overseen by the Department of Kinesiology. Therefore, the PE program coordinator from the Department of Kinesiology and the EPP will examine the clinical placement management of this program.

6. 79.11(3). The results of a survey conducted with recent graduates (2011-12) of ISU's teacher preparation programs indicated that the mean of ISU student responses on three diversity variables was statistically lower than comparison institutions. The self-study indicates a need to "improve how we prepare our teacher candidates to work with students with diverse backgrounds" but no strategy has been identified. The team recommends the SOE examine the preparation of candidates to teach students from diverse backgrounds and make adjustments as necessary.

The SOE is not solely responsible for the preparation of ALL students in the TEP. Program areas within the unit also bear responsibility, especially for those students focusing on secondary or K-12 teacher education. Therefore, in addition to the SOE, which needs to examine how students are being prepared to work with students with diverse backgrounds in courses for which they are responsible, EPP needs to examine the preparation given in the courses for which they are responsible (specially secondary content area methods courses).

FACULTY

(Initial Finding: Met with Pending Conditions Noted)

Concern #5: 79.12(5) The team requires the unit to document a plan to address faculty shortages in the PreLEAD and CAS programs.

Action Plan:

The School of Education hired four new faculty members in Educational Administration for the 2014-2015 school year: three tenure-track faculty members and one clinical faculty member, which brings our full-time faculty to four tenured / tenure-track positions and two and a half clinical faculty positions. The vitas for each of the new hires are available upon request. A brief summary of “new” faculty expertise follows:

- Jason Salisbury (tenure-track assistant professor) graduated from the University of Wisconsin at Madison. A former Chicago high school special education teacher, teacher leader, and principalship intern, his research interest is the transition experiences of students of color into high school.
- Daniel Spikes (tenure-track assistant professor) graduated from the University of Texas at Austin, where he has worked with UCEA president Mark Gooden on the professional development of district administrators around cultural competency. He is a former middle school teacher and assistant principal of a summer school program.
- Doug Wieczorek (tenure-track assistant professor) graduated from Syracuse University with an interest in Race to Top as an example of leadership and policy implementation. He has successful experiences as a secondary social studies teacher, assistant principal, partnership coordinator, and administrator in higher education.
- Greg Robinson (new clinical faculty member) has experience as a superintendent, principal, BOEE member, Iowa Department of Education consultant, and special education teacher.

ISU offers new assistant professors start-up packages for the first three years, including technology and course releases. There is also a mentoring program for new faculty. In addition, we have paid attention to the needs of our hires and their families. Dr. Salisbury’s spouse will be teaching as a lecturer in the science education program. Dr. Spikes and Wieczorek’s spouses both have teaching/counseling positions at a middle school in the area.

New instructors are evaluated during their first-midterm with an online evaluation. Those results are sent to the Director of the School of Education and the educational administration program coordinator. New faculty members who are tenure-track have three-year contracts and are reviewed during their third year to ensure they are making satisfactory progress.

Concern #6: 79.12(5) The team requires the unit to develop and document a plan to assure all faculty preparing candidates meet the requirements in 79.12(6).

Action Plan:

As indicated in the Institutional Report, there is a very clear definition of who is to complete the required collaborative teaching experience hours. The following process will be used to remind appropriate faculty they are to complete the requisite hours:

- The EPCC meets each fall prior to the beginning of the academic year. Beginning in the fall of 2014, program coordinators will be given a list of faculty in their area who must complete the collaborative teaching experience. The list will be compiled from the current data we have and will include when the person started at ISU, the number of collaborative teaching hours and the number of supervision hours, and the area in which they are teaching or supervising.
- Coordinators will be asked to disseminate the information to their colleagues and to send an updated list and any changes to the Teacher Education Services office by the end of September.
- Faculty and supervisors will update their hours on a regular basis (minimum once per year). Once the data management system (see Assessment Concern 1) is functioning, a process for updating hours will be designed and communicated to all program coordinators and faculty.

Some program areas require collaborative teaching experiences be included in the faculty member’s annual evaluation report and be mentioned in the Position Responsibility Statement. EPCC will discuss doing this during the fall semester and make a recommendation prior to the end of the semester. While EPCC can form policy related to the Educator Preparation Program, it cannot usurp nor dictate departmental or unit policies.

A similar process will be put into place for university supervisors. Data collection will occur in a manner aligned to the data collection procedures outlined for faculty above.

<p>Faculty Items in Need of Clarification</p>
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4. 79.12(5) The team did not have the opportunity to meet with graduate students assigned to teach courses. However, conversations with lecturers raised potential concerns about the preparation of graduate students to teach, especially if they had no previous PreK-12 teaching experience and were then assigned to teach methods courses. Lecturers and Senior Lecturers reported that in some departments or programs they were regarded as faculty, were supported in professional development and travel. Unfortunately, in other programs the lecturers reported that their status was not as strongly supported. The team recommends the SOE systematically consider the definition, functions and work supported of all faculty members.

The School of Education and its programs are only one “member” of the EPP unit. The issue discussed here is larger than the School of Education. Therefore, the EPP should systematically consider the definition, functions, and work supported of all faculty members. Program coordinators for each area should present this issue to their department chair or school director. If any of these individuals have questions related to this issue, they need to contact the Associate Director of Educator Preparation in the School of Education, who serves as the EPCC chair.

**Faculty
Additional information**

The School of Education hired fourteen tenured, tenure-track, or lecturers for the 2014-2015 academic year. Eleven of those hired will be involved in the EPP.

- Two assistant professors in elementary/secondary math education
- One assistant professor in early literacy education (shared with the ISU Extension program)
- One assistant professor in elementary science education and one lecturer in secondary science education
- One assistant professor in elementary social studies education
- One associate professor in multicultural education
- Three assistant professors and one lecturer in educational leadership

The search for a Director of the School of Education was started in the spring of 2014. It is anticipated on-campus interviews will be conducted during the fall of 2014.

There will be two searches restarted in the fall of 2014.

- The Associate Director for Educator Preparation for the School of Education
- Harmon Endowed Professor in dual immersion and literacy

Additional faculty positions in the SOE have been approved for the 2015-2016 academic year that will also impact the EPP.

- One assistant professor in foundations
- One assistant/associate professor in math education (secondary)
- One assistant/associate professor in instructional technology

In addition, two Professional and Scientific (P&S) positions will be added and it is anticipated these positions will be filled during the 2015-2016 academic year.

- Coordinator of Educational Assessment and Program Evaluation
- Program Assistant for EPP Data Management

The Teacher Education Services office also has received permission to search for two P&S positions that will impact EPP.

- One elementary education academic advisor
- One clinical experiences coordinator

The Dean of the College of Liberal Arts and Sciences has approved two positions beginning in the fall of 2015:

- Tenure-track faculty position in History education (Department of History)
- Tenure-track faculty position in Music (choral music) education (Department of Music)

The Dean of the College of Design approved the hiring of a lecturer beginning in the fall of 2014 to help teach the related methods course in art for students in the elementary education major.

ASSESSMENT

(Initial Finding: Met with Pending Conditions Noted)

Concern #1: 79.13(1) a. The team requires the unit to develop, document and implement a plan for a coherent assessment system for all programs, undergraduate and graduate.

Action Plan:

Iowa State University's Educator Preparation Program (EPP) identified a need in the Assessment Standard during its self-evaluation and while writing the Institutional Report during the review process. The EPP began to take immediate steps to address this concern. The EPCC Assessment Subcommittee was reconstituted and began to meet regularly even before the accreditation visit. The subcommittee consisted of the following positions:

Associate Director of Educator Preparation	Denise Crawford
Director of Teacher Education Services	Heidi Doellinger
ECE Representative	Gayle Luze Karen Colbert
Elementary Education Representative	Pat Carlson
Secondary Education Representative	Donna Niday (English)
ELP Representative	Joanne Marshall
Research Institute for Studies in Education (RISE) Representative	Mari Kemis

The subcommittee identified four outcomes for its work:

- Develop Unit goals and outcomes
- Develop an assessment matrix around the Unit's outcomes
- Identify a new data management system and implement procedures to purchase this system
- Create a position description for a Coordinator of Educational Assessment and Program Evaluation

In order to meet these outcomes, the subcommittee met once a month in the fall. During second semester, the subcommittee met at least twice a month. The subcommittee made significant progress towards the identified outcomes.

Develop Unit goals and outcomes: The EPCC Assessment Subcommittee identified two unit goals and several outcomes for each of the goals. These were shared with EPCC at the May meeting and will be voted on in a meeting fall semester 2014. The EPP goals and outcomes can be found in Appendix A.

Develop an assessment matrix around the Unit's outcomes. An initial draft of the assessment matrix has been developed. Additional details will be added in Fall 2014 once faculty are on campus and EPCC is meeting regularly. The assessment matrix identifies the data sources for each outcome, who collects the data, the frequency of data collection, and, in some instances, how the data will be used. The assessment matrix can be found in Appendix B.

Identify a new data management system: The EPCC Assessment Subcommittee researched data management systems used by other institutions. Additional research was done at the American Association of Colleges for Teacher Education (AACTE) Annual Meeting. The goal was to identify a data management system for use throughout the EPP that could do the following:

- Collect demographic data
- Collect e-portfolio data
- Collect field experience data, including student evaluations
- Collect course assessment data
- Collect assessment data on student performance on the ISU Teaching Standards (InTASC) both formative and summative
- Collect assessment data for the Unit's goals and outcomes (including survey data, longitudinal data, and needed additional data)
- Organize data in a useful way for the following purposes:
 - Individual student formative assessment
 - Individual student summative assessment
 - Individual program evaluation
 - Unit program evaluation

Two potential data management systems were identified. Both companies made a campus visit to present the systems in April. Members of the EPCC Assessment Subcommittee, along with any other interested stakeholders, were invited to attend these sessions. The EPCC Assessment Subcommittee recommended the purchase of the TK20 (www.TK20.com) to the Director of the School of Education and the Dean of the College of Human Sciences. Approval for the purchase was given and the contract with TK20 was signed on July 25, 2014. A signed agreement can be shared upon request. A representative from TK20 has been assigned to work with the EPP to start implementing the program. An initial informational meeting was held with TK20 representatives and ISU personnel (Denise Crawford and Heidi Doellinger) in early August to begin initiating this process. The EPCC sub-committee members and the EPPC will be working closely to implement this system throughout the Unit. The data management program will support students in both the TEP and ELP. It will realistically take up to 12-18 months to implement the entire system in terms of data collection and assessment for the entire Unit.

Create a position description for the Coordinator of Educational Assessment and Program Evaluation: The EPCC Assessment Subcommittee established a need for this position that was supported by the Review Team's final report and the structures at the other two regent institutions. After establishing this need, a position description was developed that reflected the requirements in 79.13(256) (Assessment system and unit evaluation standard). The College of Human Sciences (70%) and the College of Liberal Arts and Sciences (30%) will

fund the position. A draft of this position description can be found in Appendix C. It is anticipated the position will be filled by the start of spring semester 2015.

Create a position description for a data management position (Data Management for Educational Assessment): This outcome was not one of the initial outcomes identified by the EPCC Assessment Subcommittee. The College of Human Sciences will provide 100% of the funding for this position. A draft of this staff position description was created and can be found in Appendix D. It is anticipated the position will be filled by the end of fall semester 2014.

With the EPCC’s Assessment Subcommittee’s initial outcomes addressed, an implementation plan is now being developed for both TEP and ELP. When possible the TEP and ELP will align their assessment measures, but the proposed assessment plan for each program will be described.

Teacher Education Preparation:

Assessment outcomes and an implementation plan are as follows:

Outcome	Timeline	Notes
Develop a data management system implementation plan	Fall 2014	<p>The hope is to pilot the licensure components for those individuals in the TEP who are student teaching in F2014.</p> <p>The plan will need to include timeline for implementing various components, developing data entry/student sign-up procedures, training of faculty and staff, expectations of faculty and staff, training of students, identification of pilot groups, etc.</p>
Develop an assessment timeline for students	Fall 2014	What unit assessments/data collection will a single student participate in throughout their program?
Develop curriculum maps for the professional core courses taught in the School of Education and the Elementary Education program.	2014-2015	This is a outcome being initiated by the Undergraduate Studies Committee in the School of Education. This model will be shared across the other programs in the EPP.

Develop data collection tools	2014-2015	Create/gather the data collection instruments and tools identified in the assessment matrix. These instruments will be aligned to unit outcomes. Pilot the instrument and tools Review and revise the instruments and tools
Development an implementation plan for the Assessment Matrix	2014-2015	Timeline Training Inter-rater reliability work
Crosswalk the Assessment Outcomes to curriculum maps and syllabi	Spring/Summer 2015 - Fall 2016	

Educational Leadership Program:

With advice from Matt Ludwig, the ELP faculty have adapted a model developed by Liz Hollingworth (University of Iowa) assessing candidates, faculty, and the program. Each of those is explained here and then summarized in the appendices listed.

Each of these areas works together, although they are broken apart here for ease of reading. For example, assessment of candidate field experience notebooks revealed that a number of people in one cohort from spring 2014 completed extra field experience hours because they were unsure what “counted.” We have already revised our curriculum to break the six credits of field experience coursework into three, two-hour blocks instead of two three-hour blocks, which means that a clinical faculty member will meet with students at the mid-point of the program as well as at the beginning and end points.

Candidate Assessment

Faculty assess our candidates with both formal and informal tools. Appendix E contains an Educational Administration Candidate Assessment Matrix that outlines which Iowa Standards for School Leaders (ISSL) are assessed, and at what point and with what frequency we assess candidates. It also explains what evidence faculty use. For example, candidates are assessed formally during admission, which occurs once. Then, candidates are assessed informally in courses throughout the program. They are assessed again at the end of the program by both clinical faculty (field experiences) and research faculty (portfolios).

The faculty will link the tools outlined in the table with the data management system purchased by the EPP, piloting the tools with the new cohorts of principalship students which start in October of 2014. If the data management system implementation is not ready for this phase of implementation, it will be piloted with the spring 2015 cohort of students.

Once the ELP has baseline data, the program faculty will be able to track students over time and use data to inform our program decision-making.

Revision example: Field Experience Improvement

The ELP had three cohorts of principal candidates graduate in spring and summer of 2014. They offered feedback on ways we could improve the final portfolio and field experience notebook process. We are implementing those suggestions as soon as possible. For example, as mentioned above, we are redistributing the six credits of field experience so that rather than taking three credits each at the beginning and end of the program, students in the fall 2014 cohorts will take two credits of field experience at the beginning, two in the middle of their program, and two at the end. A clinical supervisor will also check in with students and mentors at that mid-point of their program.

Faculty Assessment

Faculty Assessment is largely formal via hiring processes determined by the University and annual review documents determined by the School of Education. Teaching is assessed via electronic course evaluations at the end of each course, and results are released to and reviewed by instructors and to the Director of the School of Education.

Teaching is also assessed informally, as instructors implement informal ways of assessing whether their teaching has been effective, such as using “a ticket out the door” asking students at the end of each class for one thing they learned or one question they have. Instructors can also provide informal mid-term assessments, such as a “Plus Delta,” which asks students to reflect upon their own learning as a student as well as the teaching of the instructor.

Adjunct instructors are selected from a pool of applicants. Like other instructors, they must hold a PhD. They have a formal midterm course evaluation the first semester they adjunct. Those results are sent to the instructor, the program coordinator, and the Director of the School of Education, who can follow up as needed. Adjunct instructors who do not receive largely positive evaluations are not asked to adjunct again. See Appendix F for additional information about faculty assessment.

Program Assessment

ELP assessment depends partly upon the use of data from formal data collection systems, which the program has not had up to this point. The educational administration faculty are optimistic about the purchase of the data management system, which faculty intend to use to track students so that they can be surveyed regularly during the program and after they graduate. Faculty will also survey students’ employers. These surveys will occur every other year, with the alumni survey alternating with the employer survey. Regularly collecting that data can help faculty know where the gaps in our field experiences exist.

Currently the program relies on informal systems such as informal exit interviews with recent graduates. The faculty wants and needs to assess the program more systematically. See Appendix G for additional information about assessment related to the Educational Administration program.

Educational administration as a program has a strong process in place for meeting regularly as a faculty. Faculty meet at the beginning of the semester for a day-long retreat and twice a month during the school year. One task for the 2014-2015 school year is to review curriculum. A review of ISSL standards listed in existing syllabi in both the principalship and superintendency programs was conducted by a graduate assistant in the spring of 2014 (See

Appendix H). As new faculty enter the program, it is important to review that crosswalk of the ISSL standards to determine whether the crosswalk seems accurate, where the gaps are, and how syllabi should be modified in response. This information will be used in conjunction with, for example, candidates' performance on portfolios or field experiences so that the faculty can determine how the curriculum might be modified going forward.

There are many tools available at a national level for assessing educator preparation programs. The University Council for Educational Administration (UCEA) has program criteria which can be used to launch discussion. Dr. Salisbury, one of the new faculty members, has expertise in UW-Madison's CALL (Comprehensive Assessment of Leadership for Learning) as well.

This assessment work for both TEP and ELP will continue to be facilitated by Denise Crawford, the Associate Director of Educator Preparation in the School of Education. The initial work will be led by the EPCC Assessment Subcommittee and tasks will be assigned to program coordinators/areas and then shared with EPCC for feedback, input, and an eventual vote. The information will then be taken to the EPP faculty and staff to implement this robust assessment plan.

ASSESSMENT

Additional Concern/Recommendations Addressed

2. 79.13(1) b. The unit has a goal to align the assessment system with the unit's framework, but the lack of consistency among the programs (and schools) in the unit in regard to the use and application of standards in assessing candidates precludes this requirement from being met.

The current standards used by TEP are the 'old' InTASC standards. An EPCC Standards Ad Hoc Committee was formed Spring 2014 and is recommending that the EPCC adopt the current InTASC standards with a little modification. EPCC will review and vote on this recommendation early fall semester 2014. This appears to be a good time to revisit the current assessment system and make changes that not only document student proficiency on the standards, but also help allow continuous program improvement based on current data.

During the 2013-2014 academic year, two programs, the Elementary Education program and the Early Childhood Education-Unified program, petitioned EPCC to pilot different ways to use the current e-portfolio system; both proposals were approved.

- The Elementary Education pilot started in January 2014 and will run through May 2015. Students will upload 12 approved stand-alone artifacts prior to applying for student teaching. During student teaching, the students may upload a minimum of four pieces of evidence to show they are competent in the twelve ISU standards. This change allows students to use a single piece of evidence to show proficiency in more than one standard. Students must explain which standards are met with each piece of evidence. In addition, the Director of Teacher Education Services worked with three student teaching supervisors to design training that would help all supervisors mentor and coach student teachers during their experiences and relate them to the standards. Toward the end of their experience, student teachers turned in two documents. One was a synthesis of evidence where they explained their growth in understanding and using the standards while teaching, their areas of strength, and areas where they would like additional professional development. The second document was an evaluation of the Elementary Education program, including strengths and weaknesses.
- The ECE-U pilot will be conducted during the 2014-2015 academic year. Artifacts will be replaced with faculty reporting which students have met the standards' assessments in required courses in the program. Students will be required to complete a three to five page paper or synthesis that reflects on the skills they have acquired related to the standards. The students will focus on four broad areas (the learner and learning, content knowledge, instructional practice, and professional responsibility). More details will be provided to EPCC this fall.

A summary of the results for each pilot will be shared with EPCC in the spring of 2015. Discussions about changes to the e-portfolio will continue throughout the 2014-2015 academic year, with the goal of a unified assessment system being in place beginning fall of 2016.

TEACHER EDUCATION CLINICAL

(Initial Finding: Met with Pending Conditions Noted)

Concern #4: 79.14(10) The team requires the unit to develop and document a plan to assure all teacher education candidates receive adequate information about expectations in ethical behavior as required in 79.14(10)d.

Action Plan:

The information presented and shared with students in the Early Childhood Education- Unified and Elementary Education programs at the student teaching workshops will now be provided during the Student Teaching Placement Meeting. This is a mandatory meeting for ALL teacher candidates the semester prior to student teaching. Students from all programs (ECE-U, Elementary Education, PK-12 programs, and secondary programs) are required to attend this meeting, regardless of placement assignments.

In addition, the EPCC Selection and Retention Subcommittee made a recommendation to the SOE Undergraduate Studies Committee to include ethical practices as part of its curriculum mapping process for the professional core. The recommendation included backwards mapping from the final presentation mentioned above to include on-going learning opportunities around ethical behavior. These will include such initiatives like presentations from Joanne Tubbs from the Iowa BOEE.

