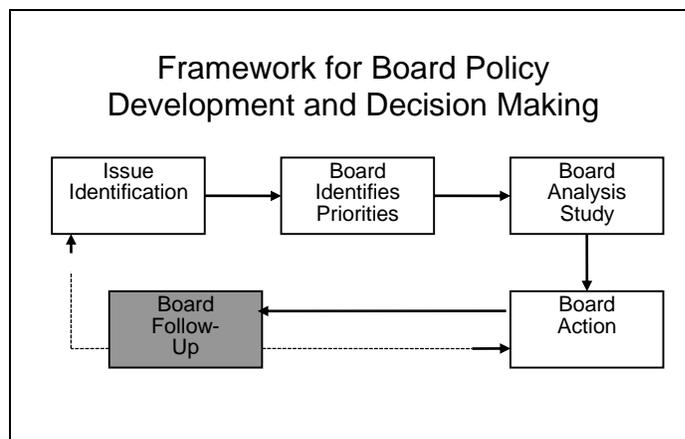


Iowa State Board of Education

Executive Summary

August 6, 2015



Agenda Item: Educator Preparation Program Accreditation Follow-Up Reviews
Central College: Follow-Up Visit: June 23, 2015
Iowa State University: Follow-Up Visit: June 16, 2015
Waldorf College: Follow-Up Visit: May 13, 2015

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

Matthew A. Ludwig, Consultant
Bureau of Educator Quality

Carole J. Richardson, Consultant
Bureau of Educator Quality

Attachments: 3

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

Background: The three educator preparation programs were reviewed and approved by the State Board. A follow-up review of the concerns identified in each final report was required and conducted approximately one year after board approval. The attached reports provide evidence of compliance on the concerns from each follow-up review.

Central College

Follow-Up Report to Concerns Identified in the
Final Accreditation Report

Preliminary Review February 13, 2014

Site Visit February March 30 – April 3, 2014

Report Submitted to State Board August 7, 2014

Follow-Up Visit June 23, 2015

Follow-Up Report Submitted to State Board August 6, 2015

Iowa Department of Education

Follow-Up Review Team Members:

Dr. Lawrence R Bice, Iowa Department of Education

Dr. Carole Richardson, Iowa Department of Education

The information in this report describes evidence verifying Central College Teacher Education Program implemented action plans for addressing compliance issues. This report is limited to resolution of compliance concerns only. It should be noted that Central College has also implemented a number of the suggestions offered by the site visit team as they strive for continuous improvement of their approved teacher education program.

281—79.10(256) Governance and resources 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.

79.11(256) Diversity 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.

79.12(256) Faculty standard

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.

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON AUGUST 7, 2014:

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concerns

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

Items that Must Be Addressed Prior to State Board Action

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

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

The faculty member referred to in 79.12(1) has noted the team’s concerns and has developed a plan to increase her professional activity to ensure she is current in her field. She will maintain memberships in professional organizations related to reading/literacy and will regularly attend conferences and workshop/trainings related to reading/literacy or literacy in educator-preparation. In particular, over the summer 2014, she has attended training on the Framework for Intentional and Targeted (FIT) Teaching with Doug Fisher and Nancy Frey and Iowa Department of Education/Reading Research Center training on Formative Assessment System for Teachers (FAST) which is the state’s universal screening assessment and progress monitoring assessment for Kindergarten through Sixth grade students. This faculty member also facilitates literacy trainings for area in-service teachers through the Area Education Agency. Additionally, the faculty member supervises student teachers and candidates in practicum clinical experiences and in her collaborations with teachers in the field she will focus on discussing current best practices.

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

The College has hired an experienced elementary educator to teach EDUC 354A- Teaching of Mathematics. This new faculty member has over twenty years of experience as an

elementary school teacher. As an elementary teacher she played an integral role on both language arts and math committees and piloted the Singapore Math in Focus curriculum. Since her teaching experience has been primarily in the lower elementary, she will work collaboratively with the faculty member described above whom is completing her PhD in mathematics education to ensure candidates are getting exceptional preparation in all levels of teaching elementary mathematics.

