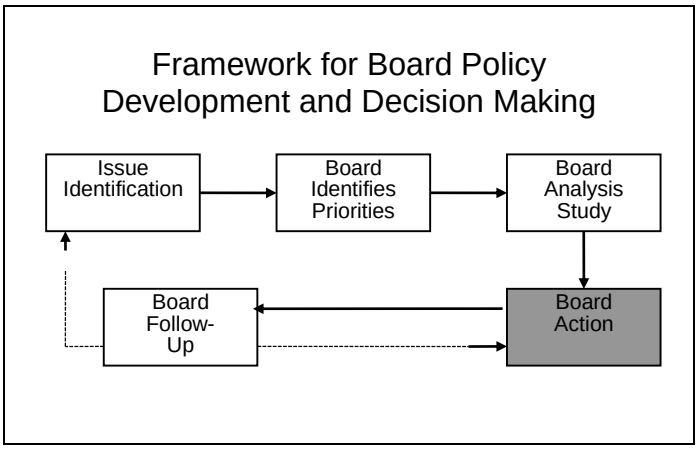
Iowa State Board of Education

Executive Summary

May 14, 2015



Agenda Item: Maharishi University of Management – Practitioner Preparation Program Approval

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 (IAC) rule 79.5.

Presenter: 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 approve Maharishi University of Management Teacher Preparation Program through the next state accreditation cycle scheduled for the 2021 - 2022 academic year.

Background: The Maharishi University of Management (MUM) Teacher Preparation Program has met the 281 IAC chapter 79 program approval standards as approved by the State Board.

This request is for the traditional 281 IAC chapter 79 based MUM secondary education program only. MUM has declined to seek ongoing approval for their elementary education program. There are no students in the elementary education program currently, thus no teach-out plan is required to allow current students to finish beyond the accreditation dates.

MUM has also declined to seek ongoing approval of their 281 IAC chapter 77 based intern program. There are no students in the intern program currently, thus no teach-out plan is required.

Maharishi University of Management

Final Team Report
Chapter 79 Traditional Programs

Preliminary Review: September 4, 2014
Site Visit Dates: October 19-23, 2014
Final Report Date: April 17, 2015

Iowa Department of Education

Review Team Members:
Dr. Carole Richardson, Iowa DE, co-chair
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Acknowledgements

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

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

Tom Stanley, Trustee
Dr. Craig Pearson, Provost
Dr. Cathy Gorini, Dean of Faculty
Dr. Jane Schmidt-Wilk, Dean of Teaching and Learning
Dr. Paula Armstrong, Education Department Chair
Dr. Chris Jones, Professor of Education
Dr. Gabriel Akura, Professor of Education
Dr. Ken Daley, Instructional Technology Director
Dr. Rouzanna Vardanyan, Library Director
Dr. Mary King and Dr. Tom Rowe, Registrars
Gwendolyn Stowe and Brad Mylett, Admissions Directors
Dr. Michael Spivak, Financial Officer for Maharishi University of Management
Ms. Sheila Higgins, Teacher Education Coordinator
Academic Department Chairs from the Departments of Business, Art, Mathematics, and English
Adjunct Instructors
Student teacher and Intern Supervisors
Area School Administrators, Cooperating Teachers, Mentors
Members of the Teacher Education Advisory Committee
Recent Maharishi University of Management graduates
Current Maharishi University of Management students, student teachers, and interns

GOVERNANCE AND RESOURCES

281—79.10(256) Governance and resources standard. Governance and resources shall adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

79.10(1) A clearly understood governance structure provides guidance and support for the practitioner preparation program(s). Programs offered by various delivery models, including distance learning and off-campus models, are integrated appropriately into the governance structure of the institution.

79.10(2) The professional education unit has primary responsibility for all programs offered by the institution for the initial and continuing preparation of teachers, administrators and other professional school personnel.

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

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

79.10(5) The unit provides evidence of ongoing collaboration with the professional community, including evidence that there is an active advisory committee that, at a minimum, is solicited semiannually for program input to inform the unit.

79.10(6) When a unit is part of a college or university, the unit provides evidence of ongoing collaboration with other departments of the institution, especially regarding content endorsements.

79.10(7) Procedures for an appeals process for candidates and faculty are clearly communicated and provided to all candidates and faculty.

79.10(8) The unit administers a systematic and comprehensive evaluation system designed to enhance the teaching competence and intellectual vitality of the professional education unit.

79.10(9) The institution provides the commitment and resources necessary to support a quality clinical program for all practitioner candidates.

79.10(10) Institutional commitment to the unit includes financial resources, facilities, appropriate educational materials, library services, and equipment to ensure the fulfillment of the institution's and unit's missions, and the delivery of quality programs, regardless of delivery model.

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

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

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

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

Initial Team Finding

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

Strengths

- Budget development is bottom driven and decisions are made by consensus. The TEP has input into the budget. The operating budget is equitable across the institution.

- Consciousness based learning is integral in the university and unit framework. It is integrated in all courses and Transcendental Meditation (TM) is practiced daily by students, faculty and staff. Consciousness based learning is evaluated in every course by the Dean of Teaching and Learning.

- The library is open to students at appropriate times. The reference librarian is available and knowledgeable. The library director is knowledgeable and works with the unit to assure availability of hard copy and electronic resources is adequate. Books not available in circulation may be bought commercially when students request them.

- The Teacher Education Advisory Committee (TEAC) is diverse and knowledgeable. Members state that they are solicited for input and are kept informed of unit work.

- The governance structure is clear. The TEP administrator, Dr. Jones, serves a dual role as a TEP faculty member as well as the Dean of Academic Programs. The TEP benefits by having a voice in administration. The potential conflict is apparently managed and/or avoided by Dr Jones.

- There is a clear structure for faculty evaluation. Faculty are evaluated by students in each course. The department chair evaluates faculty. In addition, the Dean of Teaching and Learning visits/observes each faulty member's course in every course they teach. The feedback, though currently limited in scope, is shared with the instructor and the department chair, as necessary.