TEACHER EDUCATION CLINICAL

Additional Concern/Recommendations Addressed

1. 79.14(1) The team finds evidence of inconsistent assignment/placement of diverse experiences for candidates across the different programs. There is not consistent tracking of placements among all programs. Several programs make their own placements (Master of Arts in Teaching Science, Agriculture Education, Music Education, Early Childhood Education), while the Placement Office manages and coordinated others. The management of placements in the Placement Office is consistent and provides varied experiences. The team recommends the unit consider using the Placement Office (or at least incorporate their model) to make and track placements for all programs.

A new data management system (TK20) has been purchased for the unit. This data management system will be used to track placements for all students in the Teacher Education Program. The program that manages the placement will enter the data. Once the new data system is in place, procedures will be designed and approved through EPCC in regard to entering and using placement data. Training will then be provided to the staff and faculty who place students and need to track this information. Once these data are in place, reports of placements will be run and shared with EPCC at least once a semester to ensure students experience a variety of settings. Current policies and practices will be examined and discussed within the context of these data.

2. 79.14(1) The team found evidence that some teacher candidates use the same settings for supervised practicum and student teaching. While this concern does not necessarily cause this standard to be considered not met, the team recommends the unit work to consistently apply varied clinical experiences for all candidates.

When the new data management system is in place, a proposal of procedures and protocols in identifying and placing students will be approved through EPCC. The data system can be used to monitor implementation of this expectation.

3. 79.14(8) The team did not find evidence that teacher candidates in all programs demonstrate the ability to use assessment data in developing and modifying lessons.

A new clinical experience evaluation tool is currently being developed. This evaluation includes a section on Assessment, including the use of assessment data to plan and modify lessons. Teacher candidates will self-assess using this tool, cooperating teachers will evaluate teacher candidates using this tool, and supervisors will evaluate teacher candidates using this tool. As these data are collected and analyzed, teacher candidates' competency in this area will be systemically evaluated and curriculum and coursework will be modified as needed.

TEACHER EDUCATION CURRICULUM
(Initial Finding: Met or Met with Strength)

TEACHER EDUCATION CURRICULUM
Additional Concern/Recommendations Addressed

2. 79.15(6) The description of practices in the IR and examination of syllabi did not provide clear evidence of the integration of reading strategies into the secondary content areas of agriculture, health, and music. The team heard some discussion of the development of a new course for teaching reading in the content areas for secondary majors, which is a good potential strategy for these areas, however, the further development or exploration of such a course should occur in collaboration with content-area faculty and should be responsive to their concerns about length, focus, and scheduling. The team recommends the unit establish a consistent way to assure all teacher preparation candidates learn how to integrate reading strategies in their programs.

As curriculum mapping occurs, and the new assessment plan is implemented, this has the potential to change the curriculum requirements for these content areas and others. We will continue to monitor how the teaching of reading in the content areas for secondary majors is being met and continue to improve and document the progress.

EDUCATIONAL LEADERSHIP CLINICAL

(Initial Finding: Met with Pending Conditions Noted)

Concern: Item #5 must be addressed before consideration for accreditation by the State Board. Since the assessment program concern is unit-wide, it is addressed in the Assessment section (79.13) and not specifically in this section. The assessment concern in 79.13 must be adequately addressed for the PreLEAD and CAS programs for this standard to be considered met.

79.16(6), (8). Assessment and data collection from the various clinical experiences appear to be subjective. The development and utilization of standardized rubrics will benefit program assessment, improve communication among all interested parties, improve clinical experiences and support continuous improvement of the candidate's performance. The team requires the unit to develop strategies for assessment as a component of an assessment management system. This concern is addressed as a requirement in the assessment section.

Action Plan:

Please see response to section IV Assessment - Concern #4. See Appendices E, F and G for assessment matrices that were developed for the Educational Administration Program. The Educational Administration Program will also use the data management system to track and use the assessment and evaluation data.

Examples of standardized assessment tools are in Appendices I, J, K, L, and M. All are described briefly here.

1. PreLEAD ISSL Self-Assessment (Appendix I)

Principalship students assess themselves using an ISSL Self-Assessment rubric at three points in the program: first, fourth, and final semesters. Currently, students analyze their growth throughout the program using those assessments and write a brief reflection in their final portfolio. The new assessment software, TK20, should be able to email our students during the semesters identified. The self-assessments could then be used at the candidate level when meeting with advisors and mentors to design field experiences that would be helpful in addressing gaps. Compiled self-assessments from across all candidates could be used to inform the program of where there are curricular or field experience gaps in particular standards.

2. PreLEAD Mentoring Meeting with Student's ISU Advisor (Appendix J)

PreLEAD mentor meeting agenda can be found in Appendix J. Meetings with mentors include using the ISSL self-assessment (described above) to set goals for field experiences and identify areas of growth in both field experiences and coursework. Together with the mentor, the ISU clinical faculty member and the student generate ideas for field experiences tailored to their particular strengths and areas for growth.

3. Signed Mentor Agreement (Appendix K)

Expectations of mentors are listed in the mentor agreement. The mentor agreement is part of the agenda at the mentoring meeting. Appendix K shows sample agreements from the PreLEAD and CAS programs.

Copies of these agreements will be entered into the new assessment program.

4. Field Experience Notebook Checklist (Appendix L)

The field experience checklist is used by the clinical faculty member supervising field experiences to evaluate the field experience notebook. The notebook provides evidence that the candidate has completed 400 hours of field experiences. It is associated with six credit hours of coursework. Candidates must complete the field experience notebook successfully in order to receive licensure.

5. E-Portfolio Rubric (Appendix M)

Students develop a final portfolio based on ISSL standards.

Portfolios are evaluated by one tenured or tenure-track faculty member and one clinical faculty member. Each reviews the portfolio independently and the clinical faculty member compiles comments from both evaluators to send back to the student.

Currently each standard is marked either as “proficient” or “rewrite.” We do not submit anyone for licensure until all standards are deemed proficient by both faculty members. The review form is attached in Appendix M.

With the addition of new ELP faculty and assessment personnel positions in the SOE, assessment will continue to be a regular discussion item during ELP meetings.

EDUCATIONAL LEADERSHIP CURRICULUM

(Initial Finding: Met with Pending Conditions Noted)

Concern: The team requires the unit to develop and document a plan to ensure administration candidates are adequately prepared to meet the learning needs of all students. This plan must be provided to the team before accreditation approval is sought from the State Board.

Action Plan:

The needs of diverse learners are infused throughout our coursework. There are two courses in the principalship program which specifically address the needs of diverse learners: Educational Administration (Ed Adm) 556 and Educational Administration (Ed Adm) 558.

Ed Adm 556 requires students to complete equity audits, which collect and analyze data on English language learners, gifted and talented learners, and at-risk learners (See Appendix N for the syllabus and equity audits). Students reflect on each domain of the audits throughout the course. They then take the audits and use them to identify three to five goals for their schools, with an implementation plan. Students complete the course with a five-page reflection paper on what they have learned.

One of the SOE semester course evaluation questions is an open-ended question: "What aspect of this course enhanced your learning experience the most?" When Ed Ad 556 was taught in spring 2014, 8 out of the 11 student responses received specifically mentioned the equity audits as a valuable part of their learning.

In the last two years, we have been told informally by many of our graduates that they wished they knew more about special education. We thus asked Dr. Carl Smith, who has extensive experience in special education as a researcher, consultant, and service provided to the state of Iowa, to teach Ed Adm 558 in the summer of 2014. See Appendix O for a copy of Dr. Smith's course syllabus.

Within the superintendency preparation program, the student achievement modules taught in the fall and spring terms will more directly address these subgroups. We will provide a syllabus after those courses are developed during the 2014-2015 school year. Course readings and assignments will be evaluated and modified to ensure that these groups are discussed specifically.

APPENDIX A

Educator Preparation Program – Proposed Goals & Outcomes

Educator Preparation Program Goals & Outcomes
EPCC Assessment Sub-Committee
Draft 4.25.14

The ***Educator Preparation Program (EPP)*** at ***Iowa State University*** has identified the following goals and outcomes for its program in order to prepare outstanding teacher candidates and educational leaders. *Goal 1* focuses on the preparation of highly qualified educators - both teacher candidates and educational leaders, while *Goal 2* focuses on implementing a cohesive and collaborative EPP. Outcomes are then listed under each goal - for teacher candidates, for educational leaders, and for the Education Preparation Program.

Goal 1: *Prepare educators who are highly qualified to develop a learning culture that meets the needs of all learners.*

a) *Prepare teacher candidates who are highly qualified to meet the educational needs of diverse learners in a variety of settings.*

Outcomes for Teacher Candidates:

- Teacher candidates will implement and reflect upon the University teaching standards.
- Teacher candidates will demonstrate positive teacher dispositions.
- Teacher candidates will perceive themselves as prepared to teach diverse learners.
- Teacher candidates will effectively communicate both orally and in writing with multiple audiences using a professional voice.
- Teacher candidates will demonstrate effective use with assessment data to make instructional decisions.
- Teacher candidates will effectively integrate technology into their instructional practices.
- Teacher candidates will be aware of and participate in collaborative and mentoring relationships to support their professional growth.

b) *Prepare educational leaders who are highly qualified to lead a community of educators in meeting the needs of diverse learners in a variety of settings.*

Outcomes for Educational Leaders:

- Educational leaders will promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Educational leaders will promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.
- Educational leaders will promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
- Educational leaders will promote the success of all students by collaborating with families and community members, responding to diverse community interests

- and needs and mobilizing community resources.
- Educational leaders will promote the success of all students by acting with integrity, fairness and in an ethical manner.
- Educational leaders will promote the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context.

Goal 2: Implement a cohesive and collaborative educator preparation program that supports the development of highly qualified educators.

Outcomes for the Educator Preparation Program:

- The Educator Preparation Program will systematically implement data-based decision making to enhance the quality of the program.
 - Collect, analyze, and use formative and summative student data to improve curriculum, coursework, and field experiences.
 - Collect, analyze, and use formative and summative data on the instructional practices of faculty and staff.
 - Regularly and frequently collect data following the established assessment cycle.
- The Educator Preparation Program will implement a team-based philosophy for planning and decision making to support the program in functioning as a single unit.
- The Educator Preparation Program will implement a curriculum aligned to national and/or state standards and recommendations taught through research-based instructional methodologies.

APPENDIX B

Teacher Education Program/Educator Preparation Program Assessment Description and Matrix

Teacher Education Program/Educator Preparation Program Assessment Description and Matrix

EPCC Assessment Sub-Committee

Draft 8.15.14

Goal 1: Prepare educators who are highly qualified to develop a learning culture that meets the needs of all learners.

Outcome 1: Teacher candidates will implement and reflect upon the University teaching standards.

Data on teacher candidates implementing the 12 university teaching standards will be collected in several ways. Teacher candidates from all programs will also be asked to operationalize each standard and reflect on their understanding during their early field experience (prior to admittance into the TEP), during a clinical experience as part of the “attached” course, and during student teaching. A random sample of these reflections will be examined. Qualitative analyses of these reflections will occur. Eventually, all of this data will be collected and analyzed using the data management system.

Teacher education students are required to maintain a Teacher Education e-portfolio that documents their understanding of the University teaching standards. Students are required to upload at least one graded artifact for each standard prior to student teaching. Each program coordinator and/or program advisor evaluates these artifacts to ensure satisfactory progress in the program prior to student teaching. During student teaching, each student uploads artifacts that illustrate their understanding of all 12 standards and writes a synthesis of evidence that further articulates their knowledge of the 12 university teaching standards. The e-portfolios are assessed at that time and must be approved by the program coordinator and/or program advisor before the student is recommended for teacher licensure.

Additional data will be collected through observations of teaching and through coaching/planning conferences. Data will be collected at the end of Level 2 clinical experience, at the end of Level 3 clinical experience, and at the midterm and final of the student teaching semester. Data will be collected by cooperating teachers and supervisors. In addition, during student teaching, the teacher candidate will complete a TEP exit survey and a self-reflection for the mid-term and final using the same tool as the cooperating teacher and supervisor. Comparisons will be made between programs. Growth data will be collected and tracked for individual students. Longitudinal data will be collected from a programmatic perspective.

Outcome 2: Teacher candidates will demonstrate positive teacher dispositions.

Data on teacher candidates from all teacher candidates displaying positive teacher dispositions and professional ethics will be collected. Data will be collected twice - at the end of Level 2 clinical experience and at the end of the student teaching semester. During the Level 2 experience data will be collected by cooperating teachers and supervisors. Additional comparison data will be collected about teacher dispositions using the TEP exit survey during the student teaching semester. In addition, during student teaching, the teacher candidate will complete a self-reflection for the mid-term and final using the same tool as the cooperating

teacher and supervisor. Descriptions will be provided. Comparisons between programs will be made.

Outcome 3: Teacher candidates will perceive themselves as prepared to teach diverse learners.

Teacher candidates will participate in a survey examining self-perception of preparedness. A pre-test/post-test approach will be used. The pre-test survey (i.e., TEP entry survey) will be administered when the students are accepted into the teacher education program. The post-test survey (i.e., TEP exit survey) will be administered at the completion of their student teaching assignments. Comparisons of pre-post data will be made within each program and across the unit and comparisons of post data will be made between programs and between cohorts over time.

Outcome 4: Teacher candidates will effectively communicate both orally and in writing with multiple audiences using a professional voice.

The EPCC will collectively work on the procedures that will be used to collect unit data on this outcome. Most licensure areas are currently collecting data on this outcome and EPCC will review and then implement data collection procedures that are best for entire Unit. For example, the SOE's Undergraduate Studies Committee is currently working on creating an assessment plan to collect data on the College of Human Sciences standards, one of which is communication. In order to create a cohesive assessment plan, this portion of the EPP's Assessment Matrix could potentially be based off of this work once it is completed.

Outcome 5: Teacher candidates will demonstrate effective use with assessment data to make instructional decisions.

Data on teacher candidates' effective use of assessment data to make instructional decisions will be collected from all teacher candidates. These data will be collected by cooperating teachers and supervisors using the field experience observation tool and a rubric designed for this practice. Data will be collected multiple times during the student teaching semester. Descriptions of implementation will be provided. Comparisons will be made between programs.

E-portfolio data will also be used once revisions to the e-portfolio process are complete and standardized between programs.

Outcome 6: Teacher candidates will effectively integrate technology into their instructional practices.

Data on teacher candidates' effective integration of technology into their instructional practices will be collected from all teacher candidates. Teacher education students will complete the "Technological Pedagogical Content Knowledge" (TPACK) Survey 3 times during their program – pre-test/post-test during the required instructional technology courses (CI 201 or C I 202) and during their student teaching experience. These data will be used to collect students' self-perceptions about their knowledge development related to technology, pedagogy and content. Comparisons of longitudinal data will be made within each program and across the unit and comparisons of post data will be made between programs and between cohorts over time.

Additional data will be collected by cooperating teachers and supervisors using a field experience observation tool and a rubric designed to assess integrating technology into instructional practice. Data will be collected multiple times during the student teaching semester. Descriptions of implementation will be provided. Comparisons will be made between programs.

E-portfolio data will also be used once revisions to the e-portfolio process are complete and standardized between programs.

Outcome 7: Teacher candidates will be aware of and participate in collaborative and mentoring relationships to support their professional growth.

Teacher candidates will participate in a TEP exit survey that focuses on self-perception of the impact of mentoring relationships on teaching. This survey will be administered at the end of the student teaching experience. Descriptions of perception of impact will be provided. Comparisons between programs will be made.

Data on teacher candidates' participation in collaborative and mentoring relationships will be collected from cooperating teachers and supervisors using the field experience observation tool and/or a survey. Descriptions of the data will be provided. Comparisons will be made between programs.

***A random sample of teacher candidates will participate in a focus group around the overall experience in the Teacher Education Program in order to collect data on multiple outcomes.

*** A plan will be developed to survey TEP graduates (1 year, 3 year, & 5 year) – selected TEP exit survey items, plus additional items on candidate preparation.

*** A plan will be developed to survey TEP graduates' administrators (1 year, 3 year & 5 year). Administrator survey will be developed around perception of candidates' preparation and quality.

Teacher Educator Program (TEP) Outcomes - Data Collection Cycle

Outcome	Tool	Design	Frequency of Data Collection
<p>1. Teacher candidates will implement and reflect upon the University teaching standards.</p>	<p>E-portfolio Artifact Rubrics/Assessments (pre-student teaching) E-portfolio Artifacts Rubrics/Assessments (student teaching) E-portfolio Synthesis of Evidence Rubric</p>	<p>Data collected as part of e-portfolio process Comparison between programs Data collected by course instructors/ teacher candidates Data collected by cooperating teachers, supervisors, and teacher candidates</p>	<p>Three times during TEP. Admission to TEP, Prior to student teaching, At end of student teaching</p>
	<p>Field Experience Observation Tool</p>	<p>Pre/Post Assessment</p>	<p>Once Level 2 practicum Once Level 3 practicum Twice student teaching</p>
		<p>Comparison within and between programs</p>	
<p>2. Teacher candidates will demonstrate positive teacher dispositions.</p>	<p>Disposition Evaluation Tool</p>	<p>Data collected by cooperating teacher, university supervisor, and teacher candidate</p>	<p>Once Level 2 practicum</p>
	<p>Disposition Items on TEP Exit Survey</p>	<p>Pre/Post Assessment</p>	<p>At the end of student teaching placement</p>
		<p>Comparison within and between programs</p>	

3. Teacher candidates will perceive themselves as prepared to teach diverse learners.	TEP Entry & TEP Exit Survey	Pre/Post Assessment Comparison within and between programs	Three data points: Once early field experience, At end of student teaching, After Year 1 Teaching
4. Teacher candidates will effectively communicate both orally and in writing with multiple audiences using a professional voice.	Rubrics developed around communication modes (WOVE – written, oral, visual, electronic communication)	Will be addressed after the SOE UGS plan is complete. Will use this plan as a guide for TEP assessment plan.	
5. Teacher candidates will demonstrate effective use with assessment data to make instructional decisions.	Field Experience Observation Tool	Data collected by cooperating teacher, supervisor, and teacher candidate	Four data collection points during student teaching
	Rubric designed around using formative data	TES will develop and pilot	Once Level 2 practicum Once Level 3 practicum
	E-portfolio Assessment Artifact E-portfolio Synthesis of Evidence	Data collected as part of e-portfolio process	Two times during TEP. Prior to student teaching, At end of student teaching
		Comparison within and between programs	
6. Teacher candidates will effectively integrate technology into their instructional practices.	Technological Pedagogical Content Knowledge (TPACK) Survey	Data collected by instructional technology course instructors and TEP Exit survey.	Three times during TEP. Pre/Post during required technology courses, At end of student teaching
	Field Experience Observation Tool	Data collected by cooperating teacher, supervisor, and teacher candidate	Four data collection points during student teaching

	E-portfolio Technology Artifact E-portfolio Synthesis of Evidence	Data collected as part of e-portfolio process	Two times during TEP. Prior to student teaching, At end of student teaching
		Comparison within and between programs	
7. Teacher candidates will be aware of and participate in collaborative and mentoring relationships to support their professional growth.	TEP Exit Survey	Description of perceived impact	At end of student teaching
	Field Experience Observation Tool	Description of participation or perceived participation	At end of student teaching

Goal 2: Implement a cohesive and collaborative educator preparation program that supports the development of highly qualified educators.

Outcome 1: The Educator Preparation Program will systematically implement data-based decision making to enhance the quality of the program.

Outcome 1.1: Collect, analyze and use formative and summative student data to improve curriculum, coursework, and field experiences.

Data on student's proficiency on the University Teaching Standards/Ed Admin Standards will be collected using course-level assessments and recorded in the e-portfolio system or a similar mechanism. These data will be collected using the data management system (TK20). Descriptions of student performance in relation to established criteria will be provided. Comparisons will be made within and between programs.

Data on student's proficiency on the University Teaching Standards/Ed Admin Standards will be collected using the field experience observation tool. The data collection will take place at the end of each field experience. These data will be collected on the Data Management System. Descriptions of student performance in relation to established criteria will be provided. Comparisons will be made within and between programs.

All of these data will be aggregated and examined at both the unit level by EPCC and at the program level. Continual improvement conversations will be facilitated in order to implement data informed decision making in regards to unit and program decisions related to curriculum, coursework, and field experiences.

Outcome 1.2: Collect, analyze and use formative and summative data on the instructional practices of faculty and staff.

