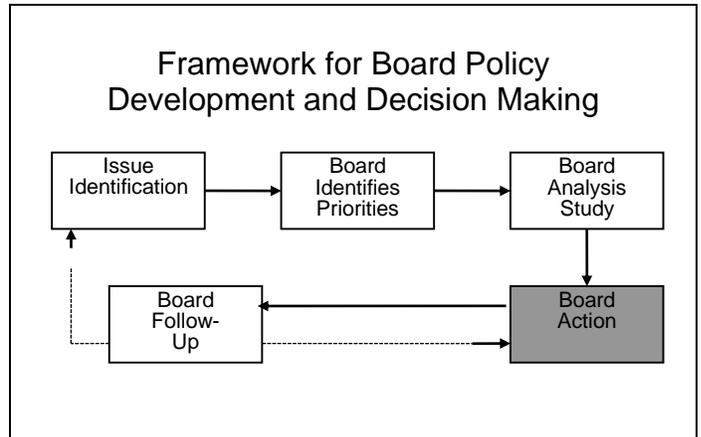


# Iowa State Board of Education

## Executive Summary

November 18, 2015



**Agenda Item:** Cornell College – Educator 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 Iowa Administrative Code 281 rule 79.5.

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

**Attachments:** 1

**Recommendation:** It is recommended that the State Board approve Cornell College Teacher Preparation Program through the next state accreditation cycle scheduled for the 2021-2022 academic year.

**Background:** The Cornell College Teacher Preparation Program has met the program approval standards as approved by the State Board.

**Cornell College**

Accreditation Review  
Team Report

Preliminary Review August 27, 2014

Site Visit November 16-20, 2014

Submitted to the State Board on November 18, 2015

Iowa Department of Education

Review Team Members:

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Dr. Pat Carlson, Iowa State University

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Dr. Kris Kilibarda, Grand View University

Ms. Susie Lubbers, Morningside College

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Ms. Melanie Hatch, William Penn University

## Acknowledgements

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

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

Dr. Joe Dieker, Vice President for Academic Affairs and Dean of the College  
Dr. Becki Elkins, Registrar and Director of Institutional Research  
Mr. John Harp, Vice President for Student Affairs  
Dr. Heidi Levine, Assistant Vice President for Student Affairs and Dean of Students  
Dr. Paul Waelchli, Director of Russell D. Cole Library and College Librarian  
Mr. Mike Cerveny, Director of Information Technology  
Ms. Brooke Bergantzel, Instructional Technology Librarian  
Ms. Maria Beamer, Controller  
Ms. Katie Green, Assistant Dean of the College  
Dr. Jill Heinrich, Chair, Education Department  
Dr. Kerry Bostwick, Professor of Education,  
Dr. Meg Jacobs, Assistant Professor of Education  
Dr. Kate Kauper, Assistant Professor of Education  
Ms. Cindy Postler, Director of Teacher Education  
College Faculty from Content Area Departments  
Alumni  
Cooperating Teachers  
Adjunct Faculty  
Student teaching Supervisors  
Area Administrators  
Students

## GOVERNANCE AND RESOURCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below
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### Commendations/Strengths:

- The collaboration and professionalism of teacher education program (TEP) faculty, and the support of college administration illustrate that the TEP has a robust work climate.
- The ‘one course at a time’ scheduling allows for much flexibility. Candidates have opportunities to spend entire mornings, afternoons or whole days in the K-12 classroom.
- The education program and its faculty are well respected throughout the college and community.
- Almost all courses at Cornell College, not just in the TEP, are taught by full-time faculty.
- Advisory committee members reported they feel they are contributing valuable information into Cornell College Education program. Advisory members are sent questions before the meeting, are listened to during meetings, and have seen changes occur based on their feedback.
- Jen Rouse, Education Department Consulting Librarian, Jessica Johanningmeier, Quantitative Reasoning Consultant, and Brooke Bergantzel, Instructional Technology Librarian, are great resources for the education department and their students.
- Faculty members in the education department are well supported with resources for professional development opportunities through funding of the McConnell funds and the Mellon grant funds.
- Cornell College houses a superb library which is utilized frequently by students.

### Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) 79.10(1) The current policy at Cornell College is for a three-year rotation of the department chair. In light of additional complex responsibility inherent in the management of an accredited teacher preparation program, the team recommends institution consider longer terms for the chair of the education department.
- 2) 79.10(2) Content area faculty indicate the desire for additional information regarding Praxis scores and understanding of the Master Teachers’ roles. The team recommends systematic structures be developed to ensure this type of information exchange.

- 3) 79.10(3) The unit presented a well-supported conceptual framework, but it is unclear if the conceptual framework is shared by the entire unit; the team did not find evidence that the conceptual framework leads to one set of standards that can be articulated by all. The team recommends collaboration and communication focus on a shared understanding of the conceptual framework.
- 4) 79.10(13) The team found conflicting information regarding the availability of current technology for use by teacher education candidates. There appears to be a lack of access on campus to technology that is being utilized in the schools. Resources are lacking or outdated in the curriculum lab. Materials are out dated donations from P-12 schools which are not current with what is being utilized in the area schools. There is a finite amount of money for technology available through a donor, but it is not being utilized in part because a plan has not been developed to outline what is needed.
- 5) 79.10(14) The ‘Master Teachers’ who are hired to teach the content specific methods components of the secondary education program are actually part-time adjuncts for the unit. They should be held to the same expectations for evaluation, responsibilities, and commensurate compensation. This concern is further addressed in the Curriculum Standard.

**Concerns:**

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

- 1) 79.10(2) The team did not find evidence that the unit’s governance includes all professional education programs. Collaboration with the music and art departments, including supervision or guidance of adjunct instructors as well as consistent use of a unit assessment system needs to be directly implemented. **The TEP must document a plan to develop a governance structure that includes all professional education units.**
- 2) 79.10(9) The team did not find evidence that the institution provides adequate resources for the implementation and management of a quality teacher preparation program. Program accreditation requires additional responsibilities (e.g., oversight, assessment, evaluation, reporting) not required of non-accredited programs. No faculty release time or additional contract time has been allocated for unit faculty to meet these additional requirements. It is imperative that resources be allocated for so that ongoing implementation of the program is supported. **The institution must document a plan to provide adequate resources for the implementation and management of a quality teacher preparation program.**
- 3) 79.10(11) Resources are not available to provide clerical assistance within the education department. Faculty have had to assume this role. The work of administrative support impedes faculty members from devoting needed time to teaching, planning, assessment and advising. **The institution must document a plan to provide adequate resources for the implementation and management of a quality teacher preparation program.**

### **Requirements of the unit prior to State Board action:**

- 1. To address Concern #1 above, the TEP must document a plan to develop a governance structure that includes all professional education units.**
- 2. To address Concerns #2 and #3 above, the institution must document a plan to provide adequate resources for the implementation and management of a quality teacher preparation program.**

### **Responses:**

#### **Concern #1:**

Cornell College provided documentation of unit meetings in which the professional education program is discussed with unit members from all content areas. Handbooks have been shared in these discussions to ensure that all faculty in the professional education unit understand the requirements for candidate learning and assessment. Cornell College also provided a curriculum map that illustrates the inclusion of all content area endorsements in the professional education program. Further, Cornell College provided information on assessments that are aligned with the updated curriculum map, illustrating their assessment of all professional program elements equally for all candidates. The documentation for this concern provides evidence of a comprehensive governance structure that ensures all candidates benefit from quality preparation. **The team considers this standard MET.** See Appendix for Cornell College submitted curriculum map.

#### **Concern #2:**

Cornell College Provost and Associate Dean of the College have each documented assurances that unit faculty, especially the chair, will be recognized and compensated for the time required to operate an accredited program. The chair has received release time the advising load for all faculty members will be monitored and adjusted as necessary to ensure faculty load does not negatively impact the quality of faculty work. **The team considers this standard MET.** See Appendix for administrator letters.

#### **Concern #3:**

In July, 2015, Cornell College hired an administrative assistant in a 12 month position. Fifty percent of her time is devoted to the Teacher Education Program. The Cornell College TEP considers the person's qualifications, experience and amount of time supporting the TEP to be adequate to meet the needs of the TEP. **The team considers this standard MET.** See Appendix for Cornell College submitted documentation/information.

**NOTE:** The Iowa Department of Education consultants will conduct a follow up visit one year from the time of State Board action to ensure plans were properly implemented.

