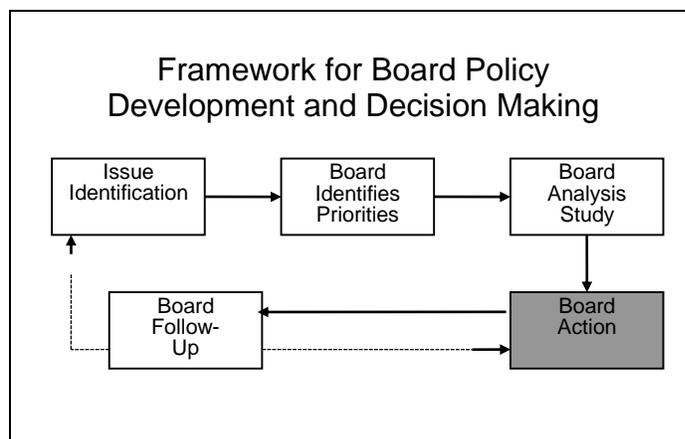


Iowa State Board of Education

Executive Summary

March 31, 2016



Agenda Item: Buena Vista University – Educator Preparation Program Accreditation

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

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

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

Attachments: 3

Recommendation: It is recommended that the State Board conditionally approve the Buena Vista University Educator Preparation Program for one year from the date of the Board decision.

Background: Buena Vista University operates a traditional teacher preparation program located at the home campus in Storm Lake, Iowa, along with 12 limited offering locations across Iowa. The attached report is a summary of the review of the Buena Vista University educator (teacher and professional school counselor) preparation program under 281 IAC chapter 79. The Buena Vista University educator preparation program has not fully met all 281 IAC chapter 79 standards without condition; therefore, the Department recommends the State Board grant conditional approval to the Buena Vista University educator preparation program.

Buena Vista University

Team Report Executive Summary

To accompany the Final Report presented to the State Board of Education on March 31, 2016

Iowa Department of Education

Background:

Buena Vista College (which became Buena Vista University in 1995) was founded by the Presbyterian Church (USA) in 1891 on a commitment to “Education for Service”. The college was first granted accreditation by the North Central Association of Colleges and Secondary Schools in 1952. A graduate program in education received accreditation in March 1995, ushering in the transition from college to university.

Buena Vista University’s (BVU) main 60-acre campus is situated on the shores of Storm Lake in northwest Iowa. Enrollment is approximately 1,000 undergraduate and graduate students at the main campus in Storm Lake.

Over 1,400 students are enrolled at BVU's 16 Graduate and Professional Studies (GPS) remote learning locations across Iowa, plus online. GPS programs are located and delivered in such a way as to be accessible to candidates who are not able to pursue their degrees on the Storm Lake campus. At GPS sites, the candidates take 8-week courses during 6 terms in an academic year via a face-to-face, hybrid or online delivery. Classes are scheduled in the evenings or weekends so that candidates working full-time jobs can attend. The GPS sites are located in Carroll, Council Bluffs, Creston, Denison, Emmetsburg, Estherville, Fort Dodge, Iowa Falls, Le Mars, Marshalltown, Mason City, Newton, Ottumwa, Sheldon, Spencer, Spirit Lake, or online. All sites offer the Teacher Education Program (TEP) with the exception of Emmetsburg, Spirit Lake, Carroll, and Sheldon.

Teacher education is a large program at BVU. On the Storm Lake campus, BVU offers majors in elementary education, exercise science with teaching emphasis, and specific areas leading to secondary education licensure. K-12 endorsements are limited to music, art, physical education, health, and teaching English as a second language. Endorsement programs beyond the majors and minors are available for students seeking a teaching license.

All GPS sites with educator preparation offer a major in elementary education. The K-8 reading endorsement is embedded in the elementary education curriculum. Secondary education opportunities at the sites are limited to one or all of the following: English/language arts, history, and business, depending on whether these majors are offered at a particular site. The Storm Lake and one GPS site offer a graduate level counselor preparation program.

In terms of enrollment, the BVU TEP is one of the largest in Iowa, generally it is the largest TEP in a private institution, and in some years is larger than a public institution. At the time of this review, BVU teacher preparation total enrollment was 485 students. 71 students (15% of enrollment) attended on the Storm Lake campus, 414 students (85%) attend at the GPS locations.

Review:

In April of 2008, the BVU educator preparation programs were reviewed. Several compliance concerns were identified. As a result of that review, the State Board issued a conditional approval in August of 2008. After one year of work with BVU, the State Board issued a full approval of the BVU program on 18 November 2009. BVU made significant changes in 2008 and 2009 to improve the consistency of the educator preparation program across the various sites. When the 2015 review was conducted, the systems to provide that consistency were not in evidence. In 2013, the BVU GPS underwent an organizational change process, resulting in significant changes to the governance structure. This new structure was in place when the 2015 review was conducted.

During the spring of 2015, the Iowa Department of Education (DE), along with peer reviewers, conducted the septennial review of the BVU educator preparation programs. The site visit portion of the review consisted of a team spending four days on the home BVU campus located in Storm Lake, Iowa. Team members also visited each of the BVU GPS sites that provide educator preparation.

The full team report included in the State Board information includes all information provided by the team; comments and strengths; recommendations and concerns (compliance issues) and status of meeting requirements of each standard. Also included in the State Board information is BVU's response to the team report.

The 2015 review determined 26 compliance concerns, 15 of which are repeated from the 2008 review. The majority of the concerns are found in the governance and resources standard, with 12 concerns, 8 of them repeat findings. The breakdown of concerns by standard is:

Standard	# of Concerns	# of Repeat Concerns
Governance and Resources	12	8
Diversity	1	0
Faculty	5	5
Assessment	4	2
Teacher Preparation Clinical	3	0
Teacher Preparation Curriculum	1	0
Counselor Preparation Clinical	0	0
Counselor Preparation Curriculum	0	0

DE consultants are concerned not only with the number of concerns, but with the effect of those concerns. DE consultants apply a measure of the effect on the quality of the program and a measure of the difficulty to resolve each concern.

A number of the concerns are easily resolved, while several are difficult to resolve and have a significant impact on the quality of the program. In particular, most of the concerns identify a lack of consistency or equity in opportunities and preparation for candidates attending courses at GPS sites compared to those attending on the Storm Lake campus.

A final report was provided to BVU on July 22, 2015. BVU, like all programs, was given three months to develop a response. DE consultants met with BVU TEP administrators in Des Moines on July 29, 2015, to discuss the report. DE consultants traveled to the BVU Storm Lake campus on August 19, 2015, to meet with the BVU president and provost to discuss the report. DE consultants met frequently over the next three months as BVU developed their plan. BVU

was awarded one extra month to finalize their plan, submitting an official response on November 22, 2015.

In this plan, BVU has identified and committed to a complete rework of the governance structure of the Education Program. The new structure will feature departments within the TEP, each with a chair responsible for work and faculty review in the department. The plan also calls for the hiring of seven new full time faculty members and 18 part-time (at least half-time) faculty members to provide consistency and quality for the program. The new faculty, along with the department chairs, will be housed in various locations in the BVU GPS and Storm Lake campus, providing equitable access to administrators and dedicated faculty across sites. BVU has also decided to end offering teacher education in two of the GPS campuses. The BVU plan has many other features, which are described fully in their November 22, 2015, response.

Because of the number of concerns and the level of quality impact and difficulty of work to resolve the concerns, the DE and the review team recommend the State Board approve the BVU educator preparation program conditionally. If conditionally approved, DE consultants, along with members of the State Panel, will review the BVU program in one year and report their findings to the State Board with a recommendation at that time.

Buena Vista University

Team Report

Preliminary Review: February 3, 2015
Graduate Professional Studies Sites Visits: March 11 through April 24, 2015
Storm Lake Campus Visit: April 12-18, 2015

Final Report: March 31, 2016
Submitted to the State Board of Education
With a recommendation for Conditional Approval

Iowa Department of Education

Review Team Members:

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Acknowledgements

Team members would like to express their gratitude to the Buena Vista University 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 Frederick Moore

Dr. Barbara Byrne, Interim Vice President for Academic Affairs and Dean of the Faculty

Dr. Paul Theobald, Dean, School of Education

Dr. Julie Finnerm, Associate Dean, School of Education

Dr. Jill Rhea - Dean of Graduate and Professional Studies

Ms. Angela Hunter, Regional Education Program Coordinator

Ms. Roberta Hersom, Regional Education Program Coordinator

This report contains information for each of the six standards:

1. The Standard
2. Strength(s)/Commendation(s)
3. Recommendation(s)
4. Concern(s)

For each concern (identified by sub-standard):

- a. Team Requirement for compliance:** What the DE/Team requires BVU to do in order to achieve compliance with the sub-standard.
 - b. BVU Action to achieve compliance:** Synopsis of the BVU proposed action to resolve each concern. Full description is in the attached BVU response to the Team Report.
 - c. BVU Support to sustain actions:** (if appropriate): Synopsis of the BVU proposed action to provide sustained resolution of each concern. Required in the case of findings repeated from previous review.
5. DE evaluation of BVU action/plan: Information provided by DE consultants.
 6. Final recommendation for each standard (in table form).

281—79.10(256) Governance and resources standard.

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 Graduate and Professional Studies (GPS) campuses are established to serve an important need in the state, especially in rural communities.
- Students who prefer online coursework state they are pleased with the flexibility of online course offerings.
- Students in GPS campuses appreciate the opportunity to attend courses in the evening.
- Storm Lake faculty provide brown bag sessions for candidates to provide information on beginning teaching and other subjects.
- There is an active education student organization on the Storm Lake campus.

Recommendations:

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

1. 79.10(4) The team found evidence of a lack of consistency in modeling best practices. Adjunct faculty at GPS campuses are not clear in their understanding of unit best practices. Administrators, faculty members, and students articulated the advantage of face-to-face courses for modeling and learning best practices. However, because of the size of GPS programs, students are often required to take courses online, even though they prefer fact-to-face. The team suggests the unit clearly determine best practices and assure ALL faculty members understand and model them in their teaching.

2. 79.10(6) The team found evidence that the unit is not represented on shared governance structure of the institution. The team suggests the unit garner opportunities to participate in institutional shared governance.

3. 79.13(14) The team questions if there are adequate resources for instruction needs. Adjunct faculty from Council Bluffs and Creston report that only one person teaches all special education courses. Best practices indicate students would benefit from the perspective of more than one instructor in special education. The team suggests the unit look for ways to provide diversity of ideas in instruction.

Concerns:

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

Governance Concern #1. 79.10(1) The team found abundant evidence that there is a lack of a clearly understood governance structure to provide guidance and support for the entire

practitioner preparation program. The evidence is particularly strong for the offerings in GPS campuses and online course offerings.

Evidence includes:

- Adjunct faculty in ALL GPS locations report that collaboration with Storm Lake on courses and key assignments only takes place if initiated by adjunct faculty.
- Adjunct faculty in GPS campuses report difficulty converting the 16 week course format on Storm Lake to the eight week format at the GPS sites. Many adjunct faculty report leaving components off of the established curriculum.
- The Adjunct Faculty Handbook has no guidance about using Storm Lake developed syllabi and key assessments in the Teacher Education Program (TEP).
- Many adjunct faculty and GPS administrators expressed concern over the restructuring that took place in 2012. Their major concern was that the changes were imposed by Storm Lake on the GPS campuses, rather than as a collaborative system.
- One Storm Lake university administrator considered work with GPS campuses as “outreach”.

Team requirement for compliance:

The unit is required to develop and document a clearly understood governance structure that assures equity in resources, instruction, and opportunities for faculty and students in all BVU preparation programs, regardless of campus location. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU action to achieve compliance:

The BVU School of Education (SOE) has reorganized its governance structure. Changes include:

- BVU will discontinue education programming at its two smallest sites: Iowa Falls and Newton.
- Creation of six academic departments, each with a department chair, full-time, part-time, and adjunct faculty members. The six departments are:
 - Educational Foundations
 - Early Childhood/Literacy
 - Special Education (Exceptional Student Services Instruction)
 - Teaching English as a Second Language (TESL)
 - Content Area Majors/K-12 Programs
 - STEM (Science, Technology, Engineering, and Mathematics)
 - In addition to the six academic departments, BVU will maintain a department of Graduate Studies for Professional School Counseling and Curriculum and Instruction
- Departments composed of a mix of part-time and full-time and adjunct faculty whose home base may be any site (Storm Lake or GPS location).
- Job descriptions and expectations for the roles of department chairs, full-time, part-time, and adjunct faculty.
- Clearly defined structures for the chair for each of the six departments:
 - Teaching, leadership, and administrative duties.
 - Release time from teaching assignments to attend to the administrative duties.

- Management of courses taught in their departments, including faculty hiring, evaluating, assignment of teaching responsibilities, and professional development.
- Chairs report to the associate dean and the SOE dean. The SOE dean evaluates the chairs.
- Twice monthly meeting of Chair's Council with SOE administration.
- Work collaboratively with GPS administrators, faculty, and staff.

BVU Support to sustain actions:

- The senior administration at BVU approved an increase in a recurring annual expense for newly identified salaries and benefits in the SOE.
- Twenty-five new hires will be made over the next two years for continuing positions.

Governance Concern #2. 79.10(2) There is evidence that the unit does not exercise primary responsibility for all programs. The GPS campuses are the responsibility of the Dean of GPS, while the TEP is the responsibility of the Dean of the SOE. GPS sites administrators and adjunct faculty do not express an understanding of their governance structure. Evidence includes:

- Storm Lake faculty member expressed a concern about the cohesiveness of the program: “Adjuncts are not part of the community”.
- In interviews, GPS campus students consistently expressed that their concerns are not known by Storm Lake faculty/administrators.

Team requirement for compliance:

The unit is required to develop and document a clearly understood governance structure that includes program responsibilities for GPS campuses and assures equity in resources, instruction, and opportunities for faculty and students in all BVU preparation programs, regardless of campus location. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

All programs preparing educators are now the responsibility of the SOE. The primary governance oversight resides in the SOE Cabinet. This group consists of the dean, associate dean, student professional experiences coordinator, and the regional education program coordinators (REPCs).

Governance Concern #3. 79.10(3) There is evidence that a shared vision based on a conceptual framework does not exist across BVU’s teacher preparation program. Further, a clear scope and sequence is not developed because of a lack of a shared vision. Evidence includes:

- Adjunct faculty from several GPS campuses had little to no concept of Pillars, which make up the foundation of the TEP’s conceptual framework. Several adjuncts did not know what the Pillars are.
- Most students could not articulate what the Pillars are and their meaning in their preparation to be teachers. Many had no knowledge of them. When asked about Pillars, one student stated “I got nothing.”
- Adjunct faculty from GPS campuses consistently expressed a lack of information about the scope and sequence of program.

Team requirement for compliance:

The unit is required to ensure and document that all faculty in the BVU educator preparation system understand the BVU conceptual framework, are using it in their teaching and assessment, and are modeling best practices based on it. The unit must assure the framework is used in a coherent, sequential preparation program across the BVU system.

BVU Action to achieve compliance:

- The SOE has implemented a professional development course for all faculty to orient them to the conceptual framework.
- BVU's new learning management software enables the creation of master courses to be used by all faculty teaching a particular course. Each master course will include learning outcomes specifically aligned with the conceptual framework. Development of master courses will be under the direction of department chairs.
- Checkpoint assessments have been redesigned to more clearly align with the conceptual framework.
- Academic department chairs will take responsibility for ensuring that all faculty in the BVU educator preparation system understand the BVU conceptual framework.
- One function of the bi-weekly Chair's Council meetings is to discuss alignment of conceptual framework, coursework, and assessments.

Governance Concern #4. 79.10(3) The team has strong concerns about the significant turnover in personnel in GPS campuses. The turnover in advisors is especially troubling for students. Students concerns include:

- Council Bluffs students reported many changes in advising as advisors leave.
- Creston students reported receiving little advising, and it was done “through email mostly.”
- A Council Bluffs student teacher reported: “My advisor does respond right away, but can't always answer questions about paperwork, financial aid. Paperwork with BVU is slower, difficult to get answers, I think it's because we're not at Storm Lake but out here at satellite.”
- A Fort Dodge student teacher stated that two to three years ago there was no guidance at all and about one-and-a-half to two years ago “all hell broke loose”. Another Fort Dodge student teacher reported she was given the run around and told three different things about whether or not her para experience would count for clinical hours. She said she has \$65,000 in school loans and still no BA. She said, “Look at my transcript – I took many useless courses I didn't need and ran out of financial aid.” She said financial aid gave her \$5000 every term whether she needed it or not – she didn't understand the financial aid process. She “felt like she was set up to fail”.
- Another Fort Dodge student teacher stated when she started at BVU in Jan. '12 it was great; then everyone was fired and now things are horrible. She has not been to the Fort Dodge office since September 2014, she contacted the Storm Lake office to get answers. She stated she feels like she took classes she didn't need.
- Students from LeMars felt that the program is very dependent on which advisor you get, advisors vary widely in their knowledge of requirements, and there are frequent changes in advisors for students.

Team requirement for compliance:

The unit is required to create and document a coherent system of work climate, policies, and assignments that promote intellectual vitality, including best practices in teaching, scholarship, and service among faculty across the entire BVU system. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- The newly created position of GPS Financial Specialist relieves academic managers and education coordinators/advisors of financial advising duties.
- Restructuring of GPS has resulted in reducing administrative workload on TEP faculty and staff in GPS sites.

Governance Concern #5. 79.10(5) The advisory committee at every site, Storm Lake and all GPS campuses, has met only once per year at most, many GPS sites have no evidence of meetings. The meetings that have occurred often have minutes that are too vague to inform the program over time. Additionally, in almost all instances of advisory meetings, attendees were overwhelmingly BVU faculty and staff.

Team requirement for compliance:

The unit must develop, implement, and document a system to bring the advisory committee structure and timelines into compliance with this standard. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

The SOE has developed and implemented a schedule for advisory committee meetings:

- The first annual advisory committee meeting will be held electronically each November for each GPS site.
- The second annual advisory committee meeting will be one state-wide meeting using selected members from each site's advisory committee.

BVU Support to sustain actions:

The SOE associate dean has been assigned the responsibility for scheduling, overseeing, and tracking advisory committee meetings.

Governance Concern #6. 79.10(8) The team is concerned that the unit does not evaluate adjunct faculty in a way that will enhance their teaching competence. Academic managers evaluate adjunct faculty by observing their classes. However, most academic managers have no expertise in educator preparation, thus they are not able to inform faculty teaching competence in regard to the unit conceptual framework or pedagogical content knowledge instruction.

Team requirement for compliance:

The unit must develop and implement a way to ensure ALL faculty are evaluated in a way to enhance their teaching competence, including content teaching and learning.

BVU Action to achieve compliance:

- By March 10, 2016, the SOE will adopt a single evaluation instrument that will be used to evaluate all faculty who teach education courses,

- Beginning in the fall of the 2016-2017 academic year, all faculty will be evaluated within the SOE academic department structure.

Governance Concern #7. 79.10(10) There is a considerable lack of resources for faculty and students in GPS campuses when compared to resources available on the Storm Lake campus. Most GPS campuses have no curricular materials. Several have limited, and/or outdated materials. Ottumwa alone has adequate curricular materials. Evidence includes:

- Council Bluffs/Creston students and faculty have little or no curricular materials. There are no P-12 text books or reading books for them to work with.
- Adjunct faculty at Fort Dodge do not have access to curricular materials, they just use their own materials (with the exception of “Reading Stars” reading materials).
- Denison adjunct faculty report that they use their own materials from their own P-12 classrooms, books from public library, and materials from home.
- During the tour of the Iowa Falls Community College campus library, the community college librarian showed the team children’s and YA books, including a list of books and materials bought with BVU rent money. This list included a video camera with tripod, but BVU faculty and administrators had no knowledge of the materials.

Team requirement for compliance:

The unit must provide equitable resources for all faculty and students in all BVU campus sites. Currently, the difference in resources between Storm Lake and the GPS campuses is obvious and striking. If BVU is to continue to operate the GPS campuses for educator preparation, BVU must provide equitable resources. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- SOE faculty and staff are conducting an inventory of all instructional materials.
- SOE faculty and staff are evaluating all course syllabi for instructional material needs.
- The SOE has committed \$10,000 over the next two years to acquire additional instructional materials.
- The SOE is developing a plan to distribute instructional materials for equitable access in all locations.

BVU Support to sustain actions:

- The SOE and BVU administration have made a commitment to consider instructional materials in all future academic budgets.
- The SOE will update instructional material needs as course syllabi are updated.

Governance Concern #8. 79.10(11) There is evidence that a quality program is not delivered equitably across the unit. The quality of resources and faculty qualifications is significantly lower at GPS campuses compared to Storm Lake. The team notes tuition per credit hour for part-time at Storm Lake is \$1022, while tuition per credit hour for GPS students is \$390. While tuition is not a chapter 79 compliance issue, this discrepancy raises concerns about the perceived and real equity among campuses. Since tuition will not affect room and board, the team is concerned about what the much higher tuition on the Storm Lake campus provides that the much lower tuition at GPS campuses may not provide.

Team requirement for compliance:

There is an obvious and striking difference in equity between Storm Lake and the GPS campuses. The unit must determine and implement a way to ensure that students at any given GPS campus receive the same quality of instruction, opportunities, experiences, and resources as those on any other BVU campus. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- BVU has committed to hiring seven new full-time doctorally prepared faculty members in permanent faculty lines.
- BVU has committed to hiring eighteen part-time faculty members in permanent faculty lines.
- New faculty will be housed throughout all GPS sites.
- The distribution of full and part-time faculty will be equitable for all locations and all SOE departments, including all remaining GPS sites and the Storm Lake campus.

Governance Concern #9. 79.10(11) The team found evidence of discrepancy of opportunities for students dependent on campus location. For instance, the SOE provided a brown bag event in April in Storm Lake, providing information on beginning teaching during a one-and-a-half hour forum. This opportunity is not provided for students attending any campus other than Storm Lake. SOE study sessions are provided by a student group every Monday evening for Storm Lake students. This opportunity is not available for students attending any campus other than Storm Lake.

Team requirement for compliance:

There is an obvious and striking difference in equity between Storm Lake and the GPS campuses. The unit must determine and implement a way to ensure that students at any given GPS campus receive the same quality of instruction, experiences, opportunities, and resources as those on any other BVU campus. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- The SOE plans to address this equity through the use restructuring the SOE into six departments.
- Distributing faculty and workload among departments and locations, the SOE plans to provide equitable quality of instruction, experiences, opportunities, and resources for all students regardless of location.

Governance Concern #10. 79.10(11) The team is concerned that the distribution and number of faculty lines at the Storm Lake campus is inadequate. Literacy is a major concern; faculty involved in reading coursework have never taught emergent readers. There is no full-time faculty with early childhood experience in the program. Further, Storm Lake faculty are serving as de facto lead faculty for GPS coursework in their area of expertise. The amount of time necessary to provide the support and guidance to the GPS faculty is significant. GPS based adjunct faculty consistently reported a lack of support and guidance from Storm Lake faculty.

Team requirement for compliance:

The unit must work with the institution to examine faculty work and loads, in addition to instructional needs, to assure the proper allotment of faculty resources.

BVU Action to achieve compliance:

- BVU has committed to hiring seven new full-time doctorally prepared faculty members in permanent faculty lines.
- BVU has committed to hiring eighteen part-time faculty members in permanent faculty lines.
- New faculty will be housed throughout all GPS sites.
- The distribution of full and part-time faculty will be equitable for all locations and all SOE departments, including all remaining GPS sites and the Storm Lake campus.

Governance Concern #11. 79.10(12) The team is concerned that resources for professional development (PD) are not adequate for adjunct faculty at GPS campuses. There is a faculty plan with support for Storm Lake faculty. Many adjunct faculty at GPS campuses reported that they have no access to PD resources.

Team requirement for compliance:

The unit must determine and implement a way to assure reasonable, equitable professional development for all faculty, regardless of location.

BVU Action to achieve compliance:

- The amount of professional development funds for all full-time faculty was increased from \$1000 per year to \$1500 per year.
- BVU continues the policy for all part-time and adjunct faculty to request up to \$500 for professional development.
- The SOE has committed to better communicating the policy for professional development funds to all part-time and adjunct faculty.

Governance Concern #12. 79.10(13) Evidence indicates a lack of equity in resources for technological and instructional needs among campuses. Evidence includes:

- Marshalltown students pay a fee to use computer lab, and have no access to a Smart Board; Newton students do not pay a fee and have a Smart Board to use.
- Adjunct faculty from Spencer, Estherville, and LeMars feel that their technology is significantly limited – “nothing like what they have up there in Storm Lake”. Several adjunct faculty members report that they take them to their own classroom when possible to learn to use technology for teaching.

Team requirement for compliance:

There is an obvious and striking difference in equity between Storm Lake and the GPS campuses. The unit must determine and implement a way to ensure that students at any given GPS campus receive the same quality of instruction, experiences, opportunities and resources as those on any other BVU campus. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- SOE faculty and staff are conducting an inventory of all instructional and technological materials.
- SOE faculty and staff are evaluating all course syllabi for instructional and technological material needs.
- The SOE has committed \$10,000 over the next two years to acquire additional instructional and technological materials.
- The SOE is developing a plan to distribute instructional and technological materials for equitable access in all locations.

BVU Support to sustain actions:

- The SOE and BVU administration have made a commitment to consider instructional materials in all future academic budgets.
- The SOE will update technology as best practices emerge.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing all twelve concerns in a way that will allow them to be in compliance with all standards within one year. Further, for concerns that are repeated from the 2008 review (1, 2, 4, 5, 7, 8, 9, 12), BVU must provide evidence that the resolution of each concern is sustainable, so as to not be a repeat finding again.

Department of Education (DE) evaluation of BVU action/plan:

The BVU administration and SOE administration have committed to significant changes in the governance structure and resource allocation. Twenty-five new faculty members will be hired on permanent faculty lines. The new departmental structure is designed to provide equitable access for all BVU students to quality instruction, resources, opportunities, and experiences. **At this time, due to the significant time, work, and resources necessary to resolve these concerns, the team considers this standard met with conditions.** DE consultants will conduct a follow-up review in the 2016-2017 academic to ensure the changes are enacted. At that time, DE consultants will be able to evaluate the level of implementation of BVU actions with the expectation that all actions will be fully completed and this standard will then be considered met. DE consultants will conduct an additional follow-up review in the 2017-2018 year to determine the sustainability of BVU actions.

Sources of Information:

Interviews with:

- President, Vice President for Academic Affairs, Chief Financial Officer, Instructional Technology Director, Assessment Director, Dean of GPS, Dean of School of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Library Director(s),
- GPS Campuses: Managers, Education Coordinators, Regional Directors, Faculty, Staff, Community College Administration,

Review of:

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

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions	Not Met
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79.11(256) Diversity standard.

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:

- The institution, in all sites, maintains a climate that values diversity.
- The GPS campuses provide for a diverse student population.

Recommendations:

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

None

Concerns:

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

Diversity Concern #1. 79.11(3) There is evidence that the unit is not making and tracking diverse clinical placements for students. In several locations, students are initiating clinical placements. In most GPS campuses, there is no evidence of where clinical placements are made in student files or other records. Some students appear to have most, and occasionally all, clinical placements in the same location. P-12 principals brought up the concern that several BVU students are student teaching in the same school in which they are employed (as paraprofessionals).

Team requirement for compliance:

The unit must develop and implement a system to track and ensure that all students are completing diverse clinical placements. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- The SOE has implemented a system-wide template for tracking multiple aspects of clinical placements. This template system will supplement the documentation of clinical experiences in student files.
- A coding system was developed to indicate the demographic make-up of districts.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing the concern in a way that will allow them to be in compliance within one year. Further, BVU must provide evidence that the resolution of this concern is sustainable, so as to not be a repeat finding again.

DE evaluation of BVU action/plan:

The team considers the work accomplished to date by the BVU SOE to resolve this concern to be adequate. **The team considers this standard met.** DE consultants will conduct a follow-up review in the 2016-2017 academic to ensure the changes are enacted.

Sources of Information:

Interviews with:

- Vice President for Academic Affairs, Chief Financial Officer, Assessment Director, Dean of GPS, Dean of School of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Library Director(s),
- GPS Campuses: Managers, Education Coordinators, Regional Directors, Faculty, Staff, Community College Administration,

Review of:

- Course syllabi
- Student records

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

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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79.12(256) Faculty standard.

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 Pending Conditions
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Met with Strength	Noted Below
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Commendations/Strengths:

- Full-time faculty at the Storm Lake campus are well-prepared and bring depth and breadth of knowledge and experience to the program.
- Faculty at all sites demonstrate a commitment to candidates and their success.
- Many adjunct faculty bring recent or current classroom experience and use this experience to communicate relevancy to candidates.

Recommendations:

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

1. 79.12(2) Graduate Counselor Education students reported an inconsistency in the timing and type of feedback received from instructors. While some instructors responded quickly with helpful feedback, others waited several weeks. The team suggests the unit develop, implement and monitor guidelines for feedback expectations.

2. 79.12(2) Several teacher education candidates at GPS campuses felt that the instruction they received from adjunct faculty was inconsistent. Candidates reported several examples of faculty members modeling ineffective instructional practices – long response time (several weeks) to student questions; a lack of connection between students and faculty members in online courses; many learning activities that candidates perceived as busy work and few opportunities for authentic learning. Candidates also expressed the perception that end of course evaluations completed by students were not used for course and instructional improvements. The team suggests the unit institute an effective faculty evaluation system designed to inform and ensure the maximum effectiveness of all faculty members.

3. 79.12(3) While full-time faculty are well-supported in professional development, the team did not find evidence that adjunct faculty at the GPS campuses are provided with equitable opportunities for professional development. In particular, professional development related to the preparation of educators is not an expectation nor is it encouraged for GPS campus faculty. The team suggests that the unit use findings from faculty evaluation and unit assessment system to institute a targeted professional development plan for all unit faculty.

4. 79.12(4) The team found evidence that effective collaboration is not occurring between the adjunct faculty at the GPS campuses and other colleagues in the professional education unit. The team consistently heard from adjunct faculty that they had little or no interaction with the faculty members on the Storm Lake campus. Those who had communicated with Storm Lake faculty stated that the communication was generally initiated by the GPS campus faculty, but they had not experienced communication initiated by Storm Lake faculty. The team suggests policies be developed, implemented, and monitored for collaboration between Storm Lake faculty and GPS campus faculty.

Concerns:

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

Faculty Concern #1. 79.12(General) The team found significant differences in the qualifications and evaluation of the Storm Lake faculty and adjunct faculty. Students at the Storm Lake campus have the greatest majority of their courses delivered by full-time tenure track faculty. Students at the GPS campuses have all of their courses taught by adjunct faculty. The team is concerned that this imbalance precludes this standard from being met equitably for all BVU students.

Team requirement for compliance:

The team requires the unit to demonstrate equitable access to similarly qualified, rigorously evaluated, and professionally developed faculty. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- BVU has committed to hiring seven new full-time doctorally prepared faculty members in permanent faculty lines.
- BVU has committed to hiring eighteen part-time faculty members in permanent faculty lines.
- New faculty will be housed throughout all GPS sites.
- The distribution of full and part-time faculty will be equitable for all locations and all SOE departments, including all remaining GPS sites and the Storm Lake campus.
- By March 10, 2016, the SOE will adopt a single evaluation instrument that will be used to evaluate all faculty who teach education courses,
- Beginning in the fall of the 2016-2017 academic year, all faculty will be evaluated within the SOE academic department structure.
- Qualifications for all faculty, including adjunct, will be vetted by department chairs.

Faculty Concern #2. 79.12(1) The team finds evidence that a full-time tenure track faculty member does not have adequate preparedness nor experiences matching course assignments. This faculty member is teaching elementary and secondary math methods, but has no elementary level teaching experience.

Team requirement for compliance:

The team requires the unit to ensure that all faculty are adequately prepared for responsibilities assigned to them and have had experiences in situation similar to those for which the practitioner candidates are being prepared. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- Qualifications for all faculty, including adjunct, will be vetted by department chairs.
- The faculty member currently teaching elementary methods has been notified that her course load will no longer include elementary math methods.