Data on instructional practices of course instructors will be collected three ways: student surveys, instructor self-evaluations, and peer observations (e.g., tenure procedures require peer observations). Student survey data will be collected at the end of each course. The data collection will be done anonymously. Only aggregated data will be shared with the course instructor. Descriptions of implementation of effective instructional practices will be provided. Comparisons to overall aggregated student survey data will be provided to the course instructor and the program coordinator.

Self-evaluation data will be collected from each instructor using a tool developed around the university standards (TEP and Ed Admin). This data will be collected annually. Descriptions of implementation of effective instructional practices will be provided. Comparisons to overall aggregated self-evaluation data will be provided to the instructor and the program coordinator.

Data on course instructors' implementation of effective instructional practices will also be collected through observation. These data will be collected by selected peers/administrators using an observational tool designed around identified instructional practices appropriate standards. Data will be collected following a rotational observation schedule. Descriptions of implementation of effective instructional practices will be provided. Comparisons to overall aggregated observation data will be provided to the course instructor and the program coordinator.

All of these data will be aggregated across instructors and examined at the unit level by EPCC and at the program level. Continual improvement conversations will be facilitated and professional development needs will be identified.

Outcome 1.3: Regularly and frequently collect data following the established assessment cycle.

An assessment cycle and timeline will be established. Once a semester a comparison of implementation of data collection to the established assessment cycle and timeline will be

made. Plans will be made to implement changes or data collection necessary to stay aligned to the cycle and timeline. The Coordinator of Educator Preparation Program Evaluation and Assessment (new position) and the EPCC Assessment Sub-committee will be responsible for this work.

Outcome 2: The Educator Preparation Program will implement a team-based philosophy for planning and decision making to support the program in functioning as a single unit.

The EPCC members and EPP faculty and staff will participate in a survey examining the perception of the team-based approach and functioning of the EPP as a single unit. A pre-test/post-test approach will be used. Baseline data will be collected. At the end of each spring semester, the survey will be re-administered. EPCC members' data will be disaggregated and examined in addition to examining the overall EPP data. Descriptions of survey data will be provided. Comparisons of the baseline data to spring survey results will be made for EPCC members and EPP faculty and staff.

Outcome 3: The Educator Preparation Program will implement a curriculum aligned to national and/or state standards and recommendations taught through research-based instructional methodologies.

Alignment to national and/or state standards: Data on the unit's curriculum alignment to national and/or state standards and recommendations will be collected through curriculum mapping alignment charts and syllabi alignment charts.

Programs will complete a chart cross-walking the programs curriculum/curriculum maps to standards/recommendations. This will occur once every 5-7 years. The cross-walk data will be analyzed for each program and aggregated and analyzed as a unit. Descriptions of alignment will be provided. Continual improvement conversations will be facilitated to support the identification and implementation of any needed changes.

Instructors will complete a chart cross-walking a course's syllabus to standards/recommendations. This will occur once every 3 years as part of the curriculum review cycle. The cross-walk data will be aggregated and analyzed for each course and aggregated and analyzed as a program and unit. Descriptions of alignment will be provided. Continual improvement conversations will be facilitated to support the identification and implementation of any needed changes.

Implementation of research-based instructional methodologies: Data on instructional practices of course instructors will be collected three ways: student surveys, instructor self-evaluations, and observations. Student survey data will be collected at the end of each course. The data collection will be done anonymously. Only aggregated data will be shared with the course instructor. Descriptions of implementation of effective instructional practices will be provided. Comparisons to overall aggregated student survey data will be provided to the course instructor and the program coordinator.

Self-evaluation data will be collected from each instructor using a tool developed around the TEP and Ed Admin standards. These data will be collected annually. Descriptions of implementation of effective instructional practices will be provided. Comparisons to overall aggregated self-evaluation data will be provided to the instructor and the program coordinator.

Data on course instructors' implementation of effective instructional practices will also be collected through observation. These data will be collected by selected peers/administrators using an observational tool designed around identified instructional practices using the appropriate standards. Data will be collected following a rotational observation schedule. Descriptions of implementation of effective instructional practices will be provided. Comparisons

to overall aggregated observation data will be provided to the course instructor and the program coordinator.

All of these data will be aggregated across instructors and examined at the unit level by EPCC and at the program level. Continual improvement conversations will be facilitated and professional development needs will be identified.

Educator Preparation Program (EPP) Outcomes - Data Collection Cycle

Outcome	Tool	Design	Frequency of Data Collection	Notes/Comments
1. The EPP will systemically implement data-based decision making to enhance the quality of the program.				
1.1 Collect, analyze, and use formative and summative student data to improve curriculum, coursework, and field experiences.	<p>Course-level assessment of standards</p> <p>Field experience observation tool</p> <p>E-Portfolio artifacts & rubrics E-portfolio Synthesis of Evidence rubric</p>	<p>Description of student performance to criteria</p> <p>Comparison of programs</p> <p>Description of student performance to criteria</p> <p>Comparison of programs</p> <p>To be determined</p>	<p>Need to discuss how standards are being addressed in each program</p> <p>End of each field experience</p>	<p>Aggregated data would be examined by EPCC as part of continual improvement process; Possible changes to TEP/Ed Admin from a policy perspective would be addressed</p> <p>Data examined by individual programs and student performance would be examined in the context of curriculum maps as part of the continual improvement process. Changes to programs would be addressed based on the data</p>

<p>1.2 Collect, analyze, and use formative and summative data on the instructional practices of faculty and staff.</p>	<p>Student surveys</p> <p>Instructor self-evaluations</p> <p>Observation tool</p>	<p>Description of effectiveness of instructional practices</p> <p>Description of self-evaluations</p> <p>Description of implementation of instructional practices</p>	<p>End of course</p> <p>Once a year</p> <p>Develop a rotational observation schedule</p>	<p>Data will be discussed with individual instructors and plans for continual growth created</p> <p>Data will be discussed at the program level and the unit level to identify professional development needs</p>
<p>1.3 Regularly and frequently collect data following the established assessment cycle.</p>	<p>Documentation of implementing assessment cycle at the unit and program levels</p>	<p>Review completed by the Coordinator of Educator Preparation Program Evaluation and Assessment (new position) and the EPCC Assessment Sub-committee</p> <p>Comparison of implementation of assessment process to intended cycle</p>	<p>Once a semester</p>	
<p>2. The EPP will implement a team-based philosophy for planning and decision making to support the program in functioning as a single unit.</p>	<p>Survey</p>	<p>Description of perception of functioning of EPP</p>	<p>Baseline data in fall</p> <p>Once a year at end of spring semester</p>	

<p>3. The EPP will implement a curriculum aligned to national and/or state standards and recommendations taught through research-based instructional methodologies.</p>				
<p>- The EPP will implement a curriculum aligned to national and/or state standards.</p>	<p>Curriculum Map Alignment Chart</p> <p>Syllabi Alignment Chart</p>	<p>Description of alignment to standards/ recommendations</p> <p>Description of alignment to standards/ recommendations</p>	<p>Once every 5-7 years.</p> <p>Follow curriculum review cycle - approximately once every 3 years.</p>	<p>Faculty will be asked to complete as departments</p> <p>Individual faculty will be asked to complete following cycle</p>
<p>- The EPP will implement a curriculum taught through research-based instructional methodologies.</p>	<p>Student surveys</p> <p>Instructor self-evaluations</p> <p>Observation tool</p>	<p>Description of effectiveness of instructional practices</p> <p>Description of self-evaluations</p> <p>Description of implementation of instructional practices</p>	<p>End of course</p> <p>Once a year</p> <p>Develop a rotational observation schedule</p>	<p>Data will be discussed with individual instructors and plans for continual growth created</p> <p>Data will be discussed at the program level and the unit level to identify professional development needs</p>

APPENDIX C

Position Description: Coordinator of Educator Preparation Program Evaluation and Assessment

(This is a *draft* of the position description for the Coordinator of Educator Preparation Program Evaluation and Assessment. This staff position has been approved for funding by Dean Pam White of the College of Human Sciences and Dean Beate Schmittmann of the College of Liberal Arts and Sciences. A final draft of the position description is being written and will be submitted to the Office of Human Resources for classification purposes. As soon as the position has been classified it will be advertised and filled.)

Position Title: Coordinator of Educator Preparation Program Evaluation and Assessment (Upon approval from ISU Human Resources)

Approved by: Pam White, Dean
College of Human Sciences
Beate Schmittmann, Dean
College of Liberal Arts and Sciences

Job Summary:

The School of Education in the College of Human Sciences along with the College of Liberal Arts and Studies at Iowa State University seek applicants for a Coordinator of Educational Assessment and Program Evaluation. This position will provide leadership in the area of assessment and program evaluation to the Iowa State University Educator Preparation Program (EPP) in a variety of complex and multi-faceted ways. This position will be responsible for facilitating the collection and analysis of data for the EPP at the individual, course, program, and unit levels, by organizing data, analyzing data, and facilitating the use of these data in making programmatic decisions related to evaluation and improvement. The position will also be responsible for supporting and facilitating program evaluations for each of the EPP programs and for the unit as a whole. This position provides critical contributions in establishing and maintaining the vision for educator preparation at Iowa State University as part of the continuous improvement process.

The position will be responsible for collaborating with faculty to establish and implement a plan for data collection, analysis, and evaluation. This position will be responsible for supporting the development of assessment tools (qualitative and quantitative) to support the collection of data using the EPP's Assessment Matrices. This plan includes implementation data from courses, field experiences and alumni. Thus, a strong understanding of PK-20 learning and instruction is needed.

This position will be responsible for overseeing the EPP's data management system. This will include working with the vendor to identify and establish the necessary components of the system, training faculty and staff on using the data management system, training students on using the data management system, establishing on-going training routines, and maintaining the system. This position will also be responsible for running reports and analyses from the data in the system to support the development of local, state, and federal reports and continuous program improvement.

This position will also be responsible for technology as it relates to program objectives. This includes management of initiatives including consulting with users to develop operational plans, providing project specifications to vendor(s), participating in the negotiation process with vendors, implementing new processes, educating faculty, staff and students, and conducting evaluations to inform future decisions.

The successful candidate will have the ability to manage a wide-range of work, address multiple outcomes simultaneously, work cooperatively with internal and external constituencies, process large data sets, and problem solve. Ultimately, the candidate must have strong knowledge of educational assessment and educational program evaluation.

Required Qualifications:

- Bachelor's degree plus five years of related experience or a Master's degree plus three years of related experience or a Ph.D. or other doctoral/professional program plus related experience.
- Experience in designing and implementing Assessment Plans
- Experience in designing and implementing program evaluations
- Experience in identifying outcomes, creating/identifying data collection tools, collecting and organizing data, and interpreting results at the individual level, class/course level, program level, and unit level
- Experience in using data to make programmatic decisions and in facilitating others in using data to make programmatic decisions

Preferred Qualifications:

- Successful experience in a leadership role
- Experience in creating and implementing policies and procedures
- Experience working with technology including database management and course management software
- Demonstrated commitment to diversity
- Experience in higher education as a staff or faculty member

Knowledge, Skills and Abilities:

- Working knowledge of data management systems
- Knowledge of assessment practices and program evaluation practices.
- Experience in creating and implementing educationally-based assessment plans and using the data at multiple levels.
- Demonstrated knowledge and ability to design and implement assessment/measurement tools.
- Experience in creating and implementing educational program evaluation plans.
- Ability to facilitate both staff and faculty groups in establishing assessment plans, collecting, organizing, and analyzing data, and making data-informed programmatic decisions.
- Experience facilitating and participating in educational continuous improvement efforts.
- Ability to work collaboratively with faculty, staff, and other internal and external constituent groups.
- Ability to listen to and process input from staff members, constituent groups, and other stakeholders, but ultimately to make the necessary decisions to move the unit ahead.
- Knowledge of collaborating in a successful effort in the accreditation/reauthorization of the Educator Preparation Program.
- Understanding of national teacher exams, specifically, Praxis Core, Praxis II, and EdTPA.
- Knowledge of Iowa's schools and school districts and their performance on the NAEP and Iowa Assessments.
- Demonstration of the ability to build partnerships with students, staff, faculty and administration.
- Superior written and oral communication skills.

Complexity of Position:

- This is a highly complex and multi-faceted position. The expectations are that this position will assume the daily leadership and decision making for educational assessment and program evaluation for the Iowa State University Educator Preparation Program.
- This position will support the design and development of the EPP data management system as it relates to and aligns with the EPP program and its unit outcomes for all faculty, staff, and students.

Innovation Related to Position:

- This position will be required to identify innovative ways to demonstrate the impact of ISU's educator preparation programs on PK-12 student achievement. It is important that these data be used to influence programmatic changes which will ultimately benefit PK-12 student achievement. While this is only one way to measure student achievement, the current Race to the Top competition will require this innovation in assessment. This position will also be required to develop and operationalize an electronic portfolio in which ISU students will be able to demonstrate their level of competency on the state's 12 standards for teacher education. The eportfolio will be web based and will require technical knowledge of web based programs as well as leadership to ensure that faculty and students successfully employ this new aspect of student assessment.
- Identifying current educator preparation assessment trends to keep the EPP contemporary, relevant, and useful to its constituencies will require a person who has the ability to research, identify and learn.
- Professional development and outreach activities also require one to be innovative and creative. This person will need strong verbal and written communication skills and the ability to adapt to different needs and to collaborate with other departments, colleges, units and external partners.

Scope of the Position:

- This position will lead the efforts of the EPP in collecting systemic data, organizing the data, analyzing the data, reporting the data and facilitating EPP in evaluating progress toward the EPP outcomes. This position will lead program evaluation efforts systemically. Both of these responsibilities are key to the continuous improvement and growth of the Educator Preparation Program at Iowa State University.
- The position will lead the efforts to collect and organize data required for state and federal reporting. The accuracy of these data are essential to the continued funding and accreditation of the EPP at Iowa State University.
- There are approximately 1250 teacher education students and 75-100 education administration students in or planning to enter the EPP annually. This position provides direct support to the data management system that tracks the progress of these students through the educator preparation program.

APPENDIX D

Position Description: Educator Preparation Program Data Management Coordinator

(This staff position has been approved for funding by Dean Pam White of the College of Human Sciences. Currently, personnel in the ISU Office of Human Resources for are reviewing the position for classification purposes. As soon as the position has been classified it will be advertised and filled.)

Position Title: Educator Preparation Program Data Management Coordinator
School of Education/ Teacher Education Services
(Upon Approval of ISU HR)

Job Summary:

This position will be responsible for data management in Teacher Education Services. This will include entering data into data bases, creating basic data reports, organizing information for local, state, and federal reports, managing survey data collected from cooperating teachers, supervisors, and students, performing basic descriptive statistics on data, and managing the data management system. This position will also be responsible for supporting the training of faculty, staff, and students in the data management system. Also responsible for updating and managing information for the TES web page. In addition, the individual will support the daily activities of the Director of Teacher Education Services.

Required Qualifications:

- Strong computer skills
- Knowledge of data management systems
- Knowledge of basic descriptive statistics
- Knowledge of report creation
- Knowledge of web page development and management
- Strong communication skills

Preferred Qualifications:

- Experience with Microsoft Office software or related software
- Experience in an administrative support role
- Knowledge of PreK-20 Education (i.e. organization of educator preparation programs, field experience opportunities)

Knowledge, Skills and Abilities:

- Strong written and verbal communication skills
- Strong multi-tasking skills
- Skills in organizing work for self and others
- Skills in managing and organizing large quantities of information
- Skills in interacting with people for a variety of purposes

Complexity of Position:

- Supporting the establishment and roll out plan of new EPP data management system
- Organizing data, entering data, and running basic reports for assessment purposes and program improvement
- Organizing and entering data for various required reports
- Identifying potentially new ways to organize and manage student data

Innovation Related to Position:

- Identifying various ways to organize data
- Identifying new ways to communicate to stakeholders about data system and with data system

- Managing the TES webpages – provide clear, concise, more user-friendly communication

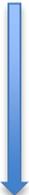
Scope of the Position:

- Maintain accurate student record data entry to support accurate field placements, support graduation, support licensure, support future employment opportunities
- Assist with tasks to allow university to accurately complete required reports for university, state, and federal reporting
- Allows TES to evaluate various programs within its scope of work
- Allows the EPP program to plan and prepare to better meet the needs of its students

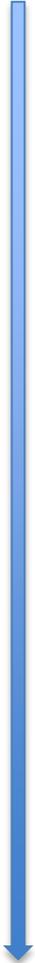
APPENDIX E

Educational Administration Candidate Assessment Matrix

Iowa State University
Educational Administration: Candidate Assessment

Formal Tools	Standards Addressed	Frequency	Evidence	Informal Tools	Standards Addressed	Frequency	Evidence
Admission <ul style="list-style-type: none"> • Essay • Resume • 3 Candidate Support Forms • Transcripts • 3.0 Grade Point Average • 3 years of teaching experience • Students must maintain a 3.0 Grade Point Average • PreLEAD ISSL Self-Assessments 	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6	Program entrance  Throughout program First, fourth, and final semesters	Successful admission to the Educational Administration program Transcripts Completion and instructor	CAS <ul style="list-style-type: none"> • DISC or similar Inventory • Change Style Indicator • Resiliency Assessment • Update of IAPDP to reflect growth and plans for future growth. • Assessments 	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 Varies with individual student's goals. 1 2 3 4 5 6	First course: Ed Adm 620 includes first four informal tools listed. Program midpoint (second summer) includes review of first four informal tool results. 	Results of inventories and instructor and peer feedback Conference with advisor  Updated IAPDP with instructor feedback

<ul style="list-style-type: none"> CAS ISSL Self-Assessments 	<p>1 2 3 4 5 6</p>	<p>First, fourth, and final semesters</p>	<p>feedback to students Completion and instructor feedback to student</p>	<p>connected to course-work. See syllabi <link>.</p>		<p>Throughout program</p>	<p>Instructor feedback, peer feedback and course grade</p>
<p>Field Experiences PreLEAD</p> <ul style="list-style-type: none"> Mentor meeting with student's ISU advisor 	<p>1 2 3 4 5 6</p>	<p>During first term of student's enrollment</p>	<p>Signed mentor agreement <link></p>	<p>PreLEAD</p> <ul style="list-style-type: none"> Each course has its own activities, assignments, and assessments related to course objectives and ISSL standards. See individual syllabi <link>. 	<p>1 2 3 4 5 6 Varies by course.</p>	<p>Throughout program</p>	<p>Instructor feedback, peer feedback and course grades</p>
<ul style="list-style-type: none"> Field Experience Notebook and E-portfolio (see form) using ISSL standards. 	<p>1 2 3 4 5 6</p>	<p>Due during last term of the program</p>	<p>Proficient field experiences with a Satisfactory grade in Ed Adm 591 and proficient portfolio rubric (email exchanges)</p>				
<p>Clinical Experiences CAS</p> <ul style="list-style-type: none"> Mentor meeting with 	<p>1 2 3 4 5 6</p>	<p>During first term of</p>		<p>Field Experiences</p> <ul style="list-style-type: none"> PreLEAD: Assessments are 	<p>1 2 3 4 5 6 Varies by course.</p>		<p>Advisor feedback to</p>

<p>student's ISU advisor</p> <ul style="list-style-type: none"> • Superintendent entry plan, updated IAPDP. • Completion of all clinical experiences 	<p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p>	<p>student's enrollment</p> <p>Final term: Ed Adm 633</p> <p>Final term: Ed Adm 691</p>	<p>Signed mentor agreement</p> <p>Course grade in Ed Adm 633 with instructor feedback</p> <p>Course grade in Ed Adm 691, Clinical Experiences, when all clinical dilemmas are completed in all CAS courses per transcript</p>	<p>connected to course-work. (See syllabi <link>.)</p> <ul style="list-style-type: none"> • 200 hours of field experiences are aligned with the ISSL. (See Field Experience Handbook <link>). • 100 hours of field experiences are logged with mentors and aligned with the ISSL. (See Field Experience Handbook <link>). 	<p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p>	<p>Ongoing progress throughout program and advisor/student meetings</p> 	<p>students with appropriate revisions</p> 
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APPENDIX F

Educational Administration Faculty Assessment

Iowa State University
Educational Administration: Faculty Assessment

Formal Tools	Frequency	Evidence	Informal Tools	Frequency	Evidence
Hiring					
<ul style="list-style-type: none"> All graduate faculty are required by the Graduate College to have a doctorate. New faculty candidates are required to have experience which demonstrates the ability to teach courses in educational administration. 	<ul style="list-style-type: none"> Once 	<ul style="list-style-type: none"> Transcripts Application and cover letter Rubric from search committee 	<ul style="list-style-type: none"> Meals, job talk, and meetings with students, alumni, and faculty colleagues 	<ul style="list-style-type: none"> Once 	<ul style="list-style-type: none"> Emails, online evaluation forms
Teaching					
<ul style="list-style-type: none"> End of course student evaluations with individualized report to each instructor, program coordinator, and School Director comparing individual results to program and School-wide results. 	<ul style="list-style-type: none"> End of every course 	<ul style="list-style-type: none"> Course evaluations 	<ul style="list-style-type: none"> Systems such as a “notecard out the door” at the end of each class. Midterm course evaluations such as the Plus Delta Informal online course evaluations such as whether objectives are being met, which activities and readings are helpful, etc. 	<ul style="list-style-type: none"> Every course Midterm End of course 	<ul style="list-style-type: none"> Online forms. See Marshall's as an example

Annual Reviews

- Faculty evaluations from the Director of the School of Education are based on each individual's Position of Responsibility Statement.
- Annually
- Letters to faculty members (in personnel files; not publicly available). Faculty progress is indicated as "satisfactory" or "unsatisfactory."

