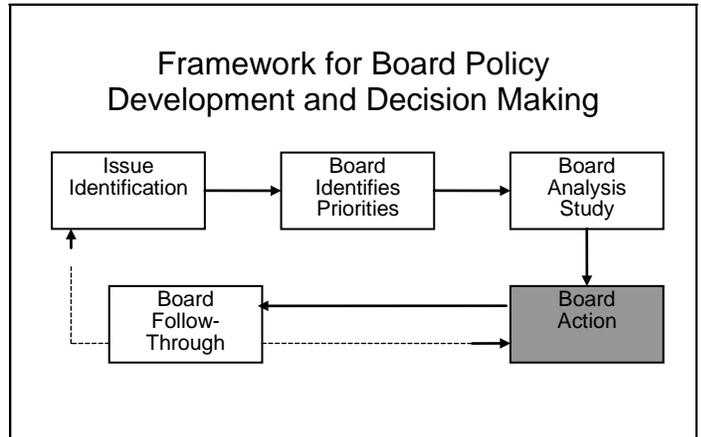


Iowa State Board of Education

Executive Summary

May 15, 2014



- Agenda Item:** Viterbo University-Iowa Center Principal Preparation Program
- Iowa Goal:** All PK-12 students will achieve at a high level.
- State Board Role/ Authority:** The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and Iowa Administrative Code section 281—79.5.
- Presenter:** Matt Ludwig, Consultant
Bureau of Educator Quality
- Attachments:** 2
- Recommendation:** It is recommended that the State Board approve Viterbo University-Iowa Center Principal Preparation Program through the next state accreditation cycle scheduled for the 2019-2020 academic year.
- Background:** Iowa Code 281—79.5(256) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. Viterbo University-Iowa Center Principal Preparation Program has met all of the program approval standards as approved by the State Board.

Viterbo University
Principal Preparation Program

State Board Report

Iowa Department of Education

May 2014

Review Team Members:

Matt Ludwig (Team Lead); Iowa Department of Education (DE) Leadership Consultant

Dr. Larry Bice; DE Practitioner Preparation – Administrative Consultant

Byron Darnall; Bureau Chief – Educator Quality

Marietta Rives; DE Recruitment and Retention Consultant

Dr. Liz Hollingworth; Leadership Preparation – University of Iowa

Dr. Jan Walker; Leadership Preparation – Drake University

Principal Preparation Program Approval
Viterbo University
(Under Chapter 79 of the Iowa Administrative Code)

May 2014

Introduction:

The State of Iowa is committed to providing quality education to all students and to ensuring high levels of student performance across the state. This vision of excellence in education requires that each local, regional, and state education organization have effective leadership for student learning. Toward that end, the state legislature and state board of education have established policies governing administrator preparation and professional development.

In April 2009, the Iowa State Board of Education adopted a revised version of Chapter 79 – Standards for Practitioner and Administrator Preparation Programs. The intent of the standards was for new and existing programs to design and maintain quality school administrator programs in Iowa that will positively impact the whole Iowa educational system. In an effort to assist new and existing programs, the Iowa Department of Education provided the institutions with guidance in preparing their institutional report for examination by a review panel and approval by the State Board.

On November 19, 2007, the Iowa Department of Education granted a full five-year program approval for Viterbo University-Iowa Center's Educational Leadership Program and the Iowa Board of Educational Examiners (BoEE) approved an initial administrator PK–12 Principal/Supervisor of Special Education license. One hundred sixteen (116) PK–12 Principal/Supervisor of Special Education licenses have been issued since 2008. In addition, the Secretary of State issued a Certificate of Authority to Viterbo University that was valid to July 14, 2012. A commission renewal hearing was held September 21, 2012. Viterbo University received a congratulatory email from Carolyn Small on September 21, 2012, informing Viterbo University of approval for another two-year cycle.

In early 2012, Viterbo University-Iowa Center in cooperation with the program director and the institution's administrative team began preparing the report by articulating plans for the principal preparation program by hiring faculty, reviewing educational leadership research, and outlining course work and clinical experiences for potential candidates. A formal site visit by the Department of Education was conducted in April of 2013. The site visit resulted in the institution developing and implementing a comprehensive action plan for continuous improvement.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

- As students progress through the curriculum, which is clearly aligned with 21st Century Skills, Interstate Teacher Assessment and Support Consortium (InTASC) standards, Iowa Teaching Standards and Criteria (ITS&C), and Iowa Standards for School Leaders (ISSL), they develop proficiency and become fully prepared to meet the requirements for licensure.
- The cohort model, with the small class sizes, as well as the face-to-face classes, allow instructors and students to develop relationships, engage in professional networking, and develop an understanding of diverse school settings.
- The adjunct instructors are highly-qualified and currently practicing, or recently retired, educators who serve in key roles such as superintendent, principal, curriculum coordinator, and area education agency (AEA) chief administrator.
- The adjunct instructors are dedicated to the students and the program, provide sharing of first-hand experiences, and blend theory with authentic advice and application of practice.
- Adjunct instructors apply practicality and relevance to coursework, which is solidly aligned with the ISSL. Course activities incorporate data-based decision making through action planning for school improvement.
- The internship starts almost immediately upon entry into the Educational Leadership program and students are assigned an internship supervisor who provides the student with insights into administration. The extensive (400 hours) and diverse internship component of the program assists candidates in being well-prepared to serve as PK-12 administrators in a wide range of school settings.
- Program faculty and administrators utilize results from the comprehensive, cohesive assessment plan for continuous improvement. Assessment methods, such as the common formative assessments and the University Council for Educational Administration (UCEA) end-of-program survey, are aligned with InTASC standards, as well as ITS&C, Iowa preparation core professional standards, and Iowa Board of Educational Examiners' licensing standards.

SECTION A: GOVERNANCE AND RESOURCES

281—79.10(256) Governance and Resources Standard: Governance and resources adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions.

79.10(1) A clearly understood governance structure provides guidance and support for the practitioner preparation program(s).

79.10(2) The professional education unit has primary responsibility for all programs offered at 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.

79.10(4) The work climate, policies, and assignments promote intellectual vitality, including best teaching practice, 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 is, at a minimum, semi-annually solicited for program input to inform the unit.

79.10(6) When a unit is a part of a college or university, the unit provides evidence of ongoing collaboration with the arts and sciences 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, delivery of quality programs, and preparation of practitioner candidates.

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

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

79.10(13) Resources 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 managed to ensure integrity, quality, and continuity of programs.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths:

- Viterbo University administration, based at the LaCrosse, Wisconsin, campus, demonstrates an ongoing and compelling commitment to the principal preparation program based in West Des Moines, Iowa. The administrators make purposeful visits to the Iowa Center and the Iowa Center leadership attends focused and intentional visits to LaCrosse campus to ensure the work fulfills the institution's mission, goals, and outcomes. The Iowa Center Educational Leadership Program Specialist and the Off Campus Coordinator/Marketing Specialist are both relatively new hires, and both cite the meetings, in Iowa or Wisconsin, as extremely beneficial to their individual professional development and the Iowa-based principal preparation program.
- Viterbo University exhibits ongoing communication and collaboration between the Iowa Center and LaCrosse campuses as it happens often and is well-designed. As the leadership at the Iowa Center gains traction, the review team encourages the program to be more purposeful in its communication, collaborative, implementation efforts in Iowa (i.e., West Des Moines, Burlington, etc.).
- The adjunct instructors for the principal preparation program at Viterbo University – Iowa Center are either active or retired PK-12 school administrators who are highly regarded within the state for their leadership practices. These leaders lead by example in the Viterbo University-Iowa Center classrooms by providing school leadership candidates an opportunity to build their knowledge, skills, and dispositions from a real-world school context and through face-to-face instruction.
- Viterbo University principal preparation program students in the Iowa Center are provided electronic access to library and research materials housed at the LaCrosse campus. Although there is no official library at the Viterbo University-Iowa Center, students, instructors and administrators believe the electronic access provides adequate library and/or curriculum materials and resources to achieve the course outcomes.