Faculty Concern #3. 79.12(1) Information provided by adjunct faculty members at a number of the GPS campuses indicated they felt a lack of preparation for delivering course content in an online delivery model. The team is concerned that these faculty members have not had experience and adequate preparation in effective methods for the model of program delivery assigned to them.

Team requirement for compliance:

The team requires the unit to ensure that all faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- A training course is in place for any faculty member who agrees to teach a course on-line at BVU.

Faculty Concern #4. 79.12(5) While the majority of full-time faculty members on the Storm Lake campus have adequate preparation and experiences for their assigned duties, the team found evidence that a large number of adjunct faculty do not meet the background and experience requirements appropriate for their assigned duties. Many times, adjunct faculty were teaching methods coursework for fields in which they had no preparation or for grade levels in which they had no experience. Examples include (not a comprehensive list):

Council Bluffs/Creston

- Four faculty members were identified as not having adequate and/or experiences for their teaching assignments.

Fort Dodge and Denison

- Five faculty members were identified as not having adequate and/or experiences for their teaching assignments.

LeMars

- Three faculty members were identified as not having adequate and/or experiences for their teaching assignments.

Mason City

- Four faculty members were identified as not having adequate and/or experiences for their teaching assignments.

Marshalltown

- Two faculty members were identified as not having adequate and/or experiences for their teaching assignments.

Spencer:

- One faculty member was identified as not having adequate and/or experiences for teaching assignments.

Ottumwa

- One faculty member was identified as not having adequate and/or experiences for teaching assignments.

Storm Lake

- One faculty member was identified as not having adequate and/or experiences for teaching assignments.

Team requirement for compliance:

The team requires the unit to ensure that all faculty 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. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- Qualifications for all faculty, including adjunct, will be vetted by department chairs.
- BVU is re-examining the credentials of every adjunct professor who currently teaches for BVU.

Faculty Concern #5. 79.12(6) The team did not find evidence that all faculty members maintained a minimum of 60 hours of team teaching or appropriate collaborative experiences. Examples include:

Council Bluffs/Creston

- Seven faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Fort Dodge and Denison

- Twelve faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

LeMars

- Four faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Marshalltown

- Five faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Mason City

- Eleven faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Spencer and Estherville

- Five faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Storm Lake (including Counselor Education faculty)

- Four faculty members were identified as not meeting the requirement for 60 of team-teaching or appropriate collaborative experience.

Team requirement for compliance:

The team requires the unit to develop, communicate, implement and monitor policies to ensure that all faculty members meet the requirements of this standard to ensure recency of experience and applied knowledge of current best practices in the field. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- BVU has moved the tasks related to the 60 hour policy (communication regarding the rule, and monitoring to see that the rule is followed) from GPS to the six academic

departments working in collaboration with the centralized Field Office at the Storm Lake campus.

- It will be the responsibility of department chairs to ensure that all department faculty know, understand and comply with this requirement.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing all five concerns in a way that will allow them to be in compliance with all standards within one year. Further, all five concerns are repeated from the 2008 review. BVU must provide evidence that the resolution of each concern is sustainable, so as to not be a repeat finding again.

DE evaluation of BVU action/plan:

Twenty-five new faculty members will be hired on permanent faculty lines. BVU’s new organizational structure will allow for de-centralized management of faculty, including hiring and vetting of adjunct faculty members, as well as management of professional development, course assignments and compliance with 60 hour requirement. **At this time, due to the significant time, work, and resources necessary to resolve these concerns, the team considers this standard met pending conditions.** DE consultants will conduct a follow-up review in the 2016-2017 academic year to ensure the changes are enacted. At that time, DE consultants will be able to evaluate the level of implementation of BVU actions with the expectation that all actions will be fully completed and this standard will then be considered met. DE consultants will conduct an additional follow-up review in the 2017-2018 year to determine the sustainability of BVU actions.

Sources of Information:

Interviews with:

- Vice President for Academic Affairs, Assessment Director, Dean of GPS, Dean of School of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Library Director(s),
- GPS Campuses: Managers, Education Coordinators, Regional Directors, Faculty, Staff, Community College Administration

Review of:

- Course syllabi
- Student records
- Institutional Report
- Faculty Vitae
- 60 hour team teaching documentation
- Program Response to Review Team’s Initial Report

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or	Met Pending Conditions	Not Met
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79.13(256) Assessment system and unit evaluation standard.

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

79.13(1) Unit assessment system.

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

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

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

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

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

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

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

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

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

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

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

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

79.13(2) Performance assessment system for candidates.

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

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

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

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

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

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

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

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

Initial Team Finding:

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

The unit (under guidance of Julie Finnern) has developed a solid structure for a system of program assessment. Candidate data on program outcomes, courses, and key assignments are all reviewed and examined closely on a planned cycle. While this structure has not completed the total implementation phase, some useful data has been collected and used to make changes for program improvement. The system has the potential to be a very effective support for continuous improvement.

Recommendations:

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

1. 79.13(2) c. The team found evidence that accurate information is not effectively communicated to all students regarding the requirement for passing a pre-professional skills test. Student teachers at Storm Lake stated there was no systematic way to learn about the requirement for passing Praxis I/Core. Several students at different GPS campuses stated that they didn't receive information about the Praxis I/Core until they were deep into the program. Some stated that they only learned of the requirement 'haphazardly' when other students mentioned it. Students at both Storm Lake and GPS sites recommended that communication about the requirement be more consistent and intentional. Several candidates at Storm Lake and at the GPS campuses suggested that students be required to take and pass Praxis Core before being allowed to take any (or many) education courses. The team suggests the unit examine and improve their advising and student communication strategies.

2. 79.13(2) d. The team found evidence of similar concerns regarding clear communication about program decision points. One student teacher from Storm Lake stated s/he doesn't know what is needed to complete the program, stating "no idea what requirements are and how to find out". Another student teacher from a GPS campus was aware of the requirement for Praxis II Content exam, but did not know that a pedagogy exam is also required. Students from several locations suggested that the unit institute a workshop or some other clear communication plan to ensure students know all the requirements for multiple decision points and especially for program completion. The team suggests the unit examine and improve their advising and student communication strategies.

3. 79.13(2) f. The team found evidence that practitioner candidate performance is assessed inconsistently across locations. The team suggests the unit work to assure consistent assessment for all students in all campus locations.

4. 79.13(4) The team found evidence that information from surveys administered to graduates and their employers is not shared with faculty and staff at all campus locations. The team suggests that the unit review and improve their policy for sharing information gathered with all relevant stakeholders.

Concerns:

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

Assessment Concern #1. 79.13(1) e. Candidate performance on key assignments and corresponding rubrics are the framework of the unit assessment system. However, the team found evidence that these key assignments and rubrics are not being used with propriety and accuracy throughout the unit. Key assignments are not being presented in a standardized manner. Adjunct faculty frequently stated that they didn't feel knowledgeable about key assignments, and expressed a need to learn more. There appears to be very little effort to assure inter-rater reliability on the use of the rubrics to assess key assignments. Adjunct faculty consistently reported they had no training on the use of the rubrics, they were merely handed the rubrics and instructed to use them. Several adjunct faculty expressed that it is more important to use their own judgment than to attempt reliability through rubric indicators. When asked about procedures for ensuring reliability of rubrics, full-time faculty at Storm Lake indicated that the results sent to them from GPS campuses are "eye-balled" to see if anything looks out of order.

Team requirement for compliance:

The unit is required to develop and document procedures to ensure key assignments are assessed reliably for all students in all campus locations. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- Under BVU's SOE departmental re-organization, each department chair will manage and monitor the process of communicating with all faculty regarding courses and field experiences.

- All faculty teaching a course are required to use the provided inter-rater reliability practice built into each master course to build their understanding of the expectations for the key assignment.

Assessment Concern #2. 79.13(1) h. Adjunct faculty report that they are not provided with any data or evaluation of data used for program improvement.

Team requirement for compliance:

The unit is required to develop and document procedures to ensure assessment is shared with and use for program improvement by at all faculty at all campus locations.

BVU Action to achieve compliance:

- Department chairs, with the assistance of the associate dean, will share program data with all faculty teaching in the department.

Assessment Concern #3. 79.13(2) b and d. The team found evidence that multiple admission criteria/assessments and decision points are not being applied consistently. At the GPS campuses, area principals and adjunct faculty expressed concern that candidates are not being screened out of the program in spite of evidence that skills and capacity for success are lacking. Review of student files revealed candidates with negative evaluations continuing in the program with no records of response or remediation plans.

Team requirement for compliance:

The unit is required to develop and document a plan to ensure that candidates are held to criteria and decision points consistently. **NOTE: This concern is repeated from the 2008 review of BVU.**

BVU Action to achieve compliance:

- The BVU SOE has convened a task force charged with revising the current checkpoint system in such a way as to remove the possibility that poor-performing students are allowed to move along in the program.
- The changes to BVU checkpoints are currently being developed and will be deployed beginning in the fall of 2016.
- REPCs will monitor consistent application of student admission criteria/assessments, checkpoints, and information at all sites.

Assessment Concern #4. 79.13(2) The team found evidence of multiple concerns regarding administration and use of a pre-professional skills test for admission. At one GPS campus, records indicated that a candidate is still working on passing Praxis Core in May 2014, yet plans to student teach in the fall of 2014. Other examples include at least two students who were allowed to continue in the program, including enrollment in core methods courses and field experiences, before passing Praxis I. Several examples were found of students who were allowed to continue to take courses well into the program but, after repeated unsuccessful efforts to pass Praxis I, graduated with a degree in Educational Studies, ineligible for a teaching license. Student teachers in Storm Lake stated that the “checkpoints are not set in stone” and revealed knowledge of student teachers in program who had not passed Praxis I. One student teacher at

Storm Lake was dismayed that she was taking five years to finish program because she “took a long time to pass the Praxis I”.

Team requirement for compliance:

The unit is required to examine, improve, and consistently enforce the use of the pre-professional skills test and an admission requirement early in the program.

BVU Action to achieve compliance:

- Changes to BVU checkpoints are currently being developed and will be deployed beginning in the fall of 2016.
- The revised checkpoints and supporting documents specifically designate which education courses must be taken and those which may be taken before moving through each checkpoint.
- Checkpoint requirements are listed in the academic catalog.
- Checkpoint requirements and supporting documents have been shared with education coordinators/advisors and full-time faculty throughout the development process.
- REPCs are required to monitor enforcement of the program checkpoints for all students through review of Teacher Education Committee meeting minutes and student files.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing all four concerns in a way that will allow them to be in compliance with all standards within one year. Further, concerns #1 and #3 are repeated from the 2008 review. BVU must provide evidence that the resolution of these concerns are sustainable, so as to not be a repeat finding again.

DE evaluation of BVU action/plan:

The BVU SOE has analyzed and updated candidate assessment policies, including communication and enforcement of these policies. **At this time, due to the significant effect on the quality of the program on these concerns, the team considers this standard met pending conditions.** DE consultants will conduct a follow-up review in the 2016-2017 academic year to ensure the changes are enacted. At that time, DE consultants will be able to evaluate the level of implementation of BVU actions with the expectation that all actions will be fully completed and this standard will then be considered met. DE consultants will conduct an additional follow-up review in the 2017-2018 year to determine the sustainability of BVU actions.

Sources of Information:

Interviews with:

- Vice President for Academic Affairs, Instructional Technology Director, Assessment Director, Dean of GPS, Dean of School of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty
- GPS Campuses: Managers, Education Coordinators, Regional Directors, Faculty, Staff, Community College Administration

Review of:

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

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions	Not Met
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79.14(256) Teacher preparation clinical practice standard.

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

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

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

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

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

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

- a.* Scheduling and use of time and resources to allow candidates to participate with teachers and other practitioners and learners in the school setting.
- b.* Teacher candidate learning that takes place in the context of providing high-quality instructional programs for children in a state-approved school or educational facility.
- c.* Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.
- d.* The involvement of teacher candidates in assessment, planning and instruction as well as in activities directed toward the improvement of teaching and learning.

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

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

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

- a.* Defining qualifications for practitioner candidates entering clinical practice.
- b.* Providing quality supervision that includes primary responsibility for communication/collaboration with cooperating teachers and candidates.
- c.* Responding to specific needs of cooperating schools.
- d.* Implementing an evaluation process that assists in selecting quality cooperating teachers.

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

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

- a.* Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.
- b.* Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.
- c.* Collaboration of the cooperating teacher and the college/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.
- d.* Use of written evaluation procedures, with completed evaluation forms included in practitioner candidates' permanent institutional records.

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

- a.* Includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.
- b.* Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.
- c.* Consists of interactive experiences that involve college or university personnel, the student teacher, and the cooperating teacher.
- d.* Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.
- e.* Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.
- f.* Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.
- g.* Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days).
- h.* Involves the student teacher in professional meetings and other school-based activities directed toward the improvement of teaching and learning.
- i.* Involves the student teacher in communication and interaction with parents or guardians of students in the student teacher's classroom.

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

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

Initial Team Finding

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

- Contracts with school districts are detailed; requirements and explanations are described well.
- Many cooperating teachers throughout locations commented on the strong commitment of candidates to the teaching profession.

Recommendations:

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

1. 79.14(2) Multiple concerns were expressed by students and cooperating teachers regarding the timeliness of arranging field experience and student teaching placements. In one example, a candidate didn't learn of a field experience placement in which s/he was expected to spend 80 hours until five weeks into an eight week term. There were several instances shared in which student teachers or cooperating teachers learned of placements within less than a week than the beginning of the assignment. The team suggests the unit develop strategies for timely management and communication of clinical placements for candidates in all campus locations.

2. 79.14(2) and 79.14(3) Several students at GPS campuses stated that it is difficult to 'fit in' 80 hours of clinical experience in one 8 week term. Compressing field experiences into a short time frame as part of the program precludes the opportunity for candidates' skills to increase through practice. The team suggests that the entire field experience schedule be restructured and sequenced to reflect clinical expectations at various developmental levels throughout the program.

3. 79.14(4) c. Students at some of the GPS campuses stated that the student teaching seminar was only available to them through distance delivery. They noted that this impacted their effective participation in the seminar. The team suggests that the unit develop and implement policies and

structures to ensure that all candidates have equitable opportunities to engage in discussion and reflection on clinical experiences.

4. 79.14(5) Students at some of the GPS campuses expressed a concern that principals are not responding to their requests for placements. The team is concerned that students directly contacting P-12 schools for placements indicates that the unit is not assuming the responsibility of managing field experience placements. The team suggests the unit develop and implement policies and procedures to ensure the unit manages clinical placements.

5. 79.14(7) b. The team found mixed evidence regarding the effectiveness of the unit's communication/collaboration with cooperating teachers and candidates. Students at some of the GPS campuses stated that faculty don't interact with cooperating teachers for the methods practicum. Other students at GPS campuses felt that it was difficult to obtain information needed about field placements and student teaching. Some cooperating teachers at GPS campuses felt that communication received from the unit was not timely and was not clear. The team suggests the unit evaluate and improve communication policies.

9. 79.14(10) d. Several principals, cooperating teachers, and student teachers stated that expectations for student teachers varied widely among university supervisors. Some cooperating teachers stated that they don't have a firm understanding of the expectations the unit has for the candidates regarding lesson plans and other requirements. The team suggests that the unit develop and implement policies for clear, consistent expectation, and responsibilities of student teachers.

Concerns:

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

Clinical Concern #1. 79.14(1) and 79.14(4) c. The team found extensive evidence that pre-student teaching clinical experience are predominantly non-participatory. Faculty, cooperating teachers, supervisors, and candidates at all campus locations described a need for more participation rather than the current practice of observation in these experiences. The opportunities that candidates have for direct involvement in assessment, planning, and instruction in the P-12 setting varies and is dependent upon the cooperating teachers. The lack of practice opportunities results in limited preparation for the student teaching experience.

Team requirement for compliance:

The unit is required to restructure pre-student teaching field experiences to allow candidates many more opportunities to participate in assessment, planning, and instruction as well as in activities directed toward the improvement of teaching and learning.

BVU Action to achieve compliance:

- In the summer of 2015, the BVU SOE assembled a work-team to create clearly defined clinical experience requirements. The new clinical requirements will move through university governance this year, and will be in place by the fall of 2016.
- The changes are:

- Aligning field experience expectations with coursework and checkpoints so that the candidate is well prepared.
- Clearly stating the purpose of the field experience for the candidate.
- Co-planning and teaching a series of lessons with the cooperating teacher.
- Adding one additional field experience requiring candidates to independently plan and teach lessons.
- Expectations in field experience handbooks will be clarified and updated by fall of 2016.
- Updated plans for monitoring and evaluating candidate progression through clinical experiences.

Clinical Concern #2. 79.14 (10) f. In interviews with principals, cooperating teachers, and student teachers the team found evidence that there is no requirement for student teachers to experience a mock evaluation.

Team requirement for compliance:

The unit must develop and implement policies and procedures to ensure all students experience the required mock interview.

BVU Action to achieve compliance:

- The university supervisor will be responsible for ensuring that the mock evaluation is completed and documented.
- Under the SOE revised governance structure, department chairs will be responsible for communicating expectations and monitoring compliance with university supervisors.

Clinical Concern #3. 79.14 (11). The team found evidence that at many of the GPS campuses, there are no scheduled workshops for cooperating teachers.

Team requirement for compliance:

The unit must develop and implement workshops, with the cumulative instructional plan totaling the equivalent of one school day, for cooperating teachers at all campus locations.

BVU Action to achieve compliance:

- BVU will consolidate the workshops in adjacent centers beginning spring of 2016.
- The BVU SOE is creating online modules to supplement workshops and/or address cooperating teacher absences from workshop meetings.
- REPCs will be charged with monitoring the provision and documentation of this workshop for all BVU cooperating teachers.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing all three concerns in a way that will allow them to be in compliance with all standards within one year.

DE evaluation of BVU action/plan:

The BVU SOE has analyzed and updated clinical policies, including communication and enforcement of these policies. **At this time, due to the significant effect on the quality of the**

program on these concerns, the team considers this standard met pending conditions. DE consultants will conduct a follow-up review in the 2016-2017 academic to ensure the changes are enacted. At that time, DE consultants will be able to evaluate the level of implementation of BVU actions with the expectation that all actions will be fully completed and this standard will then be considered met. DE consultants will conduct an additional follow-up review in the 2017-2018 year to determine the sustainability of BVU actions.

Sources of Information:

Interviews with:

- Vice President for Academic Affairs, Assessment Director, Dean of GPS, Dean of School of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty
- GPS Campuses: Managers, Education Coordinators, Regional Directors, Faculty, Staff, Community College Administration

Review of:

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

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions	Not Met
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79.15(256) Teacher preparation candidate knowledge, skills and dispositions standard.

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

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

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

- d. Instructional planning.* The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
- e. Instructional strategies.* The candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.
- f. Learning environment/classroom management.* The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.
- g. Communication.* The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.
- h. Assessment.* The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.
- i. Foundations, reflective practice and professional development.* The candidate develops knowledge of the social, historical, and philosophical foundations of education. The candidate continually evaluates the effects of the candidate's choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.
- j. Collaboration, ethics and relationships.* The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.
- k. Technology.* The candidate effectively integrates technology into instruction to support student learning.
- l. Methods of teaching.* Methods of teaching have an emphasis on the subject and grade level endorsement desired.

79.15(8) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

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

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

Initial Team Finding:

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

- Several recent graduates expressed their appreciation for their learning of application of the Iowa Core.

Recommendations:

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

1. 79.15(General) Students from all campuses, including Storm Lake, expressed frustration with online courses. A number of students were frustrated with the requirement to take online courses instead of the anticipated face-to-face courses. Storm Lake students expressed frustration with a requirement to take GPS online courses. Specific evidence includes:

- A number of students stated that many assignments were repetitive for content. One student from a GPS campus stated, “I could have copied and pasted my responses.”
- A number of students expressed that online courses had a significant amount of busy work, they were not as meaningful as face-to-face courses, and instructors were not engaged. They also stated that the courses were completely asynchronous, providing no opportunity for collaborative interaction.

The team suggests the unit examine and update policies for course delivery options/requirements and best practices in online delivery.

2. 79.15(2) Students on all campuses, including Storm Lake, expressed a lack of clear advising for liberal arts/general education courses. Students stated they lack guidance on which general education courses are best for education students to take, especially math, science, and social studies content for elementary education majors. The team suggests the unit examine coursework requirements, communication, advising policies and procedures, and make improvements as warranted.

3. 79.15(4) Students and recent graduates expressed concern about instruction to meet the needs of exceptional learners. Much of the coursework was limited to special education. Students struggled to articulate how to differentiate for learners with needs not specifically in special education. The team suggests the unit examine curriculum for preparing candidates to meet the learning needs of exceptional learners (including, but limited to, at-risk, TAG, ELL) and make appropriate adjustments.

4. 79.15(7) a. Students who are earning an elementary general classroom endorsement were required to complete an additional non-teaching concentration (for example, psychology), as well as a second endorsement. The team is concerned that students are being mis-advised and take additional and/or unnecessary coursework that does not directly impact their license or teaching. Additional coursework could be better tailored to teaching (such as a teaching content concentration or an additional endorsement (reading)). The team suggests the unit examine

endorsement requirements and their curriculum and make appropriate changes to help candidates avoid unnecessary costs and / or be more marketable as teachers.

5. 79.15(7)d. Virtually all students, student teachers, recent graduates, and many cooperating teachers interviewed expressed concern on BVU students' inability to develop, write, and use lesson plans. The introduction to lesson plan design often comes after advanced use of lesson plans in coursework. Evidence from interviews includes:

- Cooperating teachers and supervisors from LeMars, Council Bluffs, and Creston felt student teachers had some experience with lesson plans, but no unit planning.
- Denison students stated they were encouraged to use lesson plans for younger kids they knew personally, but didn't teach the lesson in class to their peers or in actual classroom setting.
- Storm Lake student teachers stated they would have liked to have opportunities to see how to use textbooks and look at standards/lesson planning with textbooks as they are experiencing in their current student teaching.
- Students from Ottumwa, Marshalltown, Newton, Estherville, Fort Dodge, and LeMars articulated that they were required to write lesson plans without instruction on how to do so. Students and adjunct faculty suggested the program follow a logical sequence of instruction and application.
- Estherville students stated they were in courses in which the faculty did not know who had learned lesson planning yet and who hadn't.

The team suggests the unit examine curriculum and sequence for learning lesson and unit planning and make adjust to eliminate the shortcomings identified by students and adjunct faculty. **While not elevated to the level of a compliance concern at the time, the sequencing of curriculum is a finding repeated from the 2008 review.**

6. 79.15(7)f. Stakeholders groups from eight GPS campuses (four GPS sites did not have stakeholder groups available for interview) consistently expressed a shortcoming in student teachers' knowledge and skills in classroom management. The team suggests the unit examine preparation in classroom management and make improvements.

7. 79.15(7)j. Members of two stakeholders groups (Fort Dodge and Denison) remarked that students lacked professionalism. Stakeholders recommend the unit review IAC 282, chapters 25 and 26 to prepare candidates for ethics and the high standards expected of teachers. The team suggests the unit examine curriculum and dispositions instruction to maximize candidate professionalism.

8. 79.15(7)k. Students, student teachers, and graduates in a number of campuses, including Storm Lake, expressed their need to enhance learning to use technology in teaching. The team suggests the unit examine preparation in using technology for learning and make improvements.

Concerns:

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

Curriculum Concern #1. 79.15(8). Review of student files illustrates that students are completing programs and being recommended for licensure without meeting the Board of Educational Examiner's (BoEE) requirements. Evidence includes:

- **Council Bluffs** - Students in music education are meeting the state minimums rather than the BVU filed Music Curriculum Exhibit.
- **Council Bluffs** – One student is listed as Elementary Education plus Middle School endorsement. Student record indicates no evidence of middle school pedagogy courses, and no evidence of two content fields with 12 credits each.
- **Mason City** - Student files show three candidates earning endorsement 103 (PK-K) did not complete the required student teaching at the PK level.

Team requirement for compliance:

The unit is required to develop and document a plan to ensure compliance with the requirement that all candidates complete BVU licensure requirements approved by the BoEE. Documentation must be standardized for all BVU campus locations to assure all BVU candidates are well prepared, regardless of campus location.

BVU Action to achieve compliance:

- The BVU SOE Cabinet will develop a Teacher Education Committee template that charts courses, field experiences, and notes any disposition concerns for committee members to review.
- The BVU SOE Cabinet will develop a process to use this template to verify that all candidates meet requirements described in BVU's approved curriculum exhibits.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing this concern in a way that will allow them to be in compliance with all standards within one year.

DE Response DE evaluation of BVU action/plan:

The BVU SOE has analyzed and updated verification policies for licensure recommendation. **At this time, due to the significant effect on the quality of the program on these concerns, the team considers this standard met pending conditions.** DE consultants will conduct a follow-up review in the 2016-2017 academic to ensure the changes are enacted. At that time, DE consultants will be able to evaluate the level of implementation of BVU actions with the expectation that all actions will be fully completed and this standard will then be considered met. DE consultants will conduct an additional follow-up review in the 2017-2018 year to determine the sustainability of BVU actions.

Sources of Information:

Interviews with:

- Dean of GPS, Dean of School of Education, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), Candidates, Unit Faculty, Library Director(s),

- GPS Program: Managers, Education Coordinators, Regional Directors, Faculty, Staff, Community College Administration,

Review of:

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

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions	Not Met
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281—79.20(256) Clinical practice standard (Professional School Counselor).

281—79.20(256) Clinical practice standard. The unit and its school, AEA, and facility partners shall provide clinical experiences that assist candidates in becoming successful practitioners 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.

79.20(1) Clinical practice for 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.

79.20(2) Candidates participate in clinical/field experiences that include both observation and involvement in professional responsibilities. Programs document clinical expectations at various developmental levels. Clinical expectations are directly linked to coursework throughout the program, reflect collaboration among program faculty, and are shared with candidates, supervisors and cooperating mentors.

79.20(3) Environments for clinical/field 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 practitioners and learners in the school/agency/facility setting.
- b. Learning that takes place in the context of providing high-quality instructional programs for students in a state-approved school, agency, or educational facility.
- c. Opportunities for candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.
- d. The involvement of candidates in relevant responsibilities directed toward the work for which they are preparing.

79.20(4) PK-12 school, AEA, or facility professionals share responsibility for the selection of cooperating mentors who demonstrate appropriate skills, knowledge, and dispositions.

79.20(5) The unit is responsible for all of the following:

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

79.20(6) Accountability for clinical experiences is demonstrated through the following:

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

79.20(7) The institution shall enter into a written contract with each cooperating school district, AEA, or facility that provides field experiences for candidates as stipulated in Iowa.

Initial Team Finding:

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

Recommendations:

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

1. 79.20 (2) Counselor Education Students indicated inconsistent expectations for the required 400 clinical hours. Some were allowed to use associate work (completed during work) as part of the 400 hours while some were not, one was allowed to use prep period at her own school to complete a portion of the 400 hours while others were not. The team suggests the program clarify and articulate consistent clinical experience requirements.

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

Sources of Information:

Interviews with:

- Dean of GPS, Dean of School of Education, Candidates, Unit Faculty
- GPS Program: Managers, Education Coordinators, Regional Directors, Faculty, Staff,

Review of:

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

Discussions with candidates, graduates, and administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions	Not Met
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281—79.21(256) Candidate knowledge, skills and dispositions standard (Professional School Counselor).

281—79.21(256) Candidate knowledge, skills and dispositions standard. 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 provisions of the appropriate professional standards. 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.

79.21(1) Each candidate demonstrates acquisition of knowledge about and skill in interpersonal and intergroup relations that contribute to the development of sensitivity to and understanding of the values, beliefs, cultures, and attitudes of individuals and the diverse groups found in a pluralistic society. The program shall provide evidence of candidates’ attainment of such knowledge and skills through the integration of these human relations and cultural competency issues within the program’s coursework.

79.21(2) Each candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, including the professional service license. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Initial Team Finding:

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

Recommendations:

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

None

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

Sources of Information:

Interviews with:

- Dean of GPS, Dean of School of Education, Candidates, Unit Faculty,
- GPS Program: Managers, Education Coordinators, Regional Directors, Faculty, Staff

Review of:

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

Discussions with candidates and administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions	Not Met
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BUENA VISTA UNIVERSITY

**BUENA VISTA UNIVERSITY
TEACHER EDUCATION PROGRAM**

ACCREDITATION REVIEW TEAM REPORT RESPONSE

**SUBMITTED TO IOWA DEPARTMENT OF EDUCATION
November 22, 2015**

INTRODUCTION

To start, we'd like to thank all DOE personnel involved in the BVU teacher education accreditation site visit, especially Larry Bice, Carole Richardson, and Matt Ludwig. As well, we'd like to thank the full team of peer colleagues from Iowa higher education institutions, whether they visited sites, Storm Lake, or both. The results of their work has moved us to serious self-reflection concerning the way we prepare educators--self-reflection that has resulted in intense analysis and discussion which, in turn, has generated excitement in anticipation of the future of teacher education at BVU.

Please note that we are not responding directly to the recommendations under each standard as those responses are embedded in the actions delineated under each concern.

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GOVERNANCE AND RESOURCES

Commendations/Strengths:

- The satellite campuses are established to serve an important need in the state, especially in rural communities.
- Students who prefer online coursework state they are pleased with the flexibility of online course offerings.
- Students in satellite campuses appreciate the opportunity to attend courses in the evening.
- Storm Lake faculty provide brown bag sessions for candidates to provide information on beginning teaching and other subjects.
- There is an active education student organization on the Storm Lake campus.

Recommendations:

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

1. 79.10(4) The team found evidence of a lack of consistency in modeling best practices. Adjunct faculty at satellite campuses are not clear in their understanding of unit best practices. Administrators, faculty members and students articulated the advantage of face to face courses for modeling and learning best practices. However, because of the size of satellite programs, students are often required to take courses online, even though they prefer fact-to-face. The team suggests the unit clearly determine best practices and assure ALL faculty members understand and model them in their teaching.

2. 79.10(6) The team found evidence that the unit is not represented on shared governance structure of the institution. The team suggests the unit garner opportunities to participate in institutional shared governance.

3. 79.13(14) The team questions if there are adequate resources for instruction needs. Adjunct faculty from Council Bluffs and Creston report that only one person teaches all special education courses. Best practices indicate students would benefit from the perspective of more than one instructor in special education. The team suggests the unit look for ways to provide diversity of ideas in instruction.

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(1) The team found abundant evidence that there is a lack of a clearly understood governance structure to provide guidance and support for the entire practitioner preparation

program. The evidence is particularly strong for the offerings in satellite campuses and online course offerings.

The unit is required to develop and document a clearly understood governance structure that assures equity in resources, instruction and opportunities for faculty and students in all BVU preparation programs, regardless of campus location. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response

Actions Addressing Concern:

BVU has transformed from a small college on one campus to a university with several Graduate and Professional Studies (GPS) locations offering the Teacher Education Program. The situation described in the concern is one of an older structure not keeping pace with the needs of a larger program. In addressing this concern, we realize that it is time to adopt a new governance structure that is not a temporary fix but rather one that will fully assure equity in resources, instruction and opportunities for faculty and staff in all BVU preparation programs now and in the future.

In creating our new governance structure, the School of Education orchestrated many discussions with a variety of stakeholders over the summer of 2015. Here are the results:

- We have created a governance structure that mirrors what one would expect to find in a large regional university, one that prepares, as BVU does, hundreds of teachers.
- We have created a School of Education (SOE) defined by six academic departments, each with a department chair, full-time, part-time and adjunct faculty members. The department chairs report to the SOE dean. We should note here, as well, that the department chairs and the directors of our graduate programs, professional school counseling and curriculum and instruction, will serve on the Chair's Council and report to the SOE dean.
- Departments will be composed of a mix of part-time and full-time and adjunct faculty whose home base may be any site (Storm Lake or GPS location). To ensure that part-time and full-time faculty are based in GPS sites as well as Storm Lake, qualified applications will be sorted by location as well as hiring criteria. Job postings for Year 2 of hiring will be more exact in locations for positions in order to place faculty in GPS sites.
- We believe departmentalizing BVU's School of Education will allow for a much higher level of professional focus on the curricular areas represented by the departments. Adding faculty and naming department chairs will be concluded by March 10, 2016, though we will spread out the full acquisition of new faculty over two years for budgetary reasons. By March, 2016, we will have hired four full-time and 9 part-time

faculty. By March, 2017, the numbers will grow to seven full-time and 18 part-time faculty. Adjuncts will be hired to teach sessions not covered by the department chairs, full-time, and part-time faculty.