Concerns/Recommendations

1. 2. 79.10(3) It is not clear the Teacher Education Committee (TEC) uses professional standards in developing and teaching their courses (for instance, National Council of Teachers of Mathematics (NCTM) for math methods.) The team found no evidence in documents, syllabi or interviews that professional standards are used. The team recommends the unit assure that professional standards are being used for preparing teachers in all content fields.

MUM response: *We have based most of the courses from the curriculum planning course onward on the Common Core, the Iowa Core, and the MCREL Compendia of standards that integrates standards from multiple sources. Based on the team's feedback, we have also added to the secondary methods syllabi professional standards of the appropriate teachers' professional organizations. The Secondary English Methods syllabus uses the NCTE standards, the Secondary Math Methods syllabus is designed around NCTM as well as Common Core standards, the Secondary Science Methods course references the Next Generation Science Standards, and the Secondary Art Methods course references national core arts standards from the National Art Educators Association.*

2. 79.10(10) Materials in the curriculum lab are out of date. The unit has decided to not continue the elementary education program, so those materials do not need to be updated. The materials available for secondary education candidates are in need of update/replacement. The team recommends the unit commit time~~s~~ and resources to update the curriculum lab materials to better match the learning needs in current classrooms.

MUM response: *We recently submitted a library order that includes curriculum materials for secondary Science and English, areas in which we have candidates. Our secondary art and mathematics instructors have submitted their library orders, which will be purchased before those courses are next scheduled.*

3. 79.10(10) There is not sufficient evidence that the unit provides candidates with learning on using technology for teaching. The materials available are limited, the IT support for learning using technology, including online coursework, is limited. Candidates, recent graduates, and local administrators express concerns that candidates are not adequately prepared to use technology. Current students have described the instruction in using technology for learning as outdated. The team recommends the unit conduct research and develop strategies for candidates to learn to use technology in their students learning.

MUM response: *We are collaborating with instructional coaches in the Cardinal district (known in this area for its commitment to technology) before the next Educational Technology course is offered in March to help us re-design that course to be up to date and relevant.*

4. 79.10(12) The team found the professional development by faculty members to be limited in scope. The chief financial officer (CFO) described very limited funding in the recent past. He described funding for professional development (PD) to be more available currently. The team recommends the unit develop PD plans and request resources for PD in order to enhance their understanding of the best practices in their field to enhance their knowledge and their teaching.

MUM response: *The Department has adequate resources to sponsor conference attendance for faculty this academic year. Both Dr. Akura and Ms. Armstrong are attending conferences this spring (other than IACTE) that directly relate to their teaching responsibilities and professional interests. Faculty will submit their proposals for next year's professional development in March before the budget for 2015-16 is finalized.*

Items that Must Be Addressed Prior to State Board Action

None.

Sources of Information

- Dean of Faculty, Dean of Teaching and Learning, Dean of Academic Programs, Registrars, Chief Financial Officer, Trustee, Teacher Advisory Council members (local principals, teachers, current candidates, alumni), Dean of Student Life, Fairfield Community School District superintendent, local principals, Fairfield Community School District curriculum coordinator, candidates, Education Department faculty, Teacher Education coordinator, Library Director, course syllabi
- Visits to classrooms and discussions with students
- Institutional Report (IR)
- Program Response to Review Team's Initial Report

FINAL RESOLUTION:
No issues in this standard required the MUM program to provide a response. However, MUM did provide responses to suggestions for program changes they are making designed to improve teacher preparation. Those responses are placed after each suggestion in italics.

Final Recommendation

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

DIVERSITY

79.11(256) Diversity standard. The environment and experiences provided practitioner candidates shall support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.
79.11(1) The institution and unit maintain a climate that supports diversity.
79.11(2) The institution and unit document their efforts in maintaining and increasing a diverse faculty and include teacher education candidates in plans, policies, and practices as required by the Higher Learning Commission.
79.11(3) Practitioner candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs.

Initial Team Finding

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

Strengths

- A diverse faculty and teacher intern candidate population is a strength of the program with an emphasis on celebrating a variety of cultures. Students host a variety of cultural events to introduce their culture to the diverse population. The university supports the students from the time of application through graduation by providing academic support, support for individual issues, and learning disabilities support. There is a full-time counselor on staff. English as a Second Language (ESL) department staff work closely with the student life staff to provide support for individuals in need. With two associate deans of students, the students have strong advocates who act as ombudsmen for issues that arise. The university is closely networked to a mental health support facility.

- Persons from different regions of the country and the world, different languages, and different social-economic backgrounds are involved in the program and provide context to others interested in the program. Cultural pride is evidenced throughout the campus. Students complete the National Survey of Student Engagement and rate the highest level of satisfaction for diversity issues on campus.

- Teacher interns utilize opportunities to Skype with students in other schools, observe in schools that embody diversity, and work with students from a range of socio-economic backgrounds and learning needs.

Concerns/Recommendations

1. 79.11(3) The tracking system of diverse field experiences is very informal. It is difficult to document and possibly determine, the diverse clinical experiences each candidate completes. **The TEP must develop a form or tool to ensure diverse clinical experiences for all students are made, managed, and documented**.

Items that Must Be Addressed Prior to State Board Action

Concern #1. The TEP must document a plan to track and manage clinical placements for all candidates.

MUM Response:
We now have an online platform that tracks and manages placements as well as program requirements. We've organized the system around our three major checkpoints:

1) <u>Admission to Program</u> This checkpoint documents field experiences before methods, including number of hours and diversity of placements; at what level program standards before

methods are met; and Praxis scores, GPA, major requirements and recommendations.

2) Admission to Student Teaching This checkpoint documents the standards that have been met during the methods course, as well as the number of field experience hours a candidate has accumulated.

3) Recommend for Licensure This checkpoint documents that standards for student teaching and work samples have been met, that all major coursework is complete, that Praxis tests have been passed and that the procedures for applying for a license have been completed.

These checkpoints are editable by the Teacher Education Coordinator and Department faculty and can be viewed by the IR team by clicking on the links above.