Contract Renewal

- Clinical and tenure-eligible faculty have three-year renewable contracts. The review process is outlined in the [School of Education Faculty Appointment and Review Manual](#).
- Scholarship and teaching are evaluated according to an ["Evaluation of Research and Scholarship"](#) document.
- Every three years
- Contracts of faculty who are evaluated unfavorably are not renewed.

Adjunct instructors

- New adjunct instructors are evaluated at midterm and at the end of the course. Results are shared with the School Director and Ed Ad program coordinator.
- Midterm of course
- End of course
- Adjunct instructors who do not receive positive evaluations are not asked to adjunct again.

APPENDIX G

Educational Administration Program Assessment

Iowa State University
Educational Administration: Program Assessment

Formal Tools	Frequency	Evidence	Informal Tools	Frequency	Evidence
Student tracking					
<ul style="list-style-type: none"> We will use the new data management system to track our current students and their current employment, field experiences, and placement after graduation. We will be able to track field experience mentors and their assessments of candidates' field experiences. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Reports from TK20 Online mentor evaluations 			
SALG assessment in CAS					
<ul style="list-style-type: none"> The CAS program uses SALG assessment to indicate strengths and areas of concern. We need to develop a similar formative assessment for PreLEAD. 	<ul style="list-style-type: none"> Beginning and end of program. 	<ul style="list-style-type: none"> SALG reports 			

Alumni Surveys

- The new educator prep database will allow us to track alumni so that we can survey them regularly.

- Every other year

- We utilize our external advisory board to determine what the trends in the field are.
- When we have more data, we will ask the board to respond to it.

- At least twice a year

- Agendas and notes from meetings

Employer Surveys

- The new educator prep database will allow us to track alumni's employers so that we can survey them regularly.

- Every other year

Program Area Meetings

- In addition to regular logistical tasks, educational administration faculty evaluate how we're doing in meeting our vision and the ISSL standards. We will use [UCEA program criteria](#) to evaluate our programs.

- Day-long retreats at least once a semester
- Twice-monthly meetings

- Agendas and meeting minutes

APPENDIX H

Review of Ed Admin Course Syllabi for ISSL Standards

Pre-Lead Syllabi and ISSL

ISSL Standards	541	550	551	552**** Old ISSL standards	554	556	557			558*	559	575**** Old ISSL Standards	591**
Standard 1. Shared Vision	X	X	X	Old ISSL standards	X	X	X	X	X	X	X	Old ISSL Standards	X
a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.					X	X	X						X
b. Uses research and/or best practices in improving the educational program.			X		X	X							X
c. Articulates and promotes high expectations for teaching and learning.			X		X	X	X						X
d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.			X			X							X
e. Provides leadership for major initiatives and change efforts.			X		X	X							X
f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.					X	X							X
Standard 2. Culture of Learning	X	X	X		X	X	X	X	X	X	X		X
a. Provides leadership for assessing, developing and improving climate and culture.			X		X	X	X						X
b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.			X			X							X
c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.			X		X	X							X
d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.			X		X								X

community involvement in the education system.																			
c. Facilitates the connections of students and families to the health and social services that support a focus on learning.					X														X
d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.			X		X	X	X												X
Standard 5. Ethics		X	X		X	X	X	X	X	X	X								X
a. Demonstrates ethical and professional behavior.			X				X												X
b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.			X		X	X	X												X
c. Fosters and maintains caring professional relationships with staff.			X				X												X
d. Demonstrates appreciation for and sensitivity to diversity in the school community.			X		X	X	X												X
e. Is respectful of divergent opinions.			X		X	X	X												
Standard 6. Societal context		X			X	X	X			X	X	X	X						X
a. Collaborates with service providers and other decision-makers to improve teaching and learning.					X														X
b. Advocates for the welfare of all members of the learning community.			X		X		X												X
c. Designs and implements appropriate strategies to reach desired goals.			X		X		X												X

CAS Syllabi and ISSL

ISSL Standards	620	621	622	623	624	631	632			633	634	690	691
Standard 1. Shared Vision	x		X	X	X	X				X		X	
a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.				X	X							X	
b. Uses research and/or best practices in improving the educational program.				X					X		X		
c. Articulates and promotes high expectations for teaching and learning.				X					X				
d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.				X	X						X		
e. Provides leadership for major initiatives and change efforts.									X		X		
f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.					X						X		

Standard 2. Culture of Learning	X			X	X	X	X			X	X		X		
a. Provides leadership for assessing, developing and improving climate and culture.					X						X		X		
b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.											X				
c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.					X						X				
d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.											X				
e. Evaluates staff and provides ongoing coaching for improvement.											X				
f. Ensures staff members have professional development that directly enhances their performance and improves student learning.															
g. Uses current research and theory about effective schools and leadership to develop and revise his/her					X										

professional growth plan.															
h. Promotes collaboration with all stakeholders.						X					X		X		
i. Is easily accessible and approachable to all stakeholders.															
j. Is highly visible and engaged in the school community.															
k. Articulates the desired school culture and shows evidence about how it is reinforced.						X					X		X		
Standard 3. Management	X			X		X	X				X		X		
a. Complies with state and federal mandates and local board policies.						X					X		X		
b. Recruits, selects, inducts, and retains staff to support quality instruction.											X				
c. Addresses current and potential issues in a timely manner.											X				
d. Manages fiscal and physical resources responsibly, efficiently, and effectively.						X							X		
e. Protects instructional time by designing and managing operational procedures to maximize learning.											X		X		
f. Communicates effectively with both internal and external audiences about						X					X		X		

the operations of the school.															
Standard 4. Family & Community	X	X				X							X		
a. Engages family and community by promoting shared responsibility for student learning and support of the education system.						X							X		
b. Promotes and supports a structure for family and community involvement in the education system.															
c. Facilitates the connections of students and families to the health and social services that support a focus on learning.															
d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.															
Standard 5. Ethics	X			X	X	X	X			X	X		X		
a. Demonstrates ethical and professional behavior.					X	X					X		X		
b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.					X						X				
c. Fosters and maintains caring professional					X						X		X		

relationships with staff.															
d. Demonstrates appreciation for and sensitivity to diversity in the school community.										X		X			
e. Is respectful of divergent opinions.						X				X		X			
Standard 6. Societal context	X	X				X				X	X		X		
a. Collaborates with service providers and other decision-makers to improve teaching and learning.															
b. Advocates for the welfare of all members of the learning community.										X					
c. Designs and implements appropriate strategies to reach desired goals.						X				X		X			

APPENDIX I

PreLEAD Iowa Standards for School Leaders Self-Assessment

ISSL Standards Self-Assessment

Name _____ Present Position _____

Date _____ School _____ District _____

Directions

On the left side of the standard criterion statement indicate how important you think this statement is to the effective functioning of a building administrator.

Use the following scale:

- 5 = Extremely important
- 4 = Important
- 3 = Somewhat important
- 2 = Not important
- 1 = No opinion

On the right side of the standard criterion statement indicate your present skill level in effectively performing tasks related to this statement.

Use the following scale:

- 5 = Highly skilled
- 4 = Skilled
- 3 = Somewhat skilled
- 2 = Marginal skills
- 1 = No skills

Standard #1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

5	4	3	2	1	Criteria	5	4	3	2	1
					a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.					
					b. Uses research and/or best practices in improving the educational program.					
					c. Articulates and promotes high expectations for teaching and learning.					
					d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.					
					e. Provides leadership for major initiatives and change efforts.					
					f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.					

Standard #2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

5	4	3	2	1	Criteria	5	4	3	2	1
					a. Provides leadership for assessing, developing and improving climate and culture.					
					b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.					
					c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.					
					d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.					
					e. Evaluates staff and provides ongoing coaching for improvement.					
					f. Ensures staff members have professional development that directly enhances their performance and improves student learning.					
					g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.					
					h. Promotes collaboration with all stakeholders.					
					i. Is easily accessible and approachable to all stakeholders.					
					j. Is highly visible and engaged in the school community.					
					k. Articulates the desired school culture and shows evidence about how it is reinforced.					

Standard #3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

5	4	3	2	1	Criteria	5	4	3	2	1
					a. Complies with state and federal mandates and local board policies.					
					b. Recruits, selects, inducts, and retains staff to support quality instruction.					
					c. Addresses current and potential issues in a timely manner.					
					d. Manages fiscal and physical resources responsibly, efficiently, and effectively.					
					e. Protects instructional time by designing and managing operational procedures to maximize learning.					
					f. Communicates effectively with both internal and external audiences about the operations of the school.					

Standard #4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

5	4	3	2	1	Criteria	5	4	3	2	1
					a. Engages family and community by promoting shared responsibility for student learning and support of the education system.					
					b. Promotes and supports a structure for family and community involvement in the education system.					
					c. Facilitates the connections of students and families to the health and social services that support a focus on learning.					
					d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.					

Standard #5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

5	4	3	2	1	Criteria	5	4	3	2	1
					a. Demonstrates ethical and professional behavior.					
					b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.					
					c. Fosters and maintains caring professional relationships with staff.					
					d. Demonstrates appreciation for and sensitivity to diversity in the school community.					
					e. Is respectful of divergent opinions.					

Standard #6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

5	4	3	2	1	Knowledge/Disposition/Performance	5	4	3	2	1
					a. Collaborates with service providers and other decision-makers to improve teaching and learning.					
					b. Advocates for the welfare of all members of the learning community.					
					c. Designs and implements appropriate strategies to reach desired goals.					

APPENDIX J

Agenda of PreLEAD Mentoring Meeting with Student's ISU Advisor

**Iowa State University
PreLEAD Mentor Meeting Agenda**

Introductions

Mentor Expectations

Sign Mentor Agreement

Mentee expectations

Student Comments

Reasons for participating in the program, goals, etc.

ISSL Self-Assessment Results: Strengths, Areas for Growth

Program Overview: Coursework

Where student strengths and areas for growth will be addressed

Field Experience Handbook

Walk through and generate ideas for logged hours and activities with choices.

Identify potential barriers and ideas for resolving them.

Invite mentor to identify needs for this process and offer assistance

Offer ISU as a resource for school and district projects

Q & A

Tour School (time permitting)

APPENDIX K

Mentor Agreements for PreLEAD and CAS

**Iowa State University
PreLEAD Program Field Experiences
Agreement Between ISU and Candidate Mentor**

The role of the mentor in the PreLEAD (PK-12 Principal/Special Education Supervisor) Program in the College of Human Sciences at Iowa State University is to:

- (1) Provide the candidate with on-going professional opportunities, support, feedback on performance on assigned field experience tasks, and suggestions for additional readings and other avenues for professional growth that will enhance the candidate's ability to be successful as a building leader of learning.
- (2) Provide feedback to the PreLEAD program faculty about the progress the candidate is making towards program goals as well as feedback about the viability, rigor, and relevance of the PreLEAD program.

If for any reason the mentor or PreLEAD personnel decide the relationship between the mentor and the candidate is not productive, the mentor will be released from the responsibility to mentor the candidate. Mentors are expected to model the Iowa Standards and Criteria for School Leaders and are selected because of their proven record as educational leaders. There is no financial remuneration for serving as a mentor.

I agree to serve as a mentor for _____ (PreLEAD candidate) during his/her participation in the Iowa State University PreLEAD program, which begins on _____ (Date).

Mentor Signature

Position and School District

Date

PreLEAD Faculty Field Experience Supervisor Signature

Date

Iowa State University
Certificate of Advanced Studies Program
Agreement Between ISU and Student Mentor

The role of the mentor in the Certificate of Advanced Studies Program in the College of Human Sciences at Iowa State University is to:

- (1) Provide the student with on-going professional support, feedback on performance on assigned clinical tasks, and suggestions for additional readings and other avenues for professional growth that will enhance the student's ability to be successful as a district/agency leader of learning.
- (2) Participate for one day (with expenses paid by the CAS program) of the student's summer mid-program leadership seminar with his or her mentee and the other program cohort members and their mentors to provide additional professional development and feedback to the student, and
- (3) Provide feedback to the CAS program faculty about the progress the student is making towards program goals as well as feedback about the viability, rigor, and relevance of the CAS program.

If for any reason the mentor or CAS personnel decide the relationship between the mentor and the student is not productive, the mentor will be released from the responsibility to mentor the student. Mentors are expected to model the Iowa Standards and Criteria for School Leaders and are selected because of their proven record as educational leaders. There is no financial remuneration for serving as a mentor.

I agree to serve as a mentor for _____ (CAS student) during his/her participation in the Iowa State University Certificate of Advanced Studies program, which begins on _____ (Date).

Mentor Signature

Position and School District

Date

CAS Faculty Member Signature

Date

APPENDIX L

Field Experience Notebook Checklist

IOWA STATE UNIVERSITY
Department of Educational Leadership and Policy Studies
Educational Administration Program Area
Ed Admin 591: Supervised Field Experience
Documentation Checklist

Overview

A total of 400 hours of clinical experience are required in the Iowa State University PreLEAD program. The required courses are Ed Admin 591A and 591B: Supervised Field Experience

100 hours are credited for course-related, field-based assignments.

Documentation/artifacts:

- a. _____ Successful completion of required courses meets the expectations for these hours and no additional documentation is required.

200 hours are credited for the completion of the required field experience/clinical activities included in this document. The activities are to be completed during the seven-semester PreLEAD course sequence. Each activity is described under the Iowa Standard for School Leaders (ISSL) to which it most closely aligns. In practice, the field experience activities, and the daily responsibilities of a principal, touch on aspects of several standards simultaneously.

Documentation/artifacts:

- a. _____ Documentation is described on the following pages for each of the assigned activities. Note that these activities are above and beyond course content and/or assignments.

100 hours: Working with Mentor principals and Special Education Leader:

The time assigned is to be defined by the student and the mentor principals/special education leader to meet the student's personal growth needs. The 100 hours are to be allocated in the following manner: 60 hours in the level of greatest or primary interest (elementary or secondary, AEA special education and/or regular education), 20 hours at the level you have the least interest in pursuing (elementary or secondary) and 20 hours in special education related activities.

Documentation/artifacts:

- a. _____ Submit dates, time and activity logs for each of the three areas described above (primary level of interest, secondary level of interest and special education).
- b. _____ Submit a description of the major activities for your involvement for each of the areas
- c. _____ Submit a reflection that address each separate area (elementary or secondary, AEA special education and/or regular education

*(b and c may be combined, as part of one document)

1.1(a) Attend one school board meeting in a district other than your own.

Documentation/artifacts:

- a. ____ Submit board meeting agenda.
- b. ____ Submit a paper in which you do a content analysis of what topics and policies occupy the Board's time and in which you analyze the role of building leaders. Is their participation required? Are they involved? What is their purpose in attending?

1.1(b) Interview your district superintendent, a key central office administrator, or the AEA Chief Administrator to discuss board, superintendent, building-level administrator/AEA supervisor relationships.

Documentation/artifacts:

- a. ____ Submit interview questions and responses
- b. ____ Reflection.

1.2 With one or both of your mentors and your field experience advisor, select a project that will provide an opportunity to grow in one of the five criteria listed under standard one.

Documentation/artifacts:

- a. ____ A written description of the project, your role and the outcome. Why did you choose this activity? Describe your growth from the beginning to the end of this activity. Was your personal leadership style shaped in any way and, if so, how?

1.3 With approval of your superintendent (or appropriate agency/central office administrator) and your building principal/immediate supervisor, use approved professional and personal leave to participate as a team member for an Iowa Department of Education accreditation visit.

Documentation/artifacts:

- a. ____ Submit a paper that addresses the following questions. What did you learn from participating as a team member that can benefit or be applied to your home district? Describe any newly acquired understandings of the regulations of No Child Left Behind. Discuss your insights into the bureaucracy of the federal and state Departments of Education and the importance of the local district's lobbying efforts.

2.1 During the first semester of the PreLEAD program, students will participate in 20 hours of university-provided facilitator trainings.

Documentation/artifacts:

- a. ____ Provide dates for when you participated in facilitator training
- b. ____ A skills reflection opportunity will be incorporated into facilitator training as documentation for 2.1. No additional documentation required.

2.2 Over the course of the program, using these facilitation skills, students will facilitate or co-facilitate:

(2.2.a) Two staff meetings around a current initiative in your building

Documentation/artifacts:

- a. ____ Submit meeting agendas and written statement describing your role
- b. ____ Submit reflection: The reflection should address what facilitation skills were the most easy and most difficult to incorporate and why.

(2.2.b) Two professional development activities. Collaborate with an experienced staff developer for the planning, implementing, instructing, and evaluating.

Documentation/artifacts:

- a. _____ Submit meeting agendas
- b. _____ Submit a paper that describes your role in the activities
- c. _____ Submit reflection: The reflection should address what facilitation skills were the most easy and most difficult to incorporate and why.

2.3 Serve on a district or a building/agency professional development committee or a building/agency improvement team for a school year.

Documentation/artifacts:

- a. _____ Submit meeting agendas,
- b. _____ Brief summary of the committee’s accomplishments
- c. _____ Reflection: The reflection paper will address these questions: If you were the principal, what recommendations would you make for greater professional development for all faculty? What components of the Iowa Professional Development Model were translated into these experiences?

2.4 Interview an elementary and a secondary principal about the various components they believe have to be in place to secure a safe and orderly environment in which students can learn (e.g. in case of fire, death of a student or faculty member, crisis intervention plan, threats, etc.). Ask them to describe their values and beliefs about discipline. How do those values and beliefs play out in the building procedures and policies that you influence?

Documentation/artifacts:

- a. _____ Provide interview questions and responses.
- b. _____ Prepare a reflection paper that identifies trends when establishing a safe and orderly environment. What is the relationship between a “safe” environment and a culture of learning (advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.)?

2.5 Review discipline referrals from an elementary, middle school and high school for a specific period, and compile the data with regard to grade level, special education classification, race, and gender.

Documentation/artifacts:

- a. _____ Submit a paper that describes the data that was reviewed at each level and the trends that you detected at each level along with any conclusions that could be drawn.

2.6 With permission of the administration, participate in a conference dealing with student discipline.

Documentation/artifacts:

- a. _____ Submit a paper that describes the conference, the participants, and the immediate outcome. Critique the session with regard to consequences imposed and the need for additional assistance and ongoing support for the students and others in the building.

2.7 Interview the person responsible for hiring district personnel. Discuss the planning, recruitment, selection and induction of personnel.

Documentation/artifacts:

- a. _____ Submit the interview notes.
- b. _____ Submit a paper on the following scenario -include responses to the four question and/or activities that are posed. You are the principal/AEA supervisor and have an opening for a teacher.
 - (1) What five criteria would you use for the 1st screen?
 - (2) How would you evaluate the needs of the department or grade level and how would that affect your screening process?
 - (3) What discussions could be held when a vacancy is identified to establish criteria to meet the building’s needs?

(4) Develop 10 questions for the interview itself to help you identify the best candidate to meet the building and grade level/department needs.

2.8 With permission of the administration, participate in an interview for a teaching position.

Documentation/artifacts:

a. _____ Submit a paper that describes the interview process, your role on the committee and a reflection on your experience.

2.9 Interview a curriculum director or others involved in the implementation of the school/district curriculum. What are successes and concerns/problems that emerge during implementation? What is the degree of participation by teachers, principals, and students? How is student achievement data gathered, assessed, and translated into professional development at the building and district levels? How are the needs of students needing differentiated programming (Sp. Ed, GT, ELL, etc) being met?