- The creation of six academic departments, the distribution of faculty within them, and the assignment of departmental duties to them, were accomplished as a result of collaborative deliberation with various groups on campus and across the sites.
- Job descriptions and expectations for the roles of department chairs, full-time, part-time and adjunct faculty have been developed (please see Appendix B). The participation of the faculty within the department and SOE are stated.
- The participation of all faculty within a department provides a hands-on method of understanding the governance structure of the SOE among faculty members. Department meetings will be scheduled initially two times a month with full-time and part-time faculty attendance required and adjuncts as available. Please note that some adjuncts are employed as full-time teachers in PK-12 settings and are unavailable during the school day. Meetings may be electronic or in person. Any faculty member unable to attend will receive information from the meeting by the chair or his/her designee.
- The revised governance structure will assure equity in resources, instruction and opportunities in all programs, regardless of location or course modality, through department meetings. Chairs have an important responsibility to see that communication flows up and down within their departments and that resources, course content, BVU's conceptual teaching model and best practices in delivery modalities are delivered. The chairs will see that the required course resources are being used. If not being used because of availability, chairs will help faculty acquire it. If resources are not being used because faculty are not able to use it, chairs will help them get training. If resources are not being used because of refusal, chairs will take appropriate action to demand resource use. Faculty and students in all locations will have equitable resources. (Please refer to Concern 7 of this Section for the technology and instructional resource plan).
- Department chairs lead six departments: Educational Foundations, Early Childhood/Literacy, Special Education (Exceptional Student Services Instruction), Teaching English as a Second Language (TESL), Content Area Majors/K-12 Programs, STEM (Science, Technology, Engineering and Math), and Graduate Studies for Professional School Counseling and Curriculum and Instruction.
 - The chairs have both teaching, leadership, and administrative duties. These positions are given release time from teaching assignments to attend to the administrative duties.

- In this newly created position, the chairs are the first line to all faculty members (full-time, part-time and adjunct) who teach a course in their departments in any delivery modality (face-to-face, online, web-based telepresence or hybrid methods of delivery), and for both elementary licensure and secondary certification.
- Chairs recommend the hire of and evaluate faculty (under the supervision of the SOE Dean), oversee course content, determine professional development needs for the department and individuals, and delegate teacher education program work among their faculty members.
- Chairs report to the associate dean and the SOE dean. The SOE dean evaluates the chairs.
- Chairs meet two times a month in Chair's Council in tandem with SOE Cabinet meetings. Department chairs work collaboratively with GPS through faculty working in GPS sites and with GPS online director, regional directors and graduate director of Mental Health Counseling as needed.

Communicating Actions:

- The governance structure is explained to chairs and faculty members through job descriptions and interviews.
- Faculty members will be oriented on the governance structure through department meetings led by the chair.
- Some adjunct faculty who teach in all modalities at GPS sites were initially exposed to the new structure during the Fall Adjunct Faculty Conference held November 7, 2015. There was a consensus, through participant feedback, that the structure was welcomed and that it would make faculty members feel a part of BVU rather than sitting on the outside.
- The Graduate and Professional Studies dean, site managers and education coordinators/advisors who work with faculty and students in the Teacher Education Program at GPS locations have been given an explanation of the new structure. The GPS dean gave input on the structure while it was being developed.
- Department chairs are tasked to help faculty in their departments teaching in all modalities to understand the governance structure. All faculty are expected to participate in the department and hence, the structure.

Sustaining Actions:

- One of the stakeholders with whom we worked to create the new departmentalized School of Education, i. e., the new governance structure, was the senior administration at BVU. They consented to an increase in a recurring annual expense for salaries and benefits in the teacher education enterprise at BVU.
- Twenty-five new hires will serve to entrench the departmental structure and ensure its sustainability over time. The distribution of faculty will be reassessed in two years to determine if the number of faculty in a given department is appropriate based on student enrollment for programs within each department and faculty expertise.
- The SOE dean has the responsibility of overseeing the SOE governance structure.

Appendices:

- APPENDIX A: BUENA VISTA UNIVERSITY SCHOOL OF EDUCATION GOVERNANCE ORGANIZATIONAL Chart
 - This chart shows the entire governance structure and gives description of duties and reporting lines within the School of Education.
- Appendix B: BUENA VISTA UNIVERSITY JOB DESCRIPTIONS AND ADVERTISEMENT POSTING FOR FACULTY POSITIONS
 - This appendix gives job descriptions and duties of department chairs and faculty members as well as qualifications for each position.
- Appendix C: MEMO FROM PRESIDENT MOORE
 - The appendix is a memo from Buena Vista University President Moore stating the university's support for the departmentalized School of Education, the creation of new faculty lines and the Teacher Education Program.

2. 79.10(2) There is evidence that the unit does not exercise primary responsibility for all programs. The satellite campuses are the responsibility of the Dean of Graduate and Professional Studies (GPS), while the teacher education program is the responsibility of the Dean of the School of Education (SOE). Satellite administrators and adjunct faculty do not express an understanding of their governance structure.

The unit is required to develop and document a clearly understood governance structure that includes program responsibilities for satellite campuses and assures equity in resources, instruction and opportunities for faculty and students in all BVU preparation programs, regardless of campus location. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response

Actions Addressing Concern:

To ensure that all decisions regarding Teacher Education Program policy and curriculum, and the implementation of that policy and curriculum, assuring equity in resources, instruction and opportunities, are the responsibility of the BVU School of Education, the following actions have been and will be taken.

Adoption of New Governance Structure:

As detailed in the response to Concern One (please see Appendix A), BVU's revised governance structure develops a departmental structure. Members of each disciplinary department include all full-time, part-time, and adjunct faculty who teach within that department, no matter location. All disciplinary program responsibilities pertaining to curricular and instructional integrity, including, but not limited to, course development and evaluation, access to needed resources for faculty and students, professional development related to department courses, professional opportunities for students related to the discipline, faculty hiring, and evaluation of teaching, will occur within the department.

Within the new governance structure, department chairs, under the direct supervision of the SOE Dean, meet twice a month to carry out similar responsibilities that cross disciplinary departments and to coordinate work done within disciplinary departments. This work relates to all program decisions - learning expectations, teaching expectations, and leading program evaluation that crosses department lines. Intra-departmental decisions will be made on a consensus basis, with conversations orchestrated by department chairs.

The new governance structure still includes the SOE Cabinet. This group consists of the dean, associate dean, student professional experiences coordinator, and the regional education program coordinators (REPCs). The SOE Cabinet, which meets twice a month, invites others to participate based on agenda items. Common participants include the GPS dean, the SOE certification officer, and the SOE data and assessment manager. The SOE Cabinet works together, and with GPS staff including education coordinators and academic managers, to support implementation of decisions made by the department chairs and departments. The REPCs serve in the role of communicating and monitoring implementation requirements necessary to support the BVU education preparation programs.

Communicating Actions:

Ownership and communication of the new governance structure began during the development process. A workgroup including SOE Dean, SOE faculty, and the Dean of GPS, developed the new structure with input from senior administration and all full-time SOE faculty.

As detailed by the new governance structure, program responsibilities for all campuses that assures equity in resources, instruction and opportunities for faculty and students in all BVU preparation programs, are communicated in multiple ways.

- The governance structure itself will facilitate communication regarding new roles and responsibilities.
- Job descriptions for SOE positions (Dean, Associate Dean, Regional Educational Program Coordinator, the Student Professional Experience Coordinator, the Data and Assessment Manager, the Certification Officer, Department Chairs, FT faculty, PT faculty, and adjunct faculty) and GPS positions related to the BVU education preparation programs (GPS Dean, Academic Managers, Educational Coordinators) reflect job requirements and clarify that program decisions are made within the SOE. (Please see appendices A & B)
- The participation of all faculty within a department provides a hands-on method for understanding the governance structure of the SOE among faculty members. Department meetings will be scheduled initially two times a month.

Sustaining Actions:

The new structure will continue to give responsibility for equity in resources, instruction, and opportunities for faculty and students to departments under the supervision of the SOE Dean and Associate Dean. Accountability for that ownership will occur within department chair meetings (teacher preparation program decisions) and at SOE Cabinet meetings (practices necessary to carry out program policy, curricular, and instructional decisions). The SOE Dean and Dean of GPS will also meet on a monthly basis to ensure that both SOE and GPS are working collaboratively in all areas of BVU's preparation programs.

Appendices:

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3. 79.10(3) There is evidence that a shared vision based on a conceptual framework does not exist across BVU's teacher preparation program. Further, a clear scope and sequence is not developed because of a lack of a shared vision.

The unit is required to ensure and document that all faculty in the BVU educator preparation system understand the BVU conceptual framework, are using it in their teaching and assessment, and are modeling best practices based on it. The unit must assure the framework is used in a coherent, sequential preparation program across the BVU system.

BVU Response:

Actions Addressing Concern:

Approximately four to five years ago the SOE revised and significantly revamped the conceptual framework driving all curricular work in teacher education programs. SOE faculty generated a list of five essential components of world-class professional educators and labeled these the five programmatic "pillars" on which our programs would be built. From that point on, all curricular work revolved around the pillars. For example, "key assignments" were created that focused on the pillars, and those key assignments were dispersed in various courses throughout the program. In fact, they became hinge-points for our checkpoints monitoring system. To be certain that all faculty are knowledgeable about the pillars, the interactive orientation "course" currently under construction (which every faculty member, new or current; part-time, full-time, or adjunct, must take) will include lessons related to the pillars. The lesson will be followed by an assessment to be sure that the conceptual framework is understood at a level that will inform teaching and assessment efforts. Included in the interactive orientation course will be training in consensually derived "best practices" based on research and practices that support and complement our conceptual framework for any given delivery mode. Further, BVU's new learning management software, Canvas, enables the creation of "master courses" to be used by all faculty teaching a particular course. As the new governance structure is fully operationalized, academic departments will be responsible for particular programmatic courses and field experiences, meaning they will work together to be sure that within these the conceptual framework undergirds the curriculum and emerges as useful student understanding. The master course will include resources that lend themselves to a deeper understanding of the pillars and how they are weaved through the course. This deeper understanding on the part of faculty will translate into a greater facility with course material on the part of students.

Ensuring a clear scope and sequence of student learning regarding the conceptual framework will take place through the following actions.

- When revising the TEP checkpoints, we referred to our previously developed scope and sequence tables for each of the Pillars. These tables show which Pillar objectives are learned in each course. The checkpoints now more specifically sequence student coursework and therefore, also, their learning of the objectives included in each overarching outcome (Pillar).
- As stated above, the information in each master course communicates to faculty what learning related to the Pillars is expected in each course. In addition, the master course will explain what learning related to the Pillar objectives has occurred in courses required before the current course.

Communicating Actions:

This process of communicating what is to be done with regard to the conceptual framework was already begun at the point of our site visit last March/April (2015). As a consequence, a number of master courses have already been created. The process will continue throughout this year so that all master courses will be in place by the fall of 2017. Again, as the new governance structure is fully operationalized, academic departments will take responsibility for ensuring that all faculty in the BVU educator preparation system understand the BVU conceptual framework. Because the piece of this concern having to do with knowledge of the conceptual framework is largely a communication issue, the orientation process we are constructing, including the acquisition of the requisite knowledge, will be readily addressed and assessed. The question of sequencing curriculum that resonates with the pillars is a slightly different issue. We attended to this question with discussion and deliberation over the summer of 2015. The result of those discussions yielded amended programmatic checkpoints for monitoring student progress (see Appendix D for new checkpoints). The new checkpoints will ensure that courses and field experiences build on one another in a well-planned way. As well, we orchestrated a common course schedule across all sites so that appropriate sequencing will be further assured. Further, curriculum modification occurs via program evaluation and course evaluation processes that utilize internal and external data within the framework of our scope and sequence and conceptual framework.

Sustaining Actions:

Ensuring that the appropriate faculty orientation and subsequent professional development occurs, AND ensuring that the new checkpoints are rigorously monitored so that each student receives well-sequenced courses and field experiences is a primary role to be played by the academic departments. Further, department chairs will meet bi-weekly in what is to be called the "Chair's Council," and ensuring that these matters are attended to meticulously is a major function of the council. Requirements for all faculty to model best practices based on our conceptual framework will be built into the faculty evaluation instrument and process and will be conducted by the department chair. It is important to remember that departmental make-up crosses all sites, another step toward eliminating a culture that divided Storm Lake from the sites.

Appendices:

- APPENDIX D: CHECKPOINTS FOR ELEMENTARY AND SECONDARY PROGRAMS
 - The checkpoints show which courses a candidate must take to pass a checkpoint and support and other SOE courses that a candidate may take in addition to required courses.

- APPENDIX E: FACULTY ORIENTATION MODULE

- Required course, informational modules, and deeper learning courses content for all SOE instructors are explained.
- APPENDIX F: MASTER COURSE CONTENT
 - Master course content and development are explained in this appendix.
- APPENDIX G: CHAIRS COUNCIL AND DEPARTMENT MEETING SAMPLE AGENDAS
 - Standing agenda items and additional topics for Chairs Council are bulleted in this appendix.

4. 79.10(3) The team has strong concerns about the significant turnover in personnel in satellite campuses. The turnover in advisors is especially troubling for students.

The unit is required to create and document a coherent system of work climate, policies, and assignments that promote intellectual vitality, including best practices in teaching, scholarship and service among faculty across the entire BVU system. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response

Actions Addressing Concern:

An employment consultant was secured during the spring of 2015. This individual spent months studying GPS operations, interviewing employees, conducting work-flow audits, etc. At the same time, the academic managers at all sites worked with Dr. Jill Rhea, Dean of GPS, to plan for greater workplace harmony, a higher degree of job satisfaction, etc. The simultaneous external and internal efforts to improve GPS operations resulted in substantive changes, including some significant investments. For example, the position of Financial Specialist across GPS was created and funded. Each region in the BVU network, plus our online operations, will have one Financial Specialist. This person will deal with all things financial in the region – financial aid, accounts payable and receivable, etc. Removing these duties from academic managers and education coordinators/advisors will significantly improve their working conditions. Because of enrollment numbers at the various sites, some received additional positions. Also based on both external and internal workplace evaluation efforts, GPS will now have a somewhat different recruitment structure. One individual has been selected to serve as the Senior Enrollment Manager and this person will guide the recruiters across the state. Further, one individual has been selected to serve as an Assistant Dean for GPS. All of these moves have been made in the interest of improving the work-lives of GPS employees, increasing job satisfaction, and resulting in less turnover.

Because turnover of staff will be less, the REPCs will be working with education coordinator/advisors having more experience with the Teacher Education Program (TEP). There will be less auxiliary responsibilities at GPS sites for education coordinator/advisors allowing them more time to focus on the TEP and have deeper knowledge of the TEP. Further, education faculty will be going to their chairs with course questions and not the education coordinator/advisors. These conditions will maximize the use of best practices.

A better GPS operation, one conducive to stability in various roles will positively affect the experiences of teacher education students. There will be more consistent advising and increased knowledge of the education program due staffs' ability to focus on the education program. Improvement efforts in the School of Education undertaken jointly with GPS personnel included issues such as common course scheduling across all sites and moving the faculty evaluation burden from academic managers to academic departments. This demonstrates the School of Education's collaboration to squarely address the turnover issue in GPS.

Communicating Actions:

Several meetings of GPS personnel have taken place over the last two months to share the work of both the external and internal evaluative efforts. The recommendations of the two processes were examined and melded into one list which, again, has been widely shared within GPS. Individuals who have been promoted, or had their duties realigned, were the first to hear about the changes.

Stakeholders (students, community college partners, local school district personnel, adjuncts, etc.) will learn of the redistributed job responsibilities as they interact with GPS staff members, including previously and regularly scheduled meetings with each group.

Sustaining Actions:

The most significant features of the GPS improvement efforts, underway now for the past six months, have been role clarification and workload balance. Both will contribute markedly to sustaining these changes over time. As noted earlier, the two improvement efforts, one undertaken by GPS and one undertaken by the SOE, proceeded in tandem so that tasks could be more appropriately delineated (e. g., adjunct faculty selection is now a departmental function within the SOE, and no longer a GPS function) also contributed to increased sustainability.

5. 79.10(5) The advisory committee at every site, Storm Lake and all satellite campuses, has met only once per year at most, many satellites have no evidence of meetings. The meetings that have occurred often have minutes that are too vague to inform the program over time. Additionally, in almost all instances of advisory meetings, attendees were overwhelmingly BVU faculty and staff.

The unit must develop, implement and document a system to bring the advisory committee structure and timelines into compliance with this standard. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response

Actions Addressing Concern:

We understand that these meetings must be held twice a year and as of this writing, we have scheduled them.

- The first advisory group meeting will be held each November electronically, garnering programmatic advice and feedback technologically through survey software. We will continue to orchestrate fall advisory meetings in this manner. The first electronic meeting was held November, 2015.
- For the second advisory group meeting, we will cull the roles of advisory groups across the state to arrive at a smaller number of advisory group members who have demonstrated allegiance to the teacher education programs at BVU. With a smaller number, we can make the request for advisory meeting attendance more personal, increasing the odds of far better attendance at spring face-to-face advisory meetings held regionally. These meetings will be held in March at the following locations: Council Bluffs, Storm Lake, Spencer, Mason City, and Ottumwa.

Communicating the Actions:

- Stakeholders are identified by education coordinators/advisors at the GPS sites and by the Dean, Associate Dean and Student Professional Experiences Coordinator (SPEC) on the Storm Lake campus. Surveys are sent to all in the fall and initiations to advisory meetings in the spring.
- Minutes from the meetings will be held electronically in a shared folder accessible to SOE Cabinet, Chairs and GPS individuals. Information from the meetings will be utilized in program and course evaluation procedures (conducted by department faculty) and any other manner that improves the SOE. The Teacher Education Data and Assessment Manager is responsible for the folder. REPCs are responsible for the GPS minutes getting into the folder and the SPEC is responsible for Storm Lake minutes getting into the folder.
- Results stemming from the advisory meeting are shared in department meetings and collaboratively with GPS and with our advisory members at spring face-to-face meetings.

Sustaining Actions:

- Scheduling, deployment, and tracking advisory meetings is a responsibility of the SOE associate dean.
- Advisory meeting content for fall survey and spring face-to-face meetings is a Cabinet agenda item.
- REPCs are delegated to work with education coordinators/advisors to gather stakeholders' names and to schedule spring GPS face-to-face meetings. The SPEC is delegated to gather names and to schedule spring Storm Lake campus face-to-face meetings.

6. 79.10(8) The team is concerned that the unit does not evaluate adjunct faculty in a way that will enhance their teaching competence. Academic managers evaluate adjunct faculty by observing their classes. However, most academic managers have no expertise in educator preparation, thus they are not able to inform faculty teaching competence in regard to the unit conceptual framework or pedagogical content knowledge instruction.

The unit must develop and implement a way to ensure ALL faculty are evaluated in a way to enhance their teaching competence, including content teaching and learning.

BVU Response

Actions Addressing Concern:

By March 10, 2016, the School of Education will adopt a single evaluation instrument that will be used to evaluate all faculty who teach education courses, creating equity through a quality, uniform process--regardless of teaching location or teaching delivery format. This tool will assess each faculty member's instructional performance on key components of content and pedagogy (e.g. student engagement, teacher-student interactions, content clarity, timeliness of feedback, use of technology to reach instructional goals, etc.). The evaluation tool will include adherence to the 40-hour rule, implementation of best practices, and utilization of professional development opportunities.

Beginning in the fall of the 2016-2017 academic year (fall semester/Term 1) GPS academic managers will no longer be responsible for faculty teaching evaluation, rather all faculty will be evaluated within the SOE academic department structure. The department chairs will observe teaching performances for all departmental faculty, whether they are full-time, part-time, or adjuncts. Further, they will use the same instrument in the evaluation process. We should note here, however, that in some cases the teaching evaluation task may fall to another faculty member within the department, if that individual possesses specific evaluation expertise, such as an Iowa evaluator's certificate. Moving faculty evaluation to the department, combined with the use of a consistent, consensually-determined instrument, will result in greater equity across

all BVU sites, ensuring that all faculty are evaluated in a way that will enhance their teaching competence.

Summarizing, the common evaluation instrument will be developed and agreed upon by March 10, 2016. The faculty evaluation policy will be written subsequent to the adoption of the instrument (also during the spring of 2016) and will take effect as the new governance structure is operationalized in the fall of 2016. At that point, faculty evaluation will become the exclusive preserve of the SOE's six academic departments.

Communicating Actions:

The selection of common teaching evaluation instrument was initially tasked to a SOE faculty work-team. The team will vet their selections among various stakeholders within the SOE, including current full-time and adjunct faculty, and collaboratively arrive at a final selection. This will serve to enhance both communication and ownership of the new instrument.

The new instrument and process for teacher education faculty evaluation will be communicated in multiple ways including 1) GPS meetings with managers and education coordinators/advisors so they understand the change and can address questions as needed; 2) within department meetings; and 3) the orientation module that all faculty participate in at their hiring.

Evaluation of faculty will be a standing agenda item during Chairs' Council in order to clarify requirements and build reliable use of the instrument.

Sustaining Actions:

Moving to a departmentalized School of Education is a major institutional shift for BVU. The further shift of work related to faculty evaluation, professional development, the selection and hiring of adjuncts, etc., to the departments, also represents a pronounced break with the past. To make these moves a part of BVU's new institutional culture, these arrangements will be "codified," so to speak, by delineation and inclusion in the new Faculty Manual. This will ensure that this work moves forward on the same trajectory despite leadership or faculty turnover.

Evaluation of faculty will also be a standing agenda item for the Departmental Chair Council in order to ensure requirements are being followed and build reliable use of the tool. Ultimately the responsibility for faculty evaluation belongs to the SOE Dean.

Appendix:

- APPENDIX G: CHAIRS COUNCIL AND DEPARTMENT MEETING SAMPLE AGENDAS
 - Standing agenda items and additional topics for Chairs Council are bulleted in this appendix.

7. 79.10(10) There is a considerable lack of resources for faculty and students in satellite campuses when compared to resources available on the Storm Lake campus. Most satellite campuses have no curricular materials. Several have limited, and/or outdated materials. Ottumwa alone has adequate curricular materials.

The unit must provide equitable resources for all faculty and students in all BVU campus sites. Currently, the difference in resources between Storm Lake and the satellite campuses is obvious and striking. If BVU is to continue to operate the satellite campuses for educator preparation, BVU must provide equitable resources. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response

Actions Addressing Concern:

- Master Courses have been developed for some courses and will be developed for all SOE courses by fall, 2017. One of the Master Course components is the instructional resources that are to be utilized by the instructor and students at any site. Because the resources are required, a committee of SOE members has been working on compiling all resources to be utilized in the Teacher Education Program. The committee has identified the resources needed and categorized them as:
 - Curricular Resources: a combination of academic textbooks, fiction and standards resources.
 - Classroom Equipment and Infrastructure: equipment, collaborative software and instructional materials, and display systems (i.e. Smartboard, document cameras, etc.).
 - Disciplinary Technology: institutional subscriptions such as Common Core Video Series, CEI Video Series, Iowa Reading Research Center- online resources, etc.
 - Web 2.0 Services and Applications: to include resources such as enterprise screencasting software, Google Drive, common blog, website, audio platforms, etc.
 - Memberships: journals, publications, disciplinary organizations, etc.
 - Annual Fund to support student attendance at state, regional and national conferences.
- Acquiring the resources required for each course will be completed in a two-year purchase cycle. The purchase of resources needed for approximately half of the School of Education courses is before March 2016 and the remaining half before March of 2017. Resources that are free to the public can be utilized immediately.

- In order to achieve efficacy in acquiring resources, the Resources Committee has been canvassing what is currently available through various sources (BVU, Community College partners, public libraries, AEAs, etc.) and how many of each resource are needed. Doing this necessitates preparing a budget and obtaining approval of the budget from institution administration. There is currently administrative commitment to an initial \$10,000 budget, invested annually for the materials needed. This initial \$10,000 per year is budgeted for the next two years to close the gap regarding equity of resources.
- To further maximize the budget and eliminate unnecessary duplication of resources, the Regional Education Program Coordinators (REPCs) worked with Graduate and Professional Studies (GPS) administration to create a common Education course schedule for GPS locations. This schedule was created so that resources could be shared rather than having all resources at all campuses whether they would be used or not during a particular term or semester.
- It is not assumed that all faculty members will have experience with or knowledge of how to utilize required resources in their courses. To that end, training is being developed and the best method of training for each resource is being determined. Training may be library podcasts, demonstration podcasts, links to online training, etc. Further, links to training resources will be embedded in the Master Course as well as whom to contact with questions. Cost for the faculty development was included in the determination of the initial cost of the resource.
- At the time of this writing, the method for distributing resources and the protocol to be used is under development. GPS input is part of the decision-making for the distribution process. Included in the protocol will be how the resources are distributed and by who, the timeline for distribution and return, and tracking the resources so we know where they are at all time. We will make the final decision of where to store the resources when not in use by fall, 2016.

Communicating Actions:

- Required resources and how to access them will be included in the Master Course.
- Department chairs will make it clear to faculty that the resources listed in the Master Course must be utilized.
- GPS managers will make it clear to community college partners that classrooms with the instructional technology (should it be permanently housed in one classroom) must be available to BVU faculty and students for their course during the term it is taught. The

same is true for any instructional materials available through community college or public libraries.

- The bookstores on Storm Lake and community college campuses where the Education program is offered will be informed of any required resources for student purchase.
- Students will be made aware of where to purchase required course resources not provided by the School of Education. It is anticipated that textbooks will be purchased or rented from the bookstores or sources such as Amazon. Students will be made aware that items can be purchased at stores such as Wal-Mart, Dollar Tree, etc.
- Just having the resources available does not reasonably mean that instructors will know about them. Communicating that they exist, a rationale for them and how they will be used, and that there is a requirement to use them, will be accomplished through the Master Course.
- The plan for distributing resources will be made known to department chairs by the associate dean once the plan is finalized. REPCs will notify the GPS dean and GPS managers. Chairs will notify the faculty in their departments.

Sustaining Actions:

- As course content is updated and/or the availability of new resources are determined, the School of Education will need to update the resources for each course. This will be done by the department chair assessing required resources for each course during course evaluations with input from faculty; especially the faculty member responsible for a specific course. Input will be gathered through: end-of-course survey, all faculty teaching the course, and students taking the course.
- The course evaluation will also determine that the required resources are being used, if they require updating, and if other resources need to be added or to replace current resources. Course evaluations are conducted on a scheduled rotation. However, if resources need to be updated sooner, this will occur.
- Faculty's use of the required resources in each course they teach will be addressed in faculty evaluation.
- Technology and instructional resources is an on-going SOE budgeted item that has oversight by the SOE Dean.
- When determining future budgets, additional budgetary sources, for instance grant applications will be investigated. Moving forward, budgets will include maintenance of the resources and faculty development in regard to utilizing the resources.

Appendix

- APPENDIX H: PLAN FOR TECHNOLOGY AND INSTRUCTIONAL RESOURCES

- The appendix describes plan for the identification, acquisition and distribution of required technology and instructional resources used in SOE courses.

8. 79.10(11) There is evidence that a quality program is not delivered equitably across the unit. The quality of resources and faculty qualifications is significantly lower at satellite campuses compared to Storm Lake. The team notes tuition per credit hour for part-time at Storm Lake is \$1022, while tuition per credit hour for GPS students is \$390. While tuition is not a chapter 79 compliance issue, this discrepancy raises concerns about the perceived and real equity among campuses. Since tuition will not affect room and board, the team is concerned about what the much higher tuition on the Storm Lake campus provides that the much lower tuition at satellite campuses may not provide.

There is an obvious and striking difference in equity between Storm Lake and the satellite campuses. The unit must determine and implement a way to ensure that students at any given satellite campus receive the same quality of instruction, opportunities, experiences and resources as those on any other BVU campus. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response

Actions Addressing Concern:

While doctorally-prepared faculty have been responsible for course development, there exists a disproportionate mix of who delivers the courses at Storm Lake and other BVU sites as well as the course delivery modality. BVU is in the process of hiring more doctorally-prepared faculty to deliver courses held at locations other than Storm Lake. In addition, more master teachers will deliver courses to students on the Storm Lake campus, resulting in a more proportionate mix of quality instructors delivering all courses at all locations. BVU also recognizes that there needs to be a more proportionate mix of electronic and non-electronic course modalities for candidates at all TEP locations (that is, Storm Lake and GPS sites). Here are the actions we are taking:

- As noted earlier, the SOE cabinet requested extensive faculty resources from BVU's senior administration. The result was clearance for the addition of seven new full-time doctorally-prepared faculty and, additionally 18 part-time faculty (with departmental duties that go considerably beyond teaching). But it is important to consider this large infusion of faculty resources in the context of changes to the governance structure. All

six academic departments will be filled with professionals from across the state. All departments will contain a mix of full-time, part-time, and adjunct faculty--effectively eliminating any sort of faculty resource discrepancy between Storm Lake and other sites. A Storm Lake faculty member may belong to a department made up of faculty located in Council Bluffs, Creston, Mason City, and Marshalltown. In effect, Storm Lake will become a "site," just like any other. We expect to hire half of the 25 new faculty members by March, 2016. The other half will be hired by March, 2017.

- Arriving at a number for the acquisition of new faculty resources was based on an approximate ratio of full-time faculty at Storm Lake compared to the number of teacher education students at Storm Lake, and then attempting to replicate that ratio with faculty additions at the sites. It is again important to note that the other large variable in this process was, in essence, moving Storm Lake faculty into departments with faculty from across the sites.
- Once faculty are hired and their locations known, Chairs Council (meeting with Cabinet), with input from GPS dean and managers, will undertake the task of assigning faculty members to teach courses within the framework of proportionately distributing doctorally-prepared and master teacher faculty.
- Doctorally-prepared faculty located across the state will teach classes in all BVU Teacher Education Program locations (that is, Storm Lake and GPS sites) through both distance and seated methods.
- Resources for technology and instructional materials resulting in equity of opportunities, experiences and resources have been addressed in Concern #7 of this section.
- The GPS Dean and Managers have collaborated with REPCs to create a common course schedule, resulting in each course needing to be offered fewer times each year. Because of this, fewer department faculty members are needed to teach sections of each course, allowing for more consistency in the sections taught.
- Please note that part-time and adjunct faculty members could be doctorally-prepared. BVU is not limiting doctorally-prepared faculty to full-time positions.

Communicating Actions:

- The GPS dean and managers have been kept involved and updated on the faculty hires.
- Department chairs will make it clear to faculty that they will be teaching their courses in more than one modality to accommodate instruction by either doctorally-prepared or master teacher faculty at all TEP locations.
- Teacher candidates will be made aware via instructor information on the syllabus that their instructor is either a doctorally-prepared or master teacher faculty member.

Sustainability:

- All of the details related to this dramatic shift in the School of Education governance structure are being written into the Faculty Manual. As an example, department chairs are a new employment category for BVU. The Faculty Manual will delineate the role they play and the work they do, maximizing sustainability in the process.
- The intensity of the commitment on the part of the senior administration to get the School of Education what it needs to prepare the best teachers and school counselors in the state speaks volumes about the institutional resolve to sustain these changes.
- Teaching assignments to full-time, part-time, and adjunct faculty will be monitored by Department chairs and Cabinet to determine that doctorally-prepared and master teacher faculty are proportionally distributed across TEP locations.
- Faculty evaluations will assure that faculty members are teaching in multiple modalities utilizing best practices and resources so that our candidates receive the same quality of instruction, opportunities, experiences and resources regardless of location.