Recommendations for Continuous Improvement:

- 1) **79.10(2), 79.10(10)** The team recommends the institution continuously examine its efforts to support and guide the work of Dr. Bunt. For example, implementing and monitoring a leadership plan to continuously support Dr. Bunt through professional coaching, mentoring, etc. to ensure quality in teaching and the accomplishment of the administrative requirements. The institution should also work collaboratively with Dr. Bunt and the instructors to plan and ensure processes are entrenched in the principal preparation program regarding curriculum (i.e., existing courses meets requirements and addressing diversity in instruction and ideas). (See the program's action plan – F1, 3, 4, 7 & 10)
- 2) **79.10 (2)** In an effort to guarantee a quality principal preparation program, the Viterbo University administrative team and the Iowa Center Educational Leadership Program Specialist should continue to archive agendas, minutes, and other documents and at the same time use them along with other data to make institutional and/or program decisions. (See the program's action plan – EL 4, 5, 7, 20 & F 9, 11)

- 3) **79.10(2)** During the preliminary review and site visit, the review team discovered inaccuracy while analyzing the various data tables in the Institutional Report (IR) and the institution's initial presentation to the team (i.e., the numbers of students appear to be reported differently in various tables in the IR). Different numbers presented in the IR is not a compliance issue; however, the review team recommends that the institution improve its accounting and maintenance of student data for improvement of candidate and program assessment purposes. (See the program's action plan – F7 & 12, SI 1-5, & C7)
- 4) **79.10(3)** Through the document review (e.g., IR, syllabi, assessment, etc.) and interview process (e.g., students, faculty, mentors, field experience supervisors, etc.) the team is concerned that the conceptual framework struggles to be operationalized to ensure coherence throughout the program. The framework should be continuously updated to stay current with best practices in supporting and sustaining the 21st Century leader. (See the program's action plan – SI6 & C1-4, 8)
- 5) **79.10(5)** The Viterbo University-Iowa Center principal preparation program has established an advisory committee that includes representation from various educational agencies and retired educators. The program is encouraged to broaden the representation to include members of other educational organizations (i.e., School Administrators of Iowa, Learning Forward Iowa, etc.) and the business/industry sector. (See the program's action plan – EL 7, 20)
- 6) **79.10(4), 79.10(6)** The program provides at least two avenues for faculty to collaborate with each other and with administrators – Educational Leadership Faculty/Professional Development meetings and Adjunct Networking Meetings. The meetings provide opportunities for collaboration and professional development to benefit all students. The recent agendas (i.e., 2011 to the present) show valuable work being accomplished in these meetings; however, there is a lack of evidence for meetings from 2007 to 2011. (See the program's action plan – EL 6-7)
- 7) **79.10(8)** All faculty and internship supervisors should be a part of the institution's systemic and comprehensive evaluation system. While interviewing internship supervisors, the group expressed that they had not been evaluated by the former Iowa Center Educational Leadership Program Specialist. (See the program's action plan – EL 3-5 & F13)
- 8) **79.10(10)** The institution should continuously assess their technology needs and work with area administrators, past and present students, mentors, and field experience supervisors to identify appropriate technologies for learning and educational leadership. (See the program's action plan – F14)

Items that Must Be Addressed Prior to State Board Action:

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

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION B: DIVERSITY

281—79.11(256) Diversity Standard: The environment and experiences provided practitioner candidates support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions.

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

79.11(2) The institution and unit document their efforts in maintaining and increasing a diverse faculty and 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

- Following a 2010 National Council for the Accreditation of Teacher Education (NCATE) – now CAEP (Council for Accreditation of Educator Preparation) – the Viterbo University Diversity Team created and instituted a diversity statement to address various individuals and groups of people – ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
- Viterbo University and the principal preparation program have employed various efforts to promote diversity (i.e., financial aid, scholarships, and cohorts). Specifically, the Viterbo University-Iowa Center principal preparation program assembles candidates into cohorts with an eye toward diverse representation – rural, suburban, urban, ethnicity, gender balance, etc. Students, faculty, and field experience supervisors applaud the cohort structure as an opportunity to make connections to various diverse settings and to discover and articulate diverse experiences related to coursework.
- Instructors and internship supervisors are vital to connecting principal candidates to diversity. These professionals bring guest speakers, various materials and resources, and multiple opportunities for candidates to engage with diversity inside and outside the classroom.
- The diversity expectations for candidates’ interactions with diverse faculty, other candidates, and PK-12 students and settings are stated in the program’s rubrics related to diversity.

Recommendations for Continuous Improvement

- 1) **79.11(256) 79.11(3)** In the diversity section of the IR, the program states candidates are challenged to understand and appreciate diversity through coursework and experiences and to transfer that background and experience into administrative leadership which advances diversity and opportunity in the PK-12 schools. Each course is linked to clinical experiences (i.e., 100 hours) that must be successfully completed by each candidate, and each candidate must complete 400 hours of internships. The majority of students self-select to do their internship work in their own districts. The institution and principal preparation program may want to consider developing a comprehensive system of tracking and verifying diverse experiences in a variety of educational settings.
(See the program's action plan – EL17 & C5, 7, 8)
- 2) **79.11(3)** While visiting with past and current principal candidates, they indicated that much of their official coursework on diversity occurs in EDUL 607: Meeting the Needs of Diverse Learners. Several students also shared that this particular course covers too much material related to diverse learners and would like the program to consider integrating or spreading out the course content into two or more courses. Several students indicated they would prefer to have the information in this class spread out into two or more classes.
(See the program's action plan – C3-5)

Items that Must Be Addressed Prior to State Board Action

1. **79.11(2)** Viterbo University-Iowa Center seems to rely solely on in-house recruitment and selection of faculty members. Several staff members indicated their process for hiring did not involve advertisement or seeking a pool of candidates. The university and the program need to develop a plan to address the following questions:
 - a. *What evidence can the university provide of securing a diverse applicant pool for open positions?*
 - b. *What evidence can the university produce of tracking applicants for open positions?*

Institutional Response:

Viterbo University-Iowa Center – Educational Leadership Response

(See entire Viterbo University Iowa Center Action Plan in APPENDIX A)

A. *Actions to be taken*

- 1) **Faculty hiring:** *Adhere to Viterbo University graduate faculty appoint guidelines. (EL2 & F5-6 of the Program Action Plan)*
- 2) **Recruiting adjuncts:** *Advertisements placed on sites that clearly articulate criterion. Notify Human Resource Director to place on corresponding position description on the university's website. Create a pool of qualified adjunct instructors.(F5 of the Program Action Plan)*
- 3) **Adjunct Hiring:** *Adhere to graduate appointment guidelines. Program specialist reviews all adjunct applications and interviews as needed. New adjunct orientations are scheduled. (EL2 & F5-6 of the Program Action Plan)*

B. *Dates for completion of each action*

- a. *Ongoing efforts as new adjunct positions are identified.*

- C. *Strategies for recruiting, hiring and supporting new adjuncts.*
 - i. *Use graduate faculty appointment guidelines consistently and put forms on shared document site.*
 - ii. *Develop a checklist for a new adjunct candidate pool. Follow Viterbo University Hiring Practices to create a pool of qualified adjuncts.*
 - iii. *Schedule face-to-face orientation meetings with new adjuncts.*

- D. *Supporting Evidence*
 - a) *A recruitment checklist and a hiring checklist have been developed to ensure adherence to faculty hiring guidelines and monitor the processes. Action Plan EL1 and EL2*
 - b) *The CRM program (Sales Force) is utilized to provide data for an adjunct instructors' "pool". Action Plan F5*
 - c) *Advertisements for adjunct faculty have been placed on Iowa Reap, highered.com, and the Viterbo University Human Resources web sites with specific qualifications. Action Plan F5*
 - d) *The adjunct hiring process and checklist includes a thorough review of applications, resumes, credentials, and face to face interviews. Action Plan EL 2 and F6*
 - e) *This process and the checklist has been used since September, 2013. Action Plan EL2 and F6*
 - f) *New adjunct instructor orientation meetings were held in October, 2013. Action Plan F2*

Final Team Response:

The team considered evidence related to recruiting, hiring and supporting new adjuncts for not meeting this standard. The unit response clearly addresses the concerns of the team satisfactorily. Viterbo University and the Iowa Center have developed and implemented plans to address recruiting, hiring and supporting new adjuncts. **The team considers this standard MET.** The Iowa Department of Education will meet with Viterbo University-Iowa Center in May 2015 to assess ongoing implementation of these actions.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION C: FACULTY

281—79.12(256) Faculty Standard: Faculty qualifications and performance facilitate the professional development of practitioner candidates in accordance with the following provisions.

