Iowa Wesleyan University – Teacher Preparation Program Approval

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

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.

Lawrence R. Bice, Administrative Consultant
Bureau of Educator Quality
Carole J. Richardson, Consultant
Bureau of Educator Quality

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It is recommended that the State Board approve the Iowa Wesleyan University Teacher Preparation Program through the next state accreditation cycle scheduled for the 2021 - 2022 academic year.

Iowa Wesleyan University operates a traditional teacher preparation program located at their campus in Mount Pleasant, Iowa. The attached report is a summary of the review of the Iowa Wesleyan University teacher preparation program under 281 Iowa Administrative Code (IAC) chapter 79. The Iowa Wesleyan University educator preparation program has met all 281 IAC chapter 79 standards without condition; therefore, the Department of Education (Department) recommends that the State Board grant approval to the Iowa Wesleyan University educator preparation program.

This approval is for a six-year period, rather than the standard seven years. The Iowa Wesleyan University review was rescheduled from the 2014-2015 academic year to 2015-2016 in order to allow Iowa Wesleyan University to make necessary changes due to an institutional restructuring of major offerings. The six-year approval returns Iowa Wesleyan University to their place in the Department’s seven-year approval schedule.
Iowa Wesleyan College  
(as of October 2015, Iowa Wesleyan University)

Team Report  
Chapter 79 Traditional Programs

Iowa Department of Education

Institutional Review Turn In: July 9, 2015  
Preliminary Review: August 18, 2015  
Site Visit: November 15 - 19, 2015  
Report submitted to State Board: August 4, 2016

Review Team Members:

Dr. Lawrence R Bice, Iowa Department of Education  
Dr. Carole Richardson, Iowa Department of Education  
Dr. Nancy Hayes, Coe College  
Dr. Christy Wolfe, Coe College  
Dr. Billie Cowley, Upper Iowa University  
Dr. Tracy Shuster-Matlock, St. Ambrose University
Acknowledgements

Team members would like to express their gratitude to the Iowa Wesleyan 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:

Paula Kinney, Assistant VPAA
Dr. Kit Nip, Associate Vice President & Chief Information Officer
Catherine Ashton, Registrar
Chris Plunkett, Chief Financial Officer
Dr. Kelly Danaher, Chair, Institutional Assessment Committee
Dr. Steve Titus, President
DeWayne Frazier, VPAA/Dean
Dr Rebecca Beckner, Chair, Teacher Education Program/ Education Division
Cheyrl Newland, Director of Educational Field Experiences
Dr Shawna Hudson, TEP Assessment Director
Jane Lauer, Teacher Education Program Services Administrator/ Placement Officer
Lorie Hauenstein, Teacher Education Program Associate/ Placement Officer

Background:

Iowa Wesleyan University, located in Mt. Pleasant, Iowa, is a four-year, private institution affiliated with the United Methodist Church.

In recent history, Iowa Wesleyan has undergone significant changes. The most notable of these changes include the reorganization of the academic programs through targeted program reductions. Under new leadership in 2013, it became increasingly clear that spending was far exceeding revenue. Full-time enrollment in fall, 2013 was 464 with 118 part-time students. On January 20, 2014, the president announced that 22 faculty members and 23 staff positions were being cut. Along with the layoffs, 16 of the 32 majors offered at the institution (i.e., those with no or few students) would be eliminated. Teacher education programs that were eliminated include: K-12 Art Education and the following 5-12 Education programs: American History, English/Language Arts, Math, Biology, Chemistry, General Science, Physical Science, and Physics. A teach-out plan was developed to guarantee degree completion for those students already enrolled in eliminated programs. At the current time, the teacher education program offers programs in elementary education, physical education, and music education. A number of endorsements are also offered to supplement initial licensure, including early childhood, special education, reading, a number of elementary content area endorsements, as well as secondary
reading, health, and special education. The Teacher Education Program had 135 enrolled students in the 2014 academic year.