Appendices:

- APPENDIX C: MEMO FROM PRESIDENT MOORE
 - The appendix is a memo from Buena Vista University President Moore stating the university's support for the departmentalized School of Education, the creation of new faculty lines and the Teacher Education Program.
- APPENDIX I: SCHOOL OF EDUCATION FACULTY HIRING PLAN
 - This appendix shows the plan for hiring faculty in each department over a period of 2 years

9. 79.10(11) The team found evidence of discrepancy of opportunities for students dependent on campus location. For instance, the SOE provided a brown bag event in April in Storm Lake, providing information on beginning teaching during a one-and-a-half hour forum. This opportunity is not provided for students attending any campus other than Storm Lake. SOE study sessions are provided by a student group every Monday evening for Storm Lake students. This opportunity is not available for students attending any campus other than Storm Lake.

There is an obvious and striking difference in equity between Storm Lake and the satellite campuses. The unit must determine and implement a way to ensure that students at any given satellite campus receive the same quality of instruction, experiences, opportunities and resources as those on any other BVU campus. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response

Addressing the Concern:

Most of our efforts to address students' equity of access to opportunities are tied to the dramatic shift in the governance structure. This one is no different. Creating a departmental focus, a departmental work agenda that will include this item, will ensure the deployment of extracurricular opportunities across all sites. For example, departments can conduct informal surveys to assess student needs not being covered by the formal program. Those needs shared by relatively smaller groups of students can be shared with education coordinators/advisors to address, and those needs evidenced across the institution will be addressed equitably as determined by departments, Chairs' Council, or Cabinet. Departments, Chairs' Council and Cabinet will meet regularly and such professional opportunities will be a standing agenda item.

Communicating Actions:

- Standing agenda items on Academic Department, Chairs' Council, and Cabinet meeting agendas ensure the understanding that equitable access to program information and professional opportunities must be offered and communicated on an ongoing basis for all students.
- Students will learn of the opportunities from their education coordinators/advisors and public notices. Education coordinators/advisors will learn of the opportunities from REPCs as communicated to them through Cabinet.

Sustaining Actions:

- Shifting to what is, in essence, a cultural focus away from "Storm Lake and the GPS sites," to one departmentalized School of Education that resides across all sites, will become the primary sustaining force for ensuring that all students have interactive, equitable access to any BV-sponsored extra-programmatic events, and inserting this concern as a standing agenda item in departmental and Chair's Council meetings will contribute to the sustainability of this effort as well.

10. 79.10(11) The team is concerned that the distribution and number of faculty lines at the Storm Lake campus is inadequate. Literacy is a major concern; faculty involved in reading coursework have never taught emergent readers. There is no full time faculty with early childhood experience in the program. Further, Storm Lake faculty are serving as de facto lead faculty for satellite coursework in their area of expertise. The amount of time necessary to provide the support and guidance to the satellite faculty is significant. Satellite based adjunct faculty consistently reported a lack of support and guidance from Storm Lake faculty.

The unit must work with the institution to examine faculty work and loads, in addition to instructional needs, to assure the proper allotment of faculty resources.

BVU Response:

Actions Addressing Concern:

As stated in response to other concerns, the SOE has adopted a new governance structure. Within this new governance structure there are clear job descriptions to make faculty workloads manageable and clear. These faculty job descriptions are the same no matter where each faculty member works - any of the GPS sites or the Storm Lake campus. (See Appendices A & B for the SOE governance structure and job descriptions.) All work is done within departments across the SOE and across the state.

We are assuring the proper allotment of faculty resources and equitable access to quality instruction by all BVU students through hiring additional faculty. New salary lines have been approved by BVU's senior administration and Board of Trustees to hire a total of 7 new full-time and 18 new part-time faculty positions. Half of these new faculty hires will be made by March 10, 2016. The second half will be made by March 10, 2017. Please reference Appendix H for the Hiring Plan.

Full-time Faculty: two (possibly three) of the newly-hired, full-time, doctorally-prepared, faculty will work out of the Storm Lake site, and four (possibly five) of the newly-hired, full-time, doctorally-prepared, faculty will work out of one of the sites across the state. These full-time faculty members will join the following departments: Literacy/Early Childhood (2); Special Education (1); STEM (1); Educational Foundations (1); K-12 Program/Secondary Education (1); and, one position is still to be determined.

Part-time Faculty: While the addition of seven full-time faculty more than doubled the total in place for the 2015 DoE site visit, it did not quite replicate the ratio of faculty to students that we wished to achieve. To do that we are hiring 18 part-time faculty who will join all of the departments.

Communicating Actions:

Along with regular avenues to advertise open faculty positions, letters were sent to all current adjunct faculty informing them of the new positions, the job descriptions, and the application process. The new positions and the hiring process have been items of discussion at GPS managers' meetings, education coordinators/advisors' meetings, and the 2015 fall adjunct faculty conference. The greater BVU community was informed of the new faculty lines by President Moore at the fall community meeting.

Sustaining Actions:

The infusion of faculty resources at such a high level is a very positive sign of BVU's commitment to offering the very best teacher education program in the state. Spreading the work to be done across six departments, and the additional faculty within them, will make for not only better teacher preparation, but better teacher preparation that is highly sustainable.

The new faculty lines have been approved as ongoing budget items.

Appendices:

- APPENDIX C: MEMO FROM PRESIDENT MOORE
 - The appendix is a memo from Buena Vista University President Moore stating the university's support for the departmentalized School of Education, the creation of new faculty lines and the Teacher Education Program.
- APPENDIX J: ADDITIONAL BUDGETED RESOURCES FOR SCHOOL OF EDUCATION
 - This is the Controller's budgetary documentation of the addition of seven full-time education faculty lines and eighteen part-time positions spread over two years.

11. 79.10(12) The team is concerned that resources for professional development (PD) are not adequate for adjunct faculty at satellite campuses. There is a faculty plan with support for Storm Lake faculty. Many adjunct faculty at satellite campuses reported that they have no access to PD resources.

The unit must determine and implement a way to assure reasonable, equitable professional development for all faculty, regardless of location.

BVU Response

Actions Addressing Concern:

The creation of a professional development coordinator position in 2013 speaks to BVU's commitment to this vital aspect of a thriving teacher education program. With the help of our coordinator we created graduate-level professional development courses and allowed university supervisors, cooperating teachers, and adjunct faculty members to take these courses for graduate credit at no charge. To enhance this original work, a strategy that includes three "levels" of professional development has been developed. The first level is described as "orientation." All faculty--full-time, part-time, or adjunct--must take the orientation course and pass the assessments embedded within it. This course will teach faculty about the conceptual framework, consensually-derived best practices, our reliance on Understanding By Design for curriculum development, the flow of coursework and field experiences, program checkpoints, key assignments, accessing resources, and other programmatic essentials. The second level of professional development includes preparation in course-specific requirements, e. g., the use of particular software or a particular instructional technology. The third level of professional development includes deep study of curricular and instructional dilemmas, techniques, theory, etc. The provision of these professional development levels will be heightened by the new departmental structure. Disciplinary departments will collaborate with the Professional Development Coordinator (PDC) regarding specific module topics and development. Please

note that the PDC and department faculty may collaborate on topic content. Please reference Appendix D: Faculty Orientation Module.

Additionally, department meetings and other communication within each department will serve to communicate other professional development opportunities. For example, if there is a statewide STEM conference dealing with STEM education, our STEM, Math, and Science Department will have a communication pipeline directly to our faculty, including adjuncts, who teach in that area.

During the fall of 2015, the amount of professional development funds for all full-time faculty was increased from \$1000 per year, to \$1500 per year. All full-time faculty, regardless of their location, will receive this amount. All part-time faculty and all adjunct faculty, again, regardless of location, can request up to \$500 for professional development and, as well, they can submit a short institutional grant application for funding beyond the \$500 level.

Communicating Actions:

All levels of professional development opportunities are, to some degree, under construction now. Indeed, some have been completed. But, we will deploy all levels, one through three, by fall, 2016. Further, departments will begin functioning at that time and chairs will take responsibility for communicating professional development opportunities to faculty members. The creation of the levels of professional development was the result of a work-team convened solely for the purpose of dealing with this concern. Once the outline of the plan was complete, and the technological resources needed to deploy it were identified with cost estimates secured, the request went before BVU's senior administration where it was quickly approved.

Sustaining Actions:

Once constructed, the three levels of professional development will be monitored, revised, and continuously improved by our professional development coordinator. As with other concerns highlighted by the DoE team, professional development will become a standing agenda item at department meetings as well as at Chair's Council meetings.

12. 79.10(13) Evidence indicates a lack of equity in resources for technological and instructional needs among campuses

There is an obvious and striking difference in equity between Storm Lake and the satellite campuses. The unit must determine and implement a way to ensure that students at any given satellite campus receive the same quality of instruction, experiences, opportunities and resources as those on any other BVU campus. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response:

Actions Addressing Concern:

The BVU School of Education (SOE) recognizes that the resources among locations offering the Teacher Education Program (TEP) is not equitable. Rather than taking a reactive stance of accepting whatever is available at a location and making uncoordinated purchases, the SOE is being proactive by identifying required instructional resources that include both technology and instructional materials, and then making deliberate purchases. This is described in Concern #7 of this report. Identifying the required instructional materials for each course is one component of a massive undertaking to create equity of resources for our candidates, regardless of location. The SOE resource plan will result in the SOE:

- Including access to all resources in the Master Course with requirements that they be utilized. Some resources may be ones that teacher candidates will be asked to purchase and that can be used in other classes or eventually in their own classrooms. An example is inexpensive math manipulatives.
- Acquiring all required course resources not currently available, or available on via Web 2.0. This will begin by March, 2016 and be completed no later than March, 2017. The purchases will be made in an efficient manner to eliminate duplication of resource based on a common course schedule.
- Communicating and training faculty on the reason why the resources are required, how to operate the resources, and how to utilize them in the context of the course being taught.
- Developing a plan to distribute resources.
- Including the need to update or replace resources based on faculty input during scheduled course evaluations (or sooner).
- Including use of the required resources in a faculty members' evaluation.

A plan for developing instructional resources and for ensuring a thorough understanding of technology-related resources was described under Concern Seven of this standard. The plan itself can be viewed in Appendix H.

At this writing, technology and instructional resources are being canvassed at each TEP location to discover what purchases need to be made by the SOE or together with community college partners where GPS classes are held. The benefit to the community colleges is that the technology will be available to their students as well as to BVU students.

Briefly summarizing the plan, when the course schedule is set for an academic year, there will be enough required technology and instructional resources available for each section of a course taught each term/semester. These resources will be distributed appropriately (that is, required resources not already available at a given location) and returned to a central storage site to be redistributed for the sections being taught the next term/semester.

Communicating Actions:

- Required technology and instructional resources will be listed in the master course with information on how to access the resources.
- Department chairs will make it clear to faculty that the resources listed in the Master Course must be utilized and that doing so is part of the faculty evaluation.
- GPS managers will make it clear to community college partners that classrooms with the instructional technology (should it be permanently housed in one classroom) must be available to BVU faculty and students for their course during the term it is taught. The same is true for any instructional materials available through community college or public libraries.
- The bookstores on Storm Lake and community college campuses where the Education program is held will be informed of any required resources for student purchase.
- Students will be made aware of where to purchase required course resources not provided by the School of Education. It is anticipated that textbooks will be purchased at bookstores or other sources such as Amazon. Students will be made aware that items that are not stocked in the bookstores or other sources can be purchased at stores such as Wal-Mart, Dollar Tree, etc.
- Just having the resources available does not reasonably mean that instructors will know about them. Communicating that they exist, a rationale for them and how they will be used in the course, and that there is a requirement to use them will be accomplished through the master course. The master course will have links to learning how to use resources and the faculty can always contact the chair for assistance.
- The plan for distributing resources will be made known to department chairs by the associate dean once the plan is finalized. REPCs will notify the GPS dean and GPS managers. Chairs will notify the faculty in their departments.
- GPS dean, managers and education coordinators/advisors are aware of the technology and instructional resource plans through collaboration with the SOE dean and the REPCs.
- GPS managers are in communication with community college partners, AEAs, and public libraries to determine what is available or can be acquired jointly. Therefore, the partners are aware of resources that required.

Sustaining Actions:

- As course content is updated and/or the availability of new resources are determined, the School of Education will need to update the resources for each course. This will be done by the department chair assessing required resources for each course during course evaluations with input from faculty; especially from the faculty member responsible for a specific course. Input will also be gathered through: End of Course Survey, all faculty teaching the course, and students taking the course.

- The course evaluation will also determine that the required resources are being used, if they require updating, and if other resources need to be added or to replace current resources. Course evaluations are conducted on a scheduled rotation. However, if resources need to be updated sooner, this can occur.
- Faculty's use of the resources that must be utilized in each course they teach will be addressed in faculty evaluations.
- Cabinet, particularly the SOE dean, oversees the technology and materials resource plan and budget. Department chairs will be responsible for relaying technology and material resource needs to Cabinet.
- Technology and instructional resources is an on-going SOE budgeted item.

APPENDIX:

- APPENDIX H: PLAN FOR TECHNOLOGY AND INSTRUCTIONAL RESOURCES
 - The appendix describes plan for the identification, acquisition and distribution of required technology and instructional resources used in SOE courses.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing all twelve concerns in a way that will allow them to be in compliance with all standards within one year. Further, for concerns that are repeated from the 2008 review (1, 2, 4, 5, 7, 8, 9, 12), BVU must provide evidence that the resolution of each concern is sustainable, so as to not be a repeat finding again.

ALL ARE ADDRESSED INDIVIDUALLY ABOVE

DIVERSITY

Commendations/Strengths:

- The institution, in all sites, maintains a climate that values diversity.
- The satellite campuses provide for a diverse student population.

Recommendations:

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

None

Concerns:

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

1. 79.11(3) There is evidence that the unit is not making and tracking diverse clinical placements for students. In several locations students are initiating clinical placements. In most satellite campuses, there is no evidence of where clinical placements are made in student files, or other records. Some students appear to have most, and occasionally all, clinical placements in the same location. P-12 principals brought up the concern that several BVU students are student teaching in the same school in which they are employed (as paraprofessionals.)

The unit must develop and implement a system to track and ensure that all students are completing diverse clinical placements. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response:

Actions Addressing Concern:

The following explains what has been done to correct the concern:

- The first task involved arriving at a common template to document all clinical placements, including data on what constitutes a "diverse" placement. This process was uncomplicated and straightforward because it is based on a format used previously for documenting student teaching placement in LiveText (now since replaced by Canvas). The Canvas field experience spreadsheet template tracks student information, placement information, demographic information and cooperating teacher information. This template is utilized by all staff to document placement information.
- A coding system was developed to indicate the demographic make-up of districts that BVU has current field experience agreements with. Included within the coding system

are general categories (per district) of size, classification, socioeconomic status, ethnic diversity, and limited English proficiency (all reports found through the Department of Education website). Additionally, we determined a secondary category in relation to district size, which identifies the characteristics of the geographical location. The coding system is to be included for all placements.

- Starting August 2015, in an effort to ensure multiple and varied placements over the course of a student's program, all field experiences will be tracked and documented in two ways using the education student file checklist and the field experience spreadsheet template. Both documents record the same information: student data, placement information, cooperating teacher information, and demographic information. For the student's file, field experience information (both pre-student teaching and student teaching) is documented in order to track placements and assist with determining locations of future placements. The field experience spreadsheet is submitted to the SOE data and assessment manager by education coordinators/advisors and the student professional experiences coordinator each term/semester. This provides the data to be entered into our new Canvas assessment system and provides a central location for tracking diverse placement. It is electronically held in the SOE Teacher Education drive.
- Placement request forms have been updated and now require students to include a listing of all previous placements completed. All sites will begin utilizing the common placement request form starting spring 2016.

Communicating Actions:

- Training education coordinators/advisors in making diverse placements is a priority of REPCs. Training started in November, 2015.
- REPCs provide training through various methods on a regular basis to all education coordinators/advisors. This includes the forms used, how to use them, and where they are located.
- For all new Education Coordinator/Advisors, an introduction to BVU's teacher education program is provided in both a group setting and one on one. The introduction includes information on field experience placements.
- For all Education coordinators/advisors, regional and statewide meetings are held to ensure staff are up to date on all program requirements and any changes. The Student Professional Experiences Coordinator and the Teacher Education Data Manager are present at the statewide meetings to ensure consistency, provide updates, and address any questions. REPCs get information to any Education Coordinator who are unable to attend, if any. Field experience placements and documentation will be agenda items for these trainings.

- The Education Coordinator/Advisor Handbook provides a training and reference tool for all who work within the Teacher Education Program. Included in the handbook are sections on making diverse placements, documenting the diverse placements, and using the education student file checklist and spreadsheet template.

Sustaining Actions:

Many factors will contribute to on-going adherence to the clinical placement policy. The following are steps that will be taken going forward to ensure this is accomplished.

- All education coordinators/advisors will be provided with initial training regarding the expectations for placements and documentation with their REPC.
- All education coordinators/advisors will attend regular regional and statewide meetings to receive updates and clarification on any policies regarding placements.
- Teacher education data and assessment manager will be in contact with the education coordinator/advisor at each location each term/semester to ensure placement information is being documented and submitted.
- REPCs will thoroughly audit work at all sites to make sure that attention to detail, such as documenting and making diverse field placements, is first-rate.
- Student Professional Experiences Coordinator will review and update policies on an annual basis and ensure any changes are thoroughly and clearly communicated to all staff during regional and statewide meetings. REPCs are responsible to see that updated policies are adopted by education coordinators/advisors.
- Diversity of placement data will be included as internal data for program evaluation of Pillar 1 Respect for Diverse Learners and Learning.

Appendices:

- APPENDIX K: FIELD EXPERIENCE CODES AND TRACKING SPREADSHEET
 - Shown are codes and spreadsheet information collected by the School of Education Data and Assessment Manager from Education Coordinators/Advisors and the Student Professional Experiences Coordinator as one of two methods of documenting diverse field experience placements for teacher candidates.
- APPENDIX L: STUDENT FILE CHECKLISTS
 - Teacher candidates are tracked using these revised checklists designed for the elementary and secondary education programs. This is one of two systems used to track and document multiple and varied field experience placements as well as checkpoint progression.

- APPENDIX M: FIELD EXPERIENCE PLACEMENT REQUEST FORMS
 - These forms are completed by teacher candidates when requesting field experience placements for pre-student teaching and student teaching. The form was revised to include previous placements to help ensure diverse field experiences for the teacher candidates.

- APPENDIX N: FIELD EXPERIENCE PLACEMENT TRAINING DATES & AGENDAS
 - This appendix lists dates and content for training Education Coordinators/Advisors on making and documenting diverse pre-student teaching and student teaching field experiences.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing the concern in a way that will allow them to be in compliance within one year. Further, BVU must provide evidence that the resolution of this concern is sustainable, so as to not be a repeat finding again.

THE ITEM IS ADDRESSED ABOVE

FACULTY

Commendations/Strengths:

- Full-time faculty at the Storm Lake campus are well-prepared and bring depth and breadth of knowledge and experience to the program.
- Faculty at all sites demonstrate a commitment to candidates and their success.
- Many adjunct faculty bring recent or current classroom experience and use this experience to communicate relevancy to candidates.

Recommendations:

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

1. 79.12(2) Graduate Counselor Education students reported an inconsistency in the timing and type of feedback received from instructors. While some instructors responded quickly with helpful feedback, others waited several weeks. The team suggests the unit develop, implement and monitor guidelines for feedback expectations.

2. 79.12(2) Several teacher education candidates at satellite campuses felt that the instruction they received from adjunct faculty was inconsistent. Candidates reported several examples of faculty members modeling ineffective instructional practices – long response time (several weeks) to student questions; a lack of connection between students and faculty members in online courses; many learning activities that candidates perceived as busy work and few opportunities for authentic learning. Candidates also expressed the perception that end of course evaluations completed by students were not used for course and instructional improvements. The team suggests the unit institute an effective faculty evaluation system designed to inform and ensure the maximum effectiveness of all faculty members.

3. 79.12(3) While full-time faculty are well-supported in professional development, the team did not find evidence that adjunct faculty at the satellite campuses are provided with equitable opportunities for professional development. In particular, professional development related to the preparation of educators is not an expectation nor is it encouraged for satellite campus faculty. The team suggests that the unit use findings from faculty evaluation and unit assessment system to institute a targeted professional development plan for all unit faculty.

4. 79.12(4) The team found evidence that effective collaboration is not occurring between the adjunct faculty at the satellite campuses and other colleagues in the professional education unit. The team consistently heard from adjunct faculty that they had little or no interaction with the faculty members on the Storm Lake campus. Those who had communicated with Storm Lake faculty stated that the communication was generally initiated by the satellite campus faculty, but they had not experienced communication initiated by Storm Lake faculty.

The team suggests policies be developed, implemented and monitored for collaboration between Storm Lake faculty and satellite campus faculty.

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(General) The team found significant differences in the qualifications and evaluation of the Storm Lake faculty and adjunct faculty. Students at the Storm Lake campus have the greatest majority of their courses delivered by full-time tenure track faculty. Students at the satellite campuses have all of their courses taught by adjunct faculty. The team is concerned that this imbalance precludes this standard from being met equitably for all BVU students.

The team requires the unit to demonstrate equitable access to similarly qualified, rigorously evaluated, and professionally developed faculty. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response:

Actions Addressing Concern:

The SOE cabinet met frequently with members of the senior administration at BVU during the summer of 2015 to determine a hiring plan that could significantly alter the discrepancy highlighted in this concern. The result of those meetings was that the SOE received clearance to hire seven additional full-time faculty and 18 additional part-time faculty. As noted in this concern, however, the question isn't solely about adding people. It is also about making sure those new faculty members are evaluated in a consistent manner, regardless of location or the delivery mode used, and that they have access to high quality professional development. Both of these additional concerns were addressed under the governance standard, but to re-cap, both faculty evaluation and faculty professional development will become primary work items delegated to the six academic departments. This will ensure that those who are best able to evaluate faculty with expertise in a particular area, and best able to select appropriate professional development for a particular area, will do so.

Half of the 25 new hires will be made by March 10, 2016, the other half will be made by March 10, 2017. Storm Lake campus faculty-to-student ratios were utilized to determine a similar ratio for the disciplinary departments. Additionally, analysis included the frequency of course offerings, the field of study represented by the courses, etc. was used to determine the number of additional faculty needed.

Communicating Actions:

Once President's Council approved the acquisition of 25 new faculty positions, communication efforts were begun. All BVU stakeholders, regardless of their location, were informed via email,

a community meetings, site managers meetings, academic School meetings, etc. Once the hiring plan was finalized and resulting budget adjustments were made, advertisements went out nationally for full-time faculty, and statewide for part-time faculty.

Sustaining Actions:

The BVU senior administration is fully committed to ensuring that we are able to sustain extraordinarily high quality teacher preparation well into the 21st century. This has been demonstrated by adding the cost of 25 additional professorial personnel to our annual expenditures. The additional expenditure is included in the budget.

Appendices:

- APPENDIX C: MEMO FROM PRESIDENT MOORE
 - The appendix is a memo from Buena Vista University President Moore stating the university's support for the departmentalized School of Education, the creation of new faculty lines and the Teacher Education Program.
- APPENDIX J: ADDITIONAL BUDGETED RESOURCES FOR SCHOOL OF EDUCATION
 - This is the Controller's budgetary documentation of the addition of seven full-time education faculty lines and eighteen part-time positions spread over two years.

2. 79.12(1) The team finds evidence that a full-time tenure track faculty member does not have adequate preparedness nor experiences matching course assignments. This faculty member is teaching elementary and secondary math methods, but has no elementary level teaching experience.

The team requires the unit to ensure that all faculty are adequately prepared for responsibilities assigned to them and have had experiences in situation similar to those for which the practitioner candidates are being prepared. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response:

Actions Addressing Concern:

We have identified math expertise and experience at the elementary level as one of the seven targeted full-time hires to be added to the SOE just as soon as possible. Barring a failed search, this new hire will be made by March 10, 2016. We should reiterate here that all faculty hires going forward will be orchestrated by department chairs and department faculty with the

approval of the SOE dean. All faculty hires will be made considering the credentials and level of experience required to teach each course.

Communicating Actions:

The faculty member currently teaching elementary methods has been notified that her course load will no longer include elementary math methods.

We are following standard search procedures in an attempt to make this hire, including publication in the *Chronicle of Higher Education*.

Department chairs are aware of the qualifications required for teaching each course and make the recommendation to hire based on those qualifications.

Sustaining Actions:

We believe our new governance structure will be a major force ensuring sustainability of qualified hires for all positions moving forward. For the example cited, once this key hire is made. This person will become a member of the STEM, Math, and Science Department. The line will stay with the department so that it can be similarly filled should the position become vacant for whatever reason.

Several resources are available to department chairs to assist them in making hiring recommendations to the SOE dean. Hiring criteria is currently being developed that will reflect the domains, practices, and skills used in evaluation of faculty. BVU's Human Resources office has guidance for general interview questions. The SOE dean works with chairs on the required qualifications for positions (academic preparation, experience, etc.).

In addition, the strongest difference from previous practice is that the chairs have deep knowledge of their subject areas. They will make sound hiring recommendations based on applicants' knowledge and teaching practices specific to their subject areas. In the past, the SOE dean reviewed applications and may not have had expertise in all subject areas to ensure an instructor was highly qualified.

The SOE dean will ultimately approve the hires after reviewing recommendations and applicants' qualifications. This structure provides a "checks and balances" approach to ensuring that a faculty member is qualified to teach the courses for which they are hired.

Faculty hires is a standing item on the Deans' Council agenda in order to keep the requirements of hiring a high priority.

3. 79.12(1) Information provided by adjunct faculty members at a number of the satellite campuses indicated they felt a lack of preparation for delivering course content in an online delivery model. The team is concerned that these faculty members have not had experience

and adequate preparation in effective methods for the model of program delivery assigned to them.

The team requires the unit to ensure that all faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response:

Actions Addressing Concern:

Because this concern may be the combined result of technology utilization by instructors and lack of faculty professional development to best practices for teaching online, the School of Education as adopted a two-pronged approach to resolving the concern.

A training course is in place for any faculty member who agrees to teach a course on-line at BVU. This course includes information about the contact procedure, should any faculty member experience any technological glitches.

Working with our IT department over the summer of 2015, we were able to insert a link to web collaborate in BVU's learning management software (Canvas). Since every BVU course is set up in Canvas, every student (and every instructor) can move back and forth between Canvas and web collaborate with ease, thanks to this tab. This has quite literally ended almost all technology issues related to teaching with this medium. We should add, further, that within the master course that every BVU faculty member will use, there's a link to best practices for the particular delivery mode being used.

Faculty orientation to best practices has been described in the Governance Section, Concern Three. Additionally, the department chair will evaluate the faculty member with one component being the use of best practices in instruction specific to the mode(s) of instruction being taught by the faculty member. Faculty requesting information on or being found deficient in utilizing best practices will be supplied with resources and assistance through Level I professional development resources. (see Appendix E) Professional development modules regarding best practices of teaching in a specific modality can be utilized in a proactive manner by faculty or as directed as part of the evaluation and growth process. Support for online instruction, or instruction in any modality, will also be provided through observation of others' courses, collaborative planning, and mentor relationships as needed or desired. Should poor instructional practice continue, the instructor will no longer teach in that modality (or perhaps, for BVU).

Communicating Actions:

Work on resolving the technology issues proceeded over the summer and the resolution was put in place for the start of Term # 1 at the end of August, 2015. Announcing the resolution of the instructor difficulties connected to web collaborate took place during late summer and into

the fall of 2015. This was done via GPS site manager meetings, education coordinator meetings, the Fall faculty conference, and via email announcements. The professional development modules that include best practices for delivery models to be included in all master courses, will be deployed fall, 2016, as we roll-out the new governance structure.

Department chairs will be instructed to evaluate the use of best practices in instruction as a component of faculty evaluation.

Sustaining Actions:

We feel confident that we have resolved the issues around web collaborate, though we have an effective IT department to whom we can turn, should new issues arise.

The faculty evaluation will assess best practices in instruction. Our professional development coordinator is available to create more modules on best teaching practices if necessary.

4. 79.12(5) While the majority of full-time faculty members on the Storm Lake campus have adequate preparation and experiences for their assigned duties, the team found evidence that a large number of adjunct faculty do not meet the background and experience requirements appropriate for their assigned duties. Many times, adjunct faculty were teaching methods coursework for fields in which they had no preparation or for grade levels in which they had no experience.

The team requires the unit to ensure that all faculty 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. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response

Actions Addressing Concern:

We are in the process of re-examining the credentials of every adjunct professor who currently teaches for BVU. We expect to complete this process by February, 2016. Any adjunct instructor found to be lacking either the appropriate credential or experience will be notified that they must remedy that shortcoming before they can teach for us in the future. As well, we have completely revamped the adjunct selection process. Going forward, each of the six academic departments will be charged with identifying qualified adjuncts for the courses taught under departmental auspices. Because the departmental faculty are grouped within the departments according to expertise, they will have 1) a larger network of Iowa connections for identifying possible adjuncts, and 2) far greater ability to discern what constitutes the appropriate credentials and experience. Once again, the audit of credentials and experience for current adjuncts will be concluded by the end of February, 2016. The roll-out of the new

process for selecting adjuncts will begin in the fall of 2016 when the new governance structure is launched.

Communicating Actions:

As with most concerns cited by the DOE team, removing this concern is tied to a more effective governance structure. In this instance, adjuncts previously identified by academic managers who may or may not have an education background, will now instead be selected by a group of professionals with expertise in the particular field in question. For example, the STEM, Math, and Science department will approve the selection of an adjunct for elementary science methods. As noted earlier, arriving at this governance structure was the work of many individuals over the summer of 2015; communication was built into the process. Department chairs will be made aware of the necessary faculty qualifications required for each course and apply them when making hiring recommendations to the dean. The communication process for this policy shift has already occurred through multiple meetings with academic managers and education coordinators.

Sustaining Actions:

Making the selection of adjunct instructors a departmental function will ensure the highest order of scrutiny, as well as ensuring that the services of qualified individuals are acquired even in shortage areas.

5. 79.12(6) The team did not find evidence that all faculty members maintained a minimum of 60 hours of team teaching or appropriate collaborative experiences.

The team requires the unit to develop, communicate, implement and monitor policies to ensure that all faculty members meet the requirements of this standard to ensure recency of experience and applied knowledge of current best practices in the field. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response:

Actions Addressing Concern:

We have decided to move the tasks related to the 60 hour policy (communication regarding the rule, and monitoring to see that the rule is followed) from GPS to the six academic departments working in collaboration with the centralized Field Office at the Storm Lake campus. The Field Office will be the deposit site for data regarding what will be, in the future, the 40 hour rule. It will be the responsibility of department chairs to ensure that 1) all department faculty know and understand the rule, 2) all faculty consistently document their 40 hour attainment, and 3) the Field Office receives that documentation. An audit of everyone teaching within the BVU teacher education program is currently underway. Anyone identified as not meeting the 60

hour rule will be informed that they must remedy this situation before they will be allowed to teach for BVU again. This process will be concluded by the end of February, 2016. Going forward, the 40 hour rule will become the purview of the six academic departments beginning in the fall of 2016.

Communicating Actions:

This is a straightforward concern. The SOE cabinet met frequently during the summer of 2015 and decided on both the audit for existing 60 hour deficits, and the process for ensuring that no such deficits occur again.

Faculty members will be informed by department chairs of the 40-Hour Rule. They will be told they can access both the policy and the verification form on the BVU Teacher Education Materials website.

Sustaining Actions:

Once again, the sustainability issue is connected to the shift to a departmentalized School of Education. Department chairs monitor faculty attainment of the 40 hours. Department chairs will be evaluated on how well they attend to ensuring that all department faculty understand the 40 hour rule and document their attainment of it.

Compliance with the 40 hour rule will be reviewed as part of the evaluation and rehiring processes.

Appendix:

- APPENDIX O: EDUCATION FACULTY/UNIVERSITY SUPERVISORS 40-HOUR RULE POLICY & TRACKING METHOD
 - The BVU School of Education 40-Hour Rule policy and verification form is documented here. Chairs are given the responsibility to track that faculty are acquiring their hours as part of the faculty evaluation

Items that Must Be Addressed Prior to State Board Action

BVU must provide documented evidence that they are addressing all five concerns in a way that will allow them to be in compliance with all standards within one year. Further, all five concerns are repeated from the 2008 review. BVU must provide evidence that the resolution of each concern is sustainable, so as to not be a repeat finding again.