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 preparation students are being prepared.

79.12(2) Faculty members instruct and model best practices in teaching, including the assessment of their own effectiveness as related to candidate performance.

79.12(3) Faculty 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 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 community representatives.

79.12(5) Part-time faculty and graduate assistants, when employed, are identified as such and meet the licensure and experience requirements appropriate for their assigned responsibilities.

79.12(6) Faculty members preparing practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools, elementary, middle, or secondary schools. A minimum of 60 hours of activities of such activities shall include team teaching during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising pre-service candidates in P-12 classroom settings.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- Viterbo University-Iowa Center relies extensively on adjunct instructors to deliver the program curriculum and incorporate field experiences for potential principal candidates. The adjunct instructors are retired or current practitioners that are recognized in the field as skillful leaders at the school, district or AEA levels and are knowledgeable about educational leadership practices.
- Former and current students praise the institution's efforts in the use of recently retired practitioners and current practitioners as instructors with experience related to the course content (e.g., special education, school law, curriculum, etc.).
- Viterbo University-Iowa Center faculty members are given a variety of opportunities (e.g., faculty meetings, collaboration on coursework, etc.) to contribute to the program development, program success and feel connected to achieving the institution's and program's mission, vision, goals.

Recommendations for Continuous Improvement

- 1) **79.12(1) 79.12(5)** The team suggest that the Viterbo University-Iowa Center review faculty qualifications and performance expectations to ensure that they are clearly articulated, faculty

evaluations are successfully completed, appropriate performance is data collected and personnel decisions are supported. The institution/program should publish job qualifications and positions and actively engage in transparent hiring practices.

(See the program’s action plan – EL2 & F5-6)

- 2) **79.12(3)** The team suggests that professional development, as well as, scholarly and service activities be tied to the Viterbo University and principal preparation mission, vision and goals.

(See the program’s action plan – EL3, 6-7 & F9-11, 13)

- 3) **79.12(2)** Although faculty meetings are scheduled and intended for instructors, supervisors and mentors, the current meeting agenda(s) show the content of these meetings as an opportunity to relay organizational details and management issues. Although this content may be important for the institution/program, the review team encourages the principal program leadership to embed learning opportunities for instructors to enrich and stay current in best practices in leadership, curriculum, instruction, assessment, etc.

(See the program’s action plan – EL6-7 & F9-10)

- 4) **79.12(3)** The review team suggests gathering evidence of scholarly activities and not just logging hours. The scholarly activities should be aligned to the professional’s role as a Viterbo faculty member.

(See the program’s action plan – EL3-7 & F2, 10, 11, 13)

- 5) **79.12(4)** As practicing administrators, course instructors likely have numerous opportunities to collaborate with many colleagues beyond this program. The team recommends that purposeful and intentional collaborative opportunities be created, encouraged, implemented, and monitored to benefit all faculty members with the intention of enhancing the Viterbo University-Iowa Center Principal Preparation Program. The institution/program can also enhance their recognition across the state by establishing an association with the greater educational community (e.g., School Administrators of Iowa, Learning Forward Iowa, Iowa Association of Supervision and Curriculum Development)

(See the program’s action plan – EL6, 7, 20 & F2, 9, 10)

- 6) **79.12(6)** With Dr. Bunt’s multiple responsibilities at the Iowa Center, the review team encourages the Viterbo University administration to work collaboratively with her to carefully plan and ensure the 60-hour requirement is met.

(See the program’s action plan – F3, 9)

Items that Must Be Addressed Prior to State Board Action

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

Final Recommendation

Met	Met Pending Conditions	Not Met
Or		
Met with Strength		

SECTION D: ASSESSMENT

281 – 79.13(256) Assessment System and Unit Evaluation Standard. The unit’s assessment system appropriately monitors individual candidate performance and uses that data in concert with other information to evaluate and improve the unit and its programs.

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 teachers.
- c. The unit demonstrates an alignment of unit standards with INTASC standards, as well as Iowa Teaching Standards, Iowa preparation core professional standards [79.14(7)], and Iowa Board of Educational Examiners’ licensing standards [282—14.123(4)(5)].
- 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 teacher candidates. This shall include:
 - (1) Data collected throughout the program
 - (2) Evidence of evaluative data collected from teachers 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 via the unit and candidate assessment system is shared with faculty and other stakeholders and used for program improvement.

79.13(2) Performance assessment system for teacher 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 with potential for becoming successful teachers.
- c. The system includes the administration of a basic skills test with program admission denied to any applicants failing 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, and recommendation for licensure.)
- e. The system includes a coherent, sequential assessment system for individual teacher candidates that is shared with faculty with guidance for course and program improvement, as well as assessment criteria (e.g. rubrics) and a process for ongoing feedback to teacher candidates about their achievement of program standards with guidance for reflection and improvement, and is drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional assessment of content, professional, pedagogical knowledge and their applications, and teaching performance including the effect on student learning.

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

79.13(4) The department shall periodically conduct a survey of educational agencies employing 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 use of end-of-course student evaluations to assess adjunct personnel is a strength of the existing assessment system. The students interviewed by the site visit team praised the capstone portfolio project as a way to demonstrate mastery of the knowledge, skills, and dispositions outlined in the ISSL standards.
- Most of the coursework assessment focuses on action research applicable to the candidate’s setting.

Recommendations for Continuous Improvement

- 1) **79.13(1); 79.13(2)** The review team suggests that the program focus on making improvements to data collection. Use the analysis of what currently exist in the assessment realm of the program to strengthen and fill in the gaps.
(See the program’s action plan – EL 8, 9, 14-19; F8, 11, 12; SI2-5; & C6-7)
- 2) **79.13(1); 79.13(2)** Viterbo University may want to consider dedicating resources to hire a program evaluator/assessment coordinator for the Iowa Center to bring together the pieces of the assessment system in a coherent, consistent, and cohesive way. The assessment system should then be communicated to the adjunct faculty, internship supervisors, mentors, and students. The program evaluator would be responsible for managing student data, tracking graduates, evaluating and screening mentors, and using evaluation data for program improvement.
(See the program’s action plan – F 7 & 12)
- 3) **79.13(1)e** The internship scoring rubric used now takes the six Iowa Standards for School Leaders (ISSL) standards and asks evaluators to decide if each candidate is: A – Excellent; B – Satisfactory or C – Needs Improvement and below. In the site interviews, the institution/program administrators mention plans for the future creation of a checklist of experiences that each student must have in the internship. Along with the checklist, the institution/program may want to create an assessment rubric for the mentors to use in their evaluation of the candidates and establish inter-rater reliability with the instrument.
(See the program’s action plan – EL1, 6, 8, 9, 17; F8; & C6)
- 4) **79.13(1); 79.13(2)** The review team recommends a tighter partnership between the Viterbo University-Iowa Center Educational Leadership Program Specialist and the educational leadership faculty in the Wisconsin offices to ensure best practices in higher education evaluation and assessment, specifically in the field of educational leadership preparation.