### **Sources of Information:**

Interviews with: Dean of Faculty, Chief Business Officer, Vice President for Administration, Vice President for Enrollment Management, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Education Department Faculty, Unit Faculty, Library Director,  
Visits to classrooms and discussions with students

Review of:

- Institutional Report
- Course syllabi
- Program Response to Review Team’s Initial Report

**Final Recommendation:**

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

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

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

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

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

**Initial Team Finding**

Met Or Met with Strength	Met Pending Conditions Noted Below
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**Commendations/Strengths:**

- Cornell College is welcoming to diversity and diverse experiences. Nearly 60 percent of the student body takes advantage of off-campus opportunities for studies in diverse locations. Cornell College has an intercultural life office/program that holds weekly events centered on diversity.
- Education faculty teach students campus-wide in the History of Education and Education and Culture classes, exposing students who may not be pursuing an education degree to information about diversity in public education.
- The college provides a strong support system for diverse students, including an early warning system set up to help struggling learners on campus, a Coordinator of Academic Support for students with documented disabilities, help for underrepresented groups of students with Free Application for Federal Student Aid (FAFSA), and college

applications, and specific orientation sessions held before the regular orientation for international students, domestic students of color, and those with learning challenges.

- Education students have opportunities to study off campus in different settings, ranging from a couple of days to an entire semester. Cornell College has partnerships with other institutions, as well as ownership of a building in Chicago, which allows professors to take students off campus for diverse learning experiences. The education students currently have regular class opportunities in Chicago and one in Belize.
- Service learning opportunities with exposure to homelessness are incorporated in the education program for students.

**Recommendations:**

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) 79.11(3) The team finds there is an effective tracking system for ensuring candidates participate in clinical experience in diverse school settings. The team found some evidence that candidates may not consistently have opportunities for diverse age/grade levels in their clinical experiences. The team recommends that the TEP ensure that candidates experience clinical placements prepare them for teaching the entire range of licensure authorization (K-8 and/or 5-12).

**Concerns:**

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

**Requirements of the unit prior to State Board action:**

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

**Sources of Information:**

Interviews with: Dean of Faculty, Associate Dean, Coordinator of Academic Support and Advising, Vice President of Enrollment and Dean of Administration, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Education Department Faculty, Unit Faculty, Consulting Librarian, Registrar

Visits to classrooms and discussions with students

Review of:

- Institutional Report
- Program Response to Review Team’s Initial Report
- Exhibits: Course syllabi, curriculum exhibits, rubrics, program handbooks

**Final Recommendation:**

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

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

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

**79.12(2)** Faculty members in all program delivery models instruct and model best practices in teaching, including the assessment of their own effectiveness as it relates to candidate performance.

**79.12(3)** Faculty members in all program delivery models are engaged in professional development as well as scholarly and service activities that relate to teaching, learning, and practitioner preparation.

**79.12(4)** Faculty members in all program delivery models collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, the department, area education agencies, and professional associations as well as with community representatives.

**79.12(5)** Part-time faculty members and employed graduate assistants in all program delivery models are identified as faculty members and meet the background and experience requirements appropriate for their assigned responsibilities.

**79.12(6)** Faculty members preparing in all program delivery models who prepare practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools or elementary, middle, or secondary schools, in AEAs, or in appropriate facilities. A minimum of 60 hours of such activities shall include team teaching or appropriate collaborative experiences during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising candidates.

### Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below
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### Commendations/Strengths:

- The education department faculty are well-respected throughout the institution as committed and passionate members of the academy. TEP faculty serve on many institutional committees.

- TEP faculty have presented and/or published on many topics at education related conferences.
- All full-time teaching faculty have Ph.Ds. in the education field. Each of these have teaching experience in the areas in which they teach for the Education Department.
- Cindy Postler, in her full-time administrative position, is a valuable asset to the department. She has created an organized system for making and tracking clinical placements, as well as building and maintaining strong partnerships with K-12 schools.
- The education faculty are utilizing adjunct experience for use in training faculty for teaching classes with electronic design and delivery. The Information Technology (IT) Department has also been a resource for preparing classes for online delivery.
- The faculty have multiple opportunities to attend professional development. The college has money available from different sources to support the professional development of the faculty.
- Most courses are taught by full-time faculty. The department only uses adjuncts for two courses, Educational Psychology and Communication course. The adjunct instructors are well supported and guided by the full-time faculty member with appropriate expertise.
- Frequently used adjunct student teaching supervisors are retired teachers with many years of classroom experience.

**Recommendations:**

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) 79.12 (6) The team finds the 60 hour requirements have been fulfilled, however the team recommends that more specific information about the actual types of teaching in which faculty participated should be a part of the record keeping system for this requirement.

**Concerns:**

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None.

**Requirements of the unit prior to State Board action:**

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

**Sources of Information:**

Iowa Accreditation Review Cornell College Final Report October 2015

Interviews with: Dean of Faculty, Associate Dean, Coordinator of Academic Support and Advising, Vice President of Enrollment and Dean of Administration, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Education Department Faculty, Unit Faculty, Consulting Librarian, Registrar  
 Visits to classroom and discussions with students

Review of:

- Institutional Report
- Program Response to Review Team’s Initial Report
- Exhibits: Course syllabi, curriculum exhibits, rubrics, program handbooks, catalog

**Final Recommendation:**

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

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

**79.13(1)** Unit assessment system.

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

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

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

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

*d.* The unit clearly documents candidates’ attainment of the unit standards.

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

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

- (1) Data collected throughout the program, including data from all delivery models;
- (2) Evidence of evaluative data collected from practitioners who work with the unit’s candidates;
- (3) Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.

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

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

**79.13(2)** Performance assessment system for candidates.

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

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

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

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

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

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

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

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

**Initial Team Finding:**

Met	Met Pending
Or	Conditions
Met with Strength	Noted Below

**Commendations/Strengths:**

- The team commends the unit for assigning the responsibility for assessment to a particular department member.
- The unit clearly delineates multiple sources of evidence for candidate assessment. The unit stated that their current database has been hindering the assessment process. The team commends the unit for working closely with the college IT department to design a new database structure. It appears the new database system will provide the unit with more information.
- The unit creates a summary report based on surveys from various stakeholders (mostly student teachers and cooperating teachers). The unit is working to respond to themes by

make programmatic changes. Changes made so far include the addition of a reading endorsement and a course focused on communicating with parents.

**Recommendations:**

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) 79.13(4) From the program reviews conducted annually, it appears the response rate is very good for student teachers and cooperating teachers but not as strong for alumni and employers. The team recommends that the unit explore strategies to increase the return rate for alumni and employer surveys.
- 2) 79.13(4) There is some evidence (although the n is very small) to indicate graduates are not employed as teachers. The team recommends that the unit explore further to analyze employment trends and to investigate possible reasons if candidates not are being hired as teachers.

**Concerns:**

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

- 3) 79.13 (General) The team recognizes the unit is collecting a great deal of information about candidates. Faculty members and students indicate they know each other well and that conversations and written comments on assignments provide feedback that is focused on candidate growth. Despite much informal and anecdotal data, the team did not find evidence of a comprehensive, systematic assessment system based on the following findings:
  - a. 79.13(1)a Candidate assessment is described in some detail, but the team did not find evidence that the information from candidate assessment is analyzed and used as an input for program assessment.
  - b. 79.13(1)b In order to be a comprehensive assessment system aligned with unit's framework, all components of the program should be included in a comprehensive assessment plan. The team found evidence that music candidates are not assessed in the same manner as candidates from other programs at the institution..
  - c. 79.13(1)c In student folders and in the concerns notebook, the team found some documentation of concern about candidate progress toward standards. However, conversations with education and content faculty also indicate that some concerns are shared through informal conversations. There was also some evidence to suggest that a concern shared with a student teaching supervisor was not articulated to the student or to the next supervisor. The team suggests the unit establishes a more formal plan for determining what concerns should be documented, how they are communicated and a plan for including those documents in the candidate's folder.