ALL ITEMS ARE ADDRESSED ABOVE

ASSESSMENT

Commendations/Strengths:

The unit (*under guidance of Julie F.*) has developed a solid structure for a system of program assessment. Candidate data on program outcomes, courses, and key assignments are all reviewed and examined closely on a planned cycle. While this structure has not completed the total implementation phase, some useful data has been collected and used to make changes for program improvement. The system has the potential to be a very effective support for continuous improvement.

Recommendations:

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

1. 79.13(2) c. The team found evidence that accurate information is not effectively communicated to all students regarding the requirement for passing a pre-professional skills test. Student teachers at Storm Lake stated there was no systematic way to learn about the requirement for passing Praxis I/Core. Several students at different satellite campuses stated that they didn't receive information about the Praxis I/Core until they were deep into the program. Some stated that they only learned of the requirement 'haphazardly' when other students mentioned it. Students at both Storm Lake and campus satellites recommended that communication about the requirement be more consistent and intentional. Several candidates at Storm Lake and at the satellite campuses suggested that students be required to take and pass Praxis Core before being allowed to take any (or many) education courses. The team suggests the unit examine and improve their advising and student communication strategies.
2. 79.13(2) d. The team found evidence of similar concerns regarding clear communication about program decision points. One student teacher from Storm Lake stated s/he doesn't what is needed to complete the program, stating "no idea what requirements are and how to find out". Another student teacher from a satellite campus was aware of the requirement for Praxis II Content exam, but did not know that a pedagogy exam is also required. Students from several locations suggested that the unit institute a workshop or some other clear communication plan to ensure students know all the requirements for multiple decision points and especially for program completion. The team suggests the unit examine and improve their advising and student communication strategies.
3. 79.13(2) f. The team found evidence that practitioner candidate performance is assessed inconsistently across locations. The team suggests the unit work to assure consistent assessment for all students in all campus locations.
4. 79.13(4) The team found evidence that information from surveys administered to graduates and their employers is not shared with faculty and staff at all campus locations. The team

suggests that the unit review and improve their policy for sharing information gathered with all relevant stakeholders.

Concerns:

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

1. 79.13(1) e. Candidate performance on key assignments and corresponding rubrics are the framework of the unit assessment system. However, the team found evidence that these key assignments and rubrics are not being used with propriety and accuracy throughout the unit. Key assignments are not being presented in a standardized manner. Adjunct faculty frequently stated that they didn't feel knowledgeable about key assignments, and expressed a need to learn more. There appears to be very little effort to assure inter-rater reliability on the use of the rubrics to assess key assignments. Adjunct faculty consistently reported they had no training on the use of the rubrics, they were merely handed the rubrics and instructed to use them. Several adjunct faculty expressed that it is more important to use their own judgment than to attempt reliability through rubric indicators. When asked about procedures for ensuring reliability of rubrics, fulltime faculty at Storm Lake indicated that the results sent to them from satellite campuses are "eye-balled" to see if anything looks out of order. The unit is required to develop and document procedures to ensure key assignments are assessed reliably for all students in all campus locations. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response

Actions Addressing Concern:

The BVU assessment system was developed and deployed between 2011 and 2013. It was purposefully designed to 1) ensure consistent educational experiences across all BVU sites, 2) monitor candidate growth as they move through the program, and 3) produce data that would enable effective program evaluation. Though key assignments aligned with program objectives have been successfully embedded in courses throughout the program, these valid assessments need to be understood, used, and scored in common by all faculty.

The following actions will ensure the key assignments are assessed reliably for all students in all locations.

- Each department will monitor the process of communicating with adjunct faculty regarding the courses and field experiences under its department authority.
- This includes each full-time and part-time faculty member serving as the lead faculty for one course, or in the case of full-time faculty a maximum of two courses. Lead faculty for a course both communicate students' expectations for completing key assignments and monitor that those expectations are followed.

- Lead faculty provide information in the master course that explain the key assignment and give student work samples with scoring notes to build scoring reliability. All faculty teaching the course are required to use the provided inter-rater reliability practice built into each master course to build their understanding of the expectations for the key assignment and to practice scoring. This will be monitored through the faculty evaluation process.
- Each lead faculty and department will consider other actions to improve reliability - such as, but not limited to, utilizing sessions at the adjunct faculty workshop for discussion of key assignments and norming practice and/or conducting their own inter-rater reliability workshops at departmental meetings.

Communicating Actions:

Job descriptions (see Appendix B) include requirements for full and part-time faculty to serve as instructional leads for one course.

The requirement for faculty to use the key assignments as designed will be communicated in the initial orientation module, through the master courses, and as part of the evaluation process. In addition, communication from all faculty teaching a course will be solicited by the lead faculty member for that course. This communication, taking place at any time, but specifically during the course evaluation process, will give all faculty input and ownership of the key assignment and scoring guidelines.

Sustaining Actions:

The course evaluation process includes compiling student achievement data on the key assignments. This data is also disaggregated to show student scores considering course location and format. This systematizes reviewing the reliability of scoring practices. Not that differences in scores necessarily indicate a reliability issue, but it will be reviewed. Department chairs will monitor practices to increase reliability of scoring for courses in their department. Along with discussions of course evaluation, the Department Chairs will also lead work, along with the Associate Dean, for program evaluation. That is an additional means of assuring that reliability of scoring key assignments remains an issue that receives attention.

Requirements regarding the use of key assignments will be part of the faculty evaluation process.

2. 79.13(1) h. Adjunct faculty report that they are not provided with any data or evaluation of data used for program improvement. The unit is required to develop and document procedures to ensure assessment is shared with and use for program improvement by at all faculty at all campus locations.

BVU Response

Actions Addressing Concern:

In order to ensure that all faculty at all campus locations review assessment data and are involved in the evaluations process, the following actions will be taken:

- The course evaluation process, as facilitated by the lead faculty for each course, will include not only gathering information from all faculty teaching the course, but also communicating the data and interpretation of the data with all faculty.
- Department chairs, with the assistance of the associate dean, will share program data with all faculty teaching in the department.

Communicating Actions:

Requirements for communication with all faculty will be built into the course evaluation template. The same will be true for the program evaluation process.

Sustaining Actions:

Course and program evaluation processes will be agenda items for Chair's Council and for department meetings, with department chairs being responsible to make sure that the course evaluation process is followed by faculty in their department. The associate dean is responsible for making sure the program evaluation process is followed.

3. 79.13(2) b and d. The team found evidence that multiple admission criteria/assessments and decision points are not being applied consistently. At the satellite campuses, area principals and adjunct faculty expressed concern that candidates are not being screened out of the program in spite of evidence that skills and capacity for success are lacking. Review of student files revealed candidates with negative evaluations continuing in the program with no records of response or remediation plans.

The unit is required to develop and document a plan to ensure that candidates are held to criteria and decision points consistently. NOTE: This concern is repeated from the 2008 review of BVU.

BVU Response

Because of the concerns raised by the DOE team, we convened a task force charged with revising our current checkpoint system in such a way as to remove the possibility that poor-performing students are allowed to move along in the program.

Actions Addressing Concern:

We suspect GPS staff stability and our revised checkpoints will resolve the concern regarding poor-performing students. It is likely that with the extensive turnover in education coordinators/advisors that student file reviews and follow-up were lacking. It is likely that the most effective action taken to address this is all the work that has been done to improve GPS as a workplace, ensuring much greater stability in various GPS roles - including education coordinators/advisors whose job it is to see that candidates are scrupulously monitored.

Additionally, REPCs will be tasked with monitoring education coordinators/advisors' consistent application of student admission criteria/assessments, checkpoints, and information regarding professional dispositions and behaviors. The monitoring includes any subsequent actions to be taken as a result of candidates not being able to pass through checkpoints or exhibiting dispositional and behavioral concerns.

Importantly, the revised checkpoints remove any ambiguity, any loophole, that might contribute to the possibility of poor-performing students being advanced through the program. The new checkpoints should pass through the institutional governance system and be in place for the 2016-2017 academic year. Please refer to Appendix C for the revised checkpoints.

Communicating the Actions:

- The changes to BVU checkpoints are currently being developed and will be deployed beginning in the fall of 2016.
- REPCs will train education coordinators/advisors on the new checkpoints and their application.
- REPCS will attend GPS Teacher Education Committee (TEC) meetings at GPS locations to assist in determining if students can be allowed to pass through checkpoints and to help write assistance plans for candidates, if appropriate. In this way, the REPCs are communicating criteria in "real time" to education coordinators/advisors and TEC members. (Assistance plans address professional concerns. Academic concerns are addressed by education coordinators/advisors during individual appointments with candidates).
- REPCs will monitor the application of admission criteria/assessments routinely with education coordinators/advisors.
- New checkpoint language and advising responsibilities will be reviewed by chairs with faculty members.
- New advising materials have been developed to clarify what courses may and may not be taken previous to passing through each of the TEP checkpoints. (See Appendix D)

Sustaining Actions:

- We believe the change made to the GPS structure will result in far greater role stability, which will in turn help to ensure their poor-performing students don't "fall through the cracks."
- Changes to the BVU checkpoints will go through BVU governance and will be delineated in the academic catalog, ensuring that, going forward, the checkpoints themselves won't inadvertently contribute to problems cited by the DOE team.
- REPCs will monitor the application of admission criteria/assessments routinely with Education coordinators/advisors.
- The SPEC is responsible for assuring that candidates on the Storm Lake campus are passing through checkpoints appropriately and necessary action taken for academic and professional behavior concerns.

4. 79.13(2) The team found evidence of multiple concerns regarding administration and use of a pre-professional skills test for admission. At one satellite campus, records indicated that a candidate is still working on passing Praxis Core in May 2014, yet plans to student teach in the fall of 2014. Other examples include at least two students who were allowed to continue in the program, including enrollment in core methods courses and field experiences, before passing Praxis I. Several examples were found of students who were allowed to continue to take courses well into the program but, after repeated unsuccessful efforts to pass Praxis I, graduated with a degree in Educational Studies, ineligible for a teaching license. Student teachers in Storm Lake stated that the "checkpoints are not set in stone" and revealed knowledge of student teachers in program who had not passed Praxis I. One student teacher at Storm Lake was dismayed that she was taking five years to finish program because she "took a long time to pass the Praxis I". The unit is required to examine, improve and consistently enforce the use of the pre-professional skills test and an admission requirement early in the program.

BVU Response

Actions Addressing Concern:

In order to move the pre-professional skills test (Praxis I) and other program admission requirements earlier in a typical student's program, our current checkpoints (that guide student progress through the program) have been revised. The revised checkpoints and supporting documents specifically designate which education courses must be taken and those which may be taken before moving through each checkpoint. The courses that may be taken before each checkpoint are reduced from the previous checkpoint requirements. Checkpoints are also now the same for all programs, including students in the Post Baccalaureate program. (See Appendix D for the revised checkpoints)

Communicating Actions

Checkpoint requirements are listed in the academic catalog. In addition, the Praxis I and Praxis II requirements will be included in our program planning documents. As part of the advising process, students will also be given, and be required to use in their planning process, documentation of specific courses that may be taken before acceptance into the program and moving through each of the program checkpoints.

Checkpoint requirements and supporting documents have been shared with education coordinators/advisors and full-time faculty throughout the development process. While checkpoint requirements and supporting documents have been developed with faculty at Storm Lake, they have also been included in training materials for new educational coordinators/advisors and all faculty: full-time, part-time, and adjunct at all locations.

Sustaining Actions:

Regional Education Program Coordinators are required to monitor enforcement of the program checkpoints for all students through review of Teacher Education Committee meeting minutes and student files. The Student Professional Experience Coordinator has the responsibility of monitoring enforcement of checkpoints at the Storm Lake Campus. See Appendix D, Checkpoints.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing all four concerns in a way that will allow them to be in compliance with all standards within one year. Further, concerns #1 and #3 are repeated from the 2008 review. BVU must provide evidence that the resolution of these concern is sustainable, so as to not be a repeat finding again.

ALL ITEMS ARE ADDRESSED ABOVE

TEACHER EDUCATION CLINICAL

Commendations/Strengths:

- Contracts with school districts are detailed; requirements and explanations are described well.
- Many cooperating teachers throughout locations commented on the strong commitment of candidates to the teaching profession.

Recommendations:

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

1. 79.14(2) Multiple concerns were expressed by students and cooperating teachers regarding the timeliness of arranging field experience and student teaching placements. In one example, a candidate didn't learn of a field experience placement in which s/he was expected to spend 80 hours until five weeks into an eight week term. There were several instances shared in which student teachers or cooperating teachers learned of placements within less than a week than the beginning of the assignment. The team suggests the unit develop strategies for timely management and communication of clinical placements for candidates in all campus locations.
2. 79.14(2) and 79.14(3) Several students at satellite campuses stated that it is difficult to 'fit in' 80 hours of clinical experience in one 8 week term. Compressing field experiences into a short time frame as part of the program precludes the opportunity for candidates' skills to increase through practice. The team suggests that the entire field experience schedule be restructured and sequenced to reflect clinical expectations at various developmental levels throughout the program.
3. 79.14(4) c. Students at some of the satellite campuses stated that the student teaching seminar was only available to them through distance delivery. They noted that this impacted their effective participation in the seminar. The team suggests that the unit develop and implement policies and structures to ensure that all candidates have equitable opportunities to engage in discussion and reflection on clinical experiences.
4. 79.14(5) Students at some of the Satellite campuses expressed a concern that principals are not responding to their requests for placements. The team is concerned that students directly contacting P-12 schools for placements indicates that the unit is not assuming the responsibility of managing field experience placements. The team suggests the unit develop and implement policies and procedures to ensure the unit manages clinical placements.
5. 79.14(7) b. The team found mixed evidence regarding the effectiveness of the unit's communication/collaboration with cooperating teachers and candidates. Students at some of the satellite campuses stated that faculty don't interact with cooperating teachers for the

methods practicum. Other students at satellite campuses felt that it was difficult to obtain information needed about field placements and student teaching. Some cooperating teachers at satellite campuses felt that communication received from the unit was not timely and was not clear. The team suggests the unit evaluate and improve communication policies.

The Preliminary report came to us without items 6, 7, and 8.

9. 79.14(10) d. Several principals, cooperating teachers and student teachers stated that expectations for student teachers varied widely among university supervisors. Some cooperating teachers stated that they don't have a firm understanding of the expectations the unit has for the candidates regarding lesson plans and other requirements. The team suggests that the unit develop and implement policies for clear, consistent expectation and responsibilities of student teachers.

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) and 79.14(4)c The team found extensive evidence that pre-student teaching clinical experience are predominantly non participatory. Faculty, cooperating teachers, supervisors and candidates at all campus locations described a need for more participation rather than the current practice of observation in these experiences. The opportunities that candidates have for direct involvement in assessment, planning, and instruction in the P-12 setting varies and is dependent upon the cooperating teachers. The lack of practice opportunities results in limited preparation for the student teaching experience.

The unit is required to restructure pre-student teaching field experiences to allow candidates many more opportunities to participate in assessment, planning, and instruction as well as in activities directed toward the improvement of teaching and learning.

BVU Response

While BVU has always required that its teacher education students experience many more hours in the field than what is stipulated in Chapter 79 guidelines, what happens during those field hours has been largely dependent on how the cooperating teacher interpreted the field experience handbook expectations.

Actions Addressing Concern:

- In the summer of 2015, a work-team was assigned the task of creating clearly defined clinical experience requirements that cover a range that begins with targeted

observations and builds to teaching actual lessons--all in a coherent sequence, and all prior to the student teaching experience. The field experiences revision allows the BVU teacher candidate more participatory experiences teaching children and teaching a series of lessons with the components of planning, instruction, and assessment. The new clinical requirements will move through university governance this year, and will be in place by the fall of 2016. Updated handbooks are scheduled to be completed by fall 2016. The changes are:

- Aligning coursework with field experiences to each checkpoint so that the candidate is well prepared for the field experience expectations. The work-team was assigned the task of orchestrating our clinical experiences such that they build on one another, maximizing student opportunities to practice teaching prior to student teaching. This work had to occur in concert with the work of the checkpoints work-team, so that we could be sure that the field experiences were sequenced appropriately, i. e., the checkpoint revisions became the mechanism to stop a student from taking a field experience out of the newly established sequence.
- Clearly stating the purpose of the field experience for the candidate:
 - Introduction to teaching profession before Checkpoint I: Progress through Education Foundations
 - Between Checkpoint I and Checkpoint II: Combining Theory and Practice where the candidate practices lesson planning with all elements and teaches a lesson. Courses with field experiences early in Checkpoint II require the candidate to develop and teach a minimum of one lesson under the tutelage of the instructor and cooperating teacher. Later courses with field experiences in Checkpoint II require the candidate to develop and teach a series of lesson to children under the tutelage of the instructor and cooperating teacher.
 - Between Checkpoint II and Checkpoint III: Developing Professional Identity where the candidate co-plans lessons with a cooperating teacher, teaches a series of lessons, implements assessment practices within the lessons and reflects on teaching and learning. Classroom management practices are not assessed but are a component of the field experience.
 - Between Checkpoint III and Checkpoint IV: Student Teaching Experience where the candidate assumes all duties and responsibilities of a lead teacher.
- One additional field experience requiring teaching lessons has been added in the coursework for secondary certification, as well as TESL and PK-K endorsement

seekers, between Checkpoint I and Checkpoint II. This gives our candidates more opportunities to explore combining theory and practice prior to their more rigorous expectations in field experiences between Checkpoint II and III. The field experiences will be included in the course catalog for the 2016-2017 academic year for the secondary program and TESL. The PK-K endorsement coursework is currently under revision and the additional field experience for that program will be in the course catalog for the 2017-2018 academic year.

- Co-planning a series of lessons with the cooperating teacher, teaching the series of lessons, and implementing assessment practices within the lessons is now an expectation for candidates in between Checkpoints II and III. The expectation previously was the same, but not clearly stated as a requirement. Nor were the components specifically evaluated by the cooperating teacher. With our revisions, in this phase of the candidate's training, the cooperating teacher will evaluate lesson planning, teaching, assessment practices, and overall dispositions.
- STEM is an endorsement being added for the 2016-2017 academic year. Field experiences in our proposed STEM endorsement include an additional 30 hour internship. This internship is an experience beyond the other required field experiences required for elementary and secondary education licensure.
- Field experience handbooks will be updated by fall, 2016 to clearly reflect the expectations of students and cooperating teachers during pre-student teaching clinical experiences. Eventually the master courses will contain this information as well.
- Evidence that the field experience is being conducted as expected emerges through assignments and evaluations from the course instructor, university supervisor, and candidates. Assignments completed by BVU teacher candidates will reflect the lesson planning, teaching, assessment and reflections related to each field experience. The assignments and all evaluations are held in Canvas for each student.
- BVU strives to place our candidates for field experiences in classrooms where teaching practices will be the same or similar to the conceptual framework our candidates experience during instruction. Feedback from candidates, university supervisors, and reviewing cooperating teacher evaluations help us ascertain the districts and classrooms that are best matches for candidates.
 - We should note here that BVU students have never been allowed to make their own clinical placements. References from students alluding to "administrators not responding to placement requests" reflect what students have been told by education coordinators/advisors at the sites; that is, the administrator has not yet replied to a placement request. Education coordinators/advisors make a great effort to create, and timely communicate, placement information to

students, but they can only move as fast as decisions are made within P-12 schools. They frequently must say to eager students that they have not yet heard back from school administrators.

Communicating the Actions:

- Handbooks with updated assignments for each field experience will clearly reflect the expectations required by the BVU candidate and the cooperating teacher. Handbooks will be ready for the 2016-2017 academic year.
- A form letter for each field experience stating the expectations of the experience will be sent to the cooperating teacher or to the appropriate person making the district's placements at the time of the request. These letters will be the same across all sites and are being developed by the SPEC and REPCs.
- Meetings will be held with candidates prior to their experience telling them of the expectation of the field experience. Candidates who are unable to attend the meeting will be given information by the education coordinators/advisors or student professional experiences coordinator.
- When reaching out to candidates, cooperating teacher, and university supervisors, it will be made clear that questions and clarifications are welcomed by the education coordinators/advisors or student professional experiences coordinator. Assistance is always available.
- Information about the field experience expectation, forms and instructions is in the Canvas course for each field experience beginning the 2016-2017 academic year.

Sustaining Actions:

- Because these changes will be moved through local faculty governance procedures, they will become a part of BVU's official academic catalog. The catalog is, in effect, a contract that ensures that we will sustain these changes to the clinical components of our teacher education program.
- University supervisors' adherence to TEP policy regarding supervising student teachers is part of the faculty member's evaluation. If a supervisor is not following expected practices, the supervisor can be trained to do so or be relieved of the responsibility.
- Similarly, when a cooperating teacher does not follow through with the expectations of the field experience (either not allowing the candidate to perform the components or asking the candidate to do more than expected) they will be coached regarding policy or they will not be used again. BVU will know if this happens because of feedback from the candidate and the university supervisor.

- Field Experiences are evaluated as part of the regular cycle of course evaluations. That is another means to make sure that students have the opportunities and expectations to meet the requirements as detailed in each handbook.

APPENDIX

- Appendix P: SCHOOL OF EDUCATION CONTINUUM OF FIELD EXPERIENCES
 - The chart illustrates the purpose of each field experience, by whom it is evaluated, the hours for the experience, and the courses in which they occur in each checkpoint.

2. 79.14 (10) f. In interviews with principals, cooperating teachers, and student teachers the team found evidence that there is no requirement for student teachers to experience a mock evaluation.

The unit must develop and implement policies and procedures to ensure all students experience the required mock interview.

BVU Response

The mock evaluation for BVU student teachers was required in the student teacher handbook but not required to be documented. This is a straight forward concern and will be addressed thus:

Actions Addressing Concern:

- As stated in Chapter 79.14(7). e. Requires the teacher candidate 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, which shall not be used as an assessment tool by the unit. BVU allows that the cooperating teacher or an administrator with the Iowa evaluator license conducts the mock evaluation.
- University supervisors will be instructed to serve as a "go-between" between the student teacher and cooperating teacher/school administrators to be sure the mock interview takes place.

- The university supervisor will be responsible for seeing that the completed mock evaluation form is in Canvas or, if necessary, submitting a form to the Field Office document that the mock interview has taken place.
- Student teaching handbooks will contain the mock evaluation form. The form will also be in the Canvas student teaching course for the student.

Communicating the Actions:

- Starting in the fall of 2016 and going forward, in all communication with school administrators and cooperating teachers about possible student teaching placements, there will be explicit reminders about the mock interview requirement.
- The mock evaluation requirement information and the form will be the student teacher handbook available to the student teacher and cooperating teacher.
- The mock evaluation form will be held in Canvas where it is visible to the student teacher and cooperating teacher.
- REPCs will inform education coordinators/advisors of the required mock evaluation form, where it is located in the handbook and Canvas, and the documentation of the form during a training session prior to the implementation of the form.
- The mock evaluation requirement information and the form will be explained to cooperating teachers in the cooperating teacher workshops and in the Canvas student teaching course.

Sustaining Actions:

- Department chairs will ensure sustainability over time. Departments will communicate with the university supervisors whom they have selected that it is their responsibility to be sure that the mock interview takes place and that it has been documented.
- REPCs will check with education coordinators/advisors that the mock evaluation is routinely being conducted and documented for student teachers at GPS sites.
- The associate dean will check with the SPEC that the mock evaluation is routinely being conducted and documented for student teachers from the Storm Lake site.

Appendix:

- APPENDIX Q: MOCK EVALUATION OF STUDENT TEACHERS PROCEDURE AND FORM
 - The directions for conducting the mock evaluation and for the form to be completed and submitted as documentation are included in this appendix.

3. 79.14 (11) The team found evidence that at many of the satellite campuses, there are no scheduled workshops for cooperating teachers.

The unit must develop and implement workshops, with the cumulative instructional plan totaling the equivalent of one school day, for cooperating teachers at all campus locations.

BVU Response

We found that the lack of scheduled workshops for cooperating teachers at some BVU sites developed over a period of time. At some sites, there may be only one or two student teachers being sent to student teach at a given point in time so one-on-one sessions at times convenient for the cooperating teacher were held instead of a formal workshop. There have also been several instances when the cooperating teacher is unable to attend a scheduled workshop, which is a concern of BVU.

Actions Addressing Concern:

The clinical work-team was assigned the task of creating plans to fulfill the directive in Chapter 79.14(11) to annually offer workshops to cooperating teachers on student teacher objectives, responsibilities and other necessary information for the equivalent of one day. The day-long equivalent instructional plan exists, so the task they faced was how to provide formal instruction for an extremely small audience at the smallest sites and how to get information to cooperating teachers who were unable to attend a scheduled workshop.

- Where sites are not egregiously distant from one another, we will consolidate the workshops to arrive at greater attendance beginning spring of 2016. This should eliminate the reasoning that one-on-one sessions can take the place of workshops.
- As well, the task force looked into whether we might consider discontinuing education programming at the very smallest sites. That question went from the work-team to the SOE cabinet, to the GPS dean and the GPS Council, and ultimately to the senior administration of the university. After much deliberation, it was decided that BVU would, in fact, discontinue education programming at its two smallest sites: Iowa Falls and Newton.
- We are currently considering creating online modules to supplement workshops and/or address unanticipated cooperating teacher absences from workshop meetings. The Canvas student teacher course includes modules that contain information that is communicated in the cooperating teacher workshops. This allows a cooperating teacher who attended a workshop to review the information and for the absent cooperating teachers to obtain the information at their leisure. Cooperating teachers have access to the Canvas student teaching course prior to the student teacher coming to the classroom.

- Documentation of workshops will be via agendas and attendance sheets kept at the location of the workshop by the SPEC or education coordinators/advisors.

Communicating the Actions:

- Cooperating teachers will be invited to a workshop in their region via email and/or postal invitations.
- REPCs will inform education coordinators/advisors of the Regional Workshop format, documentation, and the content to be provided.
- Cooperating teachers will be notified of the modules in Canvas through the student teaching handbook and by the university supervisor.
- University supervisors will be informed of the cooperating teacher workshops and Canvas modules by education coordinators/advisors and/or SPEC.

Sustaining Actions:

- Closing down education programming at the two smallest sites will contribute substantially to ensuring that formal workshops, with the cumulative instructional plan totaling the equivalent of one school day, occur for all cooperating teachers.
- REPCs will be charged with monitoring the provision and documentation of this workshop for all BVU cooperating teachers.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing all three concerns in a way that will allow them to be in compliance with all standards within one year.

ALL CONCERNS ARE ADDRESSED ABOVE

TEACHER EDUCATION CURRICULUM (Knowledge, Skills and Dispositions)

Commendations/Strengths:

- Several recent graduates expressed their appreciation for their learning of application of the Iowa Core.

Recommendations:

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

1. 79.15(General) Students from all campuses, including Storm Lake, expressed frustration with online courses. A number of students were frustrated with the requirement to take online courses instead of the anticipated face to face courses. Storm Lake students expressed frustration with a requirement to take GPS online courses.

The team suggests the unit examine and update policies for course delivery options/requirements and best practices in online delivery.

2. 79.15(2) Students on all campuses, including Storm Lake, expressed a lack of clear advising for liberal arts/general education courses. Students stated they lack guidance on which general education courses are best for education students to take, especially math, science and social studies content for elementary education majors. The team suggests the unit examine coursework requirements, communication, advising policies and procedures, and make improvements as warranted.

3. 79.15(4) Students and recent graduates expressed concern about instruction to meet the needs of exceptional learners. Much of the coursework was limited to special education. Students struggled to articulate how to differentiate for learners with needs not specifically in special education. The team suggests the unit examine curriculum for preparing candidates to meet the learning needs of exceptional learners (including, but limited to, at-risk, TAG, ELL) and make appropriate adjustments.

4. 79.15(7) a. Students who are earning an elementary general classroom endorsement were required to complete an additional non-teaching concentration (for example, psychology), as well as a second endorsement. The team is concerned that students are being mis-advised and take additional and/or unnecessary coursework that does not directly impact their license or teaching. Additional coursework could be better tailored to teaching (such as a teaching content concentration or an additional endorsement (reading)). The team suggests the unit examine endorsement requirements and their curriculum and make appropriate changes to help candidates avoid unnecessary costs and / or be more marketable as teachers.

5. 79.15(7)d. Virtually all students, student teachers, recent graduates and many cooperating teachers interviewed expressed concern on BVU students' inability to develop, write and use lesson plans. The introduction to lesson plan design often comes after advanced use of lesson plans in coursework.

The team suggests the unit examine curriculum and sequence for learning lesson and unit planning and make adjust to eliminate the shortcomings identified by students and adjunct faculty. While not elevated to the level of a compliance concern at the time, the sequencing of curriculum is a finding repeated from the 2008 review.

6. 79.15(7)f. Stakeholders groups from eight satellite campuses (four satellites did not have stakeholder groups available for interview) consistently expressed a shortcoming in student teachers' knowledge and skills in classroom management. The team suggests the unit examine preparation in classroom management and make improvements.

7. 79.15(7)j. Members of two stakeholders groups (Ft Dodge and Denison) remarked that students lacked professionalism. Stakeholders recommend the unit review IAC 282, chapters 25 and 26 to prepare candidates for ethics and the high standards expected of teachers. The team suggests the unit examine curriculum and dispositions instruction to maximize candidate professionalism.

This can be could be included in a response to Concern #3 in the Assessment section----add including dispositions.

8. 79.15(7)k. Students, student teachers and graduates in a number of campuses, including Storm Lake, expressed their need to enhance learning to use technology in teaching. The team suggests the unit examine preparation in using technology for learning and make improvements.

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(8) Review of student files illustrates that students are completing programs and being recommended for licensure without meeting BoEE requirements.

The unit is required to develop and document a plan to ensure compliance with the requirement that all candidates complete BVU licensure requirements approved by the BoEE. Documentation must be standardized for all BVU campus locations to assure all BVU candidates are well prepared, regardless of campus location.

BVU Response

The fact that the DOE team found examples of students completing programs and being recommended for licensure without meeting BOEE requirements came as a shock to all of us in the School of Education. Going forward, we are focusing on systemic actions that will eliminate the concern described by the DE.

Actions Addressing Concern:

Our certification officer will review curriculum exhibits to ascertain that tools used to recommend a candidate for licensure, certification, or endorsement match the current BOEE requirements. The certification officer writes the program of study for the education coordinators/advisors in our post-baccalaureate programs and so will need to update his tools in concert with post-baccalaureate revisions. The elementary program and endorsements will also be reviewed for BOEE requirements and our curriculum. This will assure that all requirements are understood and checked by the certification officer.

We suspect that sometimes the documentation found in a student file may have not always matched the documentation in Beavernet (used as an electronic repository for degree audits, etc.). Education coordinators/advisors will be trained to have their documentation match what is in Beavernet. For some, we believe this is a matter of keeping files updated. Files that do not match the data in Beavernet could contribute to misunderstanding of a candidate's current status in the program; that is, making it appear that a requirement was not met when it actually was.

To create a "double check" of student progress through the program, the School of Education Cabinet will develop a Teacher Education Committee template that charts courses, field experiences and notes any disposition concerns for committee members to review. The template will be used at all locations. TEC meetings will be required a minimum of every other term with no limit on how frequently meetings may be held.

Our revised student checklists and checkpoints will result in will continue to assist education coordinator/advisors to track completion of required courses and field experiences. REPCs will continue to work with education coordinator/advisors to utilize documentation and acquire a deep understanding of the Teacher Education Program.

Communicating the Actions:

At GPS sites, education coordinators/advisors will be trained by REPCs on matching hard copy documentation to Beavernet records so that student files are current and accurate.

The certification officer will be directed by the SOE dean to work collaboratively with the data and assessment manager to cross-check our curriculum exhibits with BOEE requirements for the revised secondary program, elementary program and endorsements.

REPCs will communicate the TEC template use and TEC schedule to the education coordinator/advisors at GPS sites.