FINAL RESOLUTION:
The MUM TEP has provided a documented plan to track and manage clinical placements. All hyperlinked documents in the MUM response have been examined. The Iowa Department of Education (DE) considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Sources of Information

- Interviews with: Education Department faculty; Dean of Faculty Development, Dean of Teaching and Learning; Part-time faculty members; cooperating teachers; secondary teacher candidates.
- Exhibits: Course syllabi, curriculum exhibits, curriculum vitae, rubrics, program handbooks, catalog.

Final Recommendation

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

FACULTY

79.12(256) Faculty standard. Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.
79.12(1) Faculty members in professional education are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which the practitioner candidates are being prepared. Faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities.

79.12(2) Faculty members in all program delivery models instruct and model best practices in teaching, including the assessment of their own effectiveness as it relates to candidate performance.
79.12(3) Faculty members in all program delivery models are engaged in professional development as well as scholarly and service activities that relate to teaching, learning, and practitioner preparation.
79.12(4) Faculty members in all program delivery models collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, the department, area education agencies, and professional associations as well as with community representatives.
79.12(5) Part-time faculty members and employed graduate assistants in all program delivery models are identified as faculty members and meet the background and experience requirements appropriate for their assigned responsibilities.
79.12(6) Faculty members preparing in all program delivery models who prepare practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools or elementary, middle, or secondary schools, in AEAs, or in appropriate facilities. A minimum of 60 hours of such activities shall include team teaching or appropriate collaborative experiences during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising candidates.

Initial Team Finding

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

General Comments/Strengths

- The team finds the education faculty has diverse professional experience as documented by their curriculum vitae. In all cases faculty have demonstrated a commitment to the university's goals and philosophical foundations. Their preparation is well matched to the MUM environment, and helps provide a concrete and consistent framework for the faculty's instructional interactions with students.

- The team finds the education faculty regularly reflect on their performance through reviews of student course evaluations and the use of the "Closing the Loop" tool to act upon evaluation data. These data are reviewed by individual instructors as well as by the Dean of Faculty Development who also provides feedback and may offer insights for improvements in course structure and/or instruction

- The team finds multiple examples of close collaboration and cooperation among and between on-campus faculty, as evidenced by IR documentation and personal interviews. Given the small number of on-campus faculty, communication is easy and free flowing, and can occur in a variety of settings, both informal and formal.

- The team finds all on-campus faculty have provided ample and specific evidence that they have exceeded required team teaching and/or collaborative experiences in the field as documented by the standard.

Concerns/Recommendations

1. 79.12(1) The team is concerned that the faculty adequately meets the spirit of the standard as stated, *"... have had experiences in situations similar to those for which the practitioner candidates are being prepared."* The insular nature of the faculty's experience, confined primarily to the university and its philosophical underpinnings, may not adequately reflect the needs of teachers in Iowa's schools. Curriculum Vita information identifies a deep level of expertise and experience in consciousness based education, however, its context is largely confined to university's deeply held belief system. That deep and sincere commitment to TM principles may not provide adequate preparation of candidates for practice in more mainstream public and private K-12 settings in Iowa and beyond. Emphasis on the expectations of the teaching profession in local, state, and national schools will provide teacher candidates with a broader and deeper base of understanding when placed in the "real world" of K-12 education beyond the confines of MUM. This is not to suggest a sublimation or abandonment of TM principles, but rather an examination of the intentional ways TM can serve teachers and students in the broader and less informed and/or accepting community. The team recommends the TEP examine best practices in public schools for integration in standards and instruction.

MUM Response: *We have had many discussions among the faculty in the department relative to this concern, over the last decade or two. We fully understand the delicate balance, one we imagine every mission-driven school faces. It is our firm commitment that graduates of our program be equipped to teach in both consciousness-based and non-consciousness-based environment. Toward this end we have worked over the years on our relationships with area public schools and had a healthy exchange for many years with these schools. At the same time, we realize we can do more.*

We have an appointment to meet with the Superintendent and Curriculum Director of the Fairfield district especially for the purpose of thinking together of ways for more collaboration so our students' preparation reflects best practices in public as well as private schools.

Team Note: MUM has met with the Fairfield Community School District administrators and collaborating on a plan for increased collaboration and integration by MUM into public schools.

2. 79.12 (3). The team finds a lack of evidence to support that there is ongoing implementation or infusion of professional development topics and experiences in education classes. As noted in the general comments/strengths section of this report, faculty participate in a number of professional development activities, but have not documented where and how these learning opportunities benefit instruction, assessment, or course development. Modeling the application of new knowledge is important for teacher candidates. MUM faculty would be well served to specifically and intentionally identify both to themselves and their students the "what's", "how's" and "why's" of the applying knowledge and skills gained in professional development

settings to the "real world" classroom. The team recommends the TEP purposefully bring new learning into coursework and modeling of best practices.

MUM Response: *We believe we have in fact brought our continual faculty development from on-campus workshops, off-campus conferences, our advisory board recommendations, consulting, and our own scholarship into the classroom. As an example, the full-time faculty in the program make substantial re-designs of their courses every year to incorporate new developments in content and pedagogy. Nonetheless, we may not have communicated these infusions as effectively as possible. To ensure that no opportunity is lost, we intend to implement this suggestion at the end of our academic year. We plan to share with each other key ideas from our professional development activities that have impacted our instruction, assessment and course development.*

3. 79.12 (4) The team has considerable concern regarding the faculty's collaboration and communication with schools and practitioners outside the immediate university environment. In interviews with university staff, off-campus supervisors, part-time faculty, employment contracts, and other IR documents, a picture emerges of a laissez-faire approach to accountability of off-campus personnel tasked with vital supervisor assignments. Contact between on and off campus faculty and supervisors is intermittent and "hands-off", with insufficient oversight by on-campus faculty. Interviews with local as well as out of state student supervisors indicate a "loose" system, without active involvement of department faculty. There is a lack of evidence provided to form a picture of how off-site cooperating and supervising teachers receive evaluative feedback regarding their work with MUM students and faculty. Specific feedback and evaluative systems should be developed to ensure alignment of state and institutional goals and expectations with off-site supervisors and cooperating teachers. These systems must be intentional and proactive, fostering two-way communication and collaboration while maintaining the supervisory role of the MUM faculty. **The TEP must develop and document a system to improve communication with schools and practitioners outside of the MUM system with the goal of assuring adequate preparation and assessment of candidates in all environments.**