- d. 79.13(1)e The team suggests the unit considers how each of the assessment measures are aligned to show candidate growth on unit standards. For example, the team recommends the unit analyze benchmark rubrics to ensure they focus on candidate attainment of the particular standard as opposed to candidate performance on the assignment. There is some evidence to suggest the benchmark assignments are not consistent between faculty members teaching the same course makes it difficult to aggregate meaningful student achievement data on the standard.
- e. 79.13(1) e It appears the student teaching mid-term and final are based on Interstate New Teacher Assessment and Support Consortium (InTASC) while other items are based on unit standards. The team recommends the unit select one set of standards and use those as the basis for all benchmark assignments, rubrics, practicum evaluations, and student teaching evaluation.
- f. 79.13(1) h The team does not find evidence that summary results of candidate assessment shared with stakeholders outside of the department (content faculty, Master teachers, advisory board). The unit should consider what information and through what medium is important for these stakeholders to receive. For example, the content faculty indicated interest in receiving information about candidate performance on PRAXIS II – content. In addition, music, art, and PE must provide the unit with candidate assessment information.
- g. 79.13(2) e The unit clearly delineates multiple sources of evidence used for candidate assessment. It is not clear how those sources are used by the unit to set candidate goals and to show candidate progress toward goals.
- h. 79.13 (2) e The unit faculty clearly articulate how they assess candidates, but the students are not able to articulate the process. In addition, there is evidence in conversation and in the assessment overview to suggest art, music, and PE faculty are not clear on the assessment requirements.
- i. 79.13(2) e The unit is collecting information on the Student Assessment Report (SAR) and Disposition Assessment Report (DAR). The team does not find evidence that the information is shared with and used by candidates and advisors for candidate growth and goal-setting.

**The TEP must document a plan that addresses the issues identified in 1a-i above in order to develop a cohesive, integrated system of candidate assessment.**

**Requirements of the unit prior to State Board action:**

**The TEP must document a plan to an integrated, cohesive, candidate and program assessment system to address concern #1 above.**

**Response:**

Iowa Accreditation Review Cornell College Final Report October 2015

**CONCERN #1.** The Cornell College TEP has provided documentation of the purchase and planned use of an electronic system to manage a comprehensive, unit wide assessment system. In addition, they have provided a curriculum map to illustrate assessed assignments aligned with standards. They have further provided documentation of assessment strategies that were being incorporated in the unit assessment system. **The team considers this standard MET.** See Appendix for Cornell College submitted agreement with Chalk and Wire and curriculum map.

**NOTE:** The development and maintenance of a comprehensive assessment system is complex and requires a great deal of time. During the next several years, Iowa Department of Education consultants will monitor the work of Cornell College’s assessment system through the annual reporting process. The Iowa Department of Education consultants will conduct a follow up visit one-year from the time of State Board action to ensure plans were properly implemented.

**Sources of Information:**

Interviews with: unit faculty, candidates, cooperating teachers, graduates, and general education/liberal arts faculty.

Review of:

- State Institutional Report
- Program Assessment overview
- Exhibits (Course syllabi, artifact rubrics, surveys from student teachers and cooperating teachers, surveys from employers, surveys from graduates)
- Student education files

**Final Recommendation:**

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

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

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

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

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

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

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

*a.* Scheduling and use of time and resources to allow candidates to participate with teachers and other practitioners and learners in the school setting.

*b.* Teacher candidate learning that takes place in the context of providing high-quality instructional programs for children in a state-approved school or educational facility.

*c.* Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.

*d.* The involvement of teacher candidates in assessment, planning and instruction as well as in activities directed toward the improvement of teaching and learning.

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

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

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

*a.* Defining qualifications for practitioner candidates entering clinical practice.

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

*c.* Responding to specific needs of cooperating schools.

*d.* Implementing an evaluation process that assists in selecting quality cooperating teachers.

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

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

*a.* Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.

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

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

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

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

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

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

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

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

- e. Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.
- f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.
- g. Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days).
- h. Involves the student teacher in professional meetings and other school-based activities directed toward the improvement of teaching and learning.
- i. Involves the student teacher in communication and interaction with parents or guardians of students in the student teacher’s classroom.

**79.14(11)** The institution annually offers one or more workshops for all cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops shall be one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.

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

**Initial Team Finding:**

Met	Met Pending
Or	Conditions
Met with Strength	Noted Below

**Commendations/Strengths:**

- The students from Cornell College appear to be well prepared for their student teaching placements in the areas of professionalism, student/teacher relationships, and reflective practices.
- Cornell College students begin student teaching placements when the P-12 school starts, rather than waiting until the Cornell College semester starts. This provides candidates valuable learning and experiences in beginning a school year.
- The unit has established effective communication with clinical site personnel. P-12 school personnel report flexible and open conversations with TEP members regarding clinical experiences. Cooperating teachers receive email and postal mail welcome packet before student teacher starts. Cooperating teachers interviewed can clearly articulate expectations for working with the student teacher.
- Cooperating teachers stated that the cooperating teachers workshop held before student teachers begin is very informative and effective.

**Recommendations:**

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) 79.14(2) Because of the one course at a time structure, student teachers will be assigned multiple supervisors over the course of their student teaching experience. The team found inconsistent evidence of the effectiveness of this practice. A majority of the secondary cooperating teachers said this was good practice; many elementary cooperating teachers mentioned that it was difficult to establish a good rapport with various supervising teachers from Cornell College. The students in student teaching seminar had mixed opinions as well; some liked the idea of hearing from more than one supervisor. However, one student made a valid point: she didn't feel comfortable asking a supervisor who had only seen her teach for a few times to write her a letter of recommendation. Additionally, identified student teaching concerns may not be well translated from one supervisor to another. The team recommends the unit develop a structure to address concerns about consistency of evaluative information across supervisor assignments.

**Concerns:**

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

- 1) 79.14(1) Students are required to take two of the four 200-level foundational courses (205, 215, 230, 240) before admission to the teacher education program. There is no structure to ensure that the students will take at least one course with associated clinical hours. This can result in non-compliance with the requirement that candidates complete 10 clinical hours before admission to the program. **The unit must develop a structure to ensure all candidates complete 10 hours before admission to the teacher education program.**
- 2) 79.14(4) Candidates and Master Teachers provided evidence that candidates in specialized methods and associated practicum are allowed to opt out of planning and teaching a lesson. Master teachers reported that when students were hesitant or not comfortable teaching the whole class, the practicum students were allowed instead to work one on one with students. This does not allow candidates to participate in assessment, planning and instruction for classroom learning. **The TEP must develop a structure to assure coursework and associated practica require candidates to engage in assessment, planning and instruction.**

**Requirements of the unit prior to State Board action:**

**1. To address Concern #1 above, the unit must develop and document a structure to assure all candidates complete 10 hours before admission to the teacher education program.**

**2. To address Concern #2 above, the unit must develop and document a structure to assure coursework and associated practicum require candidates to engage in assessment, planning and instruction.**

**Responses:**

**Concern #1:**

Cornell College provided an updated education program handbook and an updated syllabus for EDU 215. The handbook illustrates the requirement that EDU 215 must be completed before admission to the TEP program. The handbook also describes practicum requirements before admission to the TEP program. The provided EDU 215 syllabus includes practicum expectations and requirements associated with the course. **The team considers this standard MET.**

**Concern #2:**

Cornell College has provided updated syllabi for all junior level methods courses. The syllabi all include the requirement of lesson implementation and explicit requirements for interaction with students during the associated practicum. **The team considers this standard MET.**

**NOTE:** The Iowa Department of Education consultants will conduct a follow up visit one- year from the time of State Board action to ensure plans were properly implemented.

**Sources of Information:**

Interviews with: unit faculty, supervisors, candidates, cooperating teachers, recent graduates, and general education/liberal arts faculty

Classroom visits

Review of:

- Contracts/visits with school districts; interviews with principals, cooperating teachers and staff
- Institutional Report
- Program response to preliminary review
- Exhibits: Course syllabi, department meeting minutes, student artifacts, surveys from employers, and surveys from alumni
- Student files

**Final Recommendation:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*a. Content/subject matter specialization.* The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each candidate must achieve a score above the 25<sup>th</sup> percentile nationally on subject assessments designed by a

nationally recognized testing service that measure pedagogy and knowledge of at least one subject area. Additionally, each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

These requirements shall become effective January 2, 2013.

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

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

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

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

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

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

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

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

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

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

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

79.15(8) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards developed by national professional organizations as appropriate for specific endorsement areas.

Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

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

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

**Initial Team Finding:**

Met Or Met with Strength	Met Pending Conditions Noted Below
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**Commendations/Strengths:**

- Supervisors and students commented on how useful a newly developed course, COM 121 Communication and Education, is in helping students learn to interact with parents.
- The Education Department Consulting Librarian, the Quantitative Reasoning Consultant, and the Instructional Technology Librarian provide currency and expertise by co-teaching with unit faculty members during elementary and secondary methods courses.
- Syllabi show evidence of aligning current best practices with an intentional focus on meaningful candidate reflection.

**Recommendations:**

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) 79.15(4) The team did not find consistent evidence to indicate candidates have a clear understanding of strategies to use when working with all diverse learners, specifically students who are gifted and talented, English language learners, or in need of special education services. The team recommends the TEP gather and analyze assessment information and adjust curriculum to ensure candidates can differentiate instruction for all learners.
- 2) 79.15(5) Many elementary education candidates, cooperating teachers, and education faculty communicated a need for elementary candidates to have more preparation in literacy. They indicated that one reading/language arts course may not be enough to prepare students to develop literacy skills with children grades K through 6. The team recommends the TEP gather and analyze assessment information and adjust curriculum to ensure candidates effectively develop literacy skills for all learners.
- 3) 79.15(7) The selection of standards are not consistent among all courses throughout the unit. Some syllabi illustrate the use of InTASC standards, some the Cornell College Educational Priorities. The team recommends the unit choose one set of standards to use

in order to align coursework and assessments. This alignment of standards should be inclusive of all programs in the unit, including Art and Music.

- 4) 79.15(7) Students in education could not articulate knowledge or understanding of the InTASC standards. The team recommends a greater emphasis on helping students understand the requirement, meaning and significance of these standards.
- 5) 79.15(7) Websites for state and national standards are included in syllabi for most (but not all) methods courses; however, in many cases it is unclear what the expectations are for candidates' understanding or actual use of the standards. The team recommends a greater emphasis on helping students understand the requirement, meaning and significance of these standards.
- 6) 79.15(7) Students in the teacher education program were able to demonstrate only limited understanding of formative assessment. They did not appear to understand different ways of assessing students in formative ways to guide instruction. The team recommends a greater emphasis on helping students understand the application of assessment for learning.
- 7) 79.15(7) Technology support staff co-teach with the Education Department faculty to show students how to use technology; however, access to technology is limited. Candidates indicated a need for more experience using technology in the teaching/learning process. Many indicated they learned how to use the technology 'on the job' and this learning was dependent on where they were placed for their practicum and student teaching experiences. The team recommends a greater emphasis on helping students understand the use of technology for teaching and learning.

### **Concerns:**

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

- 1) 79.15(7) Content specific methods for secondary level candidates is a combination of a general methods component taught by full-time Cornell College faculty and instruction in a Master Teacher's classroom. In essence, the Master Teachers are serving as adjuncts for content specific methods. However, they do not collaborate on the development of content-specific curriculum and assessments for their instruction. Instead, Master Teachers are instructed to follow a general set of guidelines provided by the unit without specific content pedagogy included. **The unit must work with content area specialists to develop and deliver coursework for each content area that includes alignment with specific content standards and include curriculum, instruction and assessments based on best practices of the specific content area and aligned with program standards.**

### **Requirements of the unit prior to State Board action:**

**To address Concern #1 above, the unit must work with content area specialists to develop and deliver coursework for each content area that includes alignment with specific content standards and include curriculum, instruction and assessments based on best practices of the specific content area and aligned with program standards.**

**Response:**

**Concern #1:**

Cornell College has provided a two-stage response to this concern. Cornell College, like most colleges, as a rigorous approval process for major curriculum/course changes. This process takes several months to a year to complete. For this reason, the Cornell College TEP has submitted a two-stage resolution.

- Effective immediately, the existing secondary methods courses have been modified. Practicum experiences will still take place during the school day in the 5-12 classroom of a qualified teacher, but dedicated methods instruction will take place outside of the daytime classroom schedule, taught by a qualified instructor.
- For the long term solution, the Cornell College TEP is submitting new courses for specific content methods instruction to the Cornell College approval process. The proposed courses will provide specific instruction and practicum experiences taught and supervised by qualified instructors.

The immediate resolution meets the requirements of this standard. The long term solution will meet the requirement and provide a significantly better method of preparing teachers for the secondary classroom. **The team considers this standard MET.** The Iowa Department of Education consultants will monitor the approval process of the proposed long term solution courses.

**NOTE:** The Iowa Department of Education consultants will conduct a follow up visit one year from the time of State Board action to ensure plans were properly implemented.

**Sources of Information:**

Interviews with: unit faculty, candidates, cooperating teachers, graduates, and general education/liberal arts faculty, support personnel

Review of:

- State Institutional Report
- Program response to preliminary report
- Exhibits (Course syllabi, artifact rubrics, surveys from employers, surveys from graduates)

**Final Recommendation:**

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Appendix A Cornell College Curriculum Map

**Cornell College  
Teacher Preparation Program  
Curriculum Map**

**Candidate Assessment**

**\*PH = number of practicum hours completed in the public schools**

InTASC Standards	EDU 215 15 PH	INT 310	EDU 314 40 PH	EDU 317 40 PH	EDU 318 40 PH	EDU 319 40 PH	EDU 322 40 PH	EDU 324 40 PH	EDU 328 40 PH	KIN 324 El Ed 40 PH	KIN 331 Sec. 40 PH	MUS 331 25 PH	MUS 431 25 PH	Student Teaching	EDU 483
#4 Content Knowledge		Series of 5 lesson plans					Unit Plan	Unit Plan		x	x	x	<u>x</u>	Midterm/ Final Eval.	
#1: Learner Development				Microteaching			Microteaching	Microteaching		x	x	x	<u>x</u>	--	
#2 Learning Differences				Teaching Philosophy Paper			Teaching Philosophy Paper	Teaching Philosophy Paper		x	x	x	<u>x</u>	--	
#8 Instructional Strategies			MTSS Simulation				Unit Plan	Unit Plan		x	x	x	<u>x</u>	--	
#3 Learning Environments						Classroom Management Plan			Classroom Management Plan					--	
#5 Application of Content				Performance Tasks from Unit Plan					Course Syllabus					--	
#7: Planning for Instruction				Unit Plan			Unit Plan	Unit Plan		x	x	x	<u>x</u>	--	
#6 Assessment					Assessment Paper		Assessment Paper	Assessment Paper		x	x	x	x	--	

#9: Professional Learning and Ethical Practice	Practicum Evaluation		Practicum Evaluation				Practicum Evaluation	Practicum Evaluation		x	x	x	<u>x</u>	“	Professional Dev. Plan
#10: Leadership and Collaboration														“	Professional Dev. Plan

Education Department Courses

EDU 205 – History of Education  
 EDU 215 – Educational Psychology (elementary)  
 EDU 230 – Exceptional Learner  
 EDU 240 – Education & Culture

EDU 314 – Methods of Elementary Mathematics  
 EDU 317 – Methods of Elementary Science & Social Studies  
 EDU 318 – Methods of Elementary Language Arts and Reading  
 EDU 319 – Children’s Literature (a methods course)

EDU 322 – Secondary Arts, Languages, and Adolescent Literature  
 EDU 324 – Secondary Mathematics, Science, and Social Studies  
 EDU 328 – Reading in the Content Area (Secondary)

EDU 410 – 440 Student Teaching (IDESTE)  
 EDU 483 – Senior Seminar (secondary & Survey: Seniors  
 Survey: 1<sup>st</sup> & 5<sup>th</sup> Year Graduates  
 Survey: Employers of Graduates

Kinesiology Department

KIN 324 – Elementary Physical Education Methods  
 KIN 331 – Physical Education Methods for Secondary Students

Music Department

MUS 331 – Music Education Seminar  
 MUS 431 – Methods and Materials for Music Education