Sustaining the Actions:

REPCs will monitor student files of teacher candidates at GPS sites for currency and accuracy.

REPCs will monitor the use of the TEC template and meeting frequency.

The certification officer will be asked to report updates of BOEE requirements to the Chair's Council.

Items that Must Be Addressed Prior to State Board Action:

BVU must provide documented evidence that they are addressing this concern in a way that will allow them to be in compliance with all standards within one year.

THIS CONCERN IS ADDRESSED ABOVE

OTHER PREPARATION PROGRAMS CLINICAL

Commendations/Strengths:

Recommendations:

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

1. 79.20 (2) Counselor Education Students indicated inconsistent expectations for the required 400 clinical hours. Some were allowed to use associate work (completed during work) as part of the 400 hours while some were not, one was allowed to use prep period at her own school to complete a portion of the 400 hours while others were not. The team suggests the program clarify and articulate consistent clinical experience requirements.

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

OTHER PREPARATION PROGRAMS: KNOWLEDGE, SKILLS, AND DISPOSITIONS (CURRICULUM)

Commendations/Strengths:

Recommendations:

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

None

Concerns:

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

None

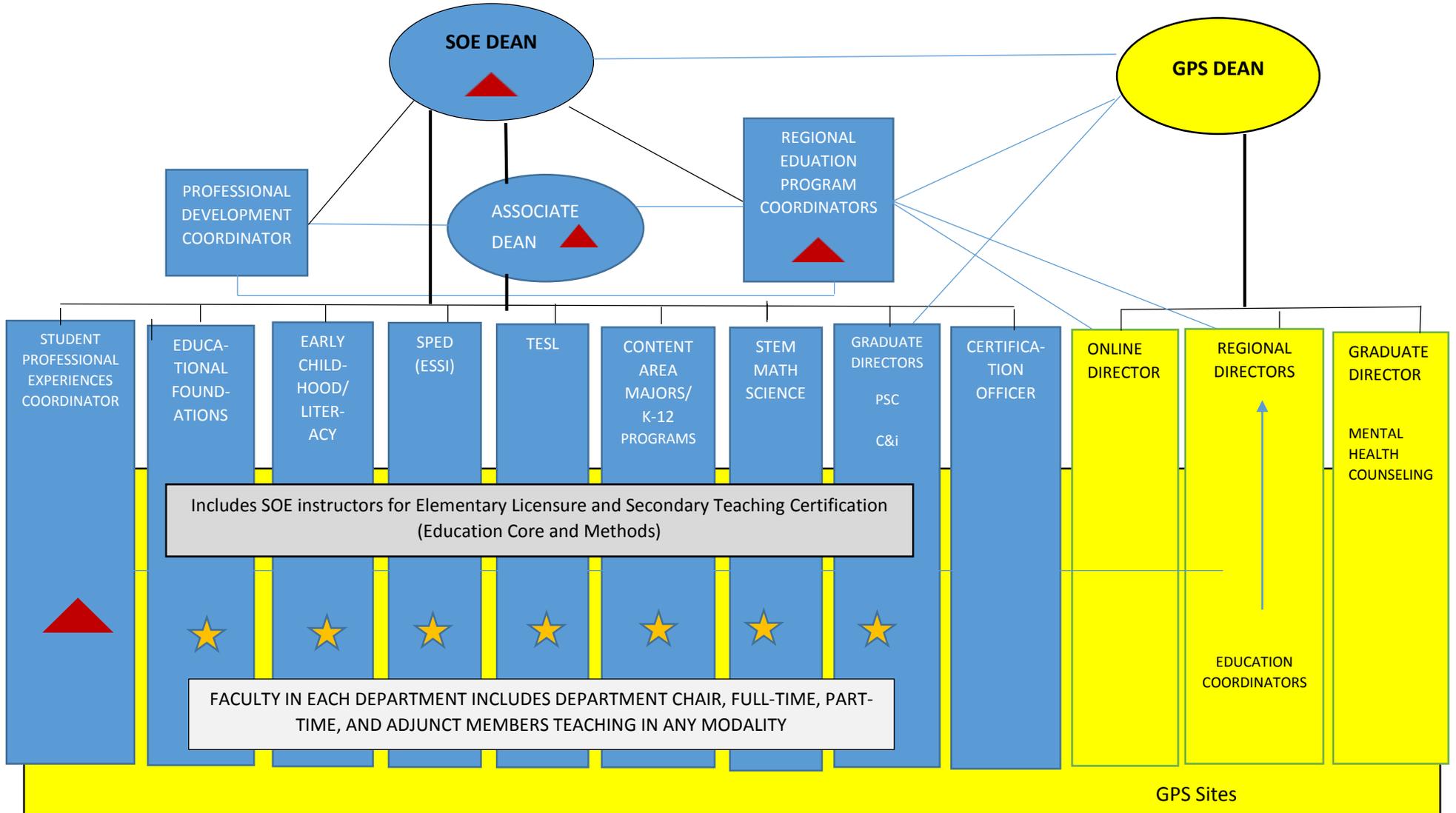
Items that must be Addressed Prior to State Board Action:

None

APPENDICES FOLLOW ON THE NEXT PAGES

APPENDIX A: BUENA VISTA UNIVERSITY SCHOOL OF EDUCATION GOVERNANCE ORGANIZATIONAL CHART

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Governance and Resources Section, Concerns 1 and 2



Legend and Narrative are found on the next pages.

Legend:

Blue boxes – School of Education (SOE)

Yellow boxes – Graduate and Professional Studies (GPS)

Black lines - Direct Reporting and Accountability

Blue lines - Collaborative Reporting



Denotes Cabinet Members. REPCs represent GPS. Meetings are scheduled weekly with weeks 2 and 4 held with Chairs Council.



Denotes Department Chair status. Chairs Council meets with Cabinet every other week representing all faculty members in their departments. Department meetings are held weeks 1 and 3 with all faculty. Note: Consultation occurs between Online Director and Department and Graduate Chairs.

Summary of Positions in the Organizational Chart:

The **SOE Dean** has the responsibility for the Teacher Education Program (TEP) at Buena Vista University. Whereas some of the reporting goes through the Associate Dean, the SOE Dean has the responsibility for all of the positions that in the blue boxes. The Dean collaborates with the GPS Dean for the implementation of the TEP at GPS sites. The SOE Dean represents the SOE while serving on BVU committees. The SOE Dean is a Cabinet member and evaluates SOE Department Chairs.

The **Associate Dean** is directly accountable to the SOE Dean and works collaboratively with the Regional Education Program Coordinators and the Professional Development Coordinator. This Associate Dean position oversees work of the Chairs Council, the Student Professional Experiences Coordinator and the Certification Officer. These positions report to the Associate Dean prior to the SOE Dean. The Associate Dean is a Cabinet member, organizes two Advisory Committee meetings each academic year, and collaborates with GPS on as needed basis or as the SOE Dean's designee.

The **Professional Development Coordinator** (PC) reports directly to the SOE Dean and works collaboratively with the Associate Dean and REPCs. This position's responsibilities include creating professional development for faculty related to SOE orientation and

summary and in-depth knowledge of SOE particulars for resources, instruction and best practices across all delivery models. The PDC collaborates with Chairs and GPS positions on an as needed basis or when tasked by the SOE Dean or Associate Dean.

Regional Education Program Coordinators (REPCs) report directly to the Dean and work collaboratively with the Associate Dean and Professional Development Coordinator in the SOE. This position is a liaison role between the SOE and GPS. As such, the REPCs work collaboratively with the GPS Dean, Online Director, Regional Directors and extensively with Education Coordinators at GPS sites. REPCs are members of Cabinet and bring GPS issues regarding the implementation of the TEP. REPCs are tasked with training Education Coordinators on the TEP program, reporting procedures, and all matters pertaining to implementing the SOE TEP at GPS sites with fidelity. REPCs are also given responsibilities within the TEP such as committee work and other assignments as needed.

Student Professional Experiences Coordinator (SPEC) is responsible for the field experiences and seminars in pre-student teaching and student teaching coursework. This position is a member of Cabinet and collaborates with GPS regarding field experiences as needed. The SPEC makes diverse field experience placements for Storm Lake campus students and conducts student teacher and cooperating teacher workshops. The SPEC participates in committee work and leads the Teacher Education Committee on the Storm Lake campus passing candidates through checkpoints and attending to any disposition issues.

Department Chairs lead six departments: Educational Foundations, Early Childhood/Literacy, Special Education (Exceptional Student Services Instruction), Teaching English as a Second Language (TESL), Content Area Majors/K-12 Programs, STEM (Science, Technology, Engineering and Math), and Graduate Studies for Professional School Counseling and Curriculum and Instruction. The Chairs have both teaching, leadership, and administrative duties. These positions are given release time from teaching assignments to attend to the administrative duties. In this newly created position, the Chairs are the first line to all faculty members (full-time, part-time and adjunct) who teach a course in their departments in any delivery modality (face-to-face, online, web-based telepresence or hybrid methods of delivery) and for elementary licensure or secondary certification. Chairs hire and evaluate faculty (under the supervision of the SOE Dean), oversee course content, determine professional development needs for the department and individuals, and delegate TEP work among their faculty members. Chairs have an important responsibility to see that communication flows up and down within each department seeing that resources, course content, BVU's conceptual teaching model and best practices in delivery modalities are delivered. Chairs report to the Associate Dean and the SOE Dean. The SOE Dean evaluates the Chairs. Chairs meet two times a month in Chairs Council in tandem with Cabinet meetings. Department Chairs work collaboratively with GPS through faculty working in GPS sites and with GPS Online Director, Regional Directors and Graduate Director of Mental Health Counseling as needed.

The **Certification Officer** certifies that candidates have completed the TEP and recommends them to the Board of Educational Examiners for licensure or secondary certification. The Officer will also determine endorsements that candidates have elected to pursue and have acquired through coursework. Additionally, the Certification Officer creates a Program of Study (POS) for post baccalaureate candidates and is available for consultation to GPS Education Coordinators and Storm Lake advisors regarding specific course transfers. The Certification Officer conducts meetings on licensure requirements and forms with candidates at all GPS sites and Storm Lake campus. The Certification Officer reports to the Associate Dean and attends Cabinet meetings as appropriate.

GPS Dean is responsible for all programs at GPS sites with the exception of the Teacher Education Program. Collaboration occurs between the SOE Dean and REPCs regarding the implementation of the TEP. The collaboration may be in the form of information exchange, issues or concerns regarding implementation or consultation in planning when changes in the TEP need to be made. The GPS Dean also works collaboratively with the Graduate Directors in the School Education because course offerings are made online and at GPS sites for these programs.

The **Online Director** oversees the scheduling and delivery of online courses. The Online Director works collaboratively with the REPCs and the Chairs.

Regional Directors are responsible for programs, staff and operational management at GPS sites. A Regional Director oversees more than one GPS site in a Region. The Regional Directors work collaboratively with the REPCs regarding the TEP.

Education Coordinators are responsible for the implementation of the TEP at GPS sites. They advise candidates, create their schedules, conduct Teacher Education Committee meetings to pass candidates through checkpoints, make and document diverse placements for field experiences, hold student teaching seminars, conduct cooperating teacher workshops, assist with regional advisory meetings, and do all things necessary in the implementation of the TEP at their site. Education Coordinators report directly to their Regional Directors and work closely with REPCs for TEP training and implementation.

The **Graduate Director of Mental Health Counseling** reports directly to the GPS Dean. This position is housed in GPS because it is not under the purview of the Board of Educational Examiners for licensure.

APPENDIX B: JOB DESCRIPTIONS AND ADVERTISEMENT POSTING FOR FACULTY POSITIONS

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Governance and Resources Section, Concerns 1 and 2

With the financial support and backing of the senior administration, the BVU School of Education will hire 6 Department Chairs, 7 full-time faculty members and 18 part-time faculty members by March 2017. By March of 2016, all of the Department Chairs, four FT and nine PT hires will be made.

JOB DESCRIPTIONS FOR DEPARTMENT CHAIRS, FULL-TIME, PART-TIME, AND ADJUNCT FACULTY

Department Chair

The creation of six Department Chairs is at the heart of the revised School of Education governance structure. This important role tasks the Chairs with responsibilities pertaining to staffing, resources, communication, and providing leadership for all matters relating to courses, instruction, professional development, and student interaction for their departments. The Department Chair reports to the School of Education Associate Dean and the Dean.

Responsibilities within the department across all delivery methods and locations:

- Make hiring recommendations
- Evaluate faculty members (FT, PT, and adjunct) under the supervision of the SOE Dean
- Review and respond to faculty issues as appropriate
- Provide leadership to faculty collaboration within the department
- Provide leadership to program development, revision, and evaluation
- Oversee master course development, evaluation, and revision
- Lead process to recommend resources for each course and communicate how to access the resources
- Review and respond to students' concerns and academic appeals as appropriate
- Teach 21 credit load in any mode – 21 credits include supervision of student teachers and/or other field experiences, as needed
- Establish expectations and delegate responsibility for department contributions to general faculty orientation course(s)
- Establish department faculty orientation expectations and practices
- Participate in professional development
- Hold weekly office hours
- Communicate and collaborate with FT, PT, and adjunct faculty, SOE colleagues, and BVU faculty and staff as appropriate
- Meet expectations for teaching, advising, professional contributions, and service as outlined in the faculty handbook
- May advise students

- Communicate regularly with Admissions Department
- Participate in Chairs Council meetings
- Participate regularly in the fall faculty workshop

Qualifications

- Full-time faculty member
- Ph.D or Ed.D in related field (ABD may be considered with an imminent completion date)
- Strong collaboration and communication skills
- Working understanding of instructional technology and technology to facilitate efficient collaboration and work flow
- Strong academic preparation related to the department's discipline(s)
- Successful teaching experience in higher education setting
- Teaching experiences in PK-12 setting

Full-Time Faculty Member

Full-time faculty members within the department are responsible for instruction and department issues as well as student interaction. Full-time faculty members have expectations that will be monitored and evaluated by the Department Chair. The full-time faculty members reports directly to the Department Chair.

Responsibilities within the department across all delivery methods and locations:

- Contribute to program development, revision, and evaluation
- Serve as lead faculty for one (or a maximum of two) course(s)
 - Master course development, evaluation, and revision
 - Communication with other faculty teaching the course
 - Recommend resources communicate how to access the resources
 - Specify and assist in delivering of professional development related to pedagogy and assessment for the course
- 24 credit teaching load, or 21 +3, in any mode – 24 credits include supervision of student teachers and/or other field experiences, as needed
- Contribute to department's modules in the general faculty orientation course(s)
- Contribute to and participate in the department's faculty orientation expectations and practices
- Assist with PT and adjunct faculty evaluations as requested
- Participate in professional development
- Hold weekly office hours
- Communicate and collaborate with FT, PT, and adjunct faculty, SOE colleagues, and BVU faculty and staff as appropriate – this will include some travel to Storm Lake
- Meet expectations for teaching, advising, professional contributions, and service as outlined in the faculty handbook
- May advise students

- Participate regularly in the fall faculty workshop

Qualifications

- Ph.D or Ed.D in related field (ABD candidates may be considered with clear timeline for completion)
- Strong collaboration and communication skills
- Working understanding of instructional technology and technology to facilitate efficient collaboration and work flow
- Preference for past teaching experience in higher education setting
- Teaching experiences in PK-12 setting related to courses taught

Part-Time Faculty Member

Part-time faculty members within the department are responsible for instruction and department issues as well as student interaction. Part-time faculty members have expectations that will be monitored and evaluated by the Department Chair. The full-time faculty members report directly to the Department Chair.

Responsibilities within the department across all delivery methods and locations:

- Serve as lead faculty for one (or a maximum of two) course(s)
 - Master course development, evaluation, and revision
 - Communication with other faculty teaching the course
 - Recommend resources communicate how to access the resources
 - Specify and assist in delivering of professional development related to pedagogy and assessment for the course
- 12 credit teaching load over 6 terms – teaching in any mode
- Contribute to program development, revision, and evaluation
- Contribute to department's modules in the general faculty orientation course(s)
- Contribute to and participate in the department's faculty orientation expectations and practices
- Participate in professional development
- Hold weekly office hours
- Communicate and collaborate with FT, PT, and adjunct faculty, SOE colleagues, and BVU faculty and staff as appropriate – this will include some travel to Storm Lake
- Participate regularly in the fall faculty workshop

Qualifications

- Masters degree in related field (PhD candidates may also apply for part-time positions)
- Strong collaboration and communication skills

- Working understanding of instructional technology and technology to facilitate efficient collaboration and work flow
- Preference for past teaching experience in higher education setting
- Teaching experiences in PK-12 setting related to courses taught

Adjunct Faculty Member

These positions are to be hired on an as needed basis for teaching one or more sections of a course within a department. The location of the adjunct faculty is determined by the location of the faculty member and/or the location needing the adjunct faculty member. The adjunct faculty member reports to the Department Chair.

Responsibilities within the department across all delivery methods and locations:

- Contribute to program development, revision, and evaluation through input
- Teach course(s) in any mode
- Participate in the department's faculty orientation expectations and practices
- Participate in professional development
- Communicate and collaborate with Chair, FT, PT, and other adjunct faculty, SOE colleagues, and BVU faculty and staff as appropriate

Qualifications

- Masters degree in related field
- Strong collaboration and communication skills
- Working understanding of instructional technology and technology to facilitate efficient collaboration and work flow
- Preference for past teaching experience in higher education setting
- Teaching experiences in PK-12 setting related to courses taught

JOB POSTINGS FOR DEPARTMENT CHAIRS, FULL-TIME, PART-TIME, AND ADJUNCT FACULTY

Full-Time Job Posting

The School of Education at Buena Vista University is expanding its faculty to continue serving teacher education candidates on our residential campus and our sites across the state of Iowa. We invite applications in the areas of:

- Special Education
- Literacy Education (with an emphasis in early literacy)
- STEM (with an emphasis in math education)
- Education Foundations (with an emphasis in educational psychology)
- Curriculum Design

These full-time, tenure track positions require a Ph.D. or Ed. D. and successful teaching experience. ABD candidates may be considered with clear timeline for completion. Preferred candidates will demonstrate exemplary teaching at the college level, integration of instructional technology, flexibility regarding instructional modes, an understanding of adult learners, and support for the institution's mission.

BVU's residential campus is located in beautiful Storm Lake, Iowa. Sixteen additional sites are located across the state. The Special Education and Education Foundations positions will be located in Storm Lake. The additional positions hold the possibility of being located in Council Bluffs, Fort Dodge, Mason City, Ottumwa, or Spencer/Estherville. Candidates considered for all positions will be expected to collaborate with colleagues across the state by distance communication and with limited travel. To learn more about Buena Vista University, please visit www.bvu.edu

Candidates for the positions must demonstrate strong disciplinary knowledge, excellence in teaching, a record of professional contribution and service, and a desire to work with diverse learners. In addition, strong collaboration and communication skills are vital for working with students and colleagues.

Review of complete applications will begin on December 1, 2015 and continue until the positions are filled. These positions will begin August 1, 2016. Submit application letter, curriculum vita, transcripts, and three letters of recommendation electronically to

Part-Time Job Posting

The School of Education at Buena Vista University is expanding its faculty to continue serving teacher education candidates on our residential campus and our sites across the state of Iowa. We invite applications for part-time faculty in the areas of:

- Special Education
- Literacy Education (elementary and/or secondary)
- STEM Education
- Education Foundations (such as educational psychology, History of American Education, & Instructional Technology)
- Curriculum Design
- Teaching English as a Second Language (TESL)
- Early Childhood Education
- Physical Education (elementary and secondary)

These part-time positions will require a masters degree in a related field and successful teaching experience. Preference will be given to candidates who demonstrate exemplary teaching at the college level, integration of instructional technology, flexibility regarding instructional modes, an understanding of adult learners, and support for the institution's mission.

BVU's residential campus is located in beautiful Storm Lake, Iowa. Sixteen additional sites are located across the state. These part-time positions hold the possibility of being located in Council Bluffs, Estherville, Fort Dodge, Mason City, Ottumwa, Spencer, or other BVU locations. Candidates considered for all positions will be expected to collaborate with colleagues across the state by distance communication and with limited travel. To learn more about Buena Vista University, please visit www.bvu.edu

Candidates for the positions must demonstrate strong disciplinary knowledge, excellence in teaching, a record of professional contribution and service, and a desire to work with diverse learners. In addition, strong collaboration and communication skills are vital for working with students and colleagues.

Review of complete applications will begin on December 1, 2015, and continue until the positions are filled. These positions will begin August 1, 2016. Submit application letter, curriculum vita, transcripts, and three letters of recommendation electronically to.....

APPENDIX C: MEMO FROM PRESIDENT MOORE

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the following Sections:
Governance and Resources, Concerns 1, 8, 10 and Faculty, Concern 1

**BUENA VISTA
UNIVERSITY**

Date: November 23, 2015

To: Iowa State Board of Education

From: Frederick V. Moore
President, Buena Vista University

Re: New Governance Structure/Added Faculty Resources in Teacher Education

I'm writing to express my support for the transition to the new, departmentalized School of Education at Buena Vista University, as well as confirm that the Board of Trustees has approved the addition of seven full-time education faculty lines and eighteen education part-time positions. I have asked our Controller to pass along budgetary documentation of these positions so that it can be included, along with this letter, in our response to the DOE preliminary report. You will note that we will phase in these hires over two years: four full-time hires this year, three the following year; nine part-time faculty this year, nine the following year.

I would like to take this opportunity to reiterate BVU's commitment to preparing the best educators possible for the state of Iowa and beyond. We have an excellent team in place and our plans for sustaining an equitable program for all BVU students is solid and well-supported.

Last, I'd like to add that I am available at any time to discuss teacher education at Buena Vista University. Should you have questions, please don't hesitate to contact me.



APPENDIX D: ELEMENTARY AND SECONDARY PROGRAM CHECKPOINTS

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Governance and Resources Section, Concern 3

Elementary Education Checkpoints

Required Education Courses that may be taken before each checkpoint	Optional Education Courses for Endorsements that may be taken before each checkpoint	Required Courses: You <u>must</u> pass these courses with a grade of C- or higher and successfully complete all Key Assignments before being eligible to apply to pass through the Checkpoint	Other Major and General Education Courses May be Taken Anytime Considering Course Prerequisites
<p>Required Education Courses that <u>may</u> be taken before Checkpoint 1</p> <p>EDCO 280 EDUC 317 MATH 123, 124</p>	<p>Optional Education Courses that may be taken before Checkpoint 1</p> <p>Middle School: EDUC 425; discipline concentration courses TESL: TESL 270 Special Education: ESSI 102, 103, 220, 230 PKK: EDUC 400 STEM: Math & Science requirements</p>	<p>Checkpoint 1</p> <p>EDCO 240 Human Development: School-Age Children EDCO 245 Learning and Motivation: School-Age Children EDCO 255 Professional Seminar I & Field Experience: Learning & Motivation EDCO 301 Introduction to Exceptional Learners</p>	<p>Other Support Work</p> <p>9 credit hours of science including physical science, earth/space science, and life science (May also meet requirements for General Education Explorations)</p> <p>3 credit hours of literature (May also meet requirements for General Education Explorations)</p>
<p>Required Education Courses that <u>may</u> be taken before Checkpoint 2</p> <p>EDUC 335, 342, 362, 363, 380, 394, 420 MATH 124</p>	<p>Optional Education Courses that may be taken before Checkpoint 2</p> <p>Middle School: EDUC 426, EDUC 365 TESL: TESL 330 Special Education: ESSI 210, 303; SEDU 365 PKK: EDUC 330 STEM: STEM 394</p>	<p>Checkpoint 2</p> <p>EDCO 280 History of American Education EDCO 303 Differentiated Instruction for Diverse Learners EDCO 390 Instructional Technology & Innovative Teaching EDUC 317 Foundations of Literacy EDUC 371 Methods of Data-Driven Literacy EDUC 393 Elementary Math Methods & Field Experience MATH 123 Mathematics for Elementary Education I</p>	<p>Additional Math course not including MATH 050 or MATH 100 (May also meet requirements for General Education Explorations)</p>
	<p>Optional Education Courses that may be take before Checkpoint 3</p> <p>Middle School: TESL: TESL 407, 410 Special Education: ESSI 291, 306, 307, 310 PKK: EDUC 305 STEM: STEM 299, STEM 435, STEM 440</p>	<p>Checkpoint 3</p> <p>EDCO 290/291 Professional Seminar II & Field Experience: Human Relations EDUC 335 Development of Oral Communications EDUC 342 Methods of Written Communication EDUC 362 Methods of Physical Education and Health for Elementary Teachers EDUC 363 Methods of Elementary Visual Arts EDUC 380 Language Development and Methods STEM 394 STEM Principles I: Elementary STEM Methods EDUC 410 Elementary Curriculum/Social Studies Methods EDUC 415 Reading Strategies and Instructional Methods: Fiction</p>	<p>9 credit hours of social sciences/humanities to include history, geography, political science/civic literacy, economics, and behavioral science (May also meet requirements for General Education Explorations)</p> <p>COMM 100 Fundamentals of Communication (Also General Education Foundations)</p>

		EDUC 420 Reading Strategies and Instructional Methods: Informational Text EDUC 443 Literacy Field Experience MATH 124 Mathematics for Elementary Education II	See the Academic Catalog and/or your individual Degree Audit for General Education Requirements
		Checkpoint 4 TEAC 429 Professional Seminar III: K Student or TEAC 430 Professional Seminar III: 1 st -3 rd Student Teaching TEAC 440 Professional Seminar III: 4 th – 6 th Student Teaching	

Secondary Education Checkpoints

Required Education Courses that may be taken before each checkpoint	Optional Education Courses for Endorsements that may be taken before each checkpoint	Required Courses: You must pass these courses with a grade of C- or higher and successfully complete all Key Assignments before being eligible to apply to pass through the Checkpoint	Other Major and General Education Courses May be Taken Anytime Considering Course Prerequisites
Other Required Education Courses that may be take before Checkpoint 1 EDCO 280	Other Optional Education Courses that may be take before Checkpoint 1 5-12 Reading: EDUC 317; SEDU 333 Middle School: EDUC 425; disciplinary concentration courses TESL: TESL 270 Special Education: ESSI 102, 103, 220, 230 STEM: math & science requirements	Checkpoint 1 EDCO 241 Human Development: Adolescents EDCO 246 Learning and Motivation: Adolescents EDCO 255 Professional Seminar I & Field Experience: Learning & Motivation EDCO 301 Introduction to Exceptional Learners	Social Science Courses ECON 110, 200 GEOG 200, 300 HIST 101, 102, 111 or 121, 112 or 122, 125, 390 or alternate 200/300 level American history course PSCN 110, 115, 310 or alternate 200 or 300 level political science course
Other Required Education Courses that may be take before Checkpoint 2 None	Other Optional Education Courses that may be take before Checkpoint 2 5-12 Reading: SEDU 335, 342, 380 Middle School: EDUC 426 TESL: TESL 330 Special Education: ESSI 210 STEM: STEM 432	Checkpoint 2 EDCO 280 History of American Education EDCO 303 Differentiated Instruction for Diverse Learners EDCO 390 Instructional Technology & Innovative Teaching SEDU 310 Curriculum Design I: Standards, Assessment & Instruction for Engaged Learning SEDU 365 Methods of Reading in the Content Areas	PSYC 100 or 102, PSYC 333 or alternate 200 or 300 psychology elective SOCL 101, 203 or alternate 200 or 300 sociology elective Other Support Work 3 credit hours of biological science (May also meet requirements for General Education Explorations)
	5-12 Reading: SEDU 454, 455 Middle School: TESL: TESL 407, 410	Checkpoint 3 EDCO 290/291 Professional Seminar II & Field Experience: Human Relations	

	Special Education: ESSI 303, 306, 307, 310, 291 STEM: STEM 299, 435, 440	SEDU 410 Curriculum Design II: Conceptual Unit Design SEDU XXX Disciplinary Methods or STEM 432 STEM Principles II: Secondary STEM Methods	3 credit hours of physical science (May also meet requirements for General Education Explorations) COMM 100 Fundamentals of Communication (Also General Education Foundations)
		Checkpoint 4 TEAC 420 Professional Seminar III: Student Teaching in Secondary Social Sciences (9-12)	See the Academic Catalog and/or your individual Degree Audit for General Education Requirements

APPENDIX E: FACULTY ORIENTATION COURSE CONTENT WITH PROFESSIONAL DEVELOPMENT MODULES

This Appendix is referenced in the BVU Response to the Iowa DE Final Report
in the Governance and Resources Section, Concern 3

The required course, informational modules, and deeper learning courses content for all SOE instructors are explained. The professional development is to ensure that all faculty in the BVU educator preparation system understand the BVU conceptual framework, are using it in their teaching and assessment, and are modeling best practices based on it. The unit must assure the framework is used in a coherent, sequential preparation program across the BVU system.

Faculty Orientation

REQUIRED

- TEP Handbooks
- Pillars
- Description of Master Course Use
- Use of Key Assignments (Relationship to Pillars, Program, etc.; Overall Requirements)
- 40 hour Rule (including expectations for compliance, and BVU expectations - related to teaching assignments)
- Professional Development Available
 1. Adjunct Faculty Grant for PD (\$500)
 2. Open Access PD
 3. Courses for 1 Graduate Credit
- Conceptual Teaching Framework and UbD (in short)
- Faculty Evaluation
 1. How will I be evaluated?
 2. PD may be assigned as a result of evaluation.)
- Accessing library resources, 2Fix, TLTC, etc.
- Faculty handbook

Each School of Education faculty member is required to complete the Orientation Module. The Module is informative and interactive. It promotes program coherence by ensuring all faculty receive accurate and uniform information. Faculty members must answer questions as they complete the module and acknowledge they have completed it when finished. The Orientation module takes no more than 3 hours to complete.

Should a faculty member want more information about a topic, they can follow links embedded in the modules to Level 1 and Level 2 professional development opportunities created by the SOE Professional Development Coordinator.

The links to Level 1 and 2 professional development can also be used at the discretion of the Department Chairs should needs be observed in faculty members.

Please see the next page of this appendix for a description of the Level 1 and Level 2 professional development modules.

PD – Level 1 Informational Modules

Possible Topics:

- Conceptual Teaching and UbD Framework (light)
- Instructional Technology
- Inquiry and Problem Based Teaching/Learning Methods
- Explicit Instruction
- Using Canvas

These modules are considered “Level 1” and may be further developed as for-credit courses in Level 2 (please see below).

The Professional Development Coordinator created the Level 1 modules for faculty teaching in all modalities who desire more information about a topic. The modules address many topics and serve as a menu for faculty members to select information specific to their needs. They are linked in the Orientation Module that all faculty members must complete and can be found in Canvas. These modules are also referred to in Master Courses.

The Professional Development Coordinator is open to creating modules on topics that are generated through needs as observed by Department Chairs or frequent requests.

PD – Level 2 Deeper Learning Courses (for 1 Grad Credit)

Currently:

- Curriculum Design: Stage 1
- Curriculum Design: Stage 2

Additional Adds (Examples):

- Curriculum Design: Stage 3
- Designing and Teaching in Online and Hybrid Environments
- Teaching Adult Learners
- Instructional Technology

Level 2 Professional Development Courses are available for 1 Graduate credit upon completion of a course. These courses are available in Canvas and free of charge to all faculty members, university supervisors and cooperating teachers. (Cooperating teachers also have modules in their section of the Canvas course for student teachers).

These courses are in-depth study of the topics seen in the graphic at left. Participation in these modules requires registration and commitment. In return, participants receive feedback and 1 free hour of graduate credit.

Some courses are extensions of topics in Level 1 professional development (please refer to graphic above). The “Additional Adds” are examples of courses that could be added. As with Level 1 topics,

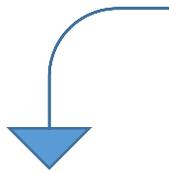
the Professional Development Coordinator is open to creating modules on topics that are generated through needs as observed by Department Chairs or frequent requests.