MUM Response: *If there has been any looseness in the communication or contact between off-site cooperating teachers and supervisors, it has been with the off-site supervisors. This is a relationship that is relatively new to our program, and one to which we intend to give more attention. Every cooperating teacher in memory has had formal orientations and mid- and end-of-term conferences. All have been invited and offered honoraria for training workshops. We do believe however, that a more systematic tracking program will assist us in monitoring and facilitating communication with both groups. Toward this end, we have revised our procedures for communication with and accountability of off-campus cooperating teachers and supervisors. We now track communications between cooperating teachers and MUM faculty using a spreadsheet shared between Department faculty and the Teacher Education Coordinator. After the Teacher Education Coordinator sets up the placement with the district, requests credentials from cooperating teachers and supervisors, and sends the Student Teaching Handbook, the Director of Teacher Education gives supervisors and cooperating teachers an orientation to student teaching either in person or through a phone conference. She stresses that the orientation is the first step in collaboration with the department, and encourages cooperating*

teachers and supervisors to attend the two Cooperating Teacher Workshops, which go into more depth about Department standards and how to support and evaluate student teachers, and for which an honorarium is offered. A more extensive orientation seems to have been effective in increasing attendance at the Cooperating Teacher Workshops, in January, 2015. All six cooperating teachers working with our student teachers this semester attended the first workshop and five of the six attended both.

When we have candidates student teaching out of state and supervised by someone other than MUM faculty, a midterm conference between the Director of Teacher Education and both the supervisor and cooperating teacher is required so that we can more closely monitor the progress of the student teacher. At the end of the placement we solicit feedback on our program from university supervisors and cooperating teachers. This feedback gives us an objective view of how our candidates compare with others our supervisors and cooperating teachers have had in the past and targets areas for improvement.

4. 79.12(4) The team has considerable concern specifically with the lack of direct management of and collaboration with teachers in the field who serve as content area specialists. According to MUM, these teachers are serving as MUM faculty, in that they are expected to instruct candidates in content specific methods. The teachers themselves state, and in practice are, only providing a practicum experience. Interviews with these teachers and examination of course syllabi fail to indicate how, when, and what MUM students are expected to learn regarding content-specific pedagogical practices beyond the general concepts of planning, assessment, and management. Interviews with these teachers indicate minimal coordination/ communication between the MUM faculty. These teachers do not participate in development of content specific syllabi of development of assessments for candidate success in content pedagogy. Examination of the Secondary Methods (Ed 480-556) syllabus fails to provide evidence that on-site and on-campus faculty work in concert to ensure an adequate base of content specific teaching methods. On the contrary, the role of the on-site methods instructors appears to be a largely benign supervision of classroom observation, with a few opportunities for MUM students to instruct and/or interact with students. The TEP must develop and document a way to use instructors of content-specific methods for instructing secondary candidates. **Whether or not the current teachers are to be used, the TEP must develop and document a system for content specific methods instructors to develop curriculum, assessments and instruction aligned with MUM standards and national content teaching standards and that candidates are taught using best practices in their fields**.

MUM Response: *We are no longer offering a general "Secondary Methods" course, but secondary methods courses specific to each licensure area. Content specialists have developed and will teach the four main secondary methods courses: Methods of Teaching Secondary Art, Methods of Teaching Secondary Science, Methods of Teaching Secondary English and Methods of Teaching Secondary Mathematics. Candidates will be placed for half the day in a local secondary school, where the classroom teacher will give them feedback on their work with students, but not be expected to co-teach the course. These syllabi have been added to the BOEE curriculum exhibits and can be viewed on the MUM Institutional Review site.*

Items that Must Be Addressed Prior to State Board Action

Concern #3: The TEP must develop and document a system to improve communication with schools and practitioners outside of the MUM system with the goal of assuring adequate preparation and assessment of candidates in all environments.

FINAL RESOLUTION:
The MUM TEP has documented a system to improve communication and to track the communication as well. Their system is described in the MUM response in italics. All hyperlinked documents have been reviewed. The DE considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Concern #4: The TEP must develop and document a system for content specific methods instructors to develop curriculum, assessments, and instruction aligned with MUM standards and national content teaching standards and that candidates are taught using best practices in their fields.

FINAL RESOLUTION:
The MUM TEP has documented a plan to provide learning in specific secondary methods for secondary education students. The plan is outlined in the MUM response in italics above. All hyperlinked documents have been reviewed. The DE considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Sources of Information

- Interviews with: Education Department faculty; Dean of Faculty Development, Dean of Teaching and Learning; Part-time faculty members; cooperating teachers; secondary teacher candidates; Fairfield High School secondary methods instructors.
- Exhibits: Course syllabi, curriculum exhibits, curriculum vitae, rubrics, program handbooks, catalog, supervisor and cooperating teacher contracts.

Final Recommendation

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

ASSESSMENT

79.13(256) Assessment system and unit evaluation standard. The unit's assessment system shall appropriately monitor individual candidate performance and use those data in concert with other

information to evaluate and improve the unit and its programs. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

79.13(1) Unit assessment system.

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

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

c. The unit demonstrates an alignment of unit standards with INTASC standards for teacher preparation, ISSL standards for administrator preparation, and appropriate standards for other professional programs, as well as with Iowa teaching standards, Iowa preparation core professional standards in subrule 79.15(7), and the Iowa board of educational examiners' licensing standards in
282—subrules 13.18(4), 13.18(5), 18.4(1), 18.4(2), and 18.9(1) and rule 282—18.10(272).

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

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

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

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

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

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

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

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

79.13(2) Performance assessment system for candidates.

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

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

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

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

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

professional knowledge, and pedagogical knowledge and their applications, and teaching or leadership performance including the effect on student learning.
f. Practitioner candidate performance is assessed at the same standard regardless of the place or manner in which the program is delivered.
79.13(3) The unit annually reports to the department such data as are required by the state and federal governments at dates determined by the department.
79.13(4) The department shall periodically conduct a survey of schools, agencies, or facilities that employ licensed graduates of approved programs to ensure that the graduates' needs are adequately met by their programs and by the approval process herein.