Appendix B Cornell College Assessment Plan

**Cornell College: Assessment Plan**

Standard	Concern	Actions	Timeline	Responsibility	Completion
<p><b>79.13(1) Unit assessment system:</b></p> <p><b>The unit has a clearly defined management system for the collection, analysis, and use of assessment data.</b></p>	<p>a. Candidate assessment is described in some detail, but the team did not find evidence that the information from candidate assessment is analyzed and used as an input for program assessment.</p>	<ol style="list-style-type: none"> <li>1. Use Chalk and Wire data management system as a depository for all candidate assessment data.</li> <li>2. Train department to learn how to effectively use this system.</li> <li>3. Train students in their first methods course.</li> <li>4. Students upload benchmark assignments addressing InTASC Standards throughout their coursework. Assess benchmark assignments and share with students.</li> <li>5. Identify remediation where needed if satisfactory performance on assessed standard is not met (see rubric). Students must revise and resubmit as indicated by the rubric score.</li> </ol>	<p>Roll out August 2015</p> <p>Demonstration for Education Faculty May 2015; Demonstration for Music and PE; August 2015.</p> <p>Ongoing – Fall 2015</p> <p>Remediation within 2 blocks after course completion. Ongoing – Fall 2015</p>	<p>Education Dept.; IT Dept.; Technology Consultant</p> <p><i>Note: All remaining action items are the responsibility of the faculty in the Education Department unless otherwise indicated</i></p>	<p><i>All action items implemented by August of 2015 unless otherwise noted in the timeline.</i></p>

		<p>6. Analyze our candidates' performance on benchmark assignments and ability to meet the InTASC standards as they proceed through our program.</p> <p>7. Make program revisions based on student performance data on InTASC standards and survey data.</p>	<p>All benchmark assignment &amp; rubrics drafted May 2015; piloted 15-16 academic year; revised and adopted May 2016.</p> <p>May 2016 - analyze reports; revisit summer of 2016 for program revision; complete reports June 30, 2016;</p>		
	<p>b. In order to be a comprehensive assessment system aligned with unit's framework, all components of the program should be included in a comprehensive assessment plan. The team found evidence that music candidates are not assessed in the same manner as candidates from other programs at the institution.</p>	<p>1. Meet with the Music Department faculty</p> <p>2. Develop benchmark assignments that measure InTASC standards (following the same standards for assessing candidates that the Education Department is using in EDU 322/324).</p> <p>3. Music Ed. Faculty will participate in the year-end annual review of all assessment data for the purposes of program revision and improvement.</p>	<p>April 2015 and again August 2015.</p> <p>August 2015</p> <p>May 2016</p>	<p>Ed. Dept. Faculty; Music Ed. Faculty</p>	

	<p>c. In student folders and in the concerns notebook, the team found some documentation of concern about candidate progress toward standards. However, conversations with education and content faculty also indicate that some concerns are shared through informal conversations. There was also some evidence to suggest that a concern shared with a student teaching supervisor was not articulated to the student or to the next supervisor. The team suggests the unit establishes a more formal plan for determining</p>	<ol style="list-style-type: none"> <li>1. Discuss concerns about students' progress in coursework and in field placements at department meetings and documented with a plan of action using the existing form for concerns (see Student Conference Form).</li> <li>2. Plan of action will be shared with students following the department meeting and documented in students' file on Chalk &amp; Wire.</li> <li>3. Education Department will revisit concerns in the subsequent department meeting and address further action if needed to be noted in minutes during meeting.</li> <li>4. If the concern takes place during student teaching, the supervisor will notify the Director of Teacher Education who will then share the information with the education faculty and any other supervisors who may be working with the student teacher. The concern will be documented both in the student's student teaching folder and the Chalk &amp; Wire.</li> </ol>	<p>Ongoing – Fall 2015</p>		
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	<p>what concerns should be documented, how they are communicated and a plan for including those documents in the candidate's folder.</p>				
	<p>d. The team suggests the unit considers how each of the assessment measures are aligned to show candidate growth on unit standards. For example, the team recommends the unit analyze benchmark rubrics to ensure they focus on candidate attainment of the particular standard as opposed to candidate performance on the assignment.</p>	<ol style="list-style-type: none"> <li>1. Revise curriculum map to identify new benchmark assignments that align with the InTASC standards and are consistent throughout the elementary and secondary core.</li>   <li>2. Revise all rubrics for these assignments to uniformly and consistently address the identified standard(s).</li> </ol>	<p>May 11 and 20, 2015</p> <p>May 20-22, 2015</p>		

	<p>There is some evidence to suggest the benchmark assignments are not consistent between faculty members teaching the same course makes it difficult to aggregate meaningful student achievement data on the standard.</p>				
	<p>e. It appears the student teaching mid-term and final are based on InTASC while other items are based on unit standards. The team recommends the unit select one set of standards and use those as the basis for all benchmark assignments, rubrics, practicum evaluations, and</p>	<p>1. Use InTASC standards on all benchmark assignments, rubrics, practicum evaluations, and student teaching evaluations.</p>	<p>Ongoing – Fall 2015</p>		

	student teaching evaluation.				
	f. The team does not find evidence that summary results of candidate assessment shared with stakeholders outside of the department (content faculty, Master teachers, advisory board). The unit should consider what information and through what medium is important for these stakeholders to receive. For example, the content faculty indicated interest in receiving information about candidate performance on PRAXIS II – content. In addition, music, art, and PE must	<ol style="list-style-type: none"> <li>1. Share Praxis II and benchmark assessment data with designated department chairs via email at year-end assessment meetings. Include the following departments: Math, English, Biology, Chemistry, Foreign Language, Art, and History.</li> </ol>	May 2016		

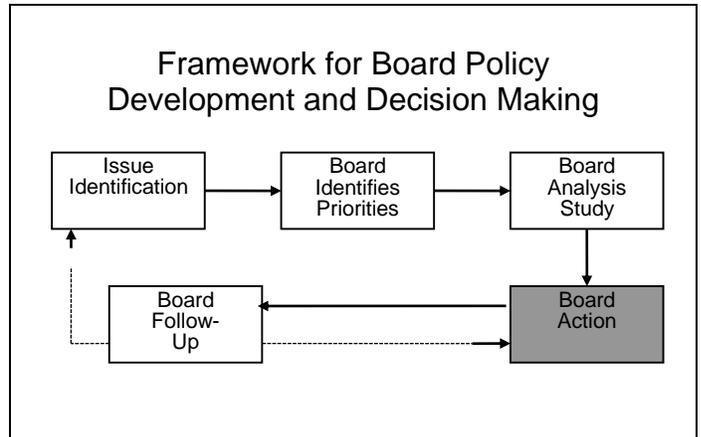
	provide the unit with candidate assessment information.				
<b>79.13(2)</b> The assessment system is based on unit standards.	a. The unit clearly delineates multiple sources of evidence used for candidate assessment. It is not clear how those sources are used by the unit to set candidate goals and to show candidate progress toward goals. The unit faculty clearly articulate how they assess candidates, but the students are not able to articulate the process. In addition, there is evidence in conversation and in the assessment overview to suggest art, music, and PE	<ol style="list-style-type: none"> <li>1. Identify with students the benchmark assignments, explain their purpose, and identify the InTASC standard they are measuring.</li> <li>2. Students review their score on the benchmark assignment on their Chalk and Wire accounts.</li> <li>3. Discuss the practicum evaluation with art, music, and PE faculty, identify which InTASC standards the practicum measures, and explain that it will also be used to track their progress.</li> <li>4. Completed practicum evaluation shared with the student at the end of the course and the score will be entered into the database.</li> <li>5. Follow same process as (4) with the student teaching midterm and final evaluation forms.</li> </ol>	Ongoing Fall 2015		

	<p>faculty are not clear on the assessment requirements.</p>				
	<p>b. The unit is collecting information on the Student Assessment Report (SAR) and Disposition Assessment Report (DAR). The team does not find evidence that the information is shared with and used by candidates and advisors for candidate growth and goal-setting.</p>	<ol style="list-style-type: none"> <li>1. Evaluate and review with students' benchmark assignment assessments (formerly known as the SARs) via Chalk &amp; Wire.</li> <li>2. Students review their InTASC assessments and evaluations at the start of student teaching (Student Teaching Seminar) and identify goals for improvement during student teaching.</li> <li>3. Students reflect on InTASC performance and identified goals (see #2) during EDU 483 (following student teaching).</li> </ol>	<p>Ongoing – Fall 2015</p>		

# Iowa State Board of Education

## Executive Summary

November 18, 2015



**Agenda Item:** Wartburg College – Educator 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 Iowa Administrative Code 281 rule 79.5.

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

**Attachments:** 1

**Recommendation:** It is recommended that the State Board approve Wartburg College Teacher Preparation Program through the next state accreditation cycle scheduled for the 2021-2022 academic year.

**Background:** The Wartburg College Teacher Preparation Program has met the program approval standards as approved by the State Board.