Documentation/artifacts:

a. _____ Submit interview questions and responses.

b. _____ Submit a paper that addresses the following question. What are the greatest challenges administrators face as they “advocate, nurture and sustain a school culture and instructional program that is most conducive to student learning and staff professional development?”

2.10 Interview an elementary, middle school and high school principal on curriculum gaps in their building and in their PK-12 educational program. Where are the gaps in student achievement in their respective buildings? What is the plan for closing the gap?

Documentation/artifacts:

a. _____ Submit interview questions and responses.

b. _____ Submit paper that addresses the following questions:
Where are the gaps in student achievement in their respective buildings?
What is the plan for closing the gap?

2.11 Visit with a central office, district, or AEA school improvement consultant on the school improvement process. What research do they rely upon? What do they see as the bigger trends and future needs around curriculum, instruction and assessment?

Documentation/artifacts:

a. _____ Submit interview questions and responses.

3.1 With an elementary and secondary principal or director, examine the building/agency budgets and the various accounts under the discretion and responsibility of the administrator. Analyze the extent to which funds are directly related to increasing learning.

Documentation/artifacts:

a. _____ Submit a description of the budgets you studied and include your reflection on the impact the budgets have on student learning.

b. _____ Write a reflection paper where you project yourself into the role of the principal and describe processes that you could use to help prioritize the resources you have, considering all the resources of budget, time (schedules), and personnel? Also, describe how might you involve staff in resource allocation discussions?

3.2 Meet with a district or agency school business official. Ask them, “What’s frustrating for you when working with principals and building budgets? What do you wish every principal/AEA supervisor knew about school finance?”

Documentation/artifacts:

- a. _____ Write a summary of the conversation that includes your reflections on what you learned.
- 3.3 Analyze the building or department schedule. Are there ways to increase time for meeting student's needs? Are there ways to protect time for instruction and allocate time for colleagues to learn together?
- Documentation/artifacts:**
- a. _____ Submit a description of the schedule you studied.
- b. _____ Write an analysis that addresses your thinking on the two questions posed: Are there ways to increase time for meeting student's needs? Are there ways to protect time for instruction and allocate time for colleagues to learn together?
- 4.1 With one of your principals, plan and facilitate a parent focus group around an issue currently being discussed in your district.
- Documentation/artifacts:**
- a. _____ Submit an agenda .
- b. _____ Write a paper that describes the activity, the purpose of the meeting, your role and reflection.
- 4.2 Present at least one program to a community service group (Rotary, Lions, Kiwanis, etc) about a topic related to the academic program in your building or an initiative in your AEA.
- Documentation/artifacts:**
- a. _____ Submit an agenda.
- b. _____ Submit a description of the activity that includes the group addressed, the topic presented and your reflection.
- 4.3 Conduct an individual, face-to-face interview with at least one of your school board members (or AEA board member). Include at least these three questions:
What do you see are the biggest needs of the district/agency related to student achievement?
What is the image of teachers/AEA consultants in the community? What causes you to think so?
- Documentation/artifacts:**
- a. _____ Submit interview questions and responses
- b. _____ Your reflection.
- 5.1 Interview five people in leadership positions whom you admire. Select two who are in education and three who are in other fields. Of the two who are in education, one can be your superintendent/chief administrator. The other should be a school leader or leaders you admire from outside your district/agency. For the others, select three who are business leaders, community leaders, religious leaders, etc. Ask them what books they read, how they stay current in their field, how they renew themselves both professionally and personally.
- Documentation/artifacts:**
- a. _____ Submit a copy of the interview questions and a summary of the responses for each person interviewed. Include names and position of people interviewed.
- b. _____ Submit your reflection.
- 5.2 Facilitate conversations with elementary, middle school and high school students about their school culture. Each group should be 6-8 students and should be from the same district. Inquire about respect for diversity, bullying, and their sense of safety.
- Documentation/artifacts:**
- a. _____ Submit a description of each group and a summary of the conversation for each group.
- b. _____ Write a reflection on school culture that these conversations confirmed in your thinking or on new thinking that was sparked.

5.3 Interview both mentor principals. Discuss with them how they use conflict constructively. Ask how they maintain respect for each person and each person's opinion

Documentation/artifacts

a. _____ Submit a copy of the interview questions and a summary of the responses for each person interviewed. Include names and position of people interviewed.

6.1 Write a letter to the editor stating your opinions about a relevant educational issue.

Documentation/Artifacts:

a. _____ Submit a copy of the original letter to the editor

b. _____ Include any response you received.

6.2 Contact your state representative or senator either through email, US mail, or in person, about a current issue in education facing Iowa.

Documentation/Artifacts:

a. _____ Submit a copy of the original email you sent to the state legislator

b. _____ Include any response you received.

APPENDIX M
E-Portfolio Rubric

**Iowa State University
Educational Administration M. Ed. Portfolio Review**

Portfolio Author _____ Portfolio
 Reviewer _____
 Advisor: _____ Cohort: _____

Section I: Self as Learner

Requirements	Comments	Proficient or Rewrite
<ul style="list-style-type: none"> • 3-5 page reflection about who you are, what you want to do with this degree, and how your thoughts about leadership have changed throughout the program. • Resume • Other documents that may include your teaching license, awards or transcripts. 		

Section 2: Iowa Standards for School Leaders Self-Assessment

Requirements	Comments	Proficient or Rewrite
<p>Three self-assessments</p> <ul style="list-style-type: none"> • Beginning of program • Middle of program • End of program <p>Short reflection about the three self-assessments: what areas changed the most, what areas had the most growth for you, what patterns did you observe, were there any surprises as you looked at the three? Note: some cohorts may not have been given instructions to do the three self-assessments. Base comments on the ones that are submitted.</p>		

Section 3: Reflection on each of the six Iowa Standards for School Leaders

Requirements: 3-5 page reflection explaining your thinking about the standard and how the program and your experiences in it have provided you with the necessary knowledge and skills for success. Use and reference the literature you have read throughout the program. Include a section identifying your strengths in the standard. Include a section identifying your limitations in the standard and explain how you are going to address those limitations. Attach two artifacts providing your evidence of your meeting the standard: these can be from your coursework (paper or project) or from you own school or field experiences. Explain why you chose the artifact and how it evidences your meeting the standard.

General Comments:

<p>Standard 1: Shared Vision: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<p>Comments:</p>	<p>Proficient or Rewrite:</p>
<p>Standard 2: Culture of Learning: An educational leader supports the success of all families by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.</p>	<p>Comments:</p>	<p>Proficient or Rewrite:</p>

<p>Standard 3: Management: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.</p>	<p>Comments:</p>	<p>Proficient or Rewrite:</p>
<p>Standard 4: Family and Community: An educational leader promotes the success of all students by collaborating with families and community member, responding to diverse community interests and needs and mobilizing community resources.</p>	<p>Comments:</p>	<p>Proficient or Rewrite:</p>
<p>Standard 5: Ethics: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner.</p>	<p>Comments:</p>	<p>Proficient or Rewrite:</p>

<p>Standard 6: Societal Context: An educational leader promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context.</p>	<p>Comments:</p>	<p>Proficient or Rewrite:</p>
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APPENDIX N

Ed Admin 556 Course Syllabus & Equity Audits

[Home \(index.html\)](#)[About \(about.html\)](#)

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Welcome!

This course builds on Ed Admin 541, Principles of Educational Leadership, to explore more fully how a leader can establish a vision for equitable and excellent learning. It provides historical, practical and theoretical perspectives on the culture and systems of schools, particularly in an age of accountability.

[Schedule](#)

[Dr. Joanne Marshall \(http://www.public.iastate.edu/~imars/\)](http://www.public.iastate.edu/~imars/) jmars@iastate.edu

Educational Administration 556, Section XA

Course Description

This course builds on Ed Admin 541, Principles of Educational Leadership, to explore more fully how a leader can establish a vision for equitable and excellent learning. It provides historical, practical and theoretical perspectives on the culture and systems of schools, particularly in an age of accountability. We will explore the multiple, complex ways that our schools and society shape each other with special attention devoted to the administrative role within a school culture. This is an interdisciplinary course where the culture of schooling will be discussed from historical, philosophical, sociological, and policy-making perspectives. By the end of the course, students should have wrestled with such questions as:

How do cultural values shape schooling and how does schooling shape cultural values? How have American schools evolved historically and where should they go next to provide equitable and excellent student learning?

How might my own values, beliefs, and experiences shape my administrative role, and how can I build on those to be more effective?

Who are students and families in today's schools and how might their needs best be met?

Overall, each student should be able to answer two questions:

1. How do these cultural forces impact my school life, and
2. How am I as a future administrator going to work with them?

Mission of the ISU Principal Preparation Program

To prepare reflective leaders who promote high quality schools that result in high levels of learning for every child.

Expectations

Academic honesty: Academic honesty is an expression of ethics and responsibility. It demands that the pursuit of knowledge be conducted with sincerity and care. Thus, academic dishonesty, including plagiarizing the work of others, cheating on assignments, violating copyright laws, or conducting research on human subjects without IRB approval, will make

the individual subject to discipline which may range from failure on the assignment to dismissal from the university. Sample papers are provided for you on Blackboard Learn through the kindness of former students. Please do not use their papers dishonestly. See the Conduct Code at <http://www.policy.iastate.edu/policy/SDR#a421> (<http://www.policy.iastate.edu/policy/SDR#a421>) for more details and a full explanation of the Academic Misconduct policies.

Assignments: All written assignments must be typed, use standard grammar and usage, and conform with the sixth edition of the Publication Manual of the American Psychological Association. Exceptional work will receive an A or A-, solid work will receive a B, and work which needs improvement will receive a C. Late work (see below) receives no higher than a D.

Attendance and participation: Students are expected to attend all class sessions and to participate in their activities. Professionalism includes being present, on time, prepared, and engaged. If you must be absent from class because of illness or emergency, please leave a message for the instructor in advance. You will be expected to complete makeup work for any missed class. If the weather is bad where you are, use your judgment about coming to class and let me know if you can not attend.

Harassment: ISU does not tolerate racial, sexual, or other forms of harassment of faculty, staff, or students. If you feel you are subject to such harassment, you should notify your instructor. If you feel you are subject to harassment by your instructor, contact the School of Education Director, Dr. John Schuh.

Late work: Late work is not acceptable unless there are medically extenuating circumstances. Late assignments will be automatically graded at a "D" or below.

Readings: Required texts are listed on the schedule. You are expected to read all required texts and bring them to class on the day in which they are assigned.

Students with disabilities: Please address any special needs or special accommodations at the beginning of the semester or as soon as you become aware of your needs. Please request that a Student Disability Resource staff member send a SAAR form verifying your disability and specifying the accommodation you will need.

Course Objectives

As a result of this course, students will be able to articulate:

1. An understanding of the historical and philosophical foundations of public education in a democratic society.
2. A working definition and examples of social justice leadership.
3. How student and family needs can best be met for equitable and excellent schooling.
4. How personal values, beliefs, and background shape leadership and school culture.
5. an analysis of equity audit data and a goals and implementation plan resulting from the data

ISSL Standards (<http://www.sai-iowa.org/issl/>) addressed in this course.

Standard 1: Shared Vision The administrator:

- a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- c. Articulates and promotes high expectations for teaching and learning.

Standard 2: Culture of Learning The administrator:

- a. Provides leadership for assessing, developing and improving climate and culture.
- d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.

Standard 4: Family & Community The administrator:

- b. Promotes and supports a structure for family and community involvement in the education system.
- d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

Standard 5: Ethics The administrator:

- b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- d. Demonstrates appreciation for and sensitivity to diversity in the school community.
- e. Is respectful of divergent opinions.

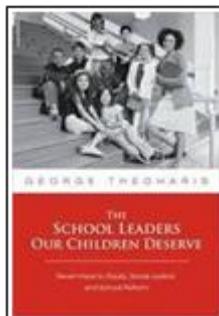
Standard 6: Societal Context The administrator:

- b. Advocates for the welfare of all members of the learning community.
- c. Designs and implements appropriate strategies to reach desired goals.

Books:

Sadowski, M. (Ed.). (2008). *Adolescents at school: Perspectives on youth, identity, and education* (2nd ed.). Cambridge, MA: Harvard Education Publishing Group.

Referred to as AS on schedule.



Theoharis, G. (2009). *The school leaders our children deserve: Seven keys to equity, social justice, and school reform*. New York ; London: Teachers College Press

Expanded Syllabus

Date	Topics	Assignments
1/15 W	Introduction Expectations Each other Ways of Being Social justice Moral Leadership What's your moral purpose? What do you hold to be "sacred"? How does teaching what is "sacred" occur in an age of accountability? Families	Look at the equity audit forms on Blackboard Goodlad, J. I. (2003/2004). Teaching what we hold sacred. <i>Educational Leadership</i> , 61(4), 18-21. Reeves, D. B. (2008). Challenging Inequity, Insisting on Excellence <i>Educational Leadership</i> , 66(2), 85-86. Chapter 1 of Theoharis, G. (2009). <i>The school leaders our children deserve</i> . New York, NY: Teachers College, Columbia University.
1/25 S	Socioeconomic Status	<ul style="list-style-type: none"> • Look at the General/SES equity audit forms • Theoharis chapter 1 • Sadowski, chapters 1 & 8 from Sadowski, M. (2008). <i>Adolescents at school: Perspectives on youth, identity, and education</i>. Cambridge, MA: Harvard Education Press. • Berliner, D. C. (2013). Effects of inequality and poverty vs. teachers and schooling on America's youth. <i>Teachers College Record</i>, 115(12). • Gorski, P. C. (2013). Building a Pedagogy of Engagement for Students in Poverty. <i>Phi Delta Kappan</i>, 95(1), 48-52. • Radd, Z., Karver, T. S., Murphey, D., Moore, K. A., & Knewstubb, D. (2011). Two Generations in Poverty: Status and Trends among Parents and Children in the United States, 2000-2010. Washington, D.C.: Child Trends. • Riester, A. F., Pursch, V., & Skrla, L. (2002). Principals for social justice: Leaders of school success for children from low-income homes. <i>Journal of School Leadership</i>, 12(3), 281–304. • Rothstein, R. (2008). Whose problem is poverty? <i>Educational Leadership</i>, 65(7), 8-13. • Peters, D. J. (2011). <i>Child Poverty in Iowa 1969-2009</i>. Ames, IA. • Go to My Best Segments. Enter and read about the PRIZM segments of the zip code of where you grew up and where your school is. (Total =2). We'll do a handout in class. • Watch "Tour Poverty USA" (4 minutes) • Case: Johnston Elementary Boundary Revision - http://www.desmoinesregister.com/story/news/2014/01/17/johnston-school-district-releases-third-elementary-boundary-option/4595247/ <p>If you can, explore website before class. We'll work on it together during class. Also see Register article for background.</p>
2/12 W	Race & Ethnicity	General / SES Equity Audit and reflection due. <ul style="list-style-type: none"> •AS chapter 2 through p. 50 •Theoharis chapter 4 •Complete the Race (Black-White) Implicit Association Test. •Milner, H. R. (2011, May 6). Let's Focus on Gaps in Opportunity, Not Achievement. <i>Education Week</i>, 30. •Lewis-Charp, H. (2003). Breaking the silence: White students' perspectives on race in multiracial schools. <i>Phi Delta Kappan</i>, 85(4), 279- 285. •McIntosh, P. <i>White Privilege: Unpacking the Invisible Knapsack</i>. •Edler, J., & Irons, B. (2002). Distancing behaviors often used by White people. In E. Lee, D. Menkart & M. Okazawa-Rey (Eds.), <i>Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development</i> (pp. 113). Washington, D.C.: Teaching for Change.

2/26
W

English Language Learners

- Kilen, M. (2006, January 22). Racism lurking at sundown. Des Moines Register.
- Scheurich, J. J. (1998). Highly successful and loving, public elementary schools populated mainly by low-SES children of color: Core beliefs and cultural characteristics. Urban Education, 33(4), 451-491
- Race & Ethnicity equity audit & reflection due.
- AS chapters 3-4
- Theoharis chapters 5-6

The School Leaders **Our** Children
Deserve

SEVEN KEYS TO EQUITY, SOCIAL JUSTICE, AND
SCHOOL REFORM

George Theoharis

TS4CHERS
COLLEGE

PRESS

Teachers College, Columbia University New
York and London

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Adolescents at the Center

Perspectives on Youth, Identity, and Education

SECOND EDITION

EDITED BY MICHAEL SADOWSKI

Foreword by Deborah Meier

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School Systems as Learning Cultures

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Expectations and grading for all assignments

All assignments should be typed, in APA format, and in accordance with standard grammar and usage. Late work is not acceptable unless there are medically extenuating circumstances. Late assignments will be automatically graded at a "D" or below, as will work which is incomplete. Exceptional work will receive an A or A-, solid work will receive a B, and work which needs improvement will receive a C.

Participation (10%)

Your course grade includes class participation (10%). Showing up is required, but not enough; your engagement is key. Please inform the instructor in advance if you are unable to attend. If you are unable to attend and do not wish your course participation to be affected, you may make up the work as arranged by your instructor.

Blackboard Learn Postings (25%)

Blackboard Learn (<https://bb.its.iastate.edu/webapps/portal/frameset.jsp>) is ISU's online course software. So that you can engage more deeply with readings, experiences, and each other, this course requires you to post six questions or comments throughout the semester to the Blackboard Learn website, especially in the weeks that we are not meeting.

Feel free to post more than six responses if you are so moved; I will count those as extra credit. If you wait until the last week and make all of your postings then, I will conclude that you haven't really been engaged the rest of the semester.

If you are posting a comment about a particular session topic, please do so by the day before class meets. Postings made after the deadline will not "count." Postings should be about two paragraphs long. You may write about what you like. If you are stuck for a topic, consider:

- What struck you about the readings?
- Pick a quote that you think is interesting or relevant or with which you disagree and say what you think about it
- How do the readings relate to your own experience as a future administrator?
- Are there any points of confusion we should clarify? If so, please identify.

If the readings involve a case study, what would you have done in the same situation?

Respond to the equity audit data you gathered for the week.

Equity Audits (20%)

On Blackboard Learn there are a series of blank documents with questions for you to answer using data from your school district. At the end of each series of questions is a space for you to write reflectively and analytically about the data you have gathered, incorporating readings from class. While topic areas are spread throughout the course, you will review all of the information you have gathered the end to inform a written goals and implementation plan and a class presentation.

You can work with someone else from the same school / district to gather data, but each of you must turn in and write your own reflective analysis.

Goals, Implementation Plan, and Presentation (25%)

You will need to use the information you have gathered in your equity audit to devise a goals and implementation plan for your school/district. Set three to five goals for your school or district, providing a rationale from the data for these goals, and then suggest steps towards implementing those goals over a period of three to five years. Suggested length: 8-10 pages. This plan will be due after class has finished meeting. Your outline should be:

--introduction to / context of district
--equity audit results
--goal 1
--rationale for goal 1

(continue for each goal)

--implementation plan for goal 1

(continue for each goal)

To prepare you for writing your goals and implementation plan, you will prepare a 10-12 minute presentation of your plan for the last class session. You will receive feedback from your colleagues and your instructor which should be helpful to you as you write out your goals and

implementation plan. Your goal here is to share your vision and make it compelling.

Final Reflection Updating your Vision for Leading and Learning (20%)

Respond to someone else's posting.

Postings are graded on whether or not they:

- 1) show thought about the readings, and
- 2) [if someone has posted on the same topic], integrate someone else's response thoughtfully.

In both 541 and throughout this class you have written about your vision for leading and learning. This is your opportunity to integrate what you've written with what you've learned in this class about cultural identity to produce an updated vision. Questions you may wish to answer might include:

what did I learn in this course?

what experiences have I had that would be valuable to me as a leader? What advantages do I have coming in?

Where do I need to grow and change? What disadvantages do I carry?

what other leaders or examples can I emulate or learn from?

what is my moral purpose? Where is my "moral line in the sand"? can I lead for social justice in my school? what barriers or challenges would I face? What allies would I find?

This is not intended to be a generic "all children can learn" inspirational essay; it should be concrete with specific examples from your experiences. Its intention is to give you the opportunity to synthesize your own learning and identify ways in which that learning relates to your present and future school experiences. It is not intended as an exercise in telling the instructor what you think she wants to hear. Length: 5-8 pages.

This paper may be used as an artifact for the final oral exam portfolio under "Self as Learner" or any of the six ISSL Standards.