Please see next page for full graphic

Faculty Orientation

REQUIRED

- TEP Handbooks
- Pillars
- Description of Master Course Use
- Use of Key Assignments (Relationship to Pillars, Program, etc.; Overall Requirements)
- 40 hour Rule (including expectations for compliance, and BVU expectations - related to teaching assignments)
- Professional Development Available
 1. Adjunct Faculty Grant for PD (\$500)
 2. Open Access PD
 3. Courses for 1 Graduate Credit
- Conceptual Teaching Framework and UbD (in short)
- Faculty Evaluation
 1. How will I be evaluated?
 2. PD may be assigned as a result of evaluation.)
- Accessing library resources, 2Fix, TLTC, etc.
- Faculty handbook

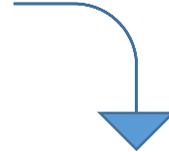


PD – Level 1 Informational Modules

Possible Topics:

- Conceptual Teaching and UbD Framework (light)
- Instructional Technology
- Inquiry and Problem Based Teaching/Learning Methods
- Explicit Instruction
- Using Canvas

**FULL GRAPHIC OF FACULTY
ORIENTATION MODULE WITH
LINKS TO LEVEL 1 AND LEVEL 2
PROFESSIONAL DEVELOPMENT**



PD – Level 2 Deeper Learning Courses (for 1 Grad Credit)

Currently:

- Curriculum Design: Stage 1
- Curriculum Design: Stage 2

Additional Adds (Examples):

- Curriculum Design: Stage 3
- Designing and Teaching in Online and Hybrid Environments
- Teaching Adult

APPENDIX F: MASTER COURSE CONTENT

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Governance and Resources Section, Concern 3

Each course taught in the School of Education (SOE) will be a “master course” to be used by each instructor so that each time the course is taught, there is consistent quality of instruction, resources and assessment no matter the location or the instructor. Master courses are located in Canvas as a module of the course.

For each course taught in the School of Education (SOE), a “master course” will be created and regularly updated in Canvas. All instructors teaching a given course will use the resources and assessments contained in the master in order to maintain a consistent instruction across all BVU locations. Master courses are scheduled to be developed by fall, 2017 and be available to instructors teaching in all modalities.

While the master course committee is still at the very beginning of their work, they have done the following:

1. Sent a survey to Term 1 adjunct faculty teaching a course for which a Master Course had been developed to gain data on usability, concerns, etc.
2. Additional perceptions were collected (informally) at the Adjunct Faculty Conference held November 7, 2015.
3. Currently surveying all currently developed Master Courses to gain perspective on the variety of approaches that have been taken.

Many variables are still being debated and researched for inclusion in the master course, there are many “non-negotiable” components. Among these are the following:

- Syllabus (including textbooks, additional readings, main assessments, etc.)
- Key Assignment and rubric
- Exemplar Key Assignments with comments and ratings (to increase interrater reliability)
- Field Experience Handbooks (if course includes a field experience)
- Course outcomes/Pillars
- Directions for accessing any resources (including technology, kits, etc.) necessary for the course
- Contact information for the faculty member who created the course

Additional items are likely to be added to the list as the committee moves ahead with the inquiry into what adjuncts need/want. Most master courses already contain much more than this.

From the bulleted list and the information gleaned from the committee’s work, a template will be developed for all faculty members who are responsible for a course to use in populating the master course content. Chairs will make it clear to faculty members that the master course content is to be used and faculty members will be evaluated on their use of the master course content.

APPENDIX G: SAMPLE CHAIRS COUNCIL AND DEPARTMENT AGENDA ITEMS

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Governance and Resources Section, Concerns 3 and 6

Chairs Council meets two times a month with the School of Education Cabinet (weeks 2 and 4). It is anticipated that the first few meetings will spend time on duties associated with the position. The meetings are the appropriate venue for discussing and deciding how the duties are to be implemented.

Topics that are standing agenda items for each meeting are:

- Hiring Recommendations, if any
- Faculty issues
- Student issues
- Professional development and extracurricular opportunities for students and faculty
- Department meetings and communication
- Master Course on-going implementation

Topics that are agenda items depending on the time of year and need:

- Duties associated with the position
- Faculty load
- Faculty evaluations
- Course evaluations
- Master Course development and revision
- Program evaluation
- Faculty orientation
- BVU expectations—teaching, advising, service to BVU and community
- Admission Department communication
- Others as appropriate

Department meetings led by chairs are currently scheduled to occur two times a month as the new governance structure is implemented. It is anticipated that department meetings will be held during a time to maximize the participation of all faculty members. The chair is responsible for communicating department meeting decisions to any faculty member unable to attend. The meetings can be held with everyone in one location, or via electronically. Agenda items are derived from Chairs Council meetings as well as from items brought forward from faculty members.

APPENDIX H: PLAN FOR TECHNOLOGY AND INSTRUCTIONAL RESOURCES

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Governance and Resources Section, Concerns 7 and 12

IDENTIFY RESOURCES NEEDED/UTILIZED IN SOE COURSES

In order to determine the instructional resources for each course each faculty member responsible for a course was contacted. The faculty members were asked to compose a list of resources necessary for the course instruction. The resources would include those required by both instructors and students, consumable and non-consumable, as well as web-based resources. The resources will be available in all locations offering the Education Program. A committee compiled the list into the following categories:

1. Curricular Resources: a combination of academic textbooks, fiction and standards resources.
2. Classroom Equipment and Infrastructure: equipment, collaborative software and instructional materials, and display systems (i.e. Smartboard, document cameras, etc.).
3. Disciplinary Technology: institutional subscriptions such as Common Core Video Series, CEI Video Series, Iowa Reading Research Center- online resources, etc.
4. Web 2.0 Services and Applications: to include resources such as enterprise screencasting software, Google Drive, common blog, website, audio platforms, etc.
5. Memberships: journals, publications, disciplinary organizations, etc.
6. Annual Fund to support student attendance at state, regional and national conferences.

ACQUIRE REQUIRED RESOURCES

Acquiring the resources required for each course will be completed in a two-year purchase cycle. The purchase of resources needed for approximately half of the School of Education courses is before March 2016 and the remaining half before March of 2017. Resources that are free to the public can be utilized immediately.

In order to achieve efficacy in acquiring resources, the Resources Committee has been canvassing what is currently available through various sources (BVU, Community College partners, public libraries, AEAs, etc.) and how many of each resources are needed. Doing this necessitates preparing a budget and obtaining approval of the budget from institution administration. There is an initial \$10,000 investment budgeted for the materials needed. Of course, the budget includes maintenance and faculty development of how to utilize the resources in a course.

To further maximize the budget and eliminate unnecessary duplication of resources, the Regional Education Program Coordinators (REPCs) worked with Graduate and Professional Studies (GPS) administration to create a common Education course schedule for GPS locations.

This schedule was created so that resources could be shared rather than having all resources at all campuses whether they would be used or not.

FACULTY DEVELOPMENT

It is not assumed that all faculty members will have experience with or knowledge of how to utilize required resources in their courses. To that end, training is being developed and the best method of training for each resource is being determined. Training may be library podcasts, demonstration podcasts, links to online training, etc. Further, links to training resources will be embedded in the Master Course as well as whom to contact with questions.

Cost for the faculty development was included in the determination of the initial cost of the resource.

COMMUNICATE REQUIRED RESOURCES

Just having the resources available does not reasonably mean that instructors will know about them. Communicating that they exist, a rationale for them and how they will be used, and that there is an expectation to use them, will be accomplished through the Master Course.

Required resources will be listed in the Master Course and each course syllabus. The bookstores on Storm Lake and community college campuses where the Education program is held will be informed of any required resources for student purchase.

Students will be made aware of where to purchase required course resources not provided by the School of Education. It is anticipated that textbooks will be purchased at bookstores or sources such as Amazon. Students will be made aware that items can be purchased at stores such as Wal-Mart, Dollar Tree, etc.

DISTRIBUTION OF RESOURCES

At the time of this writing, the method for distributing resources and the protocol to be used is under consideration. Included in the protocol will be who and how the resources are distributed, the timeline for distribution and return, and tracking the resources so we know where they are at all time and who has them. The final decision of where to store the resources when not in use during a particular term will be made. However, it is anticipated that resources will be utilized throughout the academic year.

IDENTIFY AND UPDATE RESOURCES FOR EACH SOE COURSE ON ON-GOING BASIS

As course content is updated and/or the availability of new resources are determined, the School of Education will need to update the resources for each course. This will be done by the Department Chair assessing required resources for each course during course evaluations with input from faculty; particularly the faculty member responsible for a specific course. Input will

be gathered through: End of Course Survey, all faculty teaching the course, and students taking the course. The course evaluation will also determine that the required resources are being used, if they are wearing out, and if other resources need to be added or to replace current resources.

Course evaluations are conducted on a scheduled rotation. However, if resources need to be updated sooner, this can occur.

APPENDIX I: SCHOOL OF EDUCATION FACULTY HIRING PLAN

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Governance and Resources Section, Concern 8

The School of Education is adding seven full-time, tenure track positions and 18 part-time positions to the faculty to be distributed among the six departments by March, 2017.

Year 1:

Full-time, tenure track faculty positions

- Four positions to be hired with preference for the following areas:
 - Special Education
 - Literacy Education (with an emphasis in early literacy)
 - STEM (with an emphasis in math education)
 - Education Foundations (with an emphasis in educational psychology)
 - Curriculum Design
- The Special Education and Education Foundations positions will be located in Storm Lake. The additional positions hold the possibility of being located in Council Bluffs, Fort Dodge, Mason City, Ottumwa, or Spencer/Estherville

Part-time faculty positions

- 9 positions to be hired with preference for the following areas:
 - Special Education
 - Literacy Education (elementary and/or secondary)
 - STEM Education
 - Education Foundations (such as educational psychology,
 - History of American Education, & Instructional Technology)
 - Curriculum Design
 - Teaching English as a Second Language (TESL)
 - Early Childhood Education
 - Physical Education (elementary and secondary)
- Part-time positions hold the possibility of being located in Council Bluffs, Estherville, Fort Dodge, Mason City, Ottumwa, Spencer, or other BVU locations.

Adjunct faculty positions will be hired on as needed basis and located in the area(s) where the need exists.

Year 2:

Full-time, tenure track faculty positions

- Three positions to be hired with preference for areas not addressed the previous year.

- The positions hold the possibility of being located in Storm Lake, Council Bluffs, Fort Dodge, Mason City, Ottumwa, or Spencer/Estherville

Part-time faculty positions

- Nine positions to be hired with preference for areas not addressed the previous year.
- Part-time positions hold the possibility of being located in Council Bluffs, Estherville, Fort Dodge, Mason City, Ottumwa, Spencer, or other BVU locations.

Adjunct faculty positions will be hired on as needed basis and located in the area(s) where the need exists.

APPENDIX J: ADDITIONAL BUDGETED RESOURCES FOR SCHOOL OF EDUCATION

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Governance and Resources Section, Concern 10; and the Faculty Section, Concern 1

This is the Controller’s budgetary documentation of the addition of seven full-time education faculty lines and eighteen part-time positions spread over two years.

Additional Resource for School of Education

Year 1			
Full or Part-time	Number of Positions	Salary & Benefits	Total Funds Allocated
Full-time faculty	4	79,800	319,200
Part-time faculty	9	21,960	197,640
Total Additional Funds for Education - Year 1			\$ 516,840

Year 2			
Full or Part-time	Number of Positions	Salary & Benefits	Total Funds Allocated
Full-time faculty	3	79,800	239,400
Part-time faculty	9	21,960	197,640
Total Additional Funds for Education - Year - 2			\$ 437,040

Resources Committed for Years 1 and 2 Combined

Total Additional Resources for Faculty	\$ 953,880
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APPENDIX K: FIELD EXPERIENCE CODES AND TRACKING SPREADSHEET

This Appendix is referenced in the BVU Response to the Iowa DE Final Report
in the Diversity Section, Concern 1

The School of Education Data and Assessment Manager collects spreadsheets from Education Coordinators/Advisors and the Student Professional Experiences Coordinator as one of two methods of documenting diverse field experience placements for teacher candidates.

<i>Data as of 2014-2015 academic year</i>	
District	Code
Adair County R-I (MO)	D\$1Y
Adair County R-II (MO)	D\$1Y
Adel-DeSoto-Minburn CSD	D^2Y
Audubon CSD	D^1Y
AGWSR CSD	D^1Y
AHST CSD	D^1Y
Akron-Westfield CSD	D^1Y
Albert City-Truesdale CSD	E\$1Y
Albia CSD	D^1Y
Alden CSD	D^1Y
Algona CSD	D^1Y
Alta-Aurelia CSD	D*1Y
Ames CSD	C^2Y
Ankeny	A^1Y
Atlantic CSD	D\$1Y
Ballard	C^1Y

These are the codes used to describe and document the demographic make-up of districts that BVU has current field experience agreements with. Included within the coding system are general categories (per district) of size, classification, socioeconomic status, ethnic diversity, and limited English proficiency (all reports found through the Department of Education website). Additionally, we determined a secondary category in relation to district size, which identifies the characteristics of the geographical location.

To the left is a sample of the complete database listing all districts and below it is the key to the codes.

Key:
E lesser enrollment (100-150/isolated rural)
D small enrollment (≤3,000/rural)
C mid enrollment (3,000-7,000/town)
B large enrollment (7,000-10,000/suburb)
A greater enrollment (>10,000/city)
Public
Non-public
Out of state
Outside U.S.
* low SES (>70% FRL)
\$ mid SES (40%-69% FRL)
^ high SES (<40% FRL)
1 low ethnic diversity (≤20%)
2 high ethnic diversity
Y low LEP/ELL (limited English proficiency) (≤20%)
Z high LEP/ELL (limited English proficiency)

Each district is identified by the categories listed within the key by alphanumeric code and color. The code can then be copied to a predetermined document which lists the students completing field experiences each term/semester.

Ankeny is used here as an example using the code. Ankeny is district with an enrollment of more than 10,000 students, is in a city, has a high SES, and a low LEP/ELL population.

The documents are stored in a shared drive for SOE staff/faculty to access as needed. Each site tracks student placements through the education student file checklist and the field experience spreadsheet template, utilizing the same coding system to determine diversity.

Ultimately, the information is stored in one location, within the Teacher Education shared folder, for future reference.

On the next page are the headings in the web-based spreadsheet kept by the School of Education Data and Assessment Manager.

For pre-student teaching field experiences:

COURSE INFORMATION						
STUDENT FIRST NAME	STUDENT LAST NAME	COURSE NUMBER	TERM/SEMESTER			
PLACEMENT INFORMATION						
GRADE	LICENSURE/CONCENTRATION AREA					
SITE (School) INFORMATION						
SITE (School) NAME	DISTRICT	ADDRESS	CITY	STATE	ZIPCODE	District agreement?
COOP INFORMATION				DEMOGRAPHICS		
COOP FIRST NAME	COOP LAST NAME	EMAIL	CODE			

For student teaching experiences:

Student and Course Information (all lavender shaded fields)

STUDENT FIRST NAME	STUDENT LAST NAME	Student e-mail prefix (BVU)	Endorsement-only	Advisor
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COURSE NUMBER	CREDIT HOURS	TERM/SEMESTER	SUPERVISOR FIRST NAME	SUPERVISOR LAST NAME	Supervisor e-mail prefix (BVU)
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PLACEMENT INFORMATION	
GRADE	LICENSURE/CONCENTRATION AREA

SITE (School) INFORMATION						
SITE (School) NAME	DISTRICT	ADDRESS	CITY	STATE	ZIPCODE	District agreement?

COOP INFORMATION				DEMOGRAPHICS
COOP FIRST NAME	COOP LAST NAME	EMAIL	CODE	

APPENDIX L: STUDENT FILE CHECKLISTS

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Diversity Section, Concern 1

Teacher candidates are tracked using these revised checklists designed for the elementary and secondary education programs. This is one of two systems used to track and document multiple and varied field experience placements as well as checkpoint progression.

There are three checklists, each front/back. The checklist are for the Elementary Education program, the Secondary program, and the Post Baccalaureate program. Each page is presented here starting on the next page and continuing for the next 10 pages.

**BUENA VISTA UNIVERSITY
ELEMENTARY EDUCATION STUDENT FILE CHECKLIST***

NAME: _____ BVU ID: _____
 MINOR OR CONCENTRATION: _____
 ENDORSEMENTS: _____

CHECKPOINT I – ADMISSION TO THE TEACHER EDUCATION PROGRAM – *Elementary education majors can take no more than two methods courses, none with field experiences attached, prior to admission to the teacher education program.*

____ EDCO 240 Development of School Age Child	____ Confidentiality Statement
____ EDCO 240 Key Assignment Complete in Canvas	____ Good Conduct Policy Statement
____ EDCO 245 Learning & Motivation	____ Professional Progress Report I
____ EDCO 245 Key Assignment Complete in Canvas	____ Professional Progress Report II
____ EDCO 255/256 Prof Seminar I & Field Experience (Pass)	____ PRAXIS I PPST: Reading (173) __ Writing (172) __ Math(171) __
____ Minimum Cumulative Grade Point Average 2.5	____ CORE: Reading (156) __ Writing (162) __ Math(150) __
____ Teacher Education Committee Recommendation	____ Application for Admission to the Teacher Education Program
____ Approve Date _____ Letter Sent _____	____ Deny Date _____ Letter Sent _____

CHECKPOINT II – TEACHER EDUCATION PROGRESS – *In order to advance to EDCO 290 Professional Seminar II & Field Experience: Human Relations, the teacher education student must successfully satisfy the following:*

____ EDCO 280 History of American Education	____ Universal Precautions Statement
____ EDCO 280 Key Assignment in Canvas	____ Mandatory Reporting Statement
____ Improvement in areas of concern noted in Checkpoint I, Professional Progress Reports or other areas as noted since those reports. Particular attention to dispositions.	____ Key Assignments from all EDUC and EDCO courses taken since acceptance to the Teacher Education Program must be successfully completed and uploaded to Canvas.
____ Minimum Cumulative Grade Point Average 2.5	____ Teacher Education Committee Recommendation

CHECKPOINT III – ADMISSION TO STUDENT TEACHING – *The student teacher candidate will submit an application for student teaching after having completed the following:*

____ All EDCO and Methods Coursework (minimum grade of C- in each)	____ Resume, references, and letter of introduction for cooperating school
____ Minimum Grade Point Average 2.5 in Major, Minor, and concentration	____ Successfully complete and upload to Canvas remaining non-student teaching key assignments taken since checkpoint II endorsement
____ Minimum Cumulative Grade Point Average 2.5	____ Teacher Education Committee Recommendation

CHECKPOINT IV – LICENSURE REQUIREMENTS

____ University Graduation Requirements Complete	____ Licensure forms completed
____ Teacher Education Requirements Complete	____ Fingerprint/Background Check Complete
____ Minimum Grade Point Average 2.5 in Major, Minor, and Concentration	____ Minimum grade of C- in each of the Student Teaching Placements
____ Successful completion of all key assignments uploaded to Canvas and portfolio reflection	____ Successful completion of Praxis II per state requirements Pedagogy _____ Content _____
____ Minimum Cumulative Grade Point Average 2.5	____ Teacher Education Committee Recommendation

*Items in bold need to be kept on file at the site for 8 years (for accreditation purposes).

Required Courses**	Term/Semester Registered	Key Assignment Completed	Notes/Comments
____ EDCO 240			
____ EDCO 245			
____ EDCO 280			
____ EDCO 300			
____ EDCO 390			
____ EDUC 317		N/A	
____ EDUC 335		N/A	
____ EDUC 342		N/A	
____ EDUC 362		N/A	
____ EDUC 363		N/A	
____ EDUC 371			
____ EDUC 380		N/A	

<i>EDUC 393 w/FE</i>			
<i>EDUC 394</i>		N/A	
<i>EDUC 410</i>			
<i>EDUC 415</i>		N/A	
<i>EDUC 420</i>			
<i>EDUC 443 w/FE</i>			

** Courses in italics are Methods Courses.

FIELD EXPERIENCES

Student	Major	EDCO 255	EDCO 290	EDUC 393	EDUC 443	SPED 396/ ESSI 291	Additional Endorsement	ST #1 TEAC	ST #2 TEAC

EDCO 255/256 Professional Seminar I & FE	EDCO 290/291 Professional Seminar II & FE	EDUC 393 Elem. Math & FE	EDUC 443 Literacy FE
___ Time Log ___ Final Assignment ___ Coop. Teacher Feedback ___ Student Evaluation ___ Demographic Code: ___ Classroom Placement Information Location:	___ Time Log ___ Final Assignment ___ Coop. Teacher Feedback ___ Student Evaluation ___ Demographic Code: ___ Classroom Placement Information Location:	___ Time Log ___ Coop. Teacher Lesson Feedback ___ Coop. Teacher Feedback ___ Student Evaluation ___ Demographic Code: ___ Classroom Placement Information Location:	___ Time Log ___ Coop. Teacher Lesson Feedback ___ Coop. Teacher Feedback ___ Student Evaluation ___ Demographic Code: ___ Classroom Placement Information Location:
Student Teaching Placement 1 Course: TEAC		Student Teaching Placement 2 Course: TEAC	
___ University Supervisor Reports (file) ___ 2 Week Evaluation (Canvas) ___ Mid-Term Evaluation (Canvas) ___ Final Evaluation (Canvas) ___ Final Grade ___ Weekly Writings (Canvas) ___ Student Evaluation (Canvas) ___ Demographic Code: ___ Classroom Placement Information Location:		___ University Supervisor Reports (file) ___ 2 Week Evaluation (Canvas) ___ Mid-Term Evaluation (Canvas) ___ Final Evaluation (Canvas) ___ Final Grade ___ Weekly Writings (Canvas) ___ Student Evaluation (Canvas) ___ Demographic Code: ___ Classroom Placement Information Location:	

Pre-Kindergarten/Kindergarten Endorsement

EDUC 428 or TEAC 400 and
EDUC 429 or TEAC 402 (note S.T. placement information above)

Instructional Strategist I Endorsement

SPED 396/391/392 or ESSI 291 and
SPED 447 or TEAC 490 (note S.T. placement information above)

TEAC 400 Preschool Student Teaching	SPED 396/391/392 or ESSI 291 Supervised Participation in SPED
___ University Supervisor Reports (file) ___ 2 Week Evaluation (Canvas) ___ Final Evaluation (Canvas) ___ Final Grade ___ Weekly Writings (Canvas) ___ Student Evaluation (Canvas) ___ Demographic Code: ___ Classroom Placement Information Location:	___ Time Log ___ Final Assignment ___ Coop. Teacher Feedback ___ Student Evaluation ___ Demographic Code: ___ Classroom Placement Information Location:

Teaching English as a Second Language Endorsement

TESL 410 and

Middle School Endorsement

SEDU 290/291

TESL 410 Practicum in ESL Classroom	SEDU 290/291 Middle School Supervised Participation
<input type="checkbox"/> Time Log <input type="checkbox"/> Final Assignment <input type="checkbox"/> Coop. Teacher Feedback <input type="checkbox"/> Student Evaluation <input type="checkbox"/> Demographic Code: <input type="checkbox"/> Classroom Placement Information Location:	<input type="checkbox"/> Time Log <input type="checkbox"/> Final Assignment <input type="checkbox"/> Coop. Teacher Feedback <input type="checkbox"/> Student Evaluation <input type="checkbox"/> Demographic Code: <input type="checkbox"/> Classroom Placement Information Location:

*Items in bold need to be kept on file at the site for 8 years (for accreditation purposes).

**BUENA VISTA UNIVERSITY
SECONDARY EDUCATION STUDENT FILE CHECKLIST***

NAME: _____ BVU ID: _____

MAJOR/LICENSURE: _____

ENDORSEMENTS: _____

CHECKPOINT I – ADMISSION TO THE TEACHER EDUCATION PROGRAM – *Elementary education majors can take no more than two methods courses, none with field experiences attached, prior to admission to the teacher education program. No methods courses may be taken by other education students until they are formally admitted to the program.*

____ EDCO 240 Development of School Age Child	____ Confidentiality Statement
____ EDCO 240 Key Assignment Complete in Canvas	____ Good Conduct Policy Statement
____ EDCO 245 Learning & Motivation	____ Professional Progress Report I
____ EDCO 245 Key Assignment Complete in Canvas	____ Professional Progress Report II
____ EDCO 255/256 Prof Seminar I & Field Experience (Pass)	____ PRAXIS I PPST: Reading (173) __ Writing 172) __ Math(171) __ ____ CORE: Reading (156) __ Writing (162) __ Math(150) __
____ Minimum Cumulative Grade Point Average 2.5	
____ Teacher Education Committee Recommendation	____ Application for Admission to the Teacher Education Program
____ Approve Date _____ Letter Sent _____	____ Deny Date _____ Letter Sent _____

CHECKPOINT II – TEACHER EDUCATION PROGRESS – *In order to advance to EDCO 290 Professional Seminar II & Field Experience: Human Relations, the teacher education student must successfully satisfy the following:*

____ EDCO 280 History of American Education	____ Universal Precautions Statement
____ EDCO 280 Key Assignment in Canvas	____ Mandatory Reporting Statement
____ Improvement in areas of concern noted in Checkpoint I, Professional Progress Reports or other areas as noted since those reports. Particular attention to dispositions.	____ Key Assignments from all EDUC and EDCO courses taken since acceptance to the Teacher Education Program must be successfully completed and uploaded to Canvas.
____ Minimum Cumulative Grade Point Average 2.5	____ Teacher Education Committee Recommendation

CHECKPOINT III – ADMISSION TO STUDENT TEACHING – *The student teacher candidate will submit an application for student teaching after having completed the following:*

____ All EDCO and Methods Coursework (minimum grade of C- in each)	____ Resume, references, and letter of Introduction for cooperating school
____ Minimum Grade Point Average 2.5 in Major, Minor, and concentration	____ Successfully complete and upload to Canvas remaining non-student teaching key assignments taken since checkpoint II endorsement
____ Minimum Cumulative Grade Point Average 2.5	____ Teacher Education Committee Recommendation

CHECKPOINT IV – LICENSURE REQUIREMENTS

____ University Graduation Requirements Complete	____ Licensure forms completed
____ Teacher Education Requirements Complete	____ Fingerprint/Background Check Complete
____ Minimum Grade Point Average 2.5 in Major, Minor, and Concentration	____ Minimum grade of C- in each of the Student Teaching Placements
____ Successful completion of all key assignments uploaded to Canvas and portfolio reflection	____ Successful completion of Praxis II per state requirements ____ Pedagogy _____ Content _____
____ Minimum Cumulative Grade Point Average 2.5	____ Teacher Education Committee Recommendation

*Items in bold need to be kept on file at the site for 8 years (for accreditation purposes).

Tracking Key Assignments & Methods

Required Courses**	Term/Semester Registered	Key Assignment Completed	Notes/Comments
____ EDCO 240			
____ EDCO 245			
____ EDCO 280			
____ EDCO 300			

___ EDCO 390			
___ EDCO 401			
___ <i>SEDU 365</i>		N/A	
___ <i>SEDU ___ w/FE</i>			
___ <i>SEDU ___</i>		N/A	
___ <i>SEDU ___</i>		N/A	

**Courses in italics are Methods Courses.

FIELD EXPERIENCES

Student	Major	EDCO 255	EDCO 290	SEDU Methods & FE	SPED 396/ ESSI 291	Additional Endorsement	ST #1 TEAC	ST #2 TEAC

EDCO 255/256 Professional Seminar I & FE	EDCO 290/291 Professional Seminar II & FE	SEDU Methods & FE
___ Time Log ___ Final Assignment ___ Coop. Teacher Feedback ___ Student Evaluation ___ Demographic Code: ___ Classroom Placement Information Location:	___ Time Log ___ Final Assignment ___ Coop. Teacher Feedback ___ Student Evaluation ___ Demographic Code: ___ Classroom Placement Information Location:	___ Time Log ___ Coop. Teacher Lesson Feedback ___ Coop. Teacher Feedback ___ Student Evaluation ___ Demographic Code: ___ Classroom Placement Information Location:
Student Teaching Placement 1 Course: TEAC		Student Teaching Placement 2 Course: TEAC
___ University Supervisor Reports (file) ___ 2 Week Evaluation (Canvas) ___ Mid-Term Evaluation (Canvas) ___ Final Evaluation (Canvas) ___ Final Grade ___ Weekly Writings (Canvas) ___ Student Evaluation (Canvas) ___ Demographic Code: ___ Classroom Placement Information Location:		___ University Supervisor Reports (file) ___ 2 Week Evaluation (Canvas) ___ Mid-Term Evaluation (Canvas) ___ Final Evaluation (Canvas) ___ Final Grade ___ Weekly Writings (Canvas) ___ Student Evaluation (Canvas) ___ Demographic Code: ___ Classroom Placement Information Location:

Reading (5-12) Endorsement

SEDU 455

Instructional Strategist I Endorsement

SPED 396/391/392 or ESSI 291 and
 SPED 447 or TEAC 491 (note S.T. placement information above)

SEDU 455 Literacy Field Experience	SPED 396/391/392 or ESSI 291 Supervised Participation in SPED
___ Time Log ___ Coop. Teacher Lesson Feedback ___ Coop. Teacher Feedback ___ Student Evaluation ___ Demographic Code:	___ Time Log ___ Final Assignment ___ Coop. Teacher Feedback ___ Student Evaluation ___ Demographic Code:

__ Classroom Placement Information Location:	__ Classroom Placement Information Location:
--	--

Teaching English as a Second Language Endorsement
 TESL 410 and
 TESL 447 or TEAC 441 (note S.T. placement information above)

Middle School Endorsement
 SEDU 290/291

TESL 410 Practicum in ESL Classroom	SEDU 290/291 Middle School Supervised Participation
__ Time Log __ Final Assignment __ Coop. Teacher Feedback __ Student Evaluation __ Demographic Code: __ Classroom Placement Information Location:	__ Time Log __ Final Assignment __ Coop. Teacher Feedback __ Student Evaluation __ Demographic Code: __ Classroom Placement Information Location:

*Items in bold need to be kept on file at the site for 8 years (for accreditation purposes).

POST BACCALAUREATE EDUCATION STUDENT FILE CHECKLIST*

NAME: _____ BVU ID: _____

LICENSURE/CERTIFICATION AREA: _____

ENDORSEMENTS: _____

CHECKPOINT I – ADMISSION TO THE TEACHER EDUCATION PROGRAM – *No methods courses may be taken by Post Baccalaureate students until they are formally admitted to the program.*

_____ Hold a bachelor's degree from an accredited institution	_____ Confidentiality Statement
_____ Hold a bachelor's degree for at least 12 months	_____ Good Conduct Policy Statement
_____ Hold's a bachelor's degree which meets IA Dept. of Ed Content requirements for certification of secondary area	_____ Professional Progress Report I
	_____ Professional Progress Report II
_____ Have coursework that is 10 years old or older reviewed For relevancy & currency	_____ Universal Precautions/ Mandatory Reporter Statement before EDCO 290/SEDU 404
_____ Seek certification only	_____ PRAXIS I PPST: Reading (173) __ Writing (172) __ Math(171) __ CORE: Reading (156) __ Writing (162) __ Math(150) __
_____ No more than 6 credits at BVU before being admitted to TEP	_____ Application for Admission to the Teacher Education Program
_____ Minimum 2.5 Cumulative Grade Point Average & 2.5 in the teaching field	_____ Teacher Education Committee Recommendation
	_____ Approve Date _____ Letter Sent _____
	_____ Deny Date _____ Letter Sent _____

CHECKPOINT II – ADMISSION TO STUDENT TEACHING – *The student teacher candidate will submit an application for student teaching after having completed the following:*

_____ All EDCO and Methods Coursework (minimum grade of C- in each)	_____ Resume, references, and letter of Introduction for cooperating school
_____ Minimum Grade Point Average 2.5 in Major, Minor, and concentration	_____ Successfully complete and upload to Canvas remaining non-student teaching key assignments taken since Checkpoint II endorsement
_____ Minimum Cumulative Grade Point Average 2.5	_____ Teacher Education Committee Recommendation

CHECKPOINT III – LICENSURE REQUIREMENTS

_____ University Graduation Requirements Complete	_____ Licensure forms completed _____ Successful completion of Praxis II per state requirements Pedagogy _____ Content _____
_____ Teacher Education Requirements Complete	
_____ Minimum Cumulative Grade Point Average 2.5	

____ Minimum Cumulative Grade Point Average 2.5 in Major, Minor, and Concentration	____ Successful completion of all key assignments uploaded to LiveText and portfolio reflection
____ Minimum grade of C- in each of the Student Teaching Placements	____ Fingerprint/Background Check Complete
	____ Teacher Education Committee Recommendation

*Items in bold need to be kept on file at the site for 8 years (for accreditation purposes).