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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FOLLOW-UP VISIT – June 23, 2015

Concern #1. Central College Teacher Education Program (TEP) provided documentation that the course, *Reading in the Content Area*, was taught in the 2014-2015 academic year by a qualified adjunct instructor with literacy experience at the secondary level. They presented a record of the professional development activities accomplished by the faculty member identified as needing more current knowledge of literacy theory and methods. This faculty member has since retired. The TEP provided documentation that the College has hired a full-time tenure track faculty member with expertise and experience in 7-12 literacy. This will provide a long-term resolution of the concern regarding Reading in the Content Area course assignment. The TEP also provided documentation that the College has hired an additional full-time faculty member with expertise and experience in PK-6 literacy. The addition of these two very qualified faculty members will resolve the concern regarding the ability of the faculty to provide instruction on current reading theory and methods.

Concern #1. Central College TEP provided documentation that the College hired a full-time faculty member with extensive experience in K-8 mathematics. The addition of this faculty member, who will work collaboratively with a current faculty member with expertise in mathematics, will resolve the concern regarding faculty members’ knowledge and experience to effectively teach elementary math methods coursework.

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

79.13(256) Assessment system and unit evaluation standard

79.13(1) Unit assessment system.

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

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON AUGUST 7, 2014:

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concerns

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

Requirements of the unit prior to State Board action:

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

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

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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FOLLOW-UP VISIT – June 23, 2015

Central College TEP provided evidence that the College had purchased licenses for an electronic data management system to support the TEP in effectively implementing a cohesive program assessment system. The TEP also provided evidence that the College hired an assessment consultant on a half-time basis for the 2015-2016 year, with option for continuing contract. The College has communicated the commitment of resources for either this consultant or a TEP faculty member to be provided with load credit for oversight of the program assessment system. The consultant and representatives of the Central TEP demonstrated their well-designed cohesive assessment system with outlined plans for progressive implementation to the DE consultants during the follow-up visit.

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

79.14(256) Teacher preparation clinical practice standard

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

b. Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON AUGUST 7, 2014:

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concerns

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

Requirements of the unit prior to State Board action:

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

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

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

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

Your assignment for the XXX semester will be as follows:

Supervise Student Teachers,

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

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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FOLLOW-UP VISIT – June 23, 2015

The Central College TEP provided evidence of revisions made to student teaching handbook and to student teacher supervisor contracts that explicitly communicated the requirement for observations to occur on at least a biweekly schedule. Additionally, the TEP demonstrated a method in their newly designed assessment system for monitoring and documenting supervisor observations.

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

79.15(256) Teacher preparation candidate knowledge, skills and dispositions 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.

Iowa State University

Follow-Up Report to Concerns Identified in the
Final Accreditation Report

Site Visit November 3-7, 2013

Report Submitted to State Board September 18, 2014

Follow-Up Visit June 16, 2015

Follow-Up Report Submitted to State Board August 6, 2015

Iowa Department of Education

Follow-Up Review Team Members:

Dr. Lawrence Bice – Iowa Department of Education

Dr. Carole Richardson – Iowa Department of Education

Mr. Matt Ludwig – Iowa Department of Education

The information in this report describes evidence verifying Iowa State University’s Educator Preparation Programs implemented action plans for addressing compliance issues. This report is limited to resolution of compliance concerns only. It should be noted that Iowa State University has also implemented a number of the suggestions offered by the site visit team as they strive for continuous improvement of their approved educator preparation programs.

281-79.10(256) Governance and Resources Standard

Standard(s) Addressed in Concern(s):

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.

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concern

79.10(5) The team has not discovered evidence that the Education Leadership Program (ELP) meets the requirements for frequency of advising committee information solicitation. The team found evidence that the ELP has recently met the requirement of soliciting information, but not at the twice-annual frequency. **The team requires the ELP to develop a plan to use their external advisory committee as source for curricular and assessment information consistently, at least twice a year.**

Requirements of the unit prior to State Board action:

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

Resolution:

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

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

Final Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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June 16, 2015 – Follow-Up to Governance Concern:

Department of Education consultants met with the Director of the ISU School of Education, and several administrators, faculty and staff on the ISU campus. Consultants reviewed documentation of policies and minutes of meetings, which illustrated the external advisory committee is being used properly and effectively.

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

79.11(256) Diversity 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.

FACULTY

Standard(s) Addressed in Concern(s):

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.