At this time, many policies and procedures are being reviewed and reworked. IWU is committed to providing the support, guidance, and resources needed for the Education Division.
GOVERNANCE AND RESOURCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Commendations/Strengths:

- The assistant VPAA noted that the TEP has served as a model for other divisions in the way the program took the initiative in “grabbing” their program and taking charge of any changes and opportunities for growth.
- Examination of syllabi and discussion with students provide evidence that the traditional and evening programs are equitable in terms of requirements, workload, and content covered. This is despite the fact that the evening courses are substantially shorter (eight weeks) than the day courses.
- The faculty seem well supported in terms of clerical staff with Lorie Hauenstein and Jane Lauer.
- The academic endeavors of the faculty seem robust and directly connected to their teaching. Faculty’s professional development focuses on their own teaching and learning areas of expertise.
- The IWU Advisory Committee consists of 40 professionals, current and past students, and faculty and staff from IWU. The committee meets annually and pulls data formally and informally from members.
- Prior to the cut of majors in 2014, IWU was struggling financially and resources were scarce. In 2014-2015 and the current year, the IWU president and Vice President for Academic Affairs (VPAA) seem ready to make a commitment to the TEP.
- For the 2015-2016 academic year, the TEP budget for professional development, educational materials and supplies, and technology almost doubled to account for the institutional review team site visit. The current Chief Financial Officer (CFO) indicated that the TEP budget will now stay at this doubled level so that the TEP can invest in resources, including technology and other hands-on needs.

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

1. 79.10(3) The unit’s conceptual framework does not provide clear alignment with coursework and field experiences. The team recommends the unit examine the conceptual framework to articulate a clear alignment with coursework and field experiences so that candidates are prepared according to the unit’s concept of best practices.

2. 79.10(4) Faculty course loads have the potential to be uneven, in part due to the credit distribution (1, 2, or 3 credits). For example, Cheyrl Newland is listed as teaching six courses in the spring. Even though Newland is teaching the standard credit load for the academic year, six courses to prepare for in one semester is an additional burden. The team recommends the unit examine teaching assignments to ensure that faculty have adequate time and resources to be effective educators.

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3. 79.10(5) In 2014, 36 committee members attended the advisory committee meeting, ten of whom were students in the program and fifteen of whom were members of the IWU faculty/staff. This use of a predominantly internal committee does not allow for much advice from the field. The team recommends the unit reconsider the membership of their advisory committee to truly collect advice to inform the program’s best practices.

4. 79.10(8). The team finds no evidence of a standardized method for evaluating the teaching effectiveness of adjunct faculty other than student perception course evaluations. The VPAA has worked with faculty to create a standardized evaluation tool for the observation and evaluation of full time faculty. Currently, there is no similar process of adjunct faculty. The team recommends the unit work with the VPAA to develop a standardized evaluation process for adjunct faculty.

5. 79.10(10) The team finds evidence that resources for teaching and learning materials and equipment, including current technology, are inadequate. The curricular materials for methods courses and candidate use are limited and partially outdated. Faculty members often provide their own equipment for students to use for this purpose. The team recommends the institution work with the unit to ensure adequate resources are available to meet the needs of student learning.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, IWU TEP did respond to several recommendations. Their responses are in the Appendix.

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

1. 79.10(2) The team finds evidence that the institution does not offer coursework or have oversight over learning and instruction in content for the Industrial Technology endorsement. The team requires the unit to determine oversight of IT coursework or stop offering the endorsement. TEAM NOTE: The IWU TEP has determined to stop offering the IT endorsement. This concern is considered resolved.

2. 79.10(5). The team finds evidence advisory committee is solicited for information only once per year. The requirement of the standard is two times per year. The team requires the unit to develop and document a policy and mechanism to engage the advisory committee two times per year.

3. 79.10(9) The team is concerned that IWU cannot provide necessary content knowledge in the areas of math, science, history, and English with the reduction of staff on campus. Recently enhanced requirements for content knowledge for elementary teachers makes the need for quality content faculty even more important. The team requires the unit to work with the institution to determine a way to ensure quality content knowledge preparation for teacher candidates.

Requirements of the unit prior to State Board action:
Concern #1: IWU has resolved this concern. The team considers this concern resolved.

Concern #2. The unit must document a policy and provide evidence that the advisory committee is solicited two times per year.

Concern #3: The institution and the unit must document the provision of appropriate coursework provided by qualified faculty in content fields to meet the content knowledge requirements of all endorsements offered by IWU. Documentation will include syllabi and curriculum vitae.

