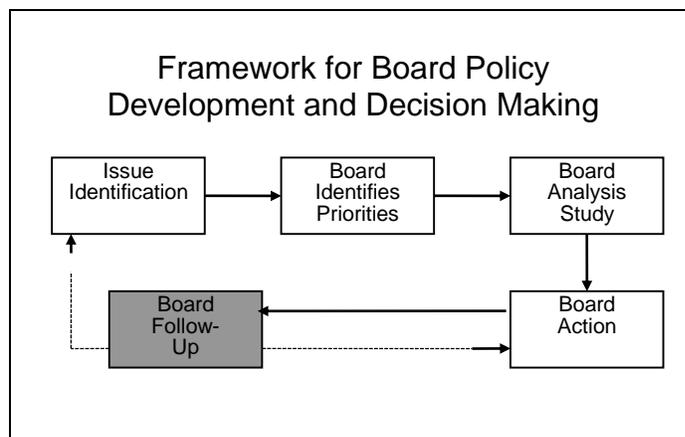


Iowa State Board of Education

Executive Summary

May 14, 2015



Agenda Item: Faith Baptist Bible College – Educator Preparation Program Accreditation Follow-up Review

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

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

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

Carole J. Richardson, Consultant
Bureau of Educator Quality

Attachments: 1

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: The Faith Baptist Bible College Educator Preparation Program was reviewed in February 2014 and approved by the State Board on September 18, 2014. A follow-up review of the concerns identified in the final report was required and conducted on January 29, 2015. The attached report provides evidence of compliance on the concerns from that follow-up review.

Faith Baptist Bible College

Follow-up Report to Concerns Identified in the
Final Accreditation Report
Submitted to the State Board September 18, 2014

Site Visit February 16-19, 2014

Follow Up Visit January 29, 2015

Follow Up Report Submitted to the State Board May 7, 2015

Iowa Department of Education

Follow Up Review Team Members:

Dr. Lawrence Bice, Iowa Department of Education

Dr. Carole Richardson, Iowa Department of Education

I. GOVERNANCE AND RESOURCES STANDARD

79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation aligned with appropriate professional standards and best practice in classroom instruction and school leadership.

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

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

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON SEPTEMBER 18, 2014:

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

- 1) 79.10 (3) The team respects and appreciates the religious basis of the department's conceptual framework, but it could not find evidence of any alignment to research or the current literature concerning best practices in teaching and learning. The unit must develop a research basis for the conceptual framework (to identify current best practices) and incorporate that research into the work of faculty and candidates.
- 2) 79.10 (4) The team is concerned that faculty overload seems to be a barrier to faculty scholarship and perhaps a barrier to integrating best practices in teaching. The team is concerned that the work climate, policies, and assignments may currently inhibit intellectual vitality and negatively impact candidate learning. The unit must work with administration to assure that faculty load is sustainable and allows faculty to develop and provide quality instruction. The unit must develop and document a plan to address this concern.
- 3) 79.10 (11) The team is concerned that exhaustive faculty overload indicate a clear need for increased support. Current faculty load include administrative and clerical duties such as licensure, clinical placements, record keeping, etc. The unit must work with administration to develop a plan to provide for all administrative functions inherent in an accredited licensure based program.

Requirements of the Unit Prior to State Board Action

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

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

Resolution

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

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

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

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

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

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

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

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

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

The team considers this standard MET. The DE will follow-up with Faith Baptist Bible College as they progress in this work.

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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JANUARY 29, 2015 – FOLLOW-UP TO FACULTY CONCERN:

DE consultants met with the Department Chair, the Dean, and the Provost on January 29, 2015, on the Faith Baptist Bible College campus.

Faith Baptist Bible College provided the DE a finalized conceptual framework to guide all components of the teacher education program. The conceptual framework was supported with current research-based references.

Faith Baptist Bible College verified the employment of an administrative assistant for the program. The administrative assistant's background as a licensed teacher provides a valuable resource for the program and particularly for Dr. Stupka. The administrative assistant's job description includes management of pre-student teaching field experiences, serving as Dr. Stupka's teaching assistant, and management of the e-Portfolio assessment system and related report creation. In addition, one of the courses that Dr. Stupka traditionally teaches has been assigned to a different faculty member, and two courses that Dr. Stupka had been teaching have been consolidated into one course. These actions have greatly reduced the overloaded responsibilities of Dr. Stupka. The teacher education program reports that they have already seen positive effects of these changes.

Faith Baptist Bible College verified the hiring of a faculty member to relieve Dr. Horner of one section of a course he has traditionally taught. The college is in the process of hiring an additional instructor to teach one or two more courses traditionally taught by Dr. Horner and to relieve Dr. Horner of the directorship of the "writing-across-the curriculum" program.

In light of this evidence, the DE consultants conclude that all provisions of this standard are currently met. Consultants will continue to monitor implementation on the yearly Department of Education Educator Preparation report.

II. DIVERSITY STANDARD

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.

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON SEPTEMBER 18, 2014:

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

- 1) **79.11(3)** Most candidates have few experiences in public schools, and are not being exposed to the entire range of diversity that exists across the state's K-12 student population. The team recognizes that accreditation authorizes Faith Baptist Bible College candidates to be recommended for licensure by the Iowa Board of Educational Examiners. This allows them to teach in any school in Iowa, public and private, with a wide range of student diversity. The

team found little evidence that candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs – particularly to students whose learning needs are different than their own. The unit needs to develop a plan to provide a broader range of clinical experiences.

Items that Must Be Addressed Prior to State Board Action

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

Resolution

The unit has changed the schedule of candidate clinical experiences. Previously, candidates completed most of their clinical experiences in Christian schools, with only a short experience in public schools just before student teaching. This provided little opportunity for development of teaching knowledge and skills with public school students. Beginning in January 2015, students will complete junior level clinical experiences, associated with methods coursework, in public schools. Dr. Stupka and Mrs. Kramer met with the superintendent and human resources staff for Ankeny Community School District to develop partnerships for these clinical experiences. Planning for these placements is continuing.

In addition, the program is changing their clinical experience curriculum and evaluations of candidates during clinical experiences to emphasize meeting the needs of diverse students. Planning of this curricular change has begun and will be finalized in fall of 2014.

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

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

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

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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JANUARY 29, 2015 - FOLLOW UP TO FACULTY CONCERN:

DE consultants met with the Department Chair, the Dean, and the Provost on January 29, 2015, on the Faith Baptist Bible College campus. Faith Baptist Bible College provided evidence

meetings with the superintendent and other administration of Ankeny Community School District. This meeting resulted in obtaining placements for junior level candidates in fall of 2014 and spring of 2015. Candidates have provided positive feedback on these experiences. These junior level practicum placements will be an on-going arrangement with Ankeny. The more intensive experiences in public schools should help to prepare candidates to meet the needs of diverse K-12 students in Iowa.

In light of this evidence, the DE consultants conclude that all provisions of this standard are currently met. Consultants will continue to monitor implementation on the yearly Department of Education Educator Preparation report.

III. FACULTY STANDARD

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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No concerns requiring follow-up were identified in this standard.

IV. ASSESSMENT STANDARD

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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No concerns requiring follow-up were identified in this standard.

V. TEACHER EDUCATION CLINICAL

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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No concerns requiring follow-up were identified in this standard.

VI. TEACHER EDUCATION CURRICULUM STANDARD

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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No concerns requiring follow-up were identified in this standard.