School Systems as Learning Cultures

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Data

State Data Center of Iowa Data Profiles
(<http://www.iowadatecenter.org/Publications/Profiles>) (demographic and economic profiles by county, state)

Interactive map on food stamp usage
(<http://www.nytimes.com/interactive/2009/11/28/us/20091128-foodstamps.html>) and change since 2007, by county

Interactive map on poverty in America
(<http://www.nytimes.com/newsgraphics/2014/01/05/poverty-map/>), by county

Interactive map on religious groups and beliefs and practices
(<http://religions.pewforum.org/maps>) from Pew Forum's U.S. Religious Landscape Survey

Diagnostics

Implicit Association Tests
(<https://implicit.harvard.edu/implicit/demo/selectatest.html>) from Project Implicit

Centers & Sites

Poverty Facts from National Poverty Center
(<http://www.npc.umich.edu/poverty/>)

Living and Learning in Poverty Blog
(<http://livinglearninginpoverty.blogspot.com/>)

Iowa Center for Immigrant Leadership and Integration
(<http://www.newiowans.com/>) at University of Northern Iowa

Videos

IPTV's New Iowan series:

An Hispanic Voice
(http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000927)

Czechoslovakians Come to Iowa
(http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000740)

Dutch Immigrate to Iowa
(http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000747)

Germans Immigrate to Iowa
(http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000741)

Hispanic History
(http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000915)

Indian Tribes of Iowa (http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000596)

Iowa's Embrace of Southeast Asian Refugees
(http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000795)

New Iowan: Galtat (http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000925)

New Iowan: Helen
(http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000921)

New Iowan: Hussein (http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000922)

New Iowan: JinQuia (http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000919)

New Iowan: Jose (http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000923)

New Iowan: Mihnet (http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000918)

New Iowan: Minh (http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000920)

New Iowan: Nermina (http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000917)

New Iowan: Stefan (http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000924)

Norwegians in Iowa (http://www.iptv.org/IowaPathways/artifact_detail.cfm?aid=a_000745)

TED talks

Aimee Mullins on disability: The opportunity of diversity
(http://www.ted.com/talks/aimee_mullins_the_opportunity_of_diversity) Howard Gardner on multiple intelligences
(http://www.youtube.com/watch?v=tDtZEpf_SJ4)

¹General & Social Class Data & Analysis

NAME:

General Data	
1. Number of students in your district:	
2. Number of staff in your school (certified and noncertified):	
3. Number of students in your school:	
4. Ratio and percentage of student services staff (certified and noncertified):	
Social Class (report ratio and percentage)	
5. Students receiving free and reduced priced lunches in your educational setting, Remember this is public information:	
6. Students receiving free/reduced priced lunches in other schools in your district at the same level (elementary, middle, secondary):	
7. Students identified for special education (all categorical areas) in your educational setting:	
8. Of the number of students identified for special education, what ratio and what percentage receive free/reduced priced lunches? *Note: We have found that most districts do not gather or report this information. It may be possible, however, to find such data or to calculate this information by hand.	
9. How does the response in Item 8 compare to Item 5? The answers should be similar. If, for example, 60% of students identified for special education also qualify for free and reduced price lunches (#8), and your educational setting has 20% of its students receiving free/reduced price lunches (#5), students for free/reduced price lunches are over-represented in special education. Further, this means that, in this setting, if a student is from a lower	

¹ From Capper, C. A., Frattura, E. M., & Keyes, M. W. (2000). *Meeting the needs of students of all abilities: How leaders go beyond inclusion*. Thousand Oaks, CA: Corwin Press.

<p>socioeconomic class family, she or he is three times more likely to be labeled for special education than other students. What social class myths support these data?</p>	
<p>10. Students identified as “gifted” (TAG) in your setting who receive free/reduced priced lunches. Compare the response to Item 5.</p>	
<p>11. Students identified as “at risk” in your setting who receive free/reduced priced lunches. Compare your response to Item 5.</p>	
<p>12(a). Report two pieces of academic achievement data (I prefer reading and math) as it relates to social class. One place to access this data is from the Iowa Department of Education web site. For instance, if you are at the elementary level, compare how 4th grade achievement in reading for economically disadvantaged students compares students who are not economically disadvantaged. Then compare this same group of students on math scores.</p>	
<p>12(b). Collect social class comparison data on at least 2 other areas in your school/setting (e.g., Student Council, Safety Patrol, Band).</p>	
<p>13. <u>Social Class Data Analysis</u> Type your essay in the blank cell below, it will expand as you type.</p> <p>This portion of the assignment should be in essay form, clearly responding to the questions below, but NOT just a series of questions and answers. In addition, your reflections must be supported by the readings (be sure you do a simple citation of readings that you use) assigned in class.</p> <p>What do these social class data mean? In your analysis, include the strengths and areas for improvement in serving students of lower social classes within your school’s curriculum, instruction, and culture, and ideas you have for remedying the weaknesses.</p>	

(Dis)ability Data & Analysis

(number sequence continues from previous data gathering)

NAME:

Students with (Dis)abilities (Report ratio and percentage)	
43. Students labeled with (dis)abilities in each grade level in your school:	
44. Do all students in your school community attend the school they would attend if not labeled special education eligible? Explain.	
45. Do some students with (dis)abilities who do not live in your attendance area attend your school or district? Explain.	
46(a). Report two pieces of academic achievement data (I prefer reading and math) as it relates to (dis)ability. One place to access this data is from the Iowa Department of Education web site.	
46. Collect (dis)ability information in at least 2 other areas in your school/setting.	
<p>47. <u>(Dis)ability Data Analysis</u> Type your essay in the blank cell below, it will expand as you type.</p> <p>This portion of the assignment should be in essay form, clearly responding to the questions below, but NOT just a series of questions and answers. In addition, your reflections must be supported by the readings (be sure you do a simple citation of readings that you use) assigned in class. Analyses over the one page limit cannot be corrected due to the high volume of students in the class.</p> <p>What do these (dis)ability data mean? In your analysis, include the strengths and areas for improvement in serving students labeled with (dis)abilities within your school's curriculum, instruction, and culture, and ideas you have for remedying the weaknesses.</p>	

Gender Data & Analysis

(number sequence continues from previous data gathering)

NAME:

Gender: (Report ratio and percentage for each)	
48. Female people on the teaching staff at the: - elementary level: - middle school level: - high school level:	
49. Female people teaching science and math classes at the middle/high school:	
50. Female people teaching English (and related courses) at the middle/high school:	
51. Female people teaching history (and related courses) at the middle/high school:	
52. Female people teaching the highest level of math students at your school:	
53. Female people teaching advanced placement courses at the high school:	
54. Out of school suspensions or expulsions by gender:	
55. Females/males with an emotional disability:	
56. Females/males on the administrative team:	
57. Females/males at the elementary, middle, and high school administrative level:	
58. Females/males on school board:	
59(a). Report two pieces of academic achievement data (I prefer reading and math) as it relates to this area of diversity. One place to access this data is from the Iowa Department of Education web site.	
59(b). Collect gender comparison data on at least 2 other areas in your school/setting.	

60. Gender Data Analysis Type your essay in the blank cell below, it will expand as you type.

This portion of the assignment should be in essay form, **clearly responding to the questions** below, but NOT just a series of questions and answers. In addition, your reflections must be **supported by the readings** (be sure you do a simple citation of readings that you use) assigned in class.

What do these gender data mean? To what degree are people in your school aware of transgender people and issues? In your analysis, include the strengths and areas for improvement in serving female and male students and staff within your school's curriculum, instruction, and culture, and ideas you have for remedying the weaknesses.

Sexual Orientation Data & Analysis

(number sequence continues from previous data gathering)

NAME:

Sexual Orientation:	
61. Does your district have any active policies that (deal with) support sexual orientation?	
62. How and to what extent does your district's curriculum provide instruction related to sexual orientation?	
63. If a group of students approached your building principal and requested to begin a gay/lesbian support group, how would your principal and/or district respond?	
64. Assess your school's library/media holdings related to sexual orientation. To what extent do students in your school have access to information about sexual orientation and what is the nature of this information?	
65(a). Report two pieces of academic achievement data (I prefer reading and math) as it relates to this area of diversity. One place to access this data is from the Iowa Department of Education web site.	
65(b). Collect sexual orientation information in at least two other areas in your school/setting.	
<p>66. <u>Sexual Orientation Data Analysis</u> Type your essay in the blank cell below, it will expand as you type.</p> <p>This portion of the assignment should be in essay form, clearly responding to the questions below, but NOT just a series of questions and answers. In addition, your reflections must be supported by the readings (be sure you do a simple citation of readings that you use) assigned in class.</p> <p>What do these sexual orientation data mean? In your analysis, include the strengths and areas for improvement in serving sexual minority students and staff within your school's curriculum, instruction, and culture, and ideas you have for remedying the weaknesses.</p>	

Race & Ethnicity Data & Analysis

(number sequence continues from previous data gathering)

NAME:

Race and Ethnicity (Report ratio and percentage for each)	
14. Students of color in your school:	
15. Students of color in the total district:	
16. How does the information that you collected in Item 14 compare with that of the other schools within your district?	
17. Students labeled for special education (should be the same response as in Item 7):	
18. Of the number of students labeled for special education, what ratio and percentage are students of color?	
19. How does this number and percentage compare with those in Item 14? Analyze this in a similar way as Item 9.	
20. Of the number and percentage of students labeled "at risk", what ratio and percentage are students of color? Compare the response with that for Item 14.	
21. Of the number and percentage of students labeled "gifted", what ratio and percentage are students of color? Compare the response with that for Item 14.	
22. Total staff of color in your school. Compare the response with that for Item 14.	
23. Certified staff of color in your school:	
24. Uncertified staff of color in your school:	
25. People of color serving on the school board:	
26(a). Report two pieces of academic achievement data (I prefer reading and math) as it relates to race/ethnicity. One place to access this data is from the Iowa Department of Education web site.	

26(b). Collect race/ethnicity comparison data on at least two other areas in your school/setting.	
<p>27. <u>Race & Ethnicity Data Analysis</u> Type your essay in the blank cell below, it will expand as you type.</p> <p>This portion of the assignment should be in essay form, clearly responding to the questions below, but NOT just a series of questions and answers. In addition, your reflections must be supported by the readings (be sure you do a simple citation of readings that you use) assigned in class.</p> <p>Discuss the problems with the phrase, “I don’t even see the person’s color,” and “But we do not have, or have very few students of color in our school/district so race isn’t an issue here.” What do these race/ethnicity data mean? In your analysis, include the strengths and areas for improvement in serving students of color within your school’s curriculum, instruction, and culture, and ideas you have for remedying the weaknesses.</p>	

English Language Learners (ELL) & Bilingual Data & Analysis

(number sequence continues from previous data gathering)

NAME:

ELL (Report ratio and percentage for each)	
28. English Language Learners in your school:	
29. English Language Learners in the total district:	
30. How does the information that you collected in Item 28 compare with that of the other schools within your district?	
31. Students labeled for special education (should be the same response as in Item 7):	
32. Of the number of students labeled for special education, what ratio and percentage are English Language Learners?	
33. How does this ratio and percentage compare with those in Item 28? Analyze this in a similar way as Item 9.	
34. Of the number of students labeled "at risk", what ratio and percentage are English Language Learners? Compare the response with that for Item 28.	
35. Of the number and percentage of students labeled "gifted", what ratio and percentage are English Language Learners? Compare the response with that for Item 28.	
36. What is the English Language Learner service delivery model used in your school?	
37. Total staff who are bilingual in the school. Compare the response with that for Item 28.	
38. Certified staff who are bilingual in your school:	
39. Uncertified bilingual staff in your school:	
40. Bilingual people serving on the school board:	

<p>41(a). Report two pieces of academic achievement data (I prefer reading and math) as it relates to this area of diversity. One place to access this data is from the Iowa Department of Education web site.</p>	
<p>41(b). Collect student English Language Learner comparison data on at least two other areas in your school/setting.</p>	
<p>42. <u>English Language Learner & Bilingual Data Analysis</u> Type your essay in the blank cell below, it will expand as you type.</p> <p>This portion of the assignment should be in essay form, clearly responding to the questions below, but NOT just a series of questions and answers. In addition, your reflections must be supported by the readings (be sure you do a simple citation of readings that you use) assigned in class. Analyses over the one page limit cannot be corrected due to the high volume of students in the class.</p> <p>In your analysis, include the strengths and areas for improvement in serving English Language Learners your school's curriculum, instruction, and culture, and ideas you have for remedying the weaknesses.</p>	

Religion/Non-religion Data & Analysis

(number sequence continues from previous data gathering)

<p>Religion:</p> <p>67. How many formal houses of worship or practice are in your community?</p>	<input type="checkbox"/> churches <input type="checkbox"/> synagogues <input type="checkbox"/> mosques <input type="checkbox"/> temples <input type="checkbox"/> meditation centers <input type="checkbox"/> other (specify)
<p>68. Does your district have any active policies related to religion?</p>	
<p>69. Are there any religious-related practices in place in the district?</p>	
<p>70. How and to what extent does your district's curriculum provide instruction related to religion? E.g., what grades, subjects?</p>	
<p>71. If a group of students approached your building principal and requested space for a Bible study, how would your principal and/or district respond? What if an atheist's club wanted to meet?</p>	
<p>72. Does your school library contain sacred texts for each world religion?</p>	<input type="checkbox"/> Protestant Bible <input type="checkbox"/> Catholic Bible <input type="checkbox"/> Book of Mormon <input type="checkbox"/> Hebrew Bible <input type="checkbox"/> Talmud <input type="checkbox"/> Qur'an <input type="checkbox"/> Bahá'í <input type="checkbox"/> Buddhism <input type="checkbox"/> Vedas <input type="checkbox"/> Other?

73. Are religious organizations involved in your school? E.g., grief counselors on call, youth pastors at lunch, volunteers at events...?	
74. How does your school handle major Christian religious holidays like Christmas and Easter? Are other religious holidays acknowledged?	
75. Is there any academic achievement data related to religion?	
76. Collect religion /non-religion information in at least two other areas in your school/setting. For example, you could compare the numbers of students who participate in Fellowship of Christian Athletes with the percentage of the total number of athletes in the school.	
<p>Religion Data Analysis</p> <p>77. What do these religion data mean? In your analysis, include the strengths and areas for improvement for including both majority and minority religious or non-religious students and staff within your school’s curriculum, instruction, and culture, and ideas you have for remedying the weaknesses.</p>	

APPENDIX O

Ed Admin 558 Course Syllabus

**EdAdm 558
Diverse Learning Needs**

**Des Moines Area Community College
Building 24, Room 202**

3 credits

Summer, 2014

Instructor: Carl R. Smith, Ph.D.
Special Education
Iowa State University
N157 Lagomarcino Hall
Ames, Iowa 50011-3192

515-294-0317 (p)
515-294-6206 (fax)
csmith@iastate.edu (e-mail)

Office Hours: Individual meeting times can be arranged between student and instructor.

Description: Building administrators need information related to the legal, instructional, and administrative aspects of special education. There is also a demonstrated need for schools to mobilize the resources of the community to support the task of providing quality education for all children. This course is designed to respond to these needs by addressing practical and ethical dimensions of school leadership. This course will also explore the various ecological contexts of the family, the school, and the community as a means of making effective use of multiple resources to enrich education.

Text: Bartlett, L.D., Etscheidt, S. & G.R. Weisenstein (2007). *Special Education Law and Practice in Public Schools (Second Edition)*. Upper Saddle River, N.J.: Pearson.

Other readings and cases will be provided during the course. These will be posted on our site on Blackboard.

Performance

Objectives: During this course the learner will . . .

- Develop an understanding of disability, an ethical and integrity grounded orientation toward the delivery of special education programs and services, and practical strategies and skills to lead in developing specialized programming that is educationally meaningful and legally correct.
- Gain knowledge of the basic components of special education programs and services in Iowa and the relationship of such programs to other programs serving students at risk.
- Comprehend the basic legal foundations of the Individuals with Disabilities Act (IDEA) and Section 504 including the concepts of:
 - Zero Reject/FAPE
 - Appropriate Evaluations
 - Individualized Programs
 - Least Restrictive Environment
 - Parental Participation
 - Procedural Protections
- Become aware of the educational needs of students requiring special education including those with more mild disabilities and those with more severe disabilities.
- Demonstrate an increased understanding of the importance of administrative responsibilities and support in providing special education programs and services.

ISSL Standards Addressed in this Course

Standard #1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The administrator:

- a) In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- b) Uses research and/or best practices in improving the educational program.
- c) Articulates and promotes high expectations for teaching and learning.
- d) Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.
- e) Provides leadership for major initiatives and change efforts.
- f) Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

Standard #2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

The administrator:

- a) Provides leadership for assessing, developing and improving climate and culture.
- b) Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- c) Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- d) Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- e) Evaluates staff and provides ongoing coaching for improvement.
- f) Ensures staff members have professional development that directly enhances their performance and improves student learning.
- g) Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- h) Promotes collaboration with all stakeholders.
- i) Is easily accessible and approachable to all stakeholders.
- j) Is highly visible and engaged in the school community.
- k) Articulates the desired school culture and shows evidence about how it is reinforced.

Course Requirements	Points	Due
Leadership Philosophy Related to Diversity – I will be asking you to prepare a brief (1-2 page) leadership philosophy statement to be shared with other class members at our June 5 th class. You will also be asked to refine this statement to be discussed and handed in at our last class meeting.	100	6/5/14 6/26/14
Reflection Papers – For each class you will write a reflection paper addressing your reactions to the content and activities in the previous class and other personal reactions concerning the class and/or topic. Each reflection will be worth up to 10 points.	60	6/2,6/8, 6/11, 6/15, 6/22, 6/25 (by noon each date)
Class Participation – Our class will be much more productive (and interesting) if we all actively participate in our discussions and other activities. You can earn up to 10 additional points for class participation for each meeting time.	70	Ongoing
Final Exam – There will be a final exam (take-home) that will focus on application questions related to course content. This will be posted by June 23 and will be discussed and handed in on June 26 th .	100	

Exams, Other Written Work – The primary criteria used to grade written work includes:

- a. **Clarity of Expression** (“Written in a professional manner with few, if any, grammatical errors”)
- b. **Thoughtfulness/Originality** (“Evidence of careful consideration of topic(s) – not just reiteration of basic concepts widely known”)
- c. **Support for Conclusions** (“Including references from class, text or readings, other sources”)
- d. **Unique Perspective** (“Integration of relevant experiences you have had as a professional”)

Grading

Leadership Philosophy	100
Reflection Papers	60
Class Participation	70
Final Exam	100
TOTAL	330 Points

A	97 to 100%	320+ points
A-	93-96 %	307+points
B+	89-92%	294+points
B	85-88%	281+points
B-	81-84%	267+ points
C+	77-80%	254+ points
C	73-76%	241+ points
C-	70-72%	231+ points

Similar proportions, if necessary, for D+ through F grades.

Class Attendance – Students are expected to attend all classes. When absence is unavoidable and has been discussed with me, you may receive participation points and reflection points by reviewing the readings assigned for the class and the posted powerpoint and providing an expanded reflection paper focusing on the particular questions, responses and challenges you see for school leaders related to the content for the class you miss. This will need to be sent via e-mail to me prior to the following class. Points for a maximum of one class may be earned this way.

Academic Dishonesty Policy - Academic dishonesty occurs when a student uses or attempts to use unauthorized information in the taking of an exam; or submits as his or her own work themes, reports, drawings, laboratory notes, or other products prepared by another person; or knowingly assists another student in such acts or plagiarism. Such behavior is abhorrent to the university, and students found responsible for academic dishonesty face expulsion, suspension, conduct probation, or reprimand. Instances of academic dishonesty ultimately affect all students and the entire university community by degrading the value of diplomas when some are obtained dishonestly, and by lowering the grades of students working honestly.

Iowa State University Nondiscrimination Statement - Iowa State University does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran. Inquiries can be directed to the Director of Equal Opportunity and Compliance, 3280 Beardshear Hall, (515) 294-7612.

ADA Statement - If you need accommodations because of a disability, if you have emergency medical information to share with your instructor, or if you need special arrangements, please inform me immediately. To request academic accommodations students must also register with the Office of Student Disability Resources (<http://www.dso.iastate.edu/dr/>), 1076 Student Services Building, (515) 294-7220, at the start of the semester. This is the campus office responsible for reviewing documentation provided by

students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements.

Grievance Policy - Information concerning student grade appeal procedures and non-academic grievances and appeals may be found in the Iowa State University Catalog.