(See the program's action plan – EL8, 18-19 & F10)

- 5) **79.13(4)** The site visit team suggests that the university improve its efforts in tracking current students and graduates. A document called “Employer Survey” has been recently created to follow up with graduates. The institution/program should administer the survey with fidelity and simultaneously improve its data system, so quality program improvements are made. (See the program's action plan – EL18-19 & SI 1-5)
- 6) **79.13(1)h; 79.13(2)e** The team recommends that adjuncts be brought in at the beginning of each semester for communication about student assessment expectations and for the sharing of course evaluation data from the previous semester in order to make adjustments to the syllabi and assignments as needed. This would alleviate the concerns of the committee about adjunct faculty oversight and quality control. (See the program's action plan – EL2-6 & F2, 5-6, 11, 13)
- 7) Chapter **79.13(2)d** requires the assessment system have multiple decision points. The review team urges the institution/program to improve the current assessment system by adding data regarding candidate recruitment, evaluation, retention, etc. and then monitoring candidate progress through formative assessments or self-assessments. (See the program's action plan – EL8, 10 -11)
- 8) **79.13(1); 79.13(2)** Viterbo University is encouraged to make use of the program evaluation resources available through the University Council of Educational Administration at - <http://edleaderprep.org/>. Without a doubt, a program evaluator/assessment specialist would provide Viterbo University with the support needed to create the complex assessment system to measure student learning, to evaluate all instructors, and to improve the program itself, as required by Chapter 79. (See the program's action plan – EL15, 18-19; F12; & SI1-5)

Items that Must Be Addressed Prior to State Board Action

1. **79.13(1)** A comprehensive program evaluation system with the capacity to inform program improvement does not exist. The commitment to accountability, use of data, and data management is limited to those administrators directly responsible for accreditation. Only one person (i.e., Iowa Educational Leadership Program Specialist) is expected to coordinate the entire assessment system. One-time decisions regarding the development, implementation, and improvement of the accountability system are made by those administrators directly responsible for accreditation. An electronic data system, *Trac-Dat*, is in place at Viterbo University to collect and store data. Unfortunately *Trac-Dat* does not have the capacity to store and analyze data from all candidates over time. Data are usually generated for external accountability reports, are not used for program improvement, and are available only to administrators. The program needs to plan and develop quality assessments that are multiple, regular, and comprehensive at each stage of the preparation program.
2. **79.13(2)** The candidate assessment system is not coordinated, and the quality of individual course assessments is dependent on the adjunct instructors, who are irregularly observed. No steps have been taken to review and revise candidate assessments to establish fairness,

accuracy, and consistency of assessments, particularly from instructor to instructor. The program needs to develop graduate performance data that are used to evaluate course efficacy and the quality of the clinical experiences.

Institutional Response:

Viterbo University-Iowa Center – Educational Leadership Response

(See entire Viterbo University-Iowa Center Action Plan in APPENDIX A)

A. Actions to be taken

- 1) Evaluation:*** Establish criteria and process for evaluation of mentors, internship supervisors and instructors as well as a feedback sheet. Rubric aligned with mission, vision and conceptual framework. (EL3 of the Program Action Plan)
- 2) Evaluation:*** Program specialist evaluates mentors, internship supervisors and adjunct instructors on an established three-year cycle for continuous improvement and retention. (EL4 & F11 of the Program Action Plan)
- 3) Evaluation:*** Using criteria and established procedures to determine if the faculty member is meeting objectives. (EL5 & F11 of the Program Action Plan)
- 4) Determine three new formative assessments.*** Follow-up on targeted actions for improvement with subsequent assessment results. Note follow up actions each cycle. (EL8 of the Program Action Plan)
- 5) Inter-Rater Reliability:*** Bi-annual professional development for internship supervisors and adjuncts to hold a norming session to establish inter-rater reliability for scoring portfolios and internships. (EL9 of the Program Action Plan)
- 6) Portfolios:*** Ensure students provide evidence of key learnings in terms of artifacts at the time of their portfolio presentations. (EL14 of the Program Action Plan)
- 7) Instructor Self-assessment:*** Each instructor does a self-evaluation with taping of a course session and submits to Program Specialist who reviews and completes feedback sheet on a three year cycle. (F11 of the Program Action Plan)
- 8) Part-time Data Analyst:*** Hired to aid AIR Director and the School of Education in analyzing assessment data and materials. (F12 of the Program Action Plan)
- 9) Faculty Evaluations:*** Evaluations are completed each semester along with a summary sheet to the Main Campus for filing. (F13 of the Program Action Plan)
- 10) Portfolio Reviews:*** Peer reviews conducted prior to portfolio presentations. (EL16 of the Program Action Plan)
- 11) Program Evaluation:*** Design, distribute and evaluate one- and three-year follow-up surveys for program completers and employers to ensure alignment with appropriate standards and outcomes. (EL18-19 of the Program Action Plan)
- 12) Update Internship Scoring Rubrics:*** The rubrics should be aligned to ISSL, InTASC and BoEE licensing requirements. (C6 of the Program Action Plan)
- 13) Program Monitoring:*** Build structures for admission, progression through program with multiple formative measures for candidate feedback and assessment points. (EL11 & C7 of the Program Action Plan)
- 14) Student Tracking:*** Update contact information at the time of application for program completion; set up a reporting services report on enrollment at the end of each semester; add necessary policies, processes and codes to ensure that Viterbo University has an accurate count of candidates; Set up process to collect student data

by gender, ethnicity, status in program, birth date, etc.; and track retention and graduation rates of candidates. (SI 1-5 of the Program Action Plan)

B. *Dates for completion of each action*

- a. The noted timeframe is embedded within each action – semester, bi-annually, annually, etc.*

C. *Strategies to improve candidate and program assessment.*

- i. Include mission, vision and conceptual framework in evaluation rubrics.*
- ii. Develop and implement evaluation cycle with updated process and forms.*
- iii. Follow new evaluation process for instructors and document results*
- iv. Collect and analyze three formative assessments in collaboration with the Wisconsin Educational Leadership Program and share results with adjunct faculty and advisory committee.*
- v. Conduct professional development with adjunct faculty and internship supervisors to score and discuss internship and portfolio presentations and grading.*
- vi. Finalize portfolio expectations and rubrics to include evidence and artifacts.*
- vii. Candidates will have at least ONE peer review their portfolio prior to the presentation.*
- viii. Revise graduate and employer surveys with standards. Send out, collect and compile data from the surveys.*
- ix. Develop self-assessment for instructors and include in evaluation process.*
- x. Revise internship scoring rubrics to ensure that they are aligned with standards, requirements for licensing and portfolio expectations.*
- xi. Revise admission processes with checklist and develop formative assessments for Educational Leadership Program.*
- xii. Add necessary policies, processes, fields and codes in their candidate and program data system to ensure Viterbo University has quality data and information to inform and improve their Educational Leadership Program.*

D. *Supporting Evidence*

- a) The revised mission and Conceptual Framework are now required in all course syllabi and in course catalogs, web sites, and other documents. Action Plan C1-2*
- b) Evaluation rubrics now include questions addressing the mission and Conceptual Framework. Action Plan C1 and EL3*
- c) The adjunct evaluation process and forms were finalized by the GPE committee in February, 2014 and are now being used. Action Plan EL3 & F11*
- d) A three-year adjunct evaluation cycle is in place. Action Plan EL4*
- e) Formative assessments have been developed along with a rubric with specific descriptors. The formative assessment will be given three times during the EL program beginning in June, 2014. Action Plan EL8*
- f) Inter-rater reliability activities occurred in fall, 2013 regarding internship reflections and scoring rubrics. In March internship supervisors participated in inter-rater reliability activities related to the new capstone portfolio expectations. Action Plan EL9*