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concerns

1. 79.12(5) In the PreLEAD and CAS programs, faculty describe a clear priority to hire two new faculty, recruiting for area of expertise. The large turnover in faculty is problematic in the sustainability of the program and quality of instruction for candidates. It is important the administration at ISU support the PreLEAD and CAS faculty in aggressively pursuing the candidates that will bring stability. **The team requires the unit to develop and document a clear plan to address the shortage/turnover in PreLEAD and CAS faculty.**
2. 79.12(6) The team notes multiple concerns with EPP compliance with the collaborative teaching requirement:
 - Although the IR seems to define clearly who the requirement applies to, the team noted several faculty members who teach methods courses were not included in table F.10 reporting collaborative teaching hours.
 - The 60-hour requirement was interpreted by ISU as applying proportionally as a function of the faculty's assignment (i.e., a faculty assigned to EPP .80 was expected to complete .80 of the 60 hours) rather than a uniform requirement for all faculty who regularly teach methods courses. Proportionality is not allowable under chapter 79.
 - Five faculty members were identified in the IR as not in compliance with the 60-hour requirement. If the requirement was applied non-proportionally, an additional six faculty are short of the required hours.

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

Items that Must Be Addressed Prior to State Board Action:

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

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

Resolution

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

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

to the assessment system, to facilitate tracking and assessment of the compliance with this standard.

The team also notes in their response that ISU has been purposeful in hiring for faculty positions for the EPP. They have also added faculty lines in support of the EPP as well as a position of Coordinator of Educational Assessment and Program Evaluation. The College of Arts and Sciences has also added faculty lines for History and Music education.

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

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

Final Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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June 16, 2015 – Follow-Up to Faculty Concern:

Department of Education consultants met with the Director of the ISU School of Education, and several administrators, faculty and staff on the ISU campus. The EPP provided documentation of the four newly hired fulltime faculty members and their qualifications. The EPP provided documentation on the use of the TK20 assessment system in managing and tracking the 60 hour requirement for all faculty. The EPP also described their criteria for which faculty the 60 hour requirement applies to.

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

ASSESSMENT

Standard(s) Addressed in Concern(s):

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.

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concerns/Recommendations

1. 79.13(1) a. It is not evident to the team that the unit has a clearly defined management system for collection, analysis, and use of assessment data for candidate assessment and program improvement. There are a number of quality components of a system that are being used inconsistently across programs, without providing the unit a coherent, systematic management of assessment data and analysis.
 - i. CyHire, which was designed by another school, is used for tracking job application and other information, but is not being used in a consistent way to inform assessment.
 - ii. RISE provides assessment information, but is used inconsistently. It is not used for all candidates and not used regularly.
 - iii. The ePortfolio system provides a platform for candidate assessment that can inform program assessment. However, ePortfolio is not used for all programs and when used, is not used in a consistent manner. This concern is further exacerbated by the inconsistent analysis or use of data by the unit. The major issue with the ePortfolio discerned by the team is the lack of consistency in standards. Some

faculty members (primarily student teaching supervisors) base portfolio assessment on the eight Iowa Teaching Standards, while some faculty members use the 12 ISU Teacher Education Standards. Students expressed a lack of knowledge for the use and purpose of the ePortfolio.

- iv. The team found little evidence of a comprehensive assessment system in use in the leadership programs.
- v. The EPCC accepts the role of managing assessment; however, there is no centralized entity to manage the assignment, collection, input and analysis of data for the EPCC or the unit.

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

Items that Must Be Addressed Prior to State Board Action

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

Resolution

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

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

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

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

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

Final Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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June 16, 2015 – Follow-Up to Assessment Concern:

Department of Education consultants met with the Director of the ISU School of Education, and several administrators, faculty and staff on the ISU campus. The EPP provided significant information and documentation on their comprehensive assessment system as well as their policies and procedures for implementation. They also provided information on the offer they are making to a candidate for the position of assessment director. It is expected this position will be filled before the end of the summer.

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

TEACHER EDUCATION CLINICAL

Standard(s) Addressed in Concern(s):

79.14(10) The student teaching experience for initial licensure meets all of the following:
d. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concerns/Recommendations

79.14(10) *d* Ethics and professionalism are covered well in Elementary and PK programs during a seminar. **Evidence shows the secondary programs are not included in the seminar that serves to meet this requirement. The team did not find evidence that the secondary programs meet this requirement.**

Items that Must Be Addressed Prior to State Board Action

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

Resolution

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

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

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

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

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

Final Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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June 16, 2015 – Follow-Up to Teacher Education Clinical Concern:

Department of Education consultants met with the Director of the ISU School of Education, and several administrators, faculty and staff on the ISU campus. The EPP provided documentation of updated information for students as well as agendas and minutes of meetings in which information about ethics was presented. The EPP also provided updated policies to assure secondary education candidates receive information.