# **Wartburg College**

## Accreditation Review Team Report

Preliminary Review January 7, 2015

Site Visit March 22-26, 2015

Submitted to State Board of Education November 18, 2015

Iowa Department of Education

Review Team Members:

Review Team Members:

Dr. Lawrence Bice, Iowa Department of Education

Ms. Susan Boxler, William Penn University

Mr. Chad Christopher, University of Northern Iowa

Dr. LuAnn Haase, Morningside College

Dr. Lorrie Long, Graceland University

Dr. Jodi Meyer-Mork, Luther College

Dr. Carole Richardson, Iowa Department of Education

## Acknowledgements

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

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

President Darrel Colson  
Dr. Brian Ersting, Vice President for Academic Affairs  
Mr. Rich Seggerman, Vice President for Finance and Administration  
Mr. J. Todd Coleman, Assistant Vice President for Admissions  
Mr. Gary Wipperman, Assistant Vice President for Information Technology Services  
Ms. Sheree Covert, Registrar  
Mr. Derek Solheim, Director Pathways Center  
Mr. Curtis Brundy, College Librarian and Director of Vogel Library  
Ms. Krystal Madlock, Director of Student Diversity Programs  
Dr. Dan Kittle, Director of Center for Community Engagement  
Dr. Kelly Faga, Education Department Chair and Associate Professor of Education  
Dr. Stephanie TeKippe, Assistant Dean for Academic Affairs and Assistant Professor of Education  
Dr. Cheryl O'Brien, Professor of Education  
Dr. Peggy Pruisner, Professor of Education  
Dr. Richard Snyder, Professor of Education  
Dr. William Soesbe, Assistant Professor of Education  
Ms. Jean Kampman, Office Coordinator

Wartburg College included an acknowledgement of the team in their response:

The Education Department and unit would like to thank the Department of Education for the detailed report, quality feedback, and willingness to aid in improvement. Wartburg College was grateful for the guidance and genuine thoughts of growth during a time of transition.

## 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 administrative, clerical, and technical staff to 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:**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**Commendations/Strengths:**

- The team finds a clearly defined governance structure in the *Faculty Handbook* which is understood by administration and faculty and is implemented as intended.
- The team finds evidence of a productive, collegial relationship among unit faculty and administration, other faculty, and staff. This relationship benefits the Teacher Education Program (TEP) candidates, especially those candidates who work with advisors from the TEP program and their content area.
- The team finds that elements of the conceptual framework are infused and assessed throughout the program.
- The team finds that the Teacher Advisory Council is composed of teachers and administrators from a large range of local school districts, and Wartburg College alumni, who are quite “invested” in the TEP. Although the membership of the Teacher Advisory Council (TAC) is heavily composed of educators from the Waverly-Shell Rock Community School District, other members from a parochial school, the Bremwood facility, Waterloo Community School District, and two small districts are involved on the TAC. TEP candidates from elementary and secondary education are also represented on the TAC which meets twice per year.
- The team finds that procedures for an appeals process for candidates are clearly communicated in the *Teacher Education Policy and Field Experience Manual*. Procedures for faculty appeals are communicated in the *Faculty Handbook*.
- The team finds that the institution has a very complete, formalized plan for evaluation of instruction that includes end-of-course evaluations completed by students, annual Department Chair classroom observations and evaluations, and evaluations done by the Dean of the Faculty during years two, four, and six of the promotion and tenure process. Faculty are required to reflect upon the data gathered on the evaluation of their own instruction and set goals for continuous growth.
- The team finds that the institutional commitment of appropriate library materials and services supports TEP candidates and the unit. The library budget supports the TEP by filling all of the requests to include children’s and young adult books, classroom manipulatives, and education electronic databases. In addition, the Library has purchased educational technology such as iPads and Chromebooks which TEP candidates may borrow to use in their classrooms.

- The team finds a solid institutional commitment to faculty development through the allocation of individual funds of \$750 per year, through faculty development funds for which faculty can apply, and through the use of sabbaticals.
- The team finds that the institution maintains a curriculum laboratory with ample instructional resources to enhance TEP candidate learning at elementary and secondary levels. In addition, the technology grant recently awarded to the college will allow the TEP to purchase additional instructional technology to further enhance candidate preparation in working in 21<sup>st</sup> century K-12 classrooms.

**Recommendations:**

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) **79.10 (4)** The team finds that although the institution has a formula for determining load that takes into consideration the spectrum of responsibilities including supervision of student teachers, most TEP faculty are currently working on overload. The team urges the administration and TEP faculty to be cautious concerning overload assignments in order to ensure quality instruction, avoid faculty burn-out and preserve the high standards of the program.
- 2) **79.10 (6)** The team finds evidence of ongoing collaboration with other departments and committees within the institution, but does not find formal documentation of collaborative process and decisions in unit minutes. The team suggests that more detail be included in unit minutes to ensure an accurate historical record of collaborative decisions.

**Concerns:**

(Concerns are made to inform the program for continuous improvement. **However, the program is required to address concerns before State Board action.**)

None

**Items that Must Be Addressed Prior to State Board Action:**

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

**Sources of Information:**

Interviews with: President, Dean of Faculty, Vice-President of Administration, Teacher Preparation Program Faculty and staff, students, Director of Technology, Library Director, Education Librarian, Director of Diversity, Assistant to President for Compliance in Equity, AP & T Committee member, Education Policies Committee Chair, Chair of Faculty Council.

Review of:

- Institutional Report
- Faculty Handbook
- Teacher Education Policy and Field Experience Manual
- Student Teaching Manual

- Assessment Manual

**Final Recommendation:**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**DIVERSITY**

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

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

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

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

**Initial Team Finding**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**Commendations/Strengths:**

- On an institutional level, the Admissions Department has several successful programs in place to attract a diverse group of students.
- Diversity is supported across the campus. There are funds available to support diverse initiatives and visits to neighboring higher education intuitions for events and speakers selected to enhance support for a diverse campus community.
- The Director of Student Diversity makes connections with diverse groups that are off-campus and makes efforts to attract members of those groups to campus for various events.
- The team finds evidence that the unit is being proactive in recruiting diverse faculty. The unit documented their interview pools for the last candidates and the documentation included a diverse group of faculty candidates.
- The institution provides a Director of Student Diversity as a second advisor for the diverse students.

- The Admissions Department has minority counselors who are specifically recruiting in urban areas to add African American and Hispanic students to the college. To enhance interest in the teacher education program, information about the TEACH grant is provided.
- The TEP has reinstated an Education Day for prospective students with special invitations issued to students from diverse communities. A \$1500 scholarship is available to one of the attending students.
- Teacher candidates are required to complete 25 hours in a diverse placement; many candidates complete more than one and go beyond the 25 hours. These experience can include local Amish schools, Waterloo, New York City and Denver.

### **Recommendations:**

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) 79.11(2) The lack of diversity of candidates in the unit does not reflect the growing diversity of the institution's student population. The team suggests that the unit continue to make efforts to increase the diversity in teacher education candidates.
- 2) 79.11(2) Increasing the diversity of faculty is happening at a slow pace across the institution and at an even slower pace in unit faculty. The team recommends that the unit explore non-traditional methods for locating and hiring diverse faculty.

### **Concerns:**

(Concerns are made to inform the program for continuous improvement. **However, the program is required to address concerns before State Board action.**)

None

### **Items that Must Be Addressed Prior to State Board Action:**

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

### **Sources of Information:**

Interviews with: Derek Solheim, Pathways Center Director; Dr. Peter Nash, Faculty Member in Department of Religion; Krystal Madlock, Director of Student Diversity; J. Todd Coleman, Assistant Vice President for Admissions and Alumni and Parent Programs; Jean Kampman, Office Manager, Adjuncts, Teacher Candidates, Education Department Faculty, unit Methods Faculty, School Partnership Coordinator.

Visits to classrooms and discussions with students

Review of:

- Course syllabi
- Institutional Report
- Program Response to Review Team's Initial Report

**Final Recommendation:**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**FACULTY**

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

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

**79.12(2)** Faculty members in all program delivery models instruct and model best practices in teaching, including the assessment of their own effectiveness as it relates to candidate performance.

**79.12(3)** Faculty members in all program delivery models are engaged in professional development as well as scholarly and service activities that relate to teaching, learning, and practitioner preparation.

**79.12(4)** Faculty members in all program delivery models collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, the department, area education agencies, and professional associations as well as with community representatives.

**79.12(5)** Part-time faculty members and employed graduate assistants in all program delivery models are identified as faculty members and meet the background and experience requirements appropriate for their assigned responsibilities.