- g) *Portfolio expectations and the rubric have been revised to include the requirements of: key learnings, artifacts/evidence, and course projects. In addition a peer review is now a requirement as of June, 2013. Action Plan EL14 & 16*
- h) *1 and 3 year EL program completer surveys were sent out in November, 2013 as well as 1 and 3 year completers' employer surveys. This data was compiled, analyzed and discussed with the Advisory Committee and the EL adjunct instructors. Action Plan EL18 & 19, C7*
- i) *Based on survey data, three areas will be given additional emphasis in the EL program (budgeting, scheduling, and community resources). On May 3, 2014 a Saturday seminar will be held for spring, 2014 completers addressing these three areas. Action Plan EL 7 and C7*
- j) *A self-assessment process and rubric has been developed for evaluating adjunct faculty. This process was finalized by the GPE Committee in February, 2014. Action Plan EL3 and F11*
- k) *Internship scoring rubrics have been revised to clearly align with the ISSL as well as licensing requirements and are currently being used. Action Plan C6 and EL14*
- l) *A clear process and a checklist have been developed for admission to the EL program. This checklist is currently being utilized for the new May, 2014 cohorts. Action Plan EL10-11, EL8*
- m) *Additional cohort coding in Viterbo's Student Information System (DataTel) allows for more complete and accurate tracking of student persistence and completion rates. Action Plan S2-5*

Final Team Response:

The team considered evidence related to candidate and program assessment for not meeting this standard. The unit response clearly addresses the concerns of the team satisfactorily. Viterbo University and the Iowa Center have developed and implemented plans to address candidate and program assessment. **The team considers this standard MET.** The Iowa Department Education will meet with Viterbo University-Iowa Center bi-annually (December and June) to assess ongoing implementation of these actions.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION E: ADMINISTRATOR 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, AEAs, 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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Strengths

- The Viterbo University-Iowa Center Principal Preparation Program requires a total of 500 hours for clinical experiences/internship hours. The course work is linked to 100 internship

hours of the 500 hours – approximately 10 internship hours per course. The remaining 400 internship hours are determined by the candidate, his/her internship supervisor, and the cooperating administrator. Candidates, with support of the program, tend to go beyond the 400 hours of internship in order to gain a broader spectrum of leadership experiences.

- Currently, field experience supervisors and instructors monitor the clinical hours, and students are expected to log their hours and provide brief reflections of their leadership experiences. Supervisors meet with candidates at least twice a month to review progress, provide support and direction, adjust plans, etc.
- The cohort model facilitates networking amongst candidates to ensure professional connections, links to other internship placements to ensure candidates know of potential diversity experiences, and establishes a collaborative learning environment that promotes problem solving. The cohort model also provides potential for lifelong connections, collegiality, and professional support beyond graduation from the program.
- Two years ago, some field experience supervisors collectively designed an internship notebook to organize, create order and consistency for planning and monitoring clinical experiences. The notebooks include ideas that support the program's conceptual framework by offering ideas for internship experiences, monitoring tools, reflections, planning, etc.

Recommendations for Continuous Improvement

- 1) **79.16(1)** While the review team understands the reasons for conducting clinical experiences in their schools and/or districts, it does limit potential experiences in diverse settings and possible connections to various leadership styles. The Viterbo University-Iowa Center Principal Preparation Program may want to reconsider clinical placement determination with diverse experiences being a top priority.
(See the program's action plan – C5 & EL17)
- 2) **79.16(1)** With supervisors and candidates individually monitoring the internship/field experiences, the preparation program may want to develop a more systemic approach to monitoring the required field experience components that are accessed, monitored, and reflected on by candidates, instructors, field experience supervisors, and cooperating administrators/mentors.
(See the program's action plan – EL17-18 & C6)
- 3) **79.16(6)d** While visiting with field experience supervisors and cooperating administrators/mentors, they shared with the review team that the program, candidates, instructors, supervisors, mentors, etc. would benefit by strategically thinking and planning mentor recruitment, selection and monitoring. It is imperative for the program to ensure that the clinical placements are appropriate for the candidate and provide value to his/her leadership experiences. The review team suggests adopting, training, and monitoring the field experience supervisors using the field experience notebook developed two years ago.
(See the program's action plan – EL1, 6, 17)

- 4) **79.16(6)d-e** The field experience supervisors and cooperating administrators/mentors expressed interest in professional development, leadership resources, and other frequent meetings to meet the needs of supporting potential leaders for the 21st Century. These learning experiences could exist through face-to-face interactions or virtually.
(See the program’s action plan – EL6 & F9-10)

Items that Must Be Addressed Prior to State Board Action

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

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION F: ADMINISTRATOR PREPARATION CURRICULUM

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 group 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

- The portfolios, presented in the last semester of their educational program, serve as a compilation of learning and are based on the ISSL. Students present projects and artifacts accompanied by reflections for each standard. The template for the reflections frames the students’ reflections around – What?; So What?; and Now What? – in order to encourage the students to think beyond the experience and apply the new learning. The quality of projects is adequate and applicable to real life experiences. Noted in the materials – reviewed on site – was the addition (beginning in the spring of 2013) of two examples of “best work” completed during each of the courses to be included with the reflections about the application of the course work to their preparation for the school administrator role. Products or artifacts were mentioned throughout the notebook but actual evidence of learning was not in the notebooks.

- The review team appreciates the detail with which most of the syllabi are written. The matrix titled, “*Course Activities Aligned with ISSL*,” listing the ISSL, activities, and courses demonstrates an appropriate way to track courses with ISSL.
- The Iowa Core is well-delineated in the EDUL 606 syllabus as are the following areas: curriculum design, the role of the principal, Characteristics of Effective Instruction, research-based instructional strategies, Iowa Teaching Standards, types of assessments, and the use of guest “resident experts.” Other syllabi did have evidence of the work with curriculum, assessment, analysis of data, instructional leadership, and 21st Century skills.
- Table 23 of the IR outlines the courses and articulates the candidate performances needed to successfully demonstrate understanding of the knowledge and skills related to the course.

Recommendations for Continuous Improvement

79.17(1-5) Portfolio

- 1) The portfolio rubric currently used in the program does not address the depth of quality of the artifacts or projects as it pertains to knowledge, skills and dispositions; it generally asks for feedback on the written reflections. The new rubric (revised March, 2013) which will be used by a panel of three observers of the portfolio presentation, will provide feedback relative to special education, a variety of levels, connection to coursework and the examples of artifacts shown.
- 2) The quality of the portfolio and the presentation would be enhanced by the actual artifacts or projects demonstrating the knowledge, skills and dispositions completed by the students. Although the new rubric will help students to demonstrate a deeper evidence of their learning, students should provide some evidence of learning (artifacts) at the time of the presentation.

Recommendation: The review team suggests that the program implement the new rubric as planned and making any necessary revisions to continually improve the portfolio development, learning experiences and presentations.

(See the program’s action plan – EL9, 14, 16)

79.17(1-5) Syllabi

- 1) Although most of the syllabi were outlined according to a template, a few will need to be redesigned in accordance with the template.
- 2) With the number of adjuncts in the program, it is very important that “curricular drift” does not occur to fragment the goals and mission of the Educational Leadership program at Viterbo University-Iowa Center. After a review of the matrix for “Course Activities Aligned with ISSL” it was noted that one course, EDUL614, is not listed on the matrix. It was also difficult to discern the specific alignment of activities or experiences for every course to the ISSL.

- *Example: EDUL608 listed “Professional Learning communities-3 Big Ideas” as a course activity, yet it was unclear by examining the syllabus, if that topic was addressed during the course.*
- *Example: EDUC607 listed: School Board sharing project, case studies for students with special needs.*

- 3) The administration and the instructors should update and tighten the syllabi by analyzing the significance of the connections of the ISSL with the course work and better aligning the ISSL with specific course activities/assignments and clinical experiences. Making syllabi and curricular decisions relative to in-depth analysis will assist in keeping the integrity of the program.

Recommendation: The instructors and the Iowa Center Educational Leadership Program Specialist should collectively review syllabi to ensure they match the template and other institutional requirements.