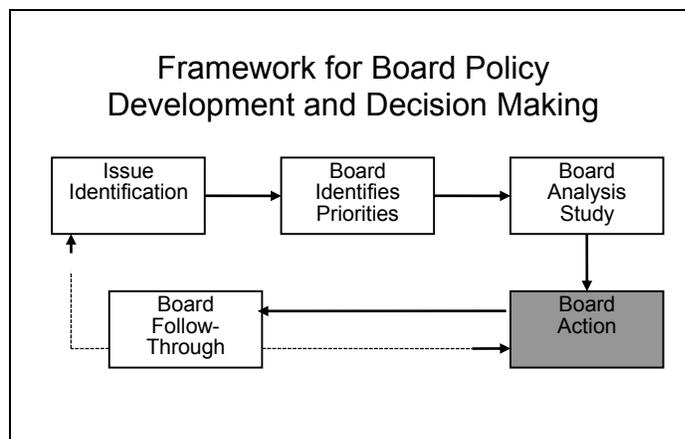
Tentative Calendar

Date	Topics	Readings
5/31/14	Introductions, Review of Class Expectations, Foundations for Special Education, Identification and Eval. Issues	Text (Chapters 1 & 3) Rowley Decision
6/5/14	Individualization Challenges – IEPs, FAPE	Text (Chapter 4) Deal Decision Neosho Decision
6/10/14	Placement/LRE	Text (Chapter 5) Oberti Decision
6/12/14	Discipline and Disabilities	Text (Chapter 9) Honig Decision
6/19/14	Parental Involvement Dispute Resolution	Text (Chapters 2 & 11)
6/24/14	Disability Related Educational Needs	Text (Chapters 12 & 13)
6/26/14	Staff Issues/Emerging Trends	Text (Chapter 10)

Iowa State Board of Education

Executive Summary

September 18, 2014



Agenda Item: Faith Baptist Bible 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 281 Iowa Administrative Code rule 79.5.

Presenters: 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 Faith Baptist Bible College Teacher Preparation Program through the next state accreditation cycle scheduled for the 2020-2021 academic year.

Background: The Faith Baptist Bible 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 Faith Baptist Bible College

NOTE: This summary is designed to give the Board a short background for 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 Faith Baptist Bible College (FBBC) Site Visit Team conducted a preliminary review of the FBBC Teacher Preparation Program Institutional Review documents, culminating with an online discussion of results on December 17, 2013.

The FBBC Site Visit Team conducted an on-site review of the FBBC teacher preparation program and institutional relationships from February 16 through 19, 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 August 27, 2014.

Site visit team members:

Dr. Lawrence Bice, Iowa Department of Education, co-chair
Dr. Carole Richardson, Iowa Department of Education, co-chair
Ms. Angela Hunter, Buena Vista University
Dr. Lorrie Long, Graceland University
Dr. Joen Rottler-Larson, Ashford University
Dr. Sally Nicholson, Iowa Department of Education

Historical Perspective provided by Faith Baptist Bible College:

Faith Baptist Bible College is located on 52 acres of land in Ankeny, Iowa, a suburban city of about 45,000 people, just north of Des Moines. FBBC is an educational institution with a traditional Bible college focus that strives to:

- prepare people for Christian ministry,
- recognize the importance of Biblical and theological training and developed doctrinal convictions,
- emulate a heart and passion for the Lord and for ministry, and
- encourage faculty members to serve as role models to their students in life and in their respective areas of study.

FBBC had 229 students enrolled in the fall semester of 2013 with a student/faculty ratio of 10:1. The student body represents 28 states and 7 foreign countries. All students in baccalaureate programs have a double major in both Bible and in one of the six vocational ministry programs: Administrative Assistant, Christian School Education, Local Church Ministries, Missions, Music, and Pastoral Training.

FBBC began as a small non-denominational Bible institute in Omaha, Nebraska, in 1921. Its mission was the training of committed Christian workers to be effective in ministry. By the 1950s the school began to recognize that its primary constituency was Baptist, and so “Baptist” was added to the school’s name to so identify it. During the 1950s, the school also introduced a significant general education component into its curriculum, expanding the course of study to four years and offering the baccalaureate degree. By the 1960s, the school had outgrown its Omaha campus, noted that its major supporting churches were in Iowa, and began the relocation process which culminated in 1967 with the move to Ankeny, Iowa, and the name change to Faith Baptist Bible College. Also during the 1960s, the school sought and received institutional accreditation from the Accrediting Association of Bible Colleges (now ABHE—the Association of Biblical Higher Education). In the early 1980s, graduate-level Masters programs were added, and when Denver Baptist Bible College and Theological Seminary closed in 1986, it merged with FBBC, and Faith Baptist Theological Seminary became a reality.

FBBC earned initial accreditation from the Higher Learning Commission in 1996 and full accreditation in 2001. It is approved by the Iowa Department of Education so that graduates from the Christian School Education program are eligible to receive Iowa teacher licensure for classroom teaching in kindergarten through grade six, English/language arts in grades five through twelve, and music in grades kindergarten through twelve.

Faith Baptist Bible College

Accreditation Review

Team Report

Site Visit February 16-19, 2014

Report Submitted September 18, 2014

Iowa Department of Education

Review Team Members:

Dr. Lawrence Bice, Iowa Department of Education
Dr. Carole Richardson, Iowa Department of Education
Angela Hunter, Buena Vista University
Dr. Lorrie Long, Graceland University
Dr. Joen Rottler-Larson, Ashford University
Dr. Sally Nicholson, Iowa Department of Education

This report contains three appendices:

Appendix A: FBBC Action Plan

Appendix B: FBBC Action Plan Addendum

Appendix C: Letter from Vice President for Academic Services

Acknowledgements

Team members would like to express their gratitude to the Faith Baptist Bible 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. Ernie Schmidt, Interim President
Dr. Paul Hartog, Vice President for Academic Services
Mr. Dan Bjorke, Vice President for Business
Mr. David Stout, Registrar
Mr. Mark Davis, Admissions Director
Dr. John Hartog II, Head Librarian
Ms. Amy Kramer, Interlibrary Loan Coordinator
Mr. Joel Graham, Chief Technical Officer
Dr. Don Long, Director of Institutional Assessment and Licensure Officer
Faculty in the Christian School Department
 Dr. Mark Stupka, Chair of the Christian School Department
 Mrs. Mary Jo Brown
 Dr. George Dougherty IV
 Mr. David Horner
 Mrs. Dee Long
Faculty from the Departments of Biblical Studies, Missions, Local Church Ministries,
 Office Administration
Adjunct Faculty
Student Teaching Supervisors
Members of the Faith Baptist Bible College Teacher Education Advisory Council
School Principals
Cooperating Teachers
Recent Graduates of Faith Baptist Bible College
Faith Baptist Bible 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

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The team recognizes the quality process used to develop policy for online delivery of curriculum, specifically in the reading endorsement. The Online Learning Policies at Faith Baptist Bible College (FBBC) and the Christian School Department (CSD) provide a thorough approach to developing this new modality.
- The team is impressed with the external advisory committee meeting agendas, which reflect current topics, issues and trends.
- Collaboration is strong between CSD and other departments of the College, especially regarding content endorsements. Faculty members in the CSD are highly respected by College colleagues as experts in teaching and assessment.
- The planned use of part-time faculty and full-time faculty in online curriculum development and teaching is purposeful as well as an efficient use of limited resources.

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

- 1) 79.10 (5) The team suggests that the CSD continue efforts to expand the programs' ability to prepare candidates to teach in all schools (public and private) by recruiting individuals from public schools to become members of their advisory committee
- 2) 79.10 (12) Reduced resources for professional development may be limiting opportunities for faculty development and scholarship in teaching and learning strategies. The team recommends that the CSD work with administration to develop and resource plans for professional development. This may include low cost opportunities to strengthen faculty knowledge in current teaching and learning.
- 3) 79.10 (13) The team recommends that samples and materials in the curriculum lab (IMC) be updated and increased to include more current curriculum resources and curriculum used in the public sector. One avenue to explore could be resources available through the local AEA.

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

- 1) 79.10 (3) The team respects and appreciates the religious basis of the department's conceptual framework, but it could not find evidence of any alignment to research or the current literature concerning best practices in teaching and learning. The unit must develop a research basis for the conceptual framework (to identify current best practices) and incorporate that research into the work of faculty and candidates.

- 2) 79.10 (4) The team is concerned that faculty overload seems to be a barrier to faculty scholarship and perhaps a barrier to integrating best practices in teaching. The team is concerned that the work climate, policies, and assignments may currently inhibit intellectual vitality and negatively impact candidate learning. The unit must work with administration to assure that faculty load is sustainable and allows faculty to develop and provide quality instruction. The unit must develop and document a plan to address this concern.
- 3) 79.10 (11) The team is concerned that exhaustive faculty overload indicate a clear need for increased support. Current faculty load include administrative and clerical duties such as licensure, clinical placements, record keeping, etc. The unit must work with administration to develop a plan to provide for all administrative functions inherent in an accredited licensure based program.

Requirements of the unit prior to State Board action

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

Concerns #2 and #3: The unit must provide a plan supported by administration that addresses the faculty overload issues identified.

Sources of Information

- Interviews with: Interim President, Vice President for Academic Services, Vice President for Business, CS Department Chair, Registrar, Instructional Technology staff, Teacher Candidates, Education Department Faculty, Library Director and staff, Education Department Students
- Institutional Report
- Program Response to Review Team's Initial Report
- Policy and Procedures for Online Learning document
- Student and CSD program handbooks
- FBBC&TC Financial Report, June 2013
- Faculty Handbook

Resolution

Concern #1: The unit has begun collecting and analyzing research for their conceptual framework. They will provide a preliminary draft of the evidence base to DE consultants by January 1st, 2015. Throughout the spring 2015 semester they will refine the conceptual framework using feedback from FBBC and unit faculty, staff, administrators and advisory committee.

Concerns #2 and #3: The unit has completed a number of actions to reduce the load of the chair (Dr Stupka) and one other unit faculty member (Dr Horner).

First, they have hired a well-qualified administrative assistant with a degree in elementary education and teaching experience. The administrative assistant will perform administrative work and will also provide support in candidate and program assessment using the electronic assessment system. The work of the administrative assistant will greatly reduce the workload of the department chair.

Secondly, the College administration has permanently shifted course load from Dr Horner to a part time faculty member, which has reduced the teaching load of Dr Horner. This long term plan will reduce and keep the load of Dr Horner to a standard full time load without overload.

Finally, the chair’s load has been significantly reduced from overload to a normal full time load with release for administrative functions of the department chair. They have done this by shifting duties to the administrative assistant, moving a course load to another faculty member, and combining courses to reduce the number of courses taught.

In addition to the documented plan, the Vice President for Academic Services has provide a letter documenting the resources to support these plans in the long term (attached to report).

No resolution is required for recommendations provided to the unit for continuous improvement. See the FBBC Action Plan accompanying this report for their response to continuous improvement recommendations.

DE consultants will conduct a follow up visit in May of 2015 to assess progress.

Based on the work already begun, the support from College administration, and the documented plan the unit has provided, this standard is considered MET.

Final Recommendation

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

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

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

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

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The admissions office is expanding recruiting efforts in an attempt to increase diversity at the college, specifically to recruit more students with Hispanic identity.
- Many students participate in experiences that provide exposure to global diversity. These include mission trips and international study.

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

- 1) **79.11(1)** While the Iowa Administrative Rules do not require the College to recruit or admit students from all diverse groups, the rules do require a climate that supports diversity as defined in Chapter 79 (see below). The team did not find evidence that candidates are prepared to provide a climate in their future classrooms that would support all diverse groups. The team recommends that CSD assess candidates' abilities to develop a classroom climate that supports all types of diversity and to implement any needed changes indicated.

"Diverse groups" means one or more groups of individuals possessing certain traits or characteristics, including but not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, disability, or socioeconomic status. **IAC 281—79.2(256)**

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

- 1) **79.11(3)** Most candidates have few experiences in public schools, and are not being exposed to the entire range of diversity that exists across the state's K-12 student population. The team recognizes that accreditation authorizes FBBC candidates to be recommended for licensure by the Iowa BOEE. This allows them to teach in any school in Iowa, public and private, with a wide range of student diversity. The team found little evidence that candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs – particularly to students whose learning needs are different than their own. The unit needs to develop a plan to provide a broader range of clinical experiences.

Items that Must Be Addressed Prior to State Board Action

Concern #1: The unit must develop and document a plan for increasing the range of diversity in clinical experiences. The plan must address how candidates will be prepared to meet the needs of Iowa's diverse K-12 population in all schools, public and private.

Sources of Information

- Interviews with: Interim President, Vice President for Academic Services, Vice President for Business, Registrar, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Cooperating Teachers, Student Teacher Supervisors, Alumni, Education Department Faculty, Head Librarian
- Course syllabi
- Visits to classrooms and discussions with students
- Institutional Report
- Program Response to Review Team’s Initial Report

Resolution

The unit has changed the schedule of candidate clinical experiences. Previously, candidates completed most of their clinical experiences in Christian schools, with only a short experience in public schools just before student teaching. This provided little opportunity for development of teaching knowledge and skills with public school students. Beginning in January 2015, students will complete junior level clinical experiences, associated with methods coursework, in public schools. Dr Stupka and Mrs. Kramer met with the Superintendent and Human Resources staff for Ankeny Public Schools to develop partnerships for these clinical experiences. Planning for these placements is continuing. In addition, the program is changing their clinical experience curriculum and evaluations of candidates during clinical experiences to emphasize meeting the needs of diverse students. Planning of this curricular change has begun and will be finalized in fall of 2014.

No resolution is required for recommendations provided to the unit for continuous improvement. See the FBBC Action Plan accompanying this report for their response to continuous improvement recommendations.

DE consultants will conduct a follow up meeting with unit faculty in the fall of 2014 to assess progress on their plan.

Based on the work already begun, the support from College administration, and the documented plan the unit has provided, this standard is considered MET.

Final Recommendation

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

79.12(256) Faculty standard. Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all

programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

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

79.12(2) Faculty members 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

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- Faculty members demonstrate strong commitment to meeting the needs of the program and their students.
- Faculty members have extensive experience teaching in this program and in K-12 schools.
- The team recognizes the contributions of Dr. Don Long in CSD program development, as well as his contributions to the development of quality teacher preparation in the state of Iowa over many years through his ground breaking work around teacher dispositions.

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

- 1) **79.12(1)** Faculty members have education and experiences that provide a foundation for their teaching responsibilities. Since not all faculty have recent experiences directly connected to their specific course load, it is important for faculty to be current on recent trends in the field. The team suggests a continued focus on professional development in their respective fields.
- 2) **79.12(1)** The team found a detailed philosophy for online learning at FBBC. As online courses become available to students, the team suggests that faculty be provided adequate training in effective online teaching practices and course design.
- 3) **79.12(2)** CSD faculty use minimal data (feedback from student course evaluations) to initiate changes in courses. The team suggests CSD faculty utilize artifacts from Portfolio I and Portfolio II for course and program evaluation.

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

None

Requirements of the unit prior to State Board action

None

Sources of Information

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

Resolution

None required. No resolution is required for recommendations provided to the unit for continuous improvement. See the FBBC Action Plan accompanying this report for their response to continuous improvement recommendations.

Final Recommendation

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

79.13(256) Assessment system and unit evaluation standard. The unit's assessment system shall appropriately monitor individual candidate performance and use those data in concert with other information to evaluate and improve the unit and its programs. All provisions of this standard

shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

79.13(1) Unit assessment system.

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

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

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

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

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

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

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

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

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

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

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

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

79.13(2) Performance assessment system for candidates.

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

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

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

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

e. The system includes a coherent, sequential assessment system for individual practitioner candidates. The assessment system is shared with faculty with guidance for course and program improvement, as well as assessment criteria and a process for ongoing feedback to practitioner candidates about their achievement of program standards with guidance for reflection and improvement. Data are drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional assessment of content knowledge, professional knowledge, and pedagogical knowledge and their applications, and teaching or leadership performance including the effect on student learning.

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

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

79.13(4) The department shall periodically conduct a survey of schools, agencies, or facilities that employ licensed graduates of approved programs to ensure that the graduates' needs are adequately met by their programs and by the approval process herein.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The CSD has developed an assessment system that collects data at each of the program's four phases from multiple evaluators, and correlates with the six InTASC standards, unit's conceptual framework, Iowa Teaching Standards and Iowa Core Curriculum. Assessment data are collected, aggregated and reported. CSD and FBBC faculty and Advisory Board members analyze data with subsequent suggestions made for program change.
- The team commends the unit for bringing in outside evaluators to assess student teachers' response to requirements in Portfolio II. This triangulation increases assurance of reliability and validity of instruments used.
- The unit engages stakeholders in evaluation of the assessment system. Evaluation has included recommendations for and initiation of system changes.

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

- 1) **79.13(4)** The Team appreciates that graduates and their administrators were sent a program evaluation survey during the summers of 2012 and 2013 with a relatively high return rate. However, the team found no evidence that surveys were conducted between the last site visit and 2012. The Team suggests that the unit administer surveys to, at least, first year graduates and their employers on an annual schedule.
- 2) **79.13(1)f(1)** The Team commends the unit on regularly collecting, aggregating, analyzing and reporting assessment data from across the program. The Team encourages the unit to sort data by program: Elementary Education, Secondary Education, and Music. Sorting data will provide the unit with greater insight into strengths and issues unique to each program.

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

None

Requirements of the unit prior to State Board action

None

Sources of Information

- Interviews with: Chair of the Christian School Department; Dean of Research Effectiveness, unit faculty, candidates, general education/liberal arts faculty.
- State Institutional Report
- Program response to preliminary report
- Exhibits (Department and Advisory Board meeting minutes, student artifacts, artifact rubrics, surveys from employers, surveys from graduates)
- Christian School Department Handbook

Resolution

None Required. No resolution is required for recommendations provided to the unit for continuous improvement. See the FBBC Action Plan accompanying this report for their response to continuous improvement recommendations.

Final Recommendation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- a.* Includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.
- b.* Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.
- c.* Consists of interactive experiences that involve college or university personnel, the student teacher, and the cooperating teacher.
- d.* Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.
- e.* Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.

f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.

g. Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days).

h. Involves the student teacher in professional meetings and other school-based activities directed toward the improvement of teaching and learning.

i. Involves the student teacher in communication and interaction with parents or guardians of students in the student teacher’s classroom.

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

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- Candidates defend Portfolio I prior to student teaching, a good experience for candidates, as well as an opportunity to further assess candidates’ readiness for student teaching.
- Candidates exhibit high levels of professionalism, as defined by the CSD, when entering the student teaching experience.
- The team notes a strong collegial partnership between the CSD and several cooperating schools.
- Students participate in a variety of settings outside of the K-12 classroom working with children such as one on one tutoring, church ministry, and daycare settings.
- The CSD defines and communicates clear expectations of the candidates, supervisors, and cooperating teachers for clinical experiences.

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

- 1) **79.14(4)** Rules require that clinical experiences are well-sequenced, developmental, and include “the involvement of teacher candidates in assessment, planning, and instruction as well as in activities directed toward the improvement of teaching and learning.” Currently, early field experiences at FBBC involve primarily observation. Candidates, graduates, and cooperating teachers strongly indicate a need for increased participation in teaching activities during these early experiences, as well as in all field experiences. The team suggests that the unit develop methods to ensure that all clinical experiences are meaningful and experiential.
- 2) **79.14(5)** The team found that the CSD does not consistently share responsibility for the selection of cooperating schools and teachers. In some cases, students are allowed to arrange their own placements. The team suggests the unit play a more active role in ensuring high quality clinical placements for all field experiences.
- 3) **79.14(9)** The team finds inconsistency in documentation and in practice for meeting the required biweekly college supervisor formative evaluation. The team suggests careful oversight of college supervisor student teaching evaluation schedules.
- 4) **79.14(10)** The team notes conflicting data regarding the placement of student teachers in classrooms of appropriately qualified cooperating teachers. The team suggests careful review of cooperating teacher qualifications when making student teaching assignments.
- 5) **79.14(11)** The team notes inconsistency of collecting feedback data from cooperating teacher workshop participants. The team recommends collection of feedback following every workshop, with the intent to analyze the data to drive improvement.