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

TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

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.

EDUCATION LEADERSHIP PREPARATION CLINICAL

Standard(s) Addressed in Concern(s):

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

- a. Defining qualifications for candidates entering clinical practice and for cooperating administrators who mentor candidates in their clinical experiences.
- b. Providing quality supervision that includes primary responsibility for communication/collaboration with cooperating administrators and candidates.
- c. Responding to specific needs of cooperating schools.
- d. Selection, training, evaluation and support of institution faculty members who supervise administrator candidates.
- e. Selection, training, evaluation and support of school administrators who mentor administrator candidates.

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

- a. Collaboration between the cooperating administrator and the institution supervisors in formative evaluation of candidates to include identifying areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the candidates.
- b. Use of authentic performance measures appropriate to the required assignments in the clinical experiences, with written documentation and completed evaluation forms included in administrator candidates' permanent institutional records.

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concerns/Recommendations

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

Items that must be Addressed Prior to State Board Action

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

Resolution

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

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

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

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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June 16, 2015 – Follow-Up to Educational Leadership Clinical Concern:

Department of Education consultants met with the Director of the ISU School of Education, and several administrators, faculty and staff on the ISU campus. The EPP provided documentation of updated assessment plans, rubrics, and policies for use of assessment data.

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

EDUCATIONAL LEADERSHIP CURRICULUM (Knowledge, Skills, and Dispositions)

Standard(s) Addressed in Concern(s):

79.17(5) Each administrator candidate demonstrates, within specific coursework dedicated to understanding exceptional learners, in other coursework, and in clinical experiences, the knowledge, skills, and dispositions necessary to meet the learning needs of all students, including students from diverse ethnic, racial, and socioeconomic backgrounds, students with disabilities, students who are gifted and talented, English language learners, and students who may be at risk of not succeeding in school.

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

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concerns/Recommendations

79.17(5). In review of the *EdAdmin 558 Diverse Learning Needs* syllabi and in discussions with graduates and current program candidates, the team found that the specific outcomes of this course do not appear to be sufficient in the preparation of future administrators. Diverse learning needs must encompass more the special education learners, and must include attention to English language learners, gifted and talented learners, at-risk learners, etc. **The team requires the unit to develop and document a plan to ensure administration candidates are adequately prepared to meet the learning needs of all students.**

Items that must be Addressed Prior to State Board Action

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

Resolution

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

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

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

Final Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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June 16, 2015 – Follow-Up to Educational Leadership Curriculum Concern:

Department of Education consultants met with the Director of the ISU School of Education, and several administrators, faculty and staff on the ISU campus. The EPP provided documentation of updated syllabi and curriculum maps for the Education Leadership Programs.

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

Waldorf College

Follow-Up Report to Concerns Identified in the
Final Accreditation Report

Preliminary Review December 10, 2013

Site Visit February 2 – 5, 2014

Report Submitted to State Board August 7, 2014

Follow-Up Visit May 13, 2015

Follow-Up Report Submitted to State Board August 6, 2015

Iowa Department of Education

Follow-Up Review Team Members:

Dr. Lawrence R Bice, Iowa Department of Education

Dr. Carole Richardson, Iowa Department of Education

GOVERNANCE AND RESOURCES

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

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON AUGUST 7, 2014:

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concerns

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

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

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

Requirements of the unit prior to State Board action:

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

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

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

Waldorf's Response:

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

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

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

Final Team Response:

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

Final Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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May 13, 2015 – Follow-Up to Governance Concern:

Department of Education consultants met with the Vice President for Academic Affairs (VPAA), Chair of the Education Department and department faculty on the Waldorf campus. The unit provided documentation of their updated conceptual framework along with a map showing alignment of the conceptual framework with unit standards and curriculum. The unit provided documentation (agendas and minutes) of the solicitation of input/feedback from the advisory

committee twice per the academic year. The VPAA provided evidence updated policies and procedures for evaluating faculty and using evaluation data to help teachers improve their instruction.