(See the program’s action plan – C1, 3-5, 8)

79.17(3) 21st Century Skills

- 1) As part of the Iowa Core Curriculum requirement, the 21st Century skills should be listed and should be part of the candidates’ performances within the internship experiences. It was difficult to align the specific 21st Century activities for each course as written on the matrix and difficult to identify the 21st Century activity within the syllabus. Two courses (EDUL607 and EDUL611) listed only one 21st Century skill on the matrix.

Recommendation: The review team suggests that the program make the 21st Century skills more explicit in the internship experiences and the candidates’ performances within those experiences. (See the program’s action plan – C4, 8)

79.17(5) Cultural Competence

- 1) Although stated in the Institutional Report, “Iowa Educational Leadership coursework integrates specific activities and projects, within each course, designed to develop cultural competence and sensitivity to diverse groups,” according to Table 23, one course (EDUL 608) did not appear to integrate cultural competence since none was listed, and a couple courses (EDUL 603, EDUL 611) only indicated one activity or experience focusing on cultural competence. It was also difficult to know which performances were aligned to which courses on the matrix. In addition, the Candidate Performances listed on Table 23 were not always explicit on the syllabus.
- 2) The administration and the instructors should review and ensure that the knowledge, skills, and dispositions regarding cultural competence and sensitivity to diverse learners are within each course and the instructional strategies including differentiation of instruction are made explicit within the course syllabi.
- 3) The administration and the instructors should ensure the syllabi clearly reflect the candidates’ specific assignments and experiences relative to cultural competence and strategies of

learning while the Clinical Experiences and Internship Experiences should also embed similar activities into their listing.

Recommendation: The review team recommends that the Educational Leadership Program Specialist and instructors revisit the cultural competence issue and related syllabi to ensure that candidates understand what leadership performances are expected and that course work, clinical experiences and field experiences are appropriately aligned.

(See the program's action plan – C5 & EL17)

79.17(1); 79.17(3-5) Conceptual Framework

- 1) The Conceptual Framework symbol is not on all of the syllabi nor explicitly woven into the syllabi. When reviewing the Conceptual Framework it was unclear as to the extent to which the Framework was embedded into the course work because the Conceptual Framework provided during the on-site visit (folder) was incomplete, needed to be updated, and needed to be supported by appropriate and current references. In addition, not all of the members of the various groups we spoke to were certain of the Framework and its integration into the course work, clinical activities, or internship experiences.
- 2) It is a little confusing as to what the values are that serve as a foundation for the Iowa Center Educational Leadership program since the Franciscan Values (visionary leadership, respect for human dignity, affirmation of life and joy, service with the earth family) were different from the Core Values of Viterbo University described the first day during the PowerPoint presentation: contemplation, hospitality, integrity, stewardship, and service. In addition, these were different from the Conceptual Framework Belief Statements as written in the Viterbo University Handbook (i.e., visionary and collaborative, decision maker, respect for human dignity and diversity, student centered for both candidates and pupils, effective instructional leader who believes/expects all to learn and provides service to humanity)
- 3) The Conceptual Framework Belief Statements were evident in the Internship logs presented in the portfolios, but the Belief Statements were not explicit in the course syllabi. Neither the Franciscan Values nor the Viterbo University Core Values were explicit in the syllabi.
- 4) “The Iowa Center Educational Leadership Coursework” – This chart contains the categories of courses, hours, the Internship Expectations and the Supervision. The category of Internship Expectations lists the Clinical, course-embedded activities, rather than the Internship Expectations. In addition, the hours for the 2 four-credit courses EDUL606 and EDUL 614 should be 15 hours. The items listed in the Supervision category should be explained as to who and how they are used for supervision or for accountability purposes. The activities listed on the matrix are not explicitly detailed in the syllabi relative to the Clinical Activities as outlined on the various syllabi.

Recommendation: The review team recommends that the Educational Leadership Program tighten up its Conceptual Framework, revisit the institutions beliefs/values and continuously update the framework to stay current in best practices in supporting and sustaining the 21st Century leader.

(See the program's action plan – C1)

Items that Must Be Addressed Prior to State Board Action

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

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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All standards have been met. The Viterbo University Iowa Center – Educational Leadership preparation program is **recommended for approval**.

Viterbo Iowa Center DE Chapter 79 Action Plan *Updated April 8, 2014*

AREA: EL Program Specialist Responsibilities			
ACTION PLAN ITEM:	STATUS	Completed and On-Going Actions	Supporting Evidence
EL1 Mentor Recruitment: Develop a system for mentor recruitment, selection, and monitoring.	A process/checklist has been developed for recruitment. A checklist has been developed for selection as well.	Developed checklist for approval of mentors, based on criteria and responsibilities including participation in an annual meeting.	Checklists; mentor resumes; Mentor annual meeting minutes and evaluation forms
EL2 Faculty hiring: Adhere to Viterbo University graduate faculty appointment guidelines.	Recruiting and hiring guidelines and checklists are in place.	Graduate faculty appointment guidelines are being consistently used and forms are available on shared document site.	Hiring/appointment checklist, Three year evaluation cycle, process, and forms
EL3 Evaluation: Establish criteria and process for evaluation of mentors, internship supervisors, and instructors as well as a feedback sheet. Rubric aligned with mission/vision conceptual framework.	Process has been determined; evaluation forms have been developed, including self-assessment. Finalized during February GPE meeting.	Mission/vision and conceptual framework are included in evaluation rubrics. The conceptual framework has been updated in handbooks, syllabi and web sites.	Evaluation process, forms, and rubrics for mentors, intern supervisors, instructors
EL4 Evaluation: Program Specialist evaluates mentors, internship supervisors (portfolio evaluators), and adjunct instructors on an established a three-year cycle for continuous improvement and retention.	Cycle has been developed. Evaluations of EL faculty began in December, 2013.	An evaluation cycle has been developed, with updated process and forms.	Instructor evaluations and summary sheet
EL5 Evaluation: Using criteria and established procedures determine if the faculty member is meeting objectives.	Process has been determined; evaluation forms have been developed, including self-assessment. Finalized during February GPE meeting.	New evaluation process for instructors is in place and results are documented - 1) sent to main campus to file or 2) places individual on no hire list.	Instructor evaluation forms; criteria for evaluation
EL6 Professional Development: Develop adjunct, supervisor and mentor PD program that cover best practices and the conceptual framework, assessment, and expectations.	Meetings and PD for supervisors, adjuncts, and mentors were held in September/ October, 2013. Adjunct meetings were held in Jan/Feb. 2014 including PD on Bloom's revised taxonomy and cognitive complexity.	Instructors, supervisors, and mentors have been surveyed about PD needs. PD is designed based on their needs and the prescribed components.	PD agendas/Participant feedback and documentation of how these resulted in changes to the program