Tracking Key Assignments & Methods

Required Courses**	Term/Semester Registered	Key Assignment Completed	Notes/Comments
____ EDCO 240			
____ EDCO 245			
____ EDCO 280			
____ EDCO 300			
____ EDCO 390			
____ EDCO 401			
____ <i>SEDU 365</i>		N/A	
____ <i>SEDU 448</i>			
____ <i>SEDU ____</i>		N/A	
____ <i>SEDU 404 FE</i>		N/A	

**Courses in italics are Methods Courses.

FIELD EXPERIENCES

Student	Major	EDCO 255	EDCO 290	SEDU Methods & FE	SPED 396/ ESSI 291	Additional Endorsement	ST #1 TEAC	ST #2 TEAC

EDCO 255/256 Professional Seminar I & FE	EDCO 290/291 Professional Seminar II & FE	SEDU Methods & FE
__ Time Log	__ Time Log	__ Time Log

<input type="checkbox"/> Final Assignment <input type="checkbox"/> Coop. Teacher Feedback <input type="checkbox"/> Student Evaluation <input type="checkbox"/> Demographic Code: <input type="checkbox"/> Classroom Placement Information Location:	<input type="checkbox"/> Final Assignment <input type="checkbox"/> Coop. Teacher Feedback <input type="checkbox"/> Student Evaluation <input type="checkbox"/> Demographic Code: <input type="checkbox"/> Classroom Placement Information Location:	<input type="checkbox"/> Coop. Teacher Lesson Feedback <input type="checkbox"/> Coop. Teacher Feedback <input type="checkbox"/> Student Evaluation <input type="checkbox"/> Demographic Code: <input type="checkbox"/> Classroom Placement Information Location:
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Student Teaching Placement 1 Course: TEAC	Student Teaching Placement 2 Course: TEAC
<input type="checkbox"/> University Supervisor Reports (file) <input type="checkbox"/> 2 Week Evaluation (Canvas) <input type="checkbox"/> Mid-Term Evaluation (Canvas) <input type="checkbox"/> Final Evaluation (Canvas) <input type="checkbox"/> Final Grade <input type="checkbox"/> Weekly Writings (Canvas) <input type="checkbox"/> Student Evaluation (Canvas) <input type="checkbox"/> Demographic Code: <input type="checkbox"/> Classroom Placement Information Location:	<input type="checkbox"/> University Supervisor Reports (file) <input type="checkbox"/> 2 Week Evaluation (Canvas) <input type="checkbox"/> Mid-Term Evaluation (Canvas) <input type="checkbox"/> Final Evaluation (Canvas) <input type="checkbox"/> Final Grade <input type="checkbox"/> Weekly Writings (Canvas) <input type="checkbox"/> Student Evaluation (Canvas) <input type="checkbox"/> Demographic Code: <input type="checkbox"/> Classroom Placement Information Location:

Reading (5-12) Endorsement

SEDU 455

Instructional Strategist I Endorsement

SPED 396/391/392 or ESSI 291 and

SPED 447 or TEAC 491 (note S.T. placement information above)

SEDU 455 Literacy Field Experience	SPED 396/391/392 or ESSI 291 Supervised Participation in SPED
<input type="checkbox"/> Time Log <input type="checkbox"/> Coop. Teacher Lesson Feedback <input type="checkbox"/> Coop. Teacher Feedback <input type="checkbox"/> Student Evaluation <input type="checkbox"/> Demographic Code: <input type="checkbox"/> Classroom Placement Information Location:	<input type="checkbox"/> Time Log <input type="checkbox"/> Final Assignment <input type="checkbox"/> Coop. Teacher Feedback <input type="checkbox"/> Student Evaluation <input type="checkbox"/> Demographic Code: <input type="checkbox"/> Classroom Placement Information Location:

Teaching English as a Second Language Endorsement

Middle School Endorsement

TESL 410 and

SEDU 290/291

TESL 447 or TEAC 441 (note S.T. placement information above)

TESL 410 Practicum in ESL Classroom	SEDU 290/291 Middle School Supervised Participation
__ Time Log __ Final Assignment __ Coop. Teacher Feedback __ Student Evaluation __ Demographic Code: __ Classroom Placement Information Location:	__ Time Log __ Final Assignment __ Coop. Teacher Feedback __ Student Evaluation __ Demographic Code: __ Classroom Placement Information Location:

*Items in bold need to be kept on file at the site for 8 years (for accreditation purposes).

APPENDIX M: FIELD EXPERIENCE REQUEST FORMS

This Appendix is referenced in the BVU Response to the Iowa DE Final Report
in the Diversity Section, Concern 1

Teacher candidates complete these revised forms when requesting field experience placements for pre-student teaching and student teaching. The Education Coordinators/Advisors and Student Professional Experiences Coordinator use these forms to make placements for the candidates. The form revision was to include previous placements to help ensure diverse field experiences for the teacher candidates.

The forms for pre-student teaching field experiences and student teaching placement requests are represented in the next two pages.

Request for Field Experience Placement

The following information is needed to enable placement in the specified field experience.

Student Name: _____ Date: _____

Home/Cell Phone: _____ Email: _____

Major/Licensure/Endorsements: _____

Identify School Districts, buildings, and grade levels you have previously worked with or have been placed with:

Field Experience Information: Placement Requested for Term _____

Please identify the field experience you are requesting. List your preference for placements below. **Attempts will be made to secure a placement in the requested districts, but it is not guaranteed.** We will work with Principals and Cooperating Teachers to ensure that you complete your field experience is within a reasonable distance from your home. Please do not request the same district for each field experience nor where a family member teaches or attends. **All students seeking initial licensure must complete the checkpoint Admission to Student Teaching prior to the start of the placement.** Placement requests should be made 4-6 months prior to the start of the placement. **Please include a resume and/or letter of introduction to be shared with the schools.**

Check Placement Needed	Field Experience	Pre-Requisites	Required Hours
	EDCO 255	Concurrent with EDCO 245	15 hours in general education
	EDCO 290/291*	Completion of Checkpoints I & II	80 or 40 in general education
	EDUC 393*	Completion of Checkpoints I & II	10 hours in Math
	SEDU Field Experience*	Concurrent with SEDU Methods, Completion of Checkpoints I & II	10 hours in Content Area
	SEDU 290	--	40 hours in Middle School
	TESL 410	Pre-requisite TESL 330 and concurrent with TESL 407	80 hours in TESL
	SPED 396/ 391 or ESSI 291	--	80 or 40 hours in SPED

**EDCO 290 and EDUC 393 or EDCO 290 and SEDU Field Experience can be completed during the same term in the same placement.*

Placement Request Information For Term _____ : *Attempts will be made to secure a placement in one of the requested districts, but it is not guaranteed.*

	Location (district, building)	Grade Level	Phone	Email
1.				
2.				
3.				

I understand the pre-requisites required for my field experience and will have those requirements met prior to the start of the term for my placement.

(Student Signature)

(Date)

Request for Student Teaching Placement

The following information is needed to enable placement in the specified student teaching placements.

Student Information

Student Name: _____ Date: _____

Home/Cell Phone: _____ Email: _____

Major/Licensure/Endorsements: _____

Identify School Districts, buildings, and grade levels you have previously worked with or have been placed with:

Student Teaching Placement Information: Please identify the student teaching placements you are requesting and the terms scheduled. List your preference for placements below. **Attempts will be made to secure a placement in the requested districts, but it is not guaranteed.** We will work with Principals and Cooperating Teachers to ensure that you complete your field experience is within a reasonable distance from your home. Please do not request the same district for each field experience nor where a family member teaches or attends. ***All students seeking initial licensure must complete the checkpoint Admission to Student Teaching prior to the start of the placement.*** Placement requests should be made 4-6 months prior to the start of the placement. **Please include a resume and letter of introduction to be shared with the schools.**

Placement Request Information For term _____ :

Term	Location (district, building)	Grade Level	Phone	Email

Placement Request Information For term _____ :

Term	Location (district, building)	Grade Level	Phone	Email

Placement Request Information For term _____ :

Term	Location (district, building)	Grade Level	Phone	Email

In case your first choice is unavailable, please list any additional buildings or districts you would be interested for your placements: _____

I understand the pre-requisites required for student teaching and will have those requirements met prior to the start of the term for my placement.

(Student Signature)

(Date)

APPENDIX N: FIELD EXPERIENCE PLACEMENT TRAINING DATES AND AGENDAS

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Diversity Section, Concern 1

Following are the list of dates and content for training Education Coordinators/Advisors on making and documenting diverse pre-student teaching and student teaching field experiences.

SOE Trainings for GPS Staff June 2015 – April 2016

Our general schedule for training includes two statewide meetings each year, a fall meeting in Storm Lake and a spring meeting centrally located in Iowa. In addition, each term we generally hold a regional meetings or conference call to address any updates that have occurred. On average, Regional Education Program Coordinators and SOE staff/faculty meet with Education Coordinators/Advisor at least once each term (8 weeks).

Below is a listing of all trainings that have been conducted since June 2015 and are projected through this coming spring 2016.

June 9 & 10, 2015 Education Coordinator/Advisor Statewide Meeting in Des Moines

Also in attendance: Dean Paul Theobald, GPS Dean Jill Rhea, Faculty Karin Strohmyer, Student Professional Experiences Coordinator Pippa Fineran, and Angela Hunter and Monica Welander, Regional Education Program Coordinators.

Agenda Items: Accreditation Q&A, ESSI Major and Endorsements ,Field Experience Data Collection, Renewal Credit Changes, Advisory Committee Input, Canvas Master Courses and Student Teaching Evaluations, Teacher Education Program Forms (application, request forms, placement requests), Semi-Annual Advisory meetings, ETS Score Reports & Praxis requirements,

July 2, 2015 SPED/ESSI Transition Conference Call

A conference call to address the transition from the old special education endorsements (SPED) to the new special education endorsements (ESSI).

July 23, 2015 LiveText to Canvas Transition Conference Call

A conference call to address the transition in assessment gathering from LiveText to Canvas. Impacts to courses and field experience evaluations within student teaching were discussed.

August 26, 2015 Accreditation Report Conference call

Conference calls were held with both GPS managers and EC/As to discuss the DE report. Discussion included a review of each concern identified.

September 21, 2015 Accreditation Update Conference Call

Updates were provided to both GPS managers and EC/As to discuss the SOE workgroups moving forward to address concerns. Discussion included the six workgroups and their goals.

November 6, 2015 Education Coordinator/Advisor Statewide Meeting, Storm Lake

11:30-12:30 Data Manager- Background checks, field experience spreadsheet template, Canvas for student teaching evaluations

1:00-2:00 Student Field Experiences Coordinator- Field experience placements, multiple and varied requirement for diversity

November 10, 2015 New Education Coordinator/Advisor Training (small group), Newton

10:00-3:00 Angela Hunter & Monica Welander, Regional Education Program Coordinators

Resources for Teacher Education Program, Planning Calendar, Advising notes, BVU programs available, Transcript Evaluations, Schedules, Checkpoints, Field Experience Placements, and Teacher Education Committee

January 2016 Statewide Education Coordinator/Advisor Training , location TBD

9:00-3:00 Angela Hunter & Monica Welander

Advisor training to include new checkpoints, scheduling with the common schedule, utilizing Canvas for assessment, field experience placements and tracking, education student files, education student file checklists, and new secondary education courses.

April 2016 Statewide Education Coordinator/Advisor Training, location TBD

2 days

Updates from Paul Theobald, SOE Dean (SOE general updates); Julie Finnern, SOE Assistant Dean (advising and assessment); Pippa Fineran, Student Professional Experiences Coordinator (field experiences and placements); Leah Schimmer, SOE Data Manager (tracking field experiences, student background checks, school agreements, Canvas assessment, and Praxis requirements); Karin Strohmyer, faculty (ESSI major and endorsements); Jon Bedward, faculty (STEM programs).

APPENDIX O: EDUCATION FACULTY/UNIVERSITY SUPERVISORS 40-HOUR RULE POLICY & TRACKING METHOD

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Faculty Section, Concern 5

The BVU School of Education 40-Hour Rule policy and verification form is documented here. Department chairs inform faculty and supervisors of this rule and give instructions regarding the attainment of the 40 hours in PK-12 classroom settings. Chairs are given the responsibility to track that faculty are acquiring their hours as part of the faculty evaluation.

79.12(5) Faculty members engaged in professional education maintain ongoing involvement in activities in elementary, middle, or secondary schools. For faculty members engaged in teacher preparation, activities shall include at least forty hours of teaching at the appropriate grade level(s) during a period not exceeding five years in duration.

(from Iowa Code, 2015)

Key Points
<ul style="list-style-type: none">• The purpose of this requirement is for faculty members to maintain meaningful, recent experience in current learning environments.• This can include early access learning settings in addition to P-12 schools.• The setting must be appropriate for the level of teaching the faculty member is engaged in. The activities must involve engagement with students.• This requirement applies to all faculty members who teach our candidates strategies and methods for teaching. Strategies and methods include: planning, assessment, and instruction. This rule affects all education faculty members.• Teaching (40 hours) may include co-teaching, teaching or substitute teaching.

ALL Education Faculty/Adjuncts and/or University Supervisors must comply with the 40-Hour Rule.

Hours may be obtained in a combination of ways. You may:
Co-teach in a PK-12 classroom setting. This includes collaborating with the classroom teacher for planning, assessment, differentiation, instruction, and/or writing curriculum.
Substitute teach in a PK-12 Classroom or educational setting with students.
Teach in a PK-12 classroom setting.

Clarifications:

1. When one is co-teaching, a current Iowa license is not required of the BVU personnel (the BVU person is covered by the classroom teacher’s license).
2. The substitute or co-teaching experience should be at the level for which one has a teaching license and/or is preparing teachers.

3. Any co-teaching model recognized by the Iowa Department of Education is acceptable.

Iowa's Co-teaching Definitions and Characteristics (2004):

- i. *Co-Teaching* is defined as two teachers physically present in a heterogeneous classroom with joint and equal responsibility for classroom instruction. Iowa has adopted the Marilyn Friend co-teaching approaches with the following characteristics:
 - ii. One teach, one observe: One teacher provides instruction, while the other observes student learning to assess learning and gather data.
 - iii. Station teaching: Teachers are at stations and students move from station to station.
 - iv. Parallel teaching: Teachers simultaneously provide instruction through use of such structures as split class, cooperative learning, and lab settings. Teachers can provide the same or different content during parallel teaching.
 - v. Alternative teaching: One teacher instructs a large group and the other teacher instructs small flexible student groups.
 - vi. Teaming: Teachers jointly present the same content at the same time through such structures as “tag team,” “speak-and-chart” and other teaming structures.
 - vii. One teach, one assist: One teacher provides instruction while the other teacher assists individual students or small groups. It never should be used as the primary approach.
4. Hours toward the 40-hour rule that are obtained in the PK-12 setting for colleges or universities other than BVU will be accepted. These hours should be noted on the Verification Log.
 5. “Extra” hours earned in one 5-year cycle may not be carried over to the next 5-year cycle
 6. The following activities to earn hours that are not acceptable because the activities do not involve working in PK-12 classroom settings include:
 - a. Supervising student teachers in a PK-12 setting.
 - b. Coaching
 - c. Presenting professional development to PK-12 teachers/educators
 - d. Teaching a course to teachers/educators when hired by another institution (AEA, CC, school district, 4-year college or university)
 - e. BVU adjunct conference
 - f. Attending professional conferences
 7. A Verification Log to document the 40 hours will be provided.

Schedule for Obtaining Hours:

1. At any given time, Education Faculty/Adjuncts and University Supervisors must have on record that they have completed 40 hours in the past 5 years. It is recommended that 8-16 hours are completed each year to maintain meaningful, recent experience in current learning environments.
2. A Verification Log must be completed by Education Faculty/Adjuncts and University Supervisors and given to the Academic & Program Development Manager or Student Professional Services Coordinator every year.

Tracking Method:

Please note: All Education Faculty members (full-time, part-time, adjuncts, and University Supervisors) are required to keep track of their accumulated hours on the Verification Log form provided by BVU.

Forms are to be submitted to the appropriate Department Chair **yearly**. Completed Verification Logs will be kept on file. Documentation of hours completed of the will be provided during DE Accreditation visits. For additional information regarding this requirement, refer to the 40 Hour Rule Policy.

Buena Vista University
40 Hour Verification Log
for Education Faculty, Adjuncts, and University Supervisors

79.12(5) Faculty members engaged in professional education maintain ongoing involvement in activities in elementary, middle, or secondary schools. For faculty members engaged in teacher preparation, activities shall include at least forty hours of teaching at the appropriate grade level(s) during a period not exceeding five years in duration. (from Iowa Code, 2015)

Name: _____ **Date:** _____

Position(s): _____ Faculty _____ Adjunct Faculty _____ University Supervisor

Academic Year: _____

Date	School and Location	Number of Hours	Activity (Please indicate what you did to earn hours):

_____ **Hours earned this year**

Signature: _____

Please note: Please note: All Education Faculty members (full-time, part-time, adjuncts, and University Supervisors) are required to keep track of their accumulated hours on the Verification Log form provided by BVU. Forms are to be submitted to the appropriate Department Chair **yearly**. Completed Verification Logs will be kept on file. Documentation of hours completed of the will be provided during DE Accreditation visits. For additional information regarding this requirement, refer to the 40 Hour Rule Policy.

Thank you for your assistance with this documentation!

APPENDIX P: SCHOOL OF EDUCATION CONTINUUM OF FIELD EXPERIENCES

This Appendix is referenced in the BVU Response to the Iowa DE Final Report in the Teacher Education Clinical Section, Concern 1

	Checkpoint I- Progress through Educational Foundations	Checkpoint II- Continuing into Theory and Practice		Checkpoint III- Developing Professional Identity		Checkpoint IV- Student Teaching Experience
Field Experience and Activities	<ul style="list-style-type: none"> • Observation of K-12 classroom • Interview of cooperating teacher • Reflection about classroom observations • Make initial connections between theory and practice 	<ul style="list-style-type: none"> • Observation • Journaling and Reflection • Lesson Planning with methods instructor • Instruction in classroom setting (minimum 1 lesson) 	<ul style="list-style-type: none"> • Observation • Journaling and Reflection • Lesson Planning with methods instructor • Instruction consists of a series of lessons 	<ul style="list-style-type: none"> • Observation • Co-planning of lesson with cooperating teacher • Teach a series of lessons • Implement assessment practices within the lesson • Reflection on teaching and learning 	<ul style="list-style-type: none"> • Completing a STEM research experience OR • Participating in a STEM internship at a STEM business or informal education organization OR • Leading a STEM extracurricular activity 	<ul style="list-style-type: none"> • Comprehensive long term field experience • Assume all duties and responsibilities of a lead teacher to include planning, teaching, assessment, and overall classroom management.
Evaluation	Cooperating Teacher completes dispositional evaluation.	Methods Instructor evaluates written lesson plan. Cooperating Teacher evaluates teaching and overall dispositions.	Methods Instructor evaluates written lesson plan. Cooperating Teacher evaluates teaching and overall dispositions.	Cooperating Teacher evaluates lesson planning, teaching, assessment and overall dispositions.	A series of reflections and portfolio artifacts.	Cooperating teacher and University Supervisor complete multiple evaluations throughout the experience.

Courses Core ELEM SEDU ESSI endorsement TESL PREK 7-12 Read STEM Middle School ESSI Major	EDCO 255 ESSI 405 ESSI 101, 102, 103	EDUC 393 SEDU 365 (2016-17) ESSI 210, 406 SEDU Methods FE ESSI 210, 406	EDUC 443 TESL 330 (2016-17) EDUC 305 (2017-18)	EDCO 290/291 ESSI 291, ESSI 303, 306, 307, 310, 407, 408 TESL 410 SEDU 290 ESSI 291, ESSI 303-307, 310, 407, 408; optional 324, 334, 344, 354, 364, 374	STEM	All TEAC Courses
Required Hours	5 -15 hour field experience	10 - 15 hour field experience	40 hour field experience	40-80 hour field experience	30 hour	16 weeks
Timeline within Program	Prior to Acceptance to TEP	Field experience completed within methods course	Field experience completed within methods course	Field experience to connect with full day teaching responsibilities	Prior to Capstone field experience	Capstone field experience

APPENDIX Q: MOCK EVALUATION OF STUDENT TEACHERS PROCEDURE AND FORM

This Appendix is referenced in the BVU Response to the Iowa DE Final Report
in the Teacher Education Clinical Section, Concern 2

The mock evaluation of student teachers has been conducted but not on a required form that was to be handed in with other student teacher requirements. Each student teaching placement for initial licensure or secondary certification will require the mock evaluation be recorded on the BVU form. The evaluation form is to either be documented in Canvas.

Buena Vista University Mock Evaluation of Student Teachers on the Iowa Teaching Standards

House File 549 (spring 2003) mandated that Iowa’s Teacher Preparation Programs provide a student teaching experience that includes opportunities for the student teacher to become knowledgeable about the Iowa teaching standards, including a mock evaluation performed by the cooperating teacher. The mock evaluation shall not be used as an assessment tool by the practitioner preparation program. This mock evaluation does not require that the evaluator be state evaluator approved or that the student teacher provide documentation to support competence.

Student Teacher: _____ Date: _____

Grade Level(s) _____ Subject(s): _____

Sponsoring Institution: _____ School District: _____

Cooperating Teacher: _____ School: _____

This form was completed by:

Student Teacher Cooperating Teacher/Designee Other: _____

I VERIFY that I have conducted the Mock Evaluation of

_____ (Student Teacher)

on _____ (Date)

Cooperating Teacher or Designee: _____

School: _____

Please document in Canvas upon completion

Students may not be licensed without this verification.

Directions:

The student teacher and cooperating teacher (or designee) should review the 8 Iowa Teaching Standards and 42 Criteria. During the evaluation, discussion should focus on appropriate artifacts and reflections to submit as the body evidence that the standards and criteria are being met. This form should be completed prior to the end of the student teaching placement and documented in Canvas.

I. DEMONSTRATE ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT’S STUDENT ACHIEVEMENT GOALS.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

II. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

III. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

IV. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE NEEDS OF STUDENTS.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

V. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student's progress.

VI. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

VII. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.

d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

VIII. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

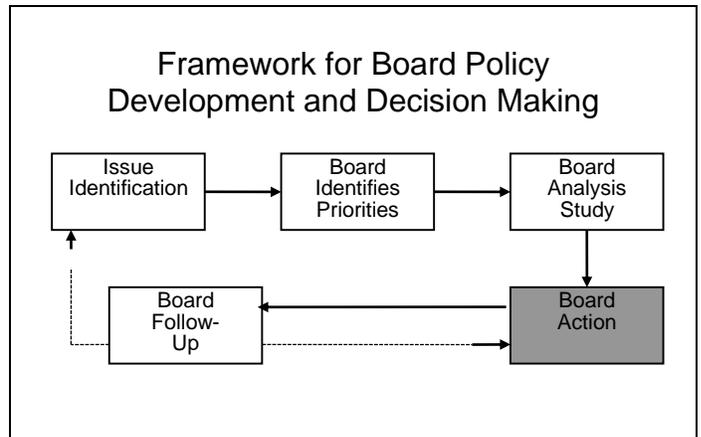
The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Iowa State Board of Education

Executive Summary

March 31, 2016



Agenda Item: Maharishi University of Management – Practitioner Preparation Program Approval – Follow-Up to Conditional Approval

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

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

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

Carole J. Richardson, Consultant
Bureau of Educator Quality

Attachments: 1

Recommendation: It is recommended that the State Board approve Maharishi University of Management Teacher Preparation Program through the next state accreditation cycle scheduled for the 2021-2022 academic year.

Background: The Maharishi University of Management Teacher Preparation Program has met 281 Iowa Administrative Code chapter 79 program approval standards as approved by the State Board.

The Maharishi University of Management Teacher Preparation Program was reviewed in 2014. The State Board issued a conditional approval at their May 14, 2015, meeting. As required by 281 Iowa Code Administrative Code chapter 79, the Department conducted a follow-up review in 2016. The attached report is a result of that review.

Maharishi University of Management
Conditional Approval Follow-Up Review
Final Report

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

Presented to State Board: May 14, 2015
Resulting in Conditional Approval

Conditional Approval Follow-Up Review: February 5, 2016
Follow-Up Report to State Board: March 31, 2016

Iowa Department of Education

Follow-Up Review Team Members:
Dr. Carole Richardson, Iowa Department of Education
Dr. Lawrence R Bice, Iowa Department of Education

Background

This report is provided to inform members of the Iowa State Board of Education on the progress toward compliance with all standards in Iowa Administrative Code 281, chapter 79. This report provides information on the follow-up review conducted by Iowa Department of Education consultants approximately one-year following the issuance of conditional approval on May 14, 2015. This report only addresses the compliance concerns identified in the final team report.

Review Results

79.10(256) Governance and resources standard.

Items that Must Be Addressed Prior to State Board Action from April 17, 2015, team report:

None

79.11(256) Diversity standard.

Items that Must Be Addressed Prior to State Board Action from April 17, 2015, team report:

Concern #1: The TEP must develop a form or tool to ensure diverse clinical experiences for all students are made, managed and documented.

Standard of concern: 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.

Evidence examined: The tracking platform and documented data on students in the system.

2016 Follow-Up Visit Results: The Maharishi University of Management (MUM) provided the tracking platform and more than a year's worth of documented evidence. Iowa Department of Education (DE) consultants reviewed the tracking platform and provided documentation. This review illustrated that MUM is in compliance with this standard.

79.12(256) Faculty standard.

Items that Must Be Addressed Prior to State Board Action from April 17, 2015, team report:

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

Standard of concern: 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.

Evidence examined:

- Documentation of policy/standards for communication (preparing for clinical work, on-going communication during clinical work, and follow-up after clinical work).
- Documentation of evidence that communication with supervisors and any other off-campus faculty members is continuing.

2016 Follow-Up Visit Results: MUM provided the documented policy and more than a year's worth of documented evidence of two-way communication. DE consultants reviewed the policy and provided documentation. This review illustrated that MUM is in compliance with this standard.

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

Standard of concern: 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.

Evidence examined:

- Evidence (meeting minutes, syllabi, CV's) that specialized methods course curriculum is developed by faculty members knowledgeable in teaching the specific content.
- CV's or similar documents to provide evidence that instructors of specialized methods courses have knowledge, preparation and experience aligned with the coursework being taught.

2016 Follow-Up Visit Results: MUM provided the documented evidence of the development of secondary methods curriculum, including CV's of faculty members involved and copies of syllabi. DE consultants reviewed the provided documentation. This review illustrated that MUM is in compliance with this standard.

79.13(256) Assessment system and unit evaluation standard.

Items that Must Be Addressed Prior to State Board Action from April 17, 2015, team report:

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

Standard of Concern: 79.13(1) Unit assessment system.

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

Evidence examined: Documented evidence (system records, candidate records, and meeting minutes) that the unit is using candidate and program data to inform and improve curriculum and teaching.

2016 Follow-Up Visit Results: MUM provided evidence of a system of collecting, aggregating and analyzing candidate and program data, including more than a year's worth of data and

documentation of analysis. DE consultants reviewed the system and provided documentation. This review illustrated that MUM is in compliance with this standard.

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

Standard of Concern: 79.13(1) Unit assessment system.

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;

Evidence examined: Candidate records recording system and candidate records.

2016 Follow-Up Visit Results: MUM provided evidence of a system of collecting, aggregating and analyzing candidate and program data, including more than a year's worth of data and documentation of analysis. DE consultants reviewed the system and provided documentation. This review illustrated that MUM is in compliance with this standard.

Concern #5: The TEP must document when, how and why each standard is assessed. DE Note from final report resolution: Coursework evaluations are based on the MUM 14 standards, while the pre-student teaching evaluation, student teaching evaluation, and the graduate and employer surveys are based on InTASC standards. The DE suggests either one common set of standards be used for all assessments, or a crosswalk to help students articulate their achievement of standards.

Standard of Concern: 79.13(1) Unit assessment system.

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).

Evidence examined: Evidence that all candidates are assessed on similar standards across all coursework and/or candidates have a clear understanding of how standards are aligned.

2016 Follow-Up Visit Results: MUM provided documented evidence of assessment on common MUM standards and the alignment of MUM standards with InTASC standards. MUM provided policies, handbook, syllabi and common assessments as evidence. DE consultants reviewed the provided documentation. This review illustrated that MUM is in compliance with this standard.

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

Standard of Concern:

79.13(1) Unit assessment system.

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

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

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.

Evidence examined: Survey results and, if necessary, a plan to gather information on recent graduates through other means.

2016 Follow-Up Visit Results: MUM provided documentation of survey development, collection and analysis. MUM has provided survey data and analysis on the Iowa DE annual report submission for the past two years. DE consultants reviewed the surveys and documentation of data collection. This review, coupled with annual reporting data illustrated that MUM is in compliance with this standard.

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

Standard of Concern: 79.13(2) Performance assessment system for candidates.

Evidence examined: Evidence of assessments of candidates in candidate records, including adherence to checkpoints.

2016 Follow-Up Visit Results: MUM provided documentation of the comprehensive data collection and analysis system, including aggregated assessment data and candidate records. DE consultants reviewed the system and provided documentation of data and records. This review illustrated that MUM is in compliance with this standard.

79.14(256) Teacher preparation clinical practice standard.

Items that Must Be Addressed Prior to State Board Action from April 17, 2015, team report:

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

Standard of Concern:

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

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

Evidence examined: Evidence of collaboration regarding support of candidates in student teaching among the stakeholders listed.

2016 Follow-Up Visit Results: MUM provided documented evidence of policies in handbooks and communication of policies and expectations with student teachers, cooperating teachers and MUM faculty. Documentation included a system of ensuring timely communication and clear tracking of communication. Documentation also included more than a year's worth of documentation of communication records. DE consultants reviewed the policies, handbooks and provided documentation. This review illustrated that MUM is in compliance with this standard.

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

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

Evidence examined: Evidence of candidate's demonstration of the capacity to use assessment data through course records, student teaching records and work samples.

2016 Follow-Up Visit Results: MUM provided documentation of syllabi, lesson planning template and assignments that teach candidates to use assessment data. Documentation also included assessments of candidates' use of assessment data in planning and teaching. DE consultants reviewed the syllabi and assignment data as well as candidate records. This review illustrated that MUM is in compliance with this standard.

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

Items that Must Be Addressed Prior to State Board Action from April 17, 2015, team report:

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

Standard of Concern:

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(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:

Evidence examined:

- Updated curriculum in secondary methods courses reflecting candidates' ability to meet the needs of diverse learners.
- Student records of candidates' use of assessment in lesson plans.

2016 Follow-Up Visit Results: MUM provided updated syllabi and candidate assignments that provide learning to meet the needs of diverse learners. Documentation also included candidate assessments that illustrated attainment of knowledge in meeting the needs of diverse learners. DE consultants reviewed the syllabi, assignments and candidate records. This review illustrated that MUM is in compliance with this standard.

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

Standard of Concern: 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:

Evidence examined: Updated syllabi for content methods courses.

2016 Follow-Up Visit Results: MUM provided updated syllabi for all methods courses, along with a curriculum map illustrating progression of learning. Documentation also included qualifications of faculty members who developed and teach methods courses. DE consultants reviewed syllabi and CV's. This review illustrated that MUM is in compliance with this standard.

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

Standard of Concern: 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.

Evidence examined: Evidence of candidate records in the updated tracking system.

2016 Follow-Up Visit Results: MUM provided documentation of a system to monitor and track candidate attainment of assessment requirements, both for MUM and the State. Documentation also included a process to verify all endorsement requirements have been met prior to licensure recommendation. DE consultants reviewed the process and system data in addition to candidate records. This review illustrated that MUM is in compliance with this standard.