**79.12(6)** Faculty members preparing in all program delivery models who prepare practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools or elementary, middle, or secondary schools, in AEAs, or in appropriate facilities. A minimum of 60 hours of such activities shall include team teaching or appropriate collaborative experiences during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising candidates.

**Initial Team Finding**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**Commendations/Strengths:**

- The team was consistently presented with evidence demonstrating the strong work ethic, dedication, involvement in scholarship, and loyalty of the education faculty.

- The Wartburg College Faculty Handbook outlines criteria for models of instruction and best practices and the faculty is held accountable for these requirements.
- The college and the unit provides ample opportunity for professional development especially in technology related to candidate teaching and learning.
- There appears to be a strong camaraderie and collaboration within the Department of Education faculty. Additionally, the team found evidence that the unit has developed a strong collaboration with other departments on campus, with area schools, professional associations and the community.
- New faculty report strong support from the unit and the institution in numerous ways: transitioning to Wartburg College, resources for professional development, and assistance in the tenure process.

### **Recommendations:**

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) 79.12(6) The team found evidence that some faculty members have not completed the total 60 hours required for team teaching. These faculty members are new to the unit, and therefore have not had this expectation for the entire period between approval visits. The team recommends that the unit institute a policy ensuring that all faculty members participate in team teaching at a pace that will require complete fulfillment of this requirement for each five year period.
- 2) 79.12(1) The team suggests, as the unit moves forward in their plans to add English language learner (ELL), 5-12 Strat I, and potentially Science, Technology, Engineering, and Mathematics (STEM) endorsements, they consider the capacity of existing faculty members who must have appropriate preparation and experience in these areas. Considering the expansion of the existing special education program, the team further suggests Wartburg College consider a full-time equivalent faculty member with special education preparation and experience.

### **Concerns:**

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

- 1) 79.12(1) The team found evidence that one faculty member did not have the preparation and experience to teach courses assigned to him. A faculty member teaching elementary science methods courses had experience teaching science at the secondary level but not at the elementary level. **The unit must document a plan to ensure all faculty have the necessary preparation and experience aligned with the courses assigned to teach.**

### **Items that Must Be Addressed Prior to State Board Action:**

**1) The unit must document a plan to ensure all faculty have the necessary preparation and experience aligned with the courses assigned to teach as described in concern 1.**

**Response:**

Wartburg College TEP provided a detailed response for how the faculty member identified has completed a great deal of experience, including co-teaching, at the elementary level to enhance his ability to provide instruction for elementary science methods. This experience, coupled with his current knowledge of science education at the elementary and secondary levels, illustrates his qualification to teach science methods at all grade levels. **The team considers the faculty standard met.**

**NOTE:** The Iowa Department of Education consultants will conduct a follow-up visit one-year from the time of board action to ensure all faculty qualification requirements are met.

**NOTE:** Although not required to respond to recommendations by the team, Wartburg College responded to two recommendations in this standard to inform the State Board of Education and other readers of this report of their program’s continual improvement efforts. These responses are in the appendix.

**Sources of Information:**

Interviews with: Adjuncts, School Partnership Coordinator (Mandy), Office Manager (Jean), Teacher Candidates, Education Department Faculty, and Unit Methods Faculty.

Visits to classrooms and discussions with students

Review of:

- Course syllabi
- Institutional Report
- Program Response to Review Team’s Initial Report

**Final Recommendation:**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**ASSESSMENT**

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

**79.13(1)** Unit assessment system.

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

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

**79.13(2)** Performance assessment system for candidates.

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

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

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

**Initial Team Finding:**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**Commendations/Strengths:**

- The DReAM model clearly identifies progress through the program and expectations at each decision point.
- Evidence in TEP and TAC minutes demonstrate that the unit analyzes data and uses that analysis to make program decisions.
- The unit assessment system is informed by the program's conceptual framework and is grounded in research-based practices.
- The unit has aligned content of its Conceptual Framework with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards, Iowa Teaching Standards, TEP Course alignment, and Performance Artifacts.
- The department, unit, and TAC members meet at least semi-annually to review the assessment system and evaluate program data.
- The unit shares responsibilities for meeting requirements related to assessment.
- The TEP identifies five decision points (Admission to Wartburg College, Admission to the TEP, Approval to Student Teach, Program Completion, and Recommendation for Licensure) and is consistent in requiring candidates to meet criteria before being allowed to proceed in the program.
- The TEP collects evidence from the student teaching Assessment Rubric to identify candidates' impact on student learning. Teacher candidates are required to provide a table with evidence of outcomes using all three measures of central tendency and two measures of variability, analyze and reflect on data results. Charts of student scores are complete and accurate.

**Recommendations:**

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) 79.13 (General) The team finds that the instrument used for assessment of student teaching performance is correlated with the old InTASC standards rather than the new InTASC standards which are correlated with other program assessments. The team recommends that

unit revise all program assessment correlate with the new InTASC standards and the Conceptual Framework.

- 2) 79.13(1) a. The team finds that data are managed through a well-organized spreadsheet. The team is concerned that it may be difficult to maintain this manual entry system. The team suggests that the TEP continue to explore the acquisition of an electronic system for more efficient data management.
- 3) 79.13(1) a. The team finds that evaluation instruments vary in use of levels of performance. Various instruments use descriptors such as “Insufficient, Unsatisfactory, Average, Strong, Very Strong”, others use “Recommend Intervention, Unsatisfactory, Adequate, Proficient, Exemplary”, others use “Not Met, Unacceptable, Met/Acceptable, Met with Strength/Exemplary” and “Standard Not Met, Standard Met, Target”. There are no consistent definitions for these descriptors. The team suggests that the TEP develop a consistent use of descriptors and clearly define each level of performance.
- 4) 79.13(1) e. The team is concerned that reliability has not been sufficiently established for assessment instruments. The team suggests that all indicators be observable/measurable. Reliability can be improved by having multiple evaluators use the same instrument and and/or using the same instrument in multiple circumstances (e.g., during field experiences and student teaching) and compare results.
- 5) 79.13(1) f. The team finds that program assessment data collected include evidence of content knowledge (PRAXIS I and Core, PRAXIS II Content, GPA, Knowledge Base Performance), performance (Lesson Plan and Assessment, IDESTE, Student Teaching Progress Report), and dispositions (Cooperating Teacher Assessment of Dispositions during student teaching). The team suggests that the TEP consider the use of candidate progress data to help in identifying areas of strength and areas that could be improved (for examples: evidence of student learning from the Field Experience and Assessment rubric, field experiences attached to courses, dispositions with observable/measurable indicators, Knowledge Base data collected throughout the program; evidence from student teacher portfolios, evidence from university supervisors’ recorded notes, student teaching journals).
- 6) 79.13(2) b. The team finds that while the TEP has multiple admission criteria, there is a limited number of key performance assessments to identify candidates who will be successful in the program. The team recommends that the TEP consider how and where best to select data that will be most useful and informative to the program.

**Concerns:**

(Concerns are made to inform the program for continuous improvement. **However, the program is required to address concerns before State Board action.**)

**Items that Must Be Addressed Prior to State Board Action:**

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

**NOTE:** Although not required to respond to recommendations by the team, Wartburg College responded to recommendations in this standard to inform the State Board and other readers of this report of their program’s continual improvement efforts. These responses are in the Appendix.

**Sources of Information:**

Interviews with: unit faculty, candidates, advisory panel, Registrar.

Review of:

- State Institutional Report
- Program Response to Preliminary Report
- Exhibits (Course syllabi, department meeting minutes, student artifacts, artifact rubrics, surveys from employers, surveys from graduates)
- Student education files

**Final Recommendation:**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**TEACHER EDUCATION CLINICAL**

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

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

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

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

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

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

- a. Scheduling and use of time and resources to allow candidates to participate with teachers and other practitioners and learners in the school setting.