Viterbo Iowa Center DE Chapter 79 Action Plan *Updated April 8, 2014*

AREA: EL Program Specialist Responsibilities			
ACTION PLAN ITEM:	STATUS	Completed and On-Going Actions	Supporting Evidence
EL7 Adjunct and advisory meetings include reports on assessment results and discussion of implications and actions. Identify student expectations, potential changes in syllabi, assignments, and course design. Share assessment results with stakeholders to obtain feedback for target actions and changes that occur based on actions.	Adjunct and advisory meetings in 2013 and February, 2014 included an overview of data and discussions about improving programming. Adjunct and Advisory Committee meetings were held in Jan/February, 2014. Data about programs was reviewed and recommendations were made. Minutes have been archived.	Meeting agendas include a review of data, discussion, and targeted actions. Meetings include best practice examples, recent experiences, etc. Meeting agendas, minutes are being collected and archived.	Meeting minutes, agendas, and handouts. Yearly assessment data in Trac Dat/Annual assessment report for Ed Leadership; Documentation of data sharing with stakeholders
EL8 Determine three new formative assessments. Follow-up on targeted actions for improvement with subsequent assessment results. Note follow up actions each cycle.	Based on 2009-2012 data, targeted actions were analyzed per results in Spring, 2013. A new formative assessment and rubric for this assessment is ready to use in Summer, 2014.	Three formative assessments will be conducted per timeline beginning June, 2014. Results will be compiled and compared with WI EL program specialist. Data will be shared with adjuncts and Advisory Committee beginning in Fall, 2014.	Student scores/feedback on formative assessments; Documentation of implementation of targeted follow up actions and impact
EL9 Inter-Rater Reliability: Bi-annual professional development for internship supervisors and adjuncts to hold a norming session to establish inter-rater reliability for scoring portfolios and internships.	September University Supervisor meeting: interrater reliability activities were conducted on internship reflections. In February, 2014 inter-rater reliability activities were conducted on portfolios. Will continue in April, 2014.	Professional development for adjuncts and supervisors is being held on a regular basis to discuss internships and portfolio presentations, including scoring.	Meeting agendas, minutes, handouts
EL10 Admission/Acceptance: Establish how admission standards align to recruit quality candidates and how licensing occurs for qualified candidates.	Checklists are developed for the acceptance process and licensing. Writing sample, reference letters, and interview rubrics were used for all new 2013 candidates.	The admission/acceptance process was reviewed. A checklist was developed and is being used.	# of candidates completing program and licensure; Licensing checklists; Admission checklist/rubric summary data
EL11 Equity: Assistant Dean will review candidate assessments for equity.	Review of candidate assessments for Spring, 2014 in progress	The writing, interview, and letters of recommendation rubrics are being used on a consistent basis. One other person will review the acceptance summary sheet. Data is being compiled on a spreadsheet.	Admission process chart, checklist, and rubrics
EL12/13 Action Plan Review: Team will review this action plan and monitor its implementation at least 3 X per year .	Action plan is being reviewed each month with the entire team and/or assessment team in La Crosse.	Action plan review sessions will continue to be set up face-to-face with IA team at a minimum every 4 months	Updated/revised IA Action Plan; Meeting dates and notes

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AREA: EL Program Specialist Responsibilities			
ACTIONS	STATUS	Completed and On-Going Actions	Supporting Evidence
EL14 Portfolios: Ensure students provide evidence of key learnings in terms of artifacts at the time of their portfolio presentations.	New portfolio expectations and rubric are now in place.	Portfolio expectations and the rubric have been reviewed and updated. Portfolios must now include key learnings, evidence and artifacts.	Completed portfolios with revised rubrics demonstrating key learnings
EL15 Exit Interviews: Interview EL students who withdraw from the program.	An exit/withdrawal interview questionnaire has been developed and will be utilized beginning January, 2014	An exit/withdrawal interview has been designed. Exit interviews will be held beginning April, 2014 and data will be compiled.	Exit interview information and documentation of changes to improve program
EL16 Portfolio Reviews: Peer reviews for portfolio presentations	Peer review is now a requirement prior to the portfolio presentation.	Candidates must now have at least ONE peer review of their portfolio (with feedback) prior to the presentation.	Peer review feedback
EL17 Internships: Develop a monitoring system that tracks and assesses competence of the clinical by the candidate, the field experience supervisors, and cooperating administrators/mentors.	Internship requirements in place requiring hours in a variety of diverse settings. Internship tracking form is being used to document activities.	Meetings are being held with university supervisors, mentors, and new cohort members at least annually, to review the tracking process. All supervisors are using the tracking form for each intern.	Documentation of internship tracking logs with data demonstrating diverse settings
EL18 Evaluation of Program: Design, distribute, and evaluate one and three-year follow-up surveys for program completers to ensure alignment with appropriate standards and outcomes.	A follow up survey has been designed that is aligned with the CAEP and IA/WI standards. A follow up survey was sent to 1 and 3 year completers in Sept/Oct. 2013. In April, 2014 program completers were sent the SLPPS program evaluation survey.	One and three year follow up surveys have been revised and are aligned with the standards. Surveys will be administered and data compiled on an annual basis.	Data compiled from one-year follow up surveys of program completers aligned with ISSL standards
EL19 Evaluation of Program: Design, distribute, and evaluate one-year follow-up survey for employers to ensure alignment with appropriate standards and outcomes.	A follow up survey has been designed that is aligned with the CAPE and IA/WI standards. A follow up survey was sent to the employers of 1 and 3 year completers in November, 2013.	One year follow up survey for employers has been revised and aligned with the standards. Send out and collect surveys, and compile data on an annual basis.	Data compiled from one-year follow up surveys of program completers aligned with ISSL standards

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EL20 Advisory Committee: Add members from Business Community and from the Educational organizations to the Iowa Center Advisory Committee.	New members from businesses and community have been invited to serve on the Iowa Center Advisory Committee.	Businesses and SAI, DE, and other organizations were contacted and additional members were added to the Advisory Committee.	Advisory Committee membership list, indicating additional membership from business and educational organizations
AREA: FACULTY			
ACTIONS	STATUS	Completed and On-Going Actions	Supporting Evidence
F1 Budget: Off-Campus Coordinator oversees Education Leadership budget.	Iowa Off Campus Coordinator assumed EL budget management in August, 2013	Off-Campus Coordinator and Program Specialist job descriptions have been revised.	Budget expenditures and annual report; job descriptions
F2 Orientation: Orientate new faculty. Ensure handbook, explicit expectations per rubric for faculty evaluation, and other business oriented processes are covered.	New adjunct orientations were held in October, 2013. The handbook and evaluation process were included in the orientation.	Job descriptions/expectations, and evaluation process and forms for adjuncts, mentors, and university supervisors have been revised and are explained at annual meetings.	Evaluation of instructors process; Dates and agendas from faculty orientations
F3 Oversight: Iowa Program Specialist - oversight of curriculum/faculty of Ed Leadership and Iowa endorsement programs. MAE Program Specialist - oversight of MAE faculty, curriculum, and all research coursework scheduling.	Roles were revised in October, 2013	MAE and EL program specialists' job descriptions have been revised. Steps in oversight process for MAE have been clarified.	Sales Force, emails, etc. providing evidence of student management, advising, and oversight; job descriptions
F4 Scheduling: Program Specialist submits course needs to Office Specialist for scheduling	Office specialist schedules courses per Program Specialist requests as of April, 2013	Iowa Office Specialist's job description has been updated to include setting up dates, locations, and instructors.	Job description and Iowa course schedules
F5 Recruiting adjuncts – Ad placed on sites that clearly articulates criteria. Notify HR Director to place a corresponding position description on the website. Create a pool of qualified adjunct instructors.	Ads have been placed for Research and Ed Leadership instructors on highered.com, Teachiowa and other sites since June, 2013. A number of potential adjuncts have been interviewed and this data is in Sales Force.	A checklist has been developed for a new adjunct candidate pool. Viterbo hiring practices are being followed to identify qualified adjuncts. One new EL adjunct and one new university supervisor have been hired.	Ads on web sites; criteria for positions; instructor files; checklist for adjunct process; files; and Sales Force reports
F6 Adjunct hiring: Adhere to graduate appointment guidelines. Program Specialist reviews all adjunct applications and interviews as needed. New adjunct orientations are scheduled.	New adjunct orientations were held in October, 2013. The handbook and evaluation process were included.	Continue to Schedule face-to-face orientation meetings with new adjuncts at least once per year.	Orientation process checklist and packets; Meeting minutes
F7 AIR Director: IR Director to go to full time	Increased institutional assessment and research office staff	A part-time data specialist and a part-time assessment specialist have been hired.	IR Director hours