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

None

Requirements of the unit prior to State Board action

None

Sources of Information

- Interviews with: candidates, cooperating teachers, administrators, recent graduates
- Classroom visits
- Contracts with school districts
- State Institutional Report
- Program response to preliminary review
- Exhibits: Student Surveys/Assessments, Handbooks, Student Teacher Observation
- Schedule
- Student education files

Resolution

None Required. No resolution is required for recommendations provided to the unit for continuous improvement. See the FBBC Action Plan accompanying this report for their response to continuous improvement recommendations.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

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

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

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

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

- a.* Be aware of and understand the values, life styles, history, and contributions of various identifiable subgroups in our society.
- b.* Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.
- c.* Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.
- d.* Recognize human diversity and the rights of each individual.
- e.* Relate effectively to other individuals and various subgroups other than one’s own.
- f.* Have an awareness of federal and state civil rights legislation as it impacts students.

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

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

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

79.15(7) Each teacher candidate demonstrates acquisition of the knowledge, skills and dispositions designated by the unit standards and aligned with the INTASC standards embedded in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher. Each candidate exhibits competency in all of the following professional core curricula:

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

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

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

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

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

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

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

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

i. Foundations, reflective practice and professional development. The candidate develops knowledge of the social, historical, and philosophical foundations of education. The candidate

continually evaluates the effects of the candidate’s choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.

j. Collaboration, ethics and relationships. The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

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

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

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

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

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- Writing across the curriculum provides additional support to students who struggle with writing skills during their freshman and sophomore years.
- The team appreciates the utilization of current practicing teachers to demonstrate technology in the classroom.
- The Iowa Dispositions Model is integrated throughout the program providing students the opportunity to self-assess and be assessed by faculty dispositionally.

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

- 1) **79.15(7)** The team found CSD candidates knowledgeable regarding teaching standards, yet candidates expressed a lack of confidence in their ability to apply this knowledge. The team

suggests that the CSD evaluate this concern to determine if courses need a stronger connection between theory and practice.

- 2) **79.15(7) k.** Available technology on FBBC campus is typical of the average private K-12 classroom in which candidates are placed for clinicals. Technology available in many public schools is well beyond this level. The team recommends a stronger focus on teaching candidates how to integrate current instructional technology for teaching and learning within the K-12 classroom.
- 3) **79.15(7) l.** Secondary level candidates have noted that attention to secondary methods is often overshadowed by elementary methods when the two areas are combined in one course. If coursework is delivered to elementary and secondary level candidates simultaneously, the team suggests that attention is devoted to the balance between elementary and secondary foci.

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

None

Requirements of the unit prior to State Board action

None

Sources of Information

- Interviews with: unit 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

Resolution

None required. No resolution is required for recommendations provided to the unit for continuous improvement. See the FBBC Action Plan accompanying this report for their response to continuous improvement recommendations.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Appendix A: FBBC Action Plan

Action Plan to Bring Standards into Compliance (revised 8/22/14)

Concerns from IA Dept. of Education	PLANS	People Responsible / Due Dates
Governance		
<p>Concern #1: The unit must provide a plan to develop a research base to articulate their shared vision of best practices in a conceptual framework. The plan must include milestones and persons and positions of responsibility.</p>	<ul style="list-style-type: none"> • Complete research work to collect references for a research base. • Organize and analyze research data. • Synthesize data and develop draft of a new conceptual framework. • Prepare visual to illustrate the new framework. • Present conceptual framework draft to Advisory and Teacher Education Committees in the spring of 2015 to receive feedback. • Use feedback to prepare final draft of the conceptual framework and send final draft to the Department of Education by May 31, 2015. 	<ul style="list-style-type: none"> • Mark Stupka and Don Long • Present preliminary draft to Dept. of Education by January 1, 2015. • Present preliminary draft to Advisory Committee in April 2015. • Present preliminary draft to Teacher Education Committee in April 2015. • Present Final Draft of New Conceptual Framework to the Dept. of Education by May 31, 2015.
<p>Concerns #2 and #3: The unit must provide a plan supported by administration that addresses the faculty overload issues identified.</p>	<ul style="list-style-type: none"> • Faculty overload issues will be addressed in the following ways: <ul style="list-style-type: none"> • Mark Stupka • Administrative Assistant (with teaching credentials) will be hired to assist Mark in various ways (done in July of 2014) <ul style="list-style-type: none"> ○ She will superintend the pre-student teaching field experiences under Mark’s general supervision. ○ She will serve as Mark’s teaching assistant for the four clinical practice courses. (2 credit hours total) 	<ul style="list-style-type: none"> • The Academic Dean, Dr. Paul Hartog, will meet with CSD faculty to begin implementing these plans during the 2014-15 school year with full implementation to take place in the 2015-16 school year.

	<ul style="list-style-type: none"> ○ She will assist him with a variety of clinical practice and student teaching communications. ○ She will assist with the Chalk and Wire e-portfolio assessment system. Eventually, she will assume responsibility to complete many of the assessment and reporting tasks. ● Reduce his teaching load by approximately six credits per year <ul style="list-style-type: none"> ○ Assign to another faculty member the Human Relationships course (a Gen. Ed. course). (2 credits) ○ Combine the Adolescent Growth course (2 credits) with Child Growth & Development to make a new Human Growth and Development course. Dr. Stupka would team teach (on a limited basis) the course with Mrs. Brown. ○ As mentioned earlier, the new administrative assistant will assume most of the teaching duties in the four Clinical Practice courses. (equivalent of 2 credits) ● David Horner ● Reduce his teaching and committee involvement load <ul style="list-style-type: none"> ○ Mr. Horner was relieved of a section of the Introduction to Communications course this fall (2014). ○ The English Fundamentals class previously taught by David Horner is being taught by Mr. Randy Smith (Fall 2014). The college will be hiring an instructor to teach courses in oral and written communications and literature (for the newly approved Communications Minor). Together, the goal is to reduce David's teaching load by 4-6 credits ○ The plan is also for this communications instructor to chair and direct the current "writing-across-the-curriculum" emphasis that David has been directing as it becomes the Communications 	
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	<p>Improvement Task Force. This will also relieve David of that responsibility.</p> <ul style="list-style-type: none"> ○ Have the new administrative assistant attend Christian School Department meetings and take minutes of these and other CSD meetings. 	
Diversity		
<p>Concern #1: The unit must develop and document a plan for increasing the range of diversity in clinical experiences. The plan must address how candidates will be prepared to meet the needs of Iowa's diverse K-12 population in all schools, public and private.</p>	<ul style="list-style-type: none"> ● All clinical experience observation requirements and related forms will be revised to require more classroom involvement from candidates. ● Meet with Public and Christian school administrators to build relationships to foster more effective clinical experiences. ● Implement modified and J-Term clinical experiences for sophomores and juniors. <ul style="list-style-type: none"> ○ Sophomores – Christian Schools ○ Juniors – Public Schools 	<ul style="list-style-type: none"> ● Mark Stupka and Administrative Assistant Kayla Kramer will complete the following revisions according to the specified timetable: <ul style="list-style-type: none"> ○ August 30, 2014 – All observation forms updated ○ August 2014 – meet with school administrators ○ J-Term plans made and approved by FBBC&TS administration by 5/1/15 ○ J-Term implemented in January 2016
Other DE Recommendations	Plans	
<p><u>Governance and Resources</u></p> <p>1. The CSD should continue efforts to expand the program's ability to prepare candidates to teach in all schools (public and private) by recruiting individuals from public schools to become members of their advisory committee.</p>	<p>1. Additional Advisory Committee members will be recruited from public schools.</p>	<ul style="list-style-type: none"> ● Mark Stupka – Fall 2014; one new committee member from a public school has already been secured and several others have been contacted.

<p>2. The CSD should work with administration to develop and resource plans for professional development.</p> <p>3. The samples and materials in the curriculum lab (IMC) should be updated and increased to include more current curriculum resources and curriculum used in the public sector.</p> <p><u>Diversity</u></p> <p>4. The CSD should assess candidates' abilities to develop a classroom environment that supports all types of diversity and to implement any needed changes indicated.</p> <p><u>Faculty</u></p> <p>5. The CSD should encourage faculty members to pursue professional development in their respective fields.</p> <p>6. FBBC & TS should provide adequate training for professors in</p>	<p>2. A professional development plan will be developed for the CSD faculty in coordination the Academic Dean, with clearer instructions concerning the availability and use of faculty development funds for conferences, continuing education experiences, etc.</p> <p>3. A faculty member will visit curriculum labs of other colleges in central Iowa and utilize the information to develop a plan to enhance the current IMC.</p> <p>4. All clinical experience observation forms and requirements will be revised to require more active involvement in the K-12 classroom settings. In addition, juniors will be assessed by the cooperating teacher regarding their ability to create a positive classroom environment that supports diverse learners.</p> <p>5. The CSD Chair and the Academic Dean will work together to prepare a professional development plan as described in #2 above.</p> <p>6. FBBC & TS has already begun offering training to faculty in the use of the Canvas online system, and this training and support will be continued. Five individuals have earned professional certificates in online education from the</p>	<ul style="list-style-type: none"> • Mark Stupka in coordination with Dr. Paul Hartog, Academic Dean - Fall 2014 • Dee Long – Summer/Fall of 2014; she has already visited Simpson College and Drake University • Mark Stupka and Kayla Kramer – 2015-16 school year • Dr. Paul Hartog and Mark Stupka – Fall 2014 • Dr. Paul Hartog, Academic Dean, and Dr. Chris Ellis, Director of Online Learning
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<p>effective online teaching practices and course design.</p> <p>7. The CSD should utilize artifacts from Portfolio I and II for course and program evaluation.</p> <p><u>Assessment</u></p> <p>8. The CSD should administer surveys to, at least, first year graduates and their employers on an annual schedule.</p> <p>9. The CSD should sort data by program: Elementary Education/ Secondary Education/Music to provide the unit with greater insights into strengths and issues unique to each program.</p> <p><u>Teacher Education Clinical</u></p> <p>10. The CSD should develop methods to ensure that all clinical experiences are meaningful and experiential.</p>	<p>University of Wisconsin-Madison, and the online manager has formed an orientation in online instruction required of all new online instructors. The recent online instructor in the reading endorsement summer classes completed this orientation, for example.</p> <p>7. Semi-annual reports from both Portfolio I and II will be prepared for course and program evaluation purposes. These reports will be shared at the Teacher Education Committee meetings in the fall and at the CSD Faculty Retreat in the spring.</p> <p>8. The CSD will administer and collect data from first-year teacher and administrator surveys on an annual basis.</p> <p>9. The CSD will periodically sort and analyze data by program to provide greater insights into the strengths and issues of the various (El. Ed., Sec. Ed., Music Ed.) programs.</p> <p>10. As mentioned previously, clinical experience requirements and related forms will be revised to require more active and diverse involvement in K-12 classroom settings.</p>	<ul style="list-style-type: none"> • Mark Stupka and Kayla Kramer – beginning Fall 2014 • Mark Stupka, Don Long, and Kayla Kramer - annually each May • Mark Stupka and Kayla Kramer – make portfolio / form revisions by 12/31/2014 to enable data sorting to be accomplished. • Mark Stupka and Kayla Kramer – beginning in the 2015-16 school year • Mark Stupka and Kayla Kramer – 2014-15 school year
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<p>11. The CSD should play a more active role in ensuring high quality clinical placements for all field experiences.</p> <p>12. The CSD should ensure careful oversight of college supervisor student teaching evaluation schedules.</p> <p>13. The CSD should carefully review cooperating teacher qualifications when making student teaching assignments.</p> <p>14. The CSD should collect feedback from participants following every workshop, with the intent to analyze the data to drive improvement.</p>	<p>11. The CSD will make all clinical experience placement arrangements. Freshmen will be allowed to submit their preferences for placements in or near their hometowns, but these preferences must be approved by the Clinical Experience Coordinator.</p> <p>12. The Student Teaching Coordinator will prepare the student teaching supervision schedule before the student teaching experience begins and check to make sure careful supervision is taking place.</p> <p>13. The CSD will confirm and document cooperating teacher credentials when making student teaching assignments.</p> <p>14. The CSD will conduct an annual survey of all cooperating teachers and student teachers who attend the Cooperating Teachers’ Workshop and Dinner and use the data collected to make improvements in the event.</p>	<ul style="list-style-type: none"> • Mark Stupka – 2014-15 school year • Mark Stupka and Kayla Kramer – 2014-15 school year • Mark Stupka and Kayla Kramer – 2014-15 school year
<p><u>Teacher Education Curriculum</u></p> <p>15. The CSD should evaluate education courses to determine if courses need a stronger connection between theory and practice.</p> <p>16. The CSD should develop a stronger focus on teaching</p>	<p>15. The CSD has taken steps to embed clinical experiences into education courses, and additional steps are being taken to revise clinical experience forms and course content to make a stronger connection between theory and practice.</p> <p>16. The CSD faculty will continue taking steps to model the use of technology in the college classrooms more effectively and require students to utilize</p>	<ul style="list-style-type: none"> • CSD Faculty and Kayla Kramer – 2014-2015 school year • CSD Faculty – 2014-15 school year

<p>candidates how to integrate current instructional technology for teaching and learning within the K-12 classroom.</p> <p>17. When coursework is delivered to elementary and secondary level candidates simultaneously, the CSD should make sure that attention is devoted to the balance between elementary and secondary foci.</p>	<p>technology in course assignments. For example, a new digital atlas system is being introduced in the Fall of 2014 to enhance geography instruction. In addition, faculty will take steps to invite current practitioners to come to campus and share practical tips on the use of instructional technology.</p> <p>17. CSD faculty is making modifications in the combined Methods and Materials (M-CS 202/206) and Praxis: Theory to Praxis (M-CS 419) courses to provide more specific instruction to elementary and secondary level candidates when appropriate.</p>	<ul style="list-style-type: none"> • CSD Faculty • M-CS 202/206 – revisions made in Spring 2014 • M-CS 419 – changes planned for Fall 2014
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Appendix B: FBBC Action Plan Addendum

**Iowa Department of Education Site Visit - 2014
Additional Information / Documentation
August 2014**

Additional Information/Documentation requested on e-mail from Dr. Larry Bice on 8/13/2014:

Governance:

Concern #1. Your plan is good. We will ask that you include in your due dates a mid-course update to the DE, in December or January. We want to assure that you are working on this research base in the fall.

- **Mid-course update added to Action Plan. (Please see revised action plan.)**

Concerns 2 and 3. Your plan is very good. It should help with overload considerably. We will need some documentation:

a. Since you have hired the Admin Assistant, if you provide a name and briefly explain her credentials, we can include that in the plan. Please include whether she is full time or part time (if so, what percentage of full time). Also include a plan for her training, specifically on the assessment system.

- **Our new Assistant is Kayla (Gerhardt)Kramer**
 - **B.S. degree in Elementary Education ('06) from Faith Baptist Bible College**
 - **Taught for 8 years in schools in Minnesota and Florida**
 - **A full-time employee**
 - **Since her start date on 7/28/2014, she has completed on-line training in Microsoft Excel, Microsoft Word, and the Canvas Learning Management System. She has also attended webinars on Chalk and Wire e-portfolio management and ETS Title II Reporting.**
 - **Mrs. Kramer will receive additional Chalk and Wire training to develop her ability to use this assessment system effectively. In particular, we plan to make arrangements for her to attend upcoming Chalk and Wire training seminars and to meet with Lorrie Long and her staff at Graceland University this fall to receive practical insights.**

b. A list or chart showing the load for Dr. Stupka and Mr. Horner for the next academic year.

Mark Stupka	David Horner
Fall Teaching Load – 10 credit hours	Fall Teaching Load – 12 credit hours
Human Relationships (2 sections) – 4 credit hours	Advanced Grammar & Linguistics – 3 credit hours
Clinical Practice Seminar I – 0 credit hours - Assisted by Kayla Kramer	American Masterpieces – 3 credit hours
Clinical Practice Seminar III – 0 credit hours - Assisted by Kayla Kramer	Teaching Sec. English/Language Arts – 2 credit hours
Praxis: Theory to Practice (3 credit hours) - Team teach with Mr. Horner	Senior Writing – 1 credit hour
Adolescent Growth & Development (2 credit hours)	Praxis: Theory to Practice (3 credit hours) - Team teach with Dr. Stupka
Teaching Elem. Physical Education (1 credit hour)	Other: Director of Secondary Education, HLC Criterion Team Leader
Other: Department Chair, Student Teaching Placements, CSD Assessment Coordinator	
Spring Teaching Load – 5 credits	Spring Teaching Load – 12 credits
Student Teaching Seminar (0 credit hours)	Secondary Methods and Materials (3 credit hours) - Team teach with Mrs. Brown
Middle School Student (3 credit hours) - To be offered every other year	Creative Writing (2 credit hours)
Human Growth and Development (1 credit hour)	World Geography (1 credit hour)
Educational Technology (1 credit hour)	Intro. to Literature – two sections (6 credit hours)
Other: Student Teaching – Placements & Supervision; CSD Chair Responsibilities	Other: Student Teaching Supervision, HLC Criterion Team Leader

c. A letter from the Academic Dean documenting plans and resources to hire the instructor for courses in oral and written communication.

➤ **Please see the attached document.**

Diversity:

Concern #1.

a. we need more detail and documentation of your plan to meet with administrators, particularly public schools. Who? Where? When? What is agenda?

- **Dr. Stupka and Mrs. Kramer met with Dr. Bruce Kimpston, Superintendent of Ankeny Public Schools, on Tuesday, August 5, 2014. We discussed the following topics:**
 - 1) Faith's desire to become more actively involved in the Ankeny Public School system;
 - 2) Refining the placement process for clinical experiences;
 - 3) The diversity of schools within the Ankeny system.

Dr. Kimpston referred us to Kristy Hansen, who serves as the Executive Administrative Assistant for Human Resources. We have taken steps to determine 2014-15 clinical placements for FBBC's juniors in the Ankeny Public Schools. Mrs. Kramer has been in communication with Kristy Hansen on several occasions since our August 5th meeting to finalize these placements.

b. J term experiences. You are placing sophomores in public schools. What are the sophomores doing? What coursework is this clinical experience aligned with? Our concern is that your students will not have experiences allowing them to practice strategies (methods course based) in public schools. Limiting public school experiences to observational will not suffice.

- **We have changed our Action Plan to place our juniors in public schools to give candidates more opportunities to practice their instructional strategies in public school settings. The junior clinical experiences are embedded in the following junior-level courses: Elementary Education – Teaching Science (fall) and Teaching Math (spring); Secondary Education – Advanced Grammar & Linguistics (fall) and Creative Writing (spring). All sophomores have clinical experiences embedded in the Foundations of Education course (fall) and Methods and Materials course (spring).**

Appendix C: Letter of support from Vice President of Academic Services

August 22, 2014

Lawrence R. Bice, Ed.D.
Administrative Consultant, Practitioner Program
Iowa Department of Education
400 East 14th Street
Des Moines, IA 50319-0146

Dear Dr. Bice,

I wish to inform you of our administration's framework for relieving Mr. Horner of his overload responsibilities. Mrs. Lynn McCool was added to our adjunct faculty in 2012. She has a Master of Arts Degree from Iowa State University, and she is now approaching the dissertation stage of her Ph.D. from Iowa State as well (in Rhetorical Studies). As her Ph.D. studies have progressed, she has been increasing her professional services at our institution. For example, in the Fall of 2013, Mrs. McCool taught one section of Introduction to Communication while Mr. Horner taught the other. But in the Fall of 2014, Mrs. McCool will be teaching both sections of this course, relieving Mr. Horner of his section. Also in the fall of 2013, Mrs. McCool was added to the Writing Improvement Committee, chaired by Mr. Horner. In the spring of 2014, she led in the committee's planning of a major proposal (with appropriate remuneration), relieving Mr. Horner as chair of this duty.

According to an administrative plan, Mrs. McCool (who will be finishing her Ph.D. within a year) will be adding yet more teaching responsibility in the 2014-2015 academic year. The Board has concurred with this plan in principle and has agreed with a funding increase. Along with this future goal, Mrs. McCool would be the likely candidate to succeed Mr. Horner as chair of the Writing Improvement Committee, to be renamed as the Communications Improvement Committee (because of its expansion from written into oral and digital communications as well). This trajectory of increasing Mrs. McCool's responsibilities and thereby decreasing Mr. Horner's load is part of a wider approach. This fall the institution has also scheduled Mr. Randy Smith (M.A., Iowa State University) to teach an English Fundamentals course previously taught by Mr. Horner. The appropriate funds have been allocated, and the signed contract was turned in by Mr. Smith earlier this month.

We appreciate the input of the Department of Education team and their insights into how to improve our Teaching Program. Many thanks for your time and efforts.

Sincerely,

Paul Hartog, Ph.D.
Vice President for Academic Services
Faith Baptist Bible College and Theological Seminary
1900 N.W. Fourth St., Ankeny, IA 50023