- b.* Teacher candidate learning that takes place in the context of providing high-quality instructional programs for children in a state-approved school or educational facility.
  - c.* Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.
  - d.* The involvement of teacher candidates in assessment, planning and instruction as well as in activities directed toward the improvement of teaching and learning.
- 79.14(5)** PK-12 school and college/university personnel share responsibility for the selection of cooperating teachers who demonstrate skills, knowledge, and dispositions of highly accomplished practitioners.
- 79.14(6)** Cooperating teachers and college/university supervisors share responsibility for supervising the candidate's achievement of unit standards.
- 79.14(7)** The unit is responsible for all of the following:
- a.* Defining qualifications for practitioner candidates entering clinical practice.
  - b.* Providing quality supervision that includes primary responsibility for communication/collaboration with cooperating teachers and candidates.
  - c.* Responding to specific needs of cooperating schools.
  - d.* Implementing an evaluation process that assists in selecting quality cooperating teachers.
- 79.14(8)** Teacher candidates develop and demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms.
- 79.14(9)** Accountability for student teaching experiences is demonstrated through all of the following:
- a.* Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.
  - b.* Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.
  - c.* Collaboration of the cooperating teacher and the college/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.
  - d.* Use of written evaluation procedures, with completed evaluation forms included in practitioner candidates' permanent institutional records.
- 79.14(10)** The student teaching experience for initial licensure meets all of the following:
- a.* Includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.
  - b.* Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.
  - c.* Consists of interactive experiences that involve college or university personnel, the student teacher, and the cooperating teacher.
  - d.* Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.
  - e.* Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.
  - f.* Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.

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

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

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

**79.14(11)** The institution annually offers one or more workshops for all cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops shall be one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.

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

**Initial Team Finding:**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**Commendations/Strengths:**

- Students report that the hours they spend observing and teaching in classrooms as a strength of the program. The students also noted the benefit of being in classrooms during their freshman year.
- The team notes that Amanda Sanderman has built significant positive relationships within the Waverly community and surrounding communities. This allows the schools to have one contact person at Wartburg College. School administrators have commented on the benefits of having one dedicated person to work with at Wartburg College.
- Candidates and faculty report that having full-time unit faculty supervise student teaching is a strength of the program. Students and faculty shared a common and clear understanding of student performance, reflection, and expectations related to TEP standards.
- Cooperating teachers and local school administrators praised the support and communication they have received from supervising teachers and Amanda Sanderman. They are assured of prompt communication whenever they have a question.
- Student teachers articulated assessment strategies that they are using in the classroom. The cooperating teachers agreed that this was an area of strength for Wartburg College student teachers.

- Administrators interviewed from local school districts noted the positive significance of having Wartburg College students in their schools for observation hours and student teaching.

**Recommendations:**

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) 79.14(4) The team notes the significance of the work Amanda Sanderman is completing for Wartburg College and the community. The team shares the concern expressed by Wartburg College administrators that this resource is shared by multiple departments. As resource needs change within each department, there is potential for this position to become unable to meet the needs of both departments. The team suggests Wartburg College continue to consider adequate resources are available to fulfill this important work.
- 2) 79.14(10) The team finds evidence that one student teacher missed a week of student teaching for spring break baseball. There are also concerns with student athletes leaving early from student teaching for practice. Student teaching must be a full-time assignment of at least 14 consecutive weeks. The team recommends that the unit avoid potential compliance concerns by ensuring policies for student teaching meet these requirements and that those policies are followed consistently.

**Concerns:**

(Concerns are made to inform the program for continuous improvement. **However, the program is required to address concerns before State Board action.**)

None

**Items that Must Be Addressed Prior to State Board Action:**

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

**Sources of Information:**

Interviews with: unit faculty, candidates, cooperating teachers, school administrators and recent graduates.

Classroom visits

Review of:

- Contracts with school districts
- State Institutional Report
- Program response to preliminary review
- Exhibits: Course syllabi, department meeting minutes, student artifacts, surveys from employers, field experience and policy manual
- Student education files

**Final Recommendation:**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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## **TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*a. Content/subject matter specialization.* The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each candidate must achieve a score above the 25<sup>th</sup> 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:**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**Commendations/Strengths:**

- Local administrators, cooperating teachings, and student teachers all expressed that candidates are well-prepared in knowledge, skills, and dispositions. Student teachers stated feeling “very prepared” and “set up for success.”
- Candidates throughout the program are knowledgeable about the Wartburg College Model of Teaching. Candidates note that it is in every syllabus and they make connections to it in their lesson planning.
- Cooperating teachers report elementary student teachers are particularly well prepared in literacy and reading.
- Administrators and cooperating teachers note that candidates do well applying their knowledge of student growth and development to developing and implementing lesson plans.

- Interviews with student teachers, cooperating teachers and pre-student teaching candidates provide evidence that Wartburg College candidates can describe and apply differentiation strategies for students who are accelerated learners, special education, at-risk, and ELL.
- The team finds the unit has established the Emergent Leaders in Technology Education Program (ELITE) to help prepare candidates for technology skills in the field. Current student teachers articulate the use of technology for learning.
- Student teachers attend professional development meetings and workshops offered by local districts.
- The team finds that candidates consistently demonstrate reflection on P-12 students' learning as well as on their own learning.

**Recommendations:**

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) 77.15 GENERAL: Cooperating teachers report that they would like to see candidates make more explicit connections between theory and practice/experiences in the classroom. The team suggests the TEP evaluate their level of emphasis on application of theory.

**Concerns:**

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

**Items that Must Be Addressed Prior to State Board Action:**

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

**Sources of Information:**

Interviews with: unit faculty, candidates, recent graduates, general education/ liberal arts faculty, supervising teachers, principals, cooperating teachers, and members of the Teacher Advisory Committee.

Visits to classrooms and discussion with students

Review of:

- Institutional Report
- Course syllabi, curriculum exhibits
- Student files
- Wartburg College.edu website

**Final Recommendation:**

<b>Met</b>	<b>Met Pending</b>	<b>Not Met</b>
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<b>Or Met with Strength</b>	<b>Conditions Noted Below</b>	
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## APPENDIX

Wartburg College responses to recommendations.

### 1. Recommendation 79.12(6) Faculty Standard:

The team found evidence that some faculty members have not completed the total 60 hours required for team teaching. These faculty members are new to the unit, and therefore have not had this expectation for the entire period between approval visits. The team recommends that the unit institute a policy ensuring that all faculty members participate in team teaching at a pace that will require complete fulfillment of this requirement for each five year period.

Wartburg College Response:

The unit created an annual system, Spring 2015, to document, collect, and store faculty information regarding team teaching. The faculty were directed by the Department Chair to collect team teaching data including dates of completion, school district, grade level, and number of hours completed. All faculty completed a document and turned it into the assistant to the department. The data is stored in department files.

### 2. Recommendation for 79.12(1) Faculty Standard:

The team suggests, as the unit moves forward in their plans to add ELL, 5-12 Strat I, and potentially STEM endorsements, they consider the capacity of existing faculty members who must have appropriate preparation and experience in these areas. Considering the expansion of the existing special education program, the team further suggests Wartburg College consider a full-time equivalent faculty member with special education preparation and experience.

Wartburg College Response:

Wartburg College currently posted a position for a full time literacy position. Within the position it was requested that the person have special education experience:

***Required:*** *Doctorate in Education (or related field) or ABD; at least three years of K-8 or 5-12 successful teaching experience; college-level teaching experience; experience teaching special education; commitment to student-centered learning, teacher preparation, and excellence in teaching; willingness to support the mission, <http://www.wartburg.edu/about/>, of the College and its liberal arts tradition.*

When the Department hires new positions consideration is made for a professor with expertise in special education.

### 3. Recommendation 79.13 (Assessment Standard - General):

The team finds that the instrument used for assessment of student teaching performance is correlated with the old InTASC standards rather than the new InTASC standards which are correlated with other program assessments. The team recommends that unit revise all program assessment correlate with the new InTASC standards and the Conceptual Framework.

Wartburg College Response:

After our accreditation visit, three department members attended the Embedded Signature Assessment (ESA) workshop as part of the Iowa Teacher Quality Partnership Grant in April, 2015. During this workshop, we identified competencies for which we plan to develop embedded assessments. The data will strengthen progress monitoring of candidates during their four years at Wartburg College.

Discussion continued among department and unit faculty regarding a rubric to measure candidate strength in lesson planning, instruction, and assessment of student learning. Initially brought to our attention by the need for specific Specialized Professional Association standards, this rubric will be used to introduce students to knowledge base components during the program, as well as identify mastery during their student teaching. Our hope is to develop continuity of understanding for students, while increasing interrater expectations and reliability among faculty.

Both of these actions speak toward our department's efforts to focus on the use of fewer, yet more meaningful, measures of student learning and growth during their time in the Wartburg College Teacher Education program.