Initial Team Finding

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

Strengths

- 79.13(1)h The annual overview is a good idea, it provides a regular and formal way of bringing things together and of documenting use of data. That the unit is now going to do them twice a year may even be better.

- 79.13(1)e Up until now the unit has not used rubrics for many of the assessments but rather a simple checklist. The team commends the unit for adding the greater detail and information of the rubrics.

- 79.13(1)e The team would also like to commend the TEP for moving to the greater use of standard forms for tracking and digital storage of records.

Concerns/Recommendations

1. 79.13(1)a The unit is collecting data, but there is little evidence of intentional and constructive use for candidate growth and program assessment. The team could not find evidence of any substantial analysis of data; most data is not aggregated. There are scanned copies of evaluations of candidates from practitioners online, and student teaching rubrics and some narrative descriptions in the candidate files, but none of this data has been summarized and used. No evidence was provided documenting the propriety, utility, accuracy, and fairness of both the overall assessment system and the instruments used. The team recognizes that the relative smallness of the program makes it possible to be more informal about information sharing and analysis than in a bigger program, but a certain level of formality allows greater chance of not missing things and provides a paper trail and documentation for later review. **The TEP must develop and document a plan to conduct a systematic, comprehensive system of assessment combining candidate and program assessment and document improvement made through assessment data analysis.**

MUM Response: *The goal of our twice yearly Outcomes Review is to improve our program through a systematic and comprehensive assessment. We have developed new online surveys for feedback from our cooperating teachers, supervisors, employers, alumni and graduating students and used that feedback along with the aggregated scores of the most recent student teachers from their final student teaching evaluations and work samples as the basis for our January, 2015, Outcomes Review. Notes from this meeting include areas of strength and weakness and steps to be taken to address issues. We will begin each Outcomes Review by reviewing notes from the previous meeting to make sure our action steps were implemented.*

2. 79.13(1)a For better tracking, the team recommends that the tracking spreadsheet include certain pre-admission evidence (such as passing Praxis I) as well as the post-admittance data. The team also recommends a stronger verification system to help prevent cases such as candidates student teaching or recommended for licensure even though they did not meet all assessment criteria, including passing Praxis I.

MUM Response: *Our tracking system now includes all pre-admission evidence, including the scores and dates taken for Praxis Core and Praxis 2 tests. Students must meet all criteria at each checkpoint before being accepted into the next phase of the program. After a candidate submits an application for admission to the program or to student teaching, the candidate's advisor reviews his or her performance to make sure he has met all requirements to proceed to the next stage. The advisor then either recommends to the Director of Teacher Education that the candidate move from one level to the next, or advises the candidate what he or she might need to do to progress. If the Advisor recommends that the candidate move to the next level, The Director of Teacher Education also verifies that the candidate has met all criteria up to that point.*

3. 79.13(1)a The candidate files/records are problematic. Many are missing forms and documentation, and many of the forms not completed. **The TEP must develop a system to assure candidate records are maintained.**

MUM Response: *The new system described earlier is where we keep track of candidate progress in the program. Applications to move from one checkpoint to the next include relevant candidate data which are collected and stored online.*

4. 79.13(1)b The IR shows how the Department's learning goals are aligned with the university's goals. The "Teaching Skills" area assessment is what is addressed in this section of the IR. Ways of assessing the other three goals are listed but not described. As the goals are goals for the candidates, the team recommends inclusion of the capstone and Educational Testing Service (ETS) assessment data as additional evidence of candidate preparation and abilities. The team recommends the TEP describe how all goals are assessed and how assessment data is used.

5. 79.13(1)c The unit standards include the basic names of the ten Interstate Teacher Assessment and Support Consortium (INTASC) standards. However, there is much more to the INTASC standards than simply these very general names. It is not clear to what extent all of the assessments together represent a full-bodied understanding of the standard. **The TEP must document when, how, and why each standard is assessed.**

MUM Response: *Our 14 standards are used to assess candidates at each step of their progress toward licensure. Before students are admitted to the program (Checkpoint 1) we document their attainment of standards in courses prior to secondary methods, using a 4-point scale. Each course is designed to develop candidates' competence in one to three areas related to a standard. The rating the candidate receives on a standard at that stage of the program is based on a task chosen by faculty to align with what is expected of practitioners in that area.*

At the end of secondary methods (Checkpoint 2) we evaluate candidates' competence on the teaching standards reflected in the MUM Student Teaching Evaluation Form. For this assessment we rely on the methods faculty and practicum teacher to collaborate on an evaluation of the student's competence in ten areas identified by the Student Teaching Evaluation, and rate them on a 4-point scale.

At the end of student teaching we rely on our cooperating teachers to give a final evaluation and recommendation for licensure, using the Student Teaching Evaluation. We also evaluate candidates' Teacher Work Samples on a 4-point scale. The Student Teaching Evaluation is oriented toward performance in teaching skills, whereas the Work Sample is oriented toward planning and assessment.

6. 79.13(1)f(3) / 79.13(4) The only evidence of alumni survey data was for a survey carried out in 2013, and no employer survey has been done. **The TEP must develop and document a plan to assess graduates and employers on a regular basis and use data for program assessment.**

MUM Response: *We <u>surveyed employers</u> of recent graduates in early January, 2015. Since we received feedback on only a small number of graduates, we couldn't draw broad conclusions. However, the same survey can be used each year, and therefore, with each subsequent year, the results will accumulate so we can look at aggregated data to understand employers' perceptions of our strengths and weaknesses in teacher preparation. We haven't had any newly employed graduates since we surveyed alumni last year, but we expect to have several next year, so we will be able to use our <u>survey of recent alumni</u> next year at this time.*

7. 79.13(1)h The team found little evidence that the TEP is sharing assessment information with faculty and other stakeholders and using it for program improvement. For example, the TEAC members said they don't get any data although they are solicited for advice for the program. The team recommends the TEP develop a structure to assure assessment information is shared with advisory groups and other stakeholders.