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

DIVERSITY

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.

FACULTY

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.

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON AUGUST 7, 2014:

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concern

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

Requirements of the unit prior to State Board action:

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

Waldorf's Response

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

Final Team Response:

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

Final Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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May 13, 2015 – Follow-Up to Faculty Concern:

Department of Education consultants met with the Vice President for Academic Affairs, Chair of the Education Department and department faculty on the Waldorf campus. The unit provided documentation of the hiring of adjunct faculty to teach secondary content methods. The unit further provided evidence of the qualifications of each adjunct faculty member to teach the course assigned.

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

ASSESSMENT

Standard(s) Addressed in Concern(s):

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.**
- 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.)

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON AUGUST 7, 2014:

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concerns

- 1) **79.13(1)** The Waldorf Education Department received a state grant for an assessment system; they created their own system called the Education Information System. Data has been systematically gathered the past 2 semesters, spring 2013 and fall 2013, although some pieces of data were gathered prior to these time periods. The unit is beginning to conceive of possible ways the data can inform program improvement. The unit is gathering data, but is not using the assessment system to systematically collect, organize, analyze and use data for programmatic changes. The unit must develop a cohesive system of assessment that will be effective for continuous program improvement.
- 2) **79.13(1) g** There is no evidence of a process for reviewing and revising the assessment system. As a component of producing an assessment system, the unit must develop a method of reviewing and advising the system.
- 3) **79.13(2) d.** The team found evidence that candidates are not clearly assessed at multiple decision points, and candidate assessment data is not used effectively. A number of students interviewed, especially in secondary education, have just one more semester of coursework (after the current Spring 2014 semester) before student teaching, yet they have not taken the required

Praxis 1 test. The unit must develop and adhere to clear decision points in the teacher education program.

Requirements of the unit prior to State Board action:

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

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

Waldorf's Response:

Concerns #1 and #2: The unit is in the process of developing a new curriculum and assessment structure to align with the revised Interstate Teacher Assessment and Support Consortium (InTASC) standards (See entire Waldorf Action Plan in APPENDIX A). The new curriculum and assessment system will be implemented in Fall 2015. During the interim, as current candidates complete the program with the current system, they have planned some necessary and appropriate revisions to the assessment system they currently use. In the Spring of 2013, the unit developed assessments aligned with current standards and are in the process of reviewing them to verify consistent application in current coursework. They have organized a process for organizing collected data to use for candidate assessment. They will begin aggregating the candidate data from current sources. This will help them to determine if the process will be effective when new curriculum is adopted. The unit has planned a ½-1 day workshop each semester, beginning with Fall 2014, to evaluate candidate and program data in order to assess and improve the program.

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

Final Team Response:

The unit has provided evidence of valid plans for compliance with the requirements in this standard. The unit has outlined a process for implementing a more cohesive and comprehensive assessment system, for using the system for program improvement and for monitoring the effectiveness of that system. The unit has also devised a plan to ensure clear communication and consistency in the application of candidate assessment checkpoints. **The team considers this standard MET.** The DE will meet with Waldorf in the spring 2015 semester to assess implementation and provide any necessary technical assistance.

Final Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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May 13, 2015 – Follow-Up to Assessment Concerns:

Department of Education consultants met with the Vice President for Academic Affairs, Chair of the Education Department and department faculty on the Waldorf campus. The unit provided evidence documenting a clearly aligned curriculum map and associated assessment system. The unit provided evidence of candidate assessments for program progress and handbooks illustrating communication for students of the assessment requirements.

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

CLINICAL

Standard(s) Addressed in Concern(s):

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

b. Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.

EXCERPTS FROM FINAL REPORT SUBMITTED TO THE STATE BOARD ON AUGUST 7, 2014:

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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Concerns

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

Requirements of the unit prior to State Board action:

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

Waldorf's Response

Concern #1

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

Final Team Response:

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

Final Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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May 13, 2015 – Follow-Up to Governance Concern:

Department of Education consultants met with the Vice President for Academic Affairs, Chair of the Education Department and department faculty on the Waldorf campus. The unit provided documentation of updated policies and a tracking system to ensure all clinical visits are conducted appropriately.

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

CURRICULUM (Knowledge, Skills, and Dispositions)

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.