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F8 Faculty Tracking: Work with business office and registrar to establish work flow and tracking system for faculty	New data fields and codes are being utilized.	Coding/fields have been identified and set up in DataTel. Administrative assistants will assist with entering data.	Faculty database; Reports generated
AREA: FACULTY			
ACTIONS	STATUS	Completed and On-Going Actions	Supporting Evidence
F9 Faculty PD: Established process to track faculty professional development attendance and fulfillment of 60 professional activities hours.	Scholarly Activities logs have been given to all adjuncts. The log includes hours and the activities engaged in.	A process and forms for tracking PD and scholarship hours is in place and all adjuncts are utilizing this process/forms.	Instructors' Scholarly Activities Logs; PD dates and agendas; Participant feedback data
F10 EL Professional Development and Collaboration: Regular meetings between IA EL program specialist and WI EL program specialist and participation in professional conferences and associations.	IA and WI EL Program Specialists have been meeting on a monthly basis face to face and communicate through email regularly. The Iowa EL Program Specialist belongs to ASCD, SAI, and CPEA. PD has been provided during GPE meetings.	Regular times for collaboration between the Iowa and WI EL program specialists have been arranged and both have joined professional organizations. Professional development opportunities will continue to be provided for EL Program Specialists	Meeting Notes/Task completion/Common assessments
F11 Instructor self assessment: Each instructor does a self-evaluation with taping of course session and submits to Program Specialist who reviews and completes feedback sheet on a three year cycle.	Process has been determined; evaluation forms have been developed, including self-assessment. Finalized during February, 2014 GPE meeting.	Adjunct instructors have been informed about the new evaluation process including the self-assessment component. The new process was implemented in Spring, 2014.	Instructor self-assessments; video taping; Evaluation forms with feedback
F12 Part time data analyst: To be hired to aid AIR Director and SOE in analyzing assessment materials	Hired part-time research specialist who will assist with data collection, analysis, and maintenance for IA EL program. Hired part-time research specialist in October, 2013.	Hired part-time assessment specialist in January, 2014	Hired of part-time research specialist
F13 Faculty Evaluations: After all evaluations are completed in semester, a summary sheet is sent to Main Campus for filing	Compile summary sheets for evaluations and submit to Main Campus annually. Evaluations began in December, 2013.	Summary sheet regarding evaluations will be completed and submitted to the Main Campus at the end of each semester.	Summary sheets; Fields for instructor evaluations, dates, and status in DataTel
F14 Technology Plan: A technology plan developed to guide purchases and updates for current technology tools.	Lecterns have been set up in 4 classroom and a Promethean board has been set up. Technology plan was completed in February, 2014.	Iowa Center Technology Plan has been planned and is being followed based on annual technology budget.	Technology plan monitoring; new technology resources. New CRM program and Ellucian Planner.

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AREA: STUDENT ISSUES			
ACTIONS	STATUS	Completed and On-Going Actions	Supporting Evidence
SI1 Student Tracking: Update contact information at the time of application for program completion.	Office Specialist maintains correct contact information for students on an annual basis.	Lists will be updated in April/May each year by Office Specialist.	Updated contact information for program completers
SI2 Student Tracking: Set up a reporting services report on enrollment at the end of each semester (to account for rolling enrollment).	Reporting Services reports regarding enrollment have been created and are being utilized.	Reporting Services reports on enrollment have been set up and are utilized at the end of each semester (to account for rolling admission).	DataTel reports for current enrollment by semester
SI3 Student Tracking: Add the necessary policies, processes, and codes to ensure that VU has an accurate count of candidates	Cohort codes have been created and all incoming cohort students are tracked in DataTel.	Policies, processes, and codes to ensure that VU has an accurate count of candidates (distinguishing between EL and EL w/ MAE) term by term and for graduation or program completion rates have been developed.	DataTel student reports with determined codes and fields for reporting data.
SI4 Student Tracking: Set up process to collect student data by gender, ethnicity, status in program, birthdate	A new CRM program is in place that assists us in collecting student demographic data.	Fields and codes are in place in DataTel to ensure that VU has accurate information on students including gender, age, ethnicity, status in program, etc. rates.	DataTel reports generated on student demographic data
SI5 Graduation: Track retention and graduation rates	Retention and graduation rates are compiled, analyzed, and used for each term.	Policies, processes, and codes to ensure that VU has an accurate count of candidates (distinguishing between EL and EL w/ MAE) term by term and for graduation or program completion rates have been developed.	DataTel reports on student program completion/graduation /withdrawal
SI6 Franciscan Values: Align SOE Franciscan values with Viterbo values and place in the student handbook and faculty notebook.	EL Program handbook and GPE Adjunct Faculty notebooks have been updated to include the Franciscan values, mission and conceptual framework	SOE Franciscan values have been aligned with Viterbo values and placed in the EL Program handbook and GPE adjunct faculty notebook.	EL Program handbook, GPE Adjunct faculty notebook with SOE values aligned with Viterbo values

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AREA: CURRICULUM			
ACTIONS	STATUS	Completed and On-Going Actions	Supporting Evidence
C1 Conceptual Framework: Update the conceptual framework in handbooks, syllabi and web site, evaluation forms, etc.	Conceptual framework and mission statement has been redesigned and is being placed on websites and in documents.	The updated conceptual framework has been placed in handbooks, syllabi, web sites, evaluation forms, etc.	Conceptual framework located in handbooks, syllabi, web sites and other forms
C2 Mission Statement: Use School of Education mission statement for all documents/sites.	Conceptual framework and mission statement has been redesigned and is being placed on websites and in documents.	The SOE mission statement has been clarified and streamlining for coherence with VU Franciscan values and 21st century skills	SOE Mission statement in handbooks, catalogs, and web sites
C3 Curriculum Alignment: Design syllabus templates for each EL course to ensure curriculum constancy. Ensure candidate performance criteria appear in every syllabus.	Syllabus templates have been updated to reflect alignment with InTASC, Iowa Teaching Standards, ISSL, Franciscan values, and 21st century skills.	Syllabi template has been reviewed and edited. EL adjuncts have updated syllabi with all needed cross-referencing. Syllabi will be updated on a on-going basis.	New course syllabi and matrixes of alignment
C4 Curriculum Alignment: Design curriculum map for the EL program that includes the 21st century issues, ISSL, BOE standards, and the conceptual framework.	Syllabus templates have been updated to reflect alignment with InTASC, Iowa Teaching Standards, ISSL, Franciscan values, and 21st century skills.	Syllabi template has been reviewed and edited. EL adjuncts have updated syllabi with all needed cross-referencing. Syllabi will be updated on an on-going basis.	EL curriculum syllabi with alignment to 21st century skills, ISSL, Iowa BOE standards and Viterbo conceptual framework
C5 Diversity: Ensure that diversity issues are integrated throughout the EL coursework/Program.	All instructors have matrixes to use to document diversity coverage in their syllabi.	Educational Leadership course activities have been cross-referenced. Diversity activities are incorporated within EDUL 606, 607, 611, and 614 as well as all EL courses.	Activities and assignments in EL course syllabi addressing issues of diversity.. EDUL 607 is now 4 credits.
C6 Update internship scoring rubrics to align with ISSL, INTASC, and BOEE licensing requirements	New internship scoring rubrics have been drafted and are being used as of Fall, 2013.	Revise internship scoring rubrics to ensure that they align with standards, requirements for licensing, and portfolio expectations.	Scoring Rubrics with alignment to ISSL, INTASC, and licensing standards.

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<p>C7 Program Monitoring: Build structures for admission, progression through the program with multiple formative measures for candidate feedback and assessment points.</p>	<p>Processes for admission and licensure recommendation have been revised and clarified. Three formative assessments have been determined.</p>	<p>Admission processes have been updated with checklists and are being used with all potential EL candidates.</p>	<p>Admission process/checklist/rubrics; Three new formative assessments and rubrics; End of program evaluation data; Licensure process/checklist</p>
<p>C8 Standards and 21st Century: Integrate into Syllabi and all marketing activities and materials links to ISSL and 21st learning.</p>	<p>Syllabus templates have been updated to reflect alignment with InTASC, Iowa Teaching Standards, ISSL, Franciscan values, and 21st century skills.</p>	<p>Syllabi, orientations, professional development, and marketing activities will continue to include the ISSL, and the revised conceptual framework and mission and 21st learning.</p>	<p>EL syllabi and marketing materials with references to or inclusion of ISSL, conceptual framework and mission, and 21st century skills</p>