MUM Response: *We concur. We have restructured the TEAC meetings so that they can be devoted not only to sharing developments in teacher education and getting input on developments in K-12 education, but also to data that we collected on our program. Our next TEAC meeting will be scheduled for late April, and at that time we will share what we learned from our mid-year outcomes review.*

8. 79.13(2) Evidence supports that student checks for progress through the program are not strictly adhered to. Two students, one traditional, one intern, have been allowed to student

teach/intern without passing the pre-professional skills test. One student (intern, or fast track) was recommended for an initial license without attempting Praxis II program completion tests. **The unit must document a plan to assure all candidates are thoroughly assessed and that candidates are not allowed to progress past checkpoints without meeting requirements.**

MUM Response: *We have documented above the new progress monitoring system we now have of meeting all standards at one checkpoint before being admitted to the next will solve this problem. We have also strengthened the protocols for approval so that no candidate can be recommended to progress without the appropriate evidence in place.*

Items that Must Be Addressed Prior to State Board Action

Concern #1: The TEP must develop and document a plan to conduct a systematic, comprehensive system of assessment combining candidate and program assessment and document improvement made through assessment data analysis.

FINAL RESOLUTION:
The MUM TEP has documented a plan for a comprehensive assessment system. The plan is outlined in the MUM response in italics above. All hyperlinked documents have been reviewed. The DE considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Concern #3: The TEP must develop a system to assure candidate records are maintained.

FINAL RESOLUTION:
The MUM TEP has documented a plan to assure candidate records are maintained accurately. The plan includes an electronic system. The plan is outlined in the MUM response in italics above. All hyperlinked documents have been reviewed. The DE considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Concern #5: The TEP must document when, how, and why each standard is assessed.

FINAL RESOLUTION:
The MUM TEP has documented when, how and why each standard is assessed. The plan is outlined in the MUM response in italics above. The DE considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Concern #6: The TEP must develop and document a plan to assess graduates and employers on a regular basis and use data for program assessment.

FINAL RESOLUTION:
The MUM TEP has documented their current survey data collection. They have also documented a plan for ongoing survey data collection. Their plan also addresses the application of data analysis for program assessment. The plan is outlined in the MUM response in italics above. All

hyperlinked documents have been reviewed. The DE considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Concern #8: The unit must document a plan to assure all candidates are thoroughly assessed and that candidates are not allowed to progress past checkpoints without meeting requirements.

FINAL RESOLUTION:
The MUM TEP has documented an assessment plan that addresses the identified issues in candidate assessment. The plan is outlined in the MUM responses in italics above (Concerns #1, 2, 3, 5, 8). All hyperlinked documents have been reviewed. The DE considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Sources of Information

- Interviews with: unit faculty and staff, candidates, cooperating teachers, graduates, advisory panel, registrar
- Institutional Report
- Program response to preliminary report
- Exhibits: File of state annual reports (paper file), Title II reports (electronic), Education Students and Standards Spreadsheet, assignment rubrics**,** student teaching evaluation rubrics, graduate survey results, Annual Outcomes Report, student education files

Final Recommendation

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

TEACHER EDUCATION CLINICAL

79.14(256) Teacher preparation clinical practice standard. The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.
79.14(1) Candidates admitted to a teacher preparation program participate in field experiences including both observation and participation in teaching activities in a variety of school settings and totaling at least 80 hours' duration, with at least 10 hours occurring prior to acceptance into the program.
A maximum of 40 hours of previous experience as a teacher or teaching associate may be credited toward the 80 hours if a program chooses to implement specific criteria for this option.

79.14(2) Clinical practice for teacher candidates supports the development of knowledge, dispositions, and skills that are identified in the unit standards. The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit, and integrated into the conceptual framework of the program.
79.14(3) Programs document clinical expectations at various developmental levels throughout the program. These expectations are shared with candidates, supervisors, and cooperating teachers.
79.14(4) Environments for clinical practice support learning in context, and include all of the following:
a. Scheduling and use of time and resources to allow candidates to participate with teachers and other practitioners and learners in the school setting.
b. Teacher candidate learning that takes place in the context of providing high-quality instructional programs for children in a state-approved school or educational facility.
c. Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.
d. The involvement of teacher candidates in assessment, planning and instruction as well as in activities directed toward the improvement of teaching and learning.
79.14(5) PK-12 school and college/university personnel share responsibility for the selection of cooperating teachers who demonstrate skills, knowledge, and dispositions of highly accomplished practitioners.
79.14(6) Cooperating teachers and college/university supervisors share responsibility for supervising the candidate's achievement of unit standards.
79.14(7) The unit is responsible for all of the following:
a. Defining qualifications for practitioner candidates entering clinical practice.
b. Providing quality supervision that includes primary responsibility for communication/collaboration with cooperating teachers and candidates.
c. Responding to specific needs of cooperating schools.
d. Implementing an evaluation process that assists in selecting quality cooperating teachers.
79.14(8) Teacher candidates develop and demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms.
79.14(9) Accountability for student teaching experiences is demonstrated through all of the following:
a. Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.
b. Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.
c. Collaboration of the cooperating teacher and the college/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.
d. Use of written evaluation procedures, with completed evaluation forms included in practitioner candidates' permanent institutional records.
79.14(10) The student teaching experience for initial licensure meets all of the following:
a. Includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.
b. Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.

c. Consists of interactive experiences that involve college or university personnel, the student teacher, and the cooperating teacher.
d. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.
e. Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.
f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.
g. Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days).
h. Involves the student teacher in professional meetings and other school-based activities directed toward the improvement of teaching and learning.
i. Involves the student teacher in communication and interaction with parents or guardians of students in the student teacher's classroom.
79.14(11) The institution annually offers one or more workshops for all cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops shall be one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.
79.14(12) The institution shall enter into a written contract with each cooperating school providing clinical experiences, including field experiences and student teaching, as stipulated in Iowa Code section 272.27.

Initial Team Finding

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

Strengths/Comments

- The team found that candidates admitted to a teacher preparation program participate in field experiences including both observation and participation in teaching activities in a variety of school settings.

- The team found that clinical practice for teacher candidates are integrated into the conceptual framework of the program.

- The team found that program faculty provided opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice. This was evident throughout the program.

Concerns/Recommendations

1. 79.14(6)/79.14(10). The team found consistent evidence that some cooperating teachers were not aware of their responsibility for supervising and informing the candidate's achievement of unit standards. Additionally, cooperating teachers were not fully involved in the continuous formative evaluation and support of practitioner candidates. The team recommends that the unit work to define the objectives of the student teaching experience for cooperating teachers and to outline the responsibilities and expectations for candidate evaluation. **The TEP must document a system to improve the objectives, assessments, communication, and collaboration among TEP faculty, candidates, and cooperating teachers regarding support of candidates in student teaching.**

MUM Response: *We recognize that the main difficulty lies with the off-campus cooperating teachers and supervising faculty, and to address the importance of collaboration and communication with these support staff we have instituted a new procedure for monthly conferences with the supervisors and cooperating teachers off-campus. On campus placements currently have bi-weekly visits from campus supervisors, thus ensuring frequent communication with TEP faculty. In addition, in part to address the concern brought out in this comment, we have reemphasized in the Cooperating Teacher Workshop (see attachment for revised agenda) the TEP standards and their interpretation, including a joint calibration exercise with the standards.*

2. 79.14(8) The team found evidence that candidates do not have knowledge of using assessment data to affect student learning in their classrooms. **The TEP must develop and document strategies and curriculum to assure candidates demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms.**

MUM Response: *This point has been covered in the Educational Assessment and Evaluation course, as well as the old secondary methods and in student teaching, but we have reviewed as a Department the training in this skill and further strengthened instruction in it (see revised syllabus for Educational Assessment and Evaluation). Students' final project will now require evidence that they have applied it during and after their field experience in the course. They will then practice the skill further in their methods and student teaching placements. Their final work sample from student teaching will be evidence of their competence in this area.*

Items that Must Be Addressed Prior to State Board Action

Concern #1: The TEP must document a system to improve the objectives, assessments, communication, and collaboration among TEP faculty, candidates, and cooperating teachers regarding support of candidates in student teaching.

FINAL RESOLUTION:
The MUM TEP has documented the changes they have implemented in their communication plans. They have also documented a plan for future changes. The plan is outlined in the MUM response in italics above. All hyperlinked documents have been reviewed. The DE considers this

standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Concern #2: The TEP must develop and document strategies and curriculum to assure candidates demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms.

FINAL RESOLUTION:
The MUM TEP has documented the changes they have made and the plans for future changes. They have changed curriculum and have significantly changed assessments to better meet candidates' learning needs. The plan is outlined in the MUM response in italics above. All hyperlinked documents have been reviewed. The DE considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Sources of Information

- Interviews with: unit faculty, candidates, cooperating teachers, recent graduates, and general education/liberal arts faculty, Maharishi School administrators, out-of-state placement faculty supervisors, Fairfield Community School District superintendent, Fairfield Community School District curriculum coordinator, Fairfield Middle School principal.
- Contracts with school districts.
- State Institutional Report.
- Program response to preliminary review.
- Exhibits: Course syllabi, artifact rubrics, early field experience spreadsheet, candidate evaluation forms (clinical experience), lesson planning evaluation forms, Iowa MUM dispositions assessment, methods practicum dispositions assessment, student teaching handbook, student teaching evaluation forms, cooperating teaching workshop outline, student education files.

Final Recommendation

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

TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

79.15(256) Teacher preparation candidate knowledge, skills and dispositions standard. Teacher candidates shall demonstrate the content knowledge and the pedagogical and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and

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

79.15(1) Prior to admission to the teacher preparation program, each teacher candidate attains the qualifying score determined by the unit on a pre-professional skills test administered pursuant to paragraph 79.13(2)*"c."*

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

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

a. Be aware of and understand the values, life styles, history, and contributions of various identifiable subgroups in our society.

b. Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.

c. Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.

d. Recognize human diversity and the rights of each individual.

e. Relate effectively to other individuals and various subgroups other than one's own.

f. Have an awareness of federal and state civil rights legislation as it impacts students.

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

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

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

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

a. Content/subject matter specialization. The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each candidate

must achieve a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area. Additionally, each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. These requirements shall become effective January 2, 2013.

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

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

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

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

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

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

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

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

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

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

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

79.15(8) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards

developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.
79.15(9) Candidates seeking an endorsement in elementary education attain the state's designated criterion score on a content knowledge assessment as a condition precedent to successful program completion and recommendation for licensure.
79.15(10) Candidates seeking an initial Iowa teaching license demonstrate competency in coursework directly related to the Iowa core curriculum.

Initial Team Finding

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

Strengths

- General: Current students and recent alums expressed admiration for both the curriculum and the faculty. They are proud to be associated with your program.

- The team finds MUM teacher licensure program requirements are clearly and consistently articulated in published materials.

- The team finds coursework related to diversity/human relations is strong. Current students indicated they felt well prepared for teaching in diverse settings and K-12 teachers and a K-12 administrator indicated they found MUM teacher candidates well prepared with respect to understanding and valuing diversity of identities among students.

- The team finds course syllabi are aligned with Education Department goals and clearly delineate course objectives and specific methods to be addressed in each course, and consistently meld the expectations of both the State and the precepts of TM.

Concerns/Recommendations

1. 79.15(2) The team recommends the program implement a mechanism for tracking candidate completion of liberal arts core requirements. Students are meeting the liberal arts core requirements. Teacher candidates who receive a bachelor's degree from MUM fulfill the licensure requirement as a part of their degree requirements. However, many of the teacher candidates in the program have a bachelor's degree from another institution and so don't complete the MUM bachelor's requirements. While all post-bachelor teacher candidates <u>had</u> satisfied the Iowa liberal arts core requirements, the team found no system in place to ensure a check was done. Given record keeping deficiencies in other areas, we recommend the program put in place a mechanism to ensure a check is made.

2. 79.15(4) and 79.15(7) The team finds clear evidence that the teacher education curriculum is not adequately preparing candidates to differentiate instruction when working with the diversity of learners they will encounter. The program is in compliance in that they present required material related to disabilities, giftedness, language learners, special education designations, and instructional differentiation in the "Teaching with Learner Differences in Mind" (ED 460) course. However, the presentation of the material in that course is done in less than half the course and does not get presented again in other courses. The concept of differentiating instruction appears in the INTASC standards related to assessment and planning, but does not appear in MUMs courses that address those standards. Practicums prior to methods appear to be mostly in the Maharishi School which would not expose students to the formal learning diversity mechanisms (especially special education) in place in public schools. K-12 teachers who supervised MUM student teachers noted that while the MUM candidates were aware of some special education requirements, they lacked familiarity with procedures and in one case, a teacher candidate seemed resistant to providing accommodations. **The TEP must document a plan to evaluate and revise curriculum to better prepare teacher candidates for the diversity of learners and the relevant laws/formal systems they will encounter.**

MUM Response: *We have revised the curriculum to address special needs within specific content areas in the secondary methods courses. During this course, students will collaborate with their practicum teacher on what kinds of accommodations they will need for the range of students in that class before they teach their own lessons. Their lesson plans will reflect their accommodation plans. Their reflections after teaching will address the success of their accommodation plans. In addition, when they take ED 426 Teaching Diverse Learners they will learn more about the characteristics of different types of special needs students, special education laws, the referral procedures, and the IEP process. This plan is documented in the four different methods syllabi as well as the syllabus for ED 426.*

3. 79.15(7) The team finds the MUM program is not in compliance with the requirements for providing secondary disciplinary methods instruction. The program currently has students in the general methods class conduct classroom observation with a secondary teacher in their licensure discipline. The program refers to these host teachers as secondary methods instructors. However, those teachers are facilitating a practicum, not providing discipline specific methods instruction. The students in the methods class are required to read a discipline specific methods textbook as a part of the general methods course, but there is no evidence that the methods instructors (high school teachers) participate in assigning, discussing, or assessing that aspect of the course. The MUM instructor of the methods course is not familiar with methods unique to all of the different disciplines students are being licensed. **The TEP must develop and document a system to assure a clear curriculum is developed, delivered, and assessed to assure secondary candidates receive adequate methods instruction.**

MUM Response: *We believe our new content-specific methods courses (ED 456 Secondary Art Methods, ED 457 Secondary English Methods, ED 457 Secondary Mathematics Methods and ED 459 Secondary Science Methods) have remedied this concern.*

4. 79.15(7) The team finds the MUM program standards and associated assessment rubrics do not ensure adequate coverage of the INTASC standards. While many MUM program standards

are chosen to mirror INTASC standards, they characterize the standard more broadly than the INTASC guidance. This allows students to satisfy the MUM standard by focusing on one or more select aspects of the INTASC standard rather than ensuring students address multiple important components of the INTASC standards. The team recommends the TEP examine and correct curriculum to assure INTASC standards are adequately covered.

MUM Response: *We plan to focus on this prior to each course being taught. At a department meeting, faculty who teach that course will be asked to give a short presentation of how their course address all aspects of the InTASC standard for the course, not only the broader MUM description of the standard. In that way, we can be assured that although we are evaluating the basic standard, the multiple important components of the InTASC standards are being developed in that course.*

5. 79.15(7) The team finds some evidence that the preparation for unit/lesson planning needs to be stronger. Recent alums of the program expressed concern that the primary focus of the planning course (ED 460) is on lesson planning in isolation rather than lesson planning within a broader unit plan. Feedback from K-12 teachers who work with MUM students was mixed on this topic, with some indicating MUM students were adequately prepared and others indicating they were not. The team noted that the syllabi for the assessment and planning courses do not indicate state or national standards are mentioned in those courses. This is consistent with a focus on lesson planning in isolation rather than lesson planning within a broader unit framework. The team recommends the unit evaluate and revise how teacher candidates are prepared to plan instruction.

MUM Response: *In the most recent teaching of ED 460 Preparing to Teach (December, 2014) students planned four units, and multiple lessons. All units and lessons were designed to address professional, Iowa or Common Core standards.*

6. 79.15(9) The team finds the MUM program's system for tracking Praxis scores is inadequate. Several candidates did not have Praxis scores indicated in their folders when they had taken the tests. Two others had not completed Praxis requirements for parts of the program they were advanced to. **The TEP must develop and document a system to track completion of statutory assessment requirements.**

MUM Response: *Our new tracking system includes dates and scores for candidates' PRAXIS requirements.*

Items that must be Addressed Prior to State Board Action:

Concern #2: The TEP must document a plan to evaluate and revise curriculum to better prepare teacher candidates for the diversity of learners and the relevant laws/formal systems they will encounter.

FINAL RESOLUTION:
The MUM TEP has documented the changes they have made in curriculum and the plans for future changes. They have made changes to syllabi to reflect the curriculum changes. The plan is

outlined in the MUM response in italics above. All hyperlinked documents have been reviewed. The DE considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Concern #3: The TEP must develop and document a system to assure a clear curriculum is developed, delivered and assessed to assure secondary candidates receive adequate methods instruction.

FINAL RESOLUTION:
The MUM TEP has documented significant changes to the secondary education program, including new courses. The plan is outlined in the MUM response in italics above. All updated program syllabi have been reviewed and approved. The DE considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Concern #6: The TEP must develop and document a system to track completion of statutory assessment requirements.

FINAL RESOLUTION:
In the assessment standard, the MUM TEP has documented systematic changes and plans to address tracking results of assessments required by statute. The plan is outlined in the MUM response in italics in the assessment standard (79.13) above. All hyperlinked documents have been reviewed. The DE considers this standard MET. DE staff will follow-up with MUM in one-year to assure the plan is fully implemented and that the implementation meets standard requirements.

Sources of Information

- MUM Teacher Licensure program IR
- Preliminary report with MUM responses
- MUM Education Handbook
- MUM Student Teaching Handbook
- Interviews with: unit faculty and others who teach education courses, current students, secondary methods cooperating teachers, graduates, advisory panel, general education/liberal arts faculty
- Exhibits (Course syllabi, department meeting minutes, student artifacts, artifact rubrics)
- Student education files

Final Recommendation

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