Resolution of Concern #1
Iowa Wesleyan University (IWU) decided to immediately eliminate the industrial technology endorsement from their Teacher Education Program (TEP). The team considers this standard MET. See appendix for IWU TEP submitted documentation/information.

Resolution of Concern #2
The IWU TEP contacted their current Advisory Committee in the spring of 2016 to solicit additional advisory information for program improvement. In addition, the IWU TEP has developed a new structure for a larger Iowa Wesleyan Teacher Education Advisory Board. The newly formed Advisory Board will include local stakeholders from area schools (teachers, administrators, consultants) as well as representation from each IWU division, members of the IWU President’s Advisory board, and regional or national experts in teacher preparation. IWU TEP presented a plan that includes semi-annual meetings with this board to analyze program assessment data and provide input from the professional field for continuous program improvement. The team considers this standard MET. See appendix for IWU TEP submitted documentation/information.

Resolution of Concern #3
The Iowa Wesleyan administration has worked with the IWU TEP to hire additional content area experts for delivering content courses required to prepare elementary education candidates. The institution has hired a full-time professor in math to begin teaching August 2016; a full-time assistant professor in English to begin teaching August 2016; promoted an adjunct instructor with expertise in chemistry and physics to a full-time tenure track professor position; contracted with an expert in social studies/history content for an on-going part-time instructor position; and is in the process of hiring a full-time assistant professor in biology to begin teaching in August 2016. The TEP has provided documentation of the faculty members’ credentials and expertise in the content areas they will be assigned to teach. Documentation has also been provided by the administration to verify resources provided to fund these positions. Additionally, the TEP has revised curriculum in current courses to strengthen content instruction in geography, political science/civic literacy, economics and psychology. The TEP has presented a plan for maintaining an on-going relationship with content area professors and providing support for part-time instructors to assure alignment and adequate depth of knowledge presented in this content coursework. The team considers this standard MET. See appendix for IWU TEP submitted documentation/information.
NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Review of:
- Course syllabi
- Student records
- Meeting minutes
- Institutional Report
- Program Response to Review Team’s Initial Report

Interviews with:
- Unit Full-time and Part-time faculty
- Advisory Board
- Teacher Education Committee
- Assistant Vice President for Academic Affairs
- Vice President for Academic Affairs
- President
- Registrar
- Director, Instructional Technology
- Chief Financial Officer
- Education Department Chair
- Student teacher supervisors and mentors
- Principals
- Recent graduates

Final Recommendation:

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DIVERSITY

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

79.11(1) The institution and unit maintain a climate that supports diversity.
79.11(2) The institution and unit document their efforts in maintaining and increasing a diverse faculty and include teacher education candidates in plans, policies, and practices as required by the Higher Learning Commission.

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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.

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Commendations/Strengths:
- The institution demonstrates a strong commitment to diversity. Administration describes challenges and plans for increasing diversity among IW students, faculty, and staff.
- The exchange program with Chinese universities (IR) provides evidence of the institution’s commitment to global awareness and engagement.
- The valuable contribution of OASIS for supporting students was noted by faculty from a variety of disciplines. This resource appears to be key for meeting the needs of the IW student population.

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

1. 79.11(2) The team recommends the unit and institution monitor preparation of faculty and resources for supporting diverse students as the university moves to increase student diversity.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, IWU TEP did respond to several recommendations. Their responses are in the Appendix.

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

None

Sources of Information:

Review of:
- Course syllabi
- Student records
- Meeting minutes
- Institutional Report
- Program Response to Review Team’s Initial Report

Interviews with:
- Unit Full-time and Part-time faculty
- Advisory Board

Iowa Accreditation Review Final Report Iowa Wesleyan June 2016
Teacher Education Committee
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FACULTY

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

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

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

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

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

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

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

Initial Team Finding:

Iowa Accreditation Review Final Report Iowa Wesleyan June 2016
Commendations/Strengths:
- Music faculty collaborate regularly and in significant ways with professional associations, community representatives, and schools.
- Students and faculty laud the efforts of Dr. Beckner to lead the department, mentor colleagues, problem solve, and respond to the needs of the members of the department and of program students.
- All vitae indicate that all adjuncts have necessary background and experience to carry out their assigned duties.
- Unit faculty members are regarded by students, other faculty and students as dedicated and knowledgeable.

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

1. 79.12(2) The team found inconsistent evidence of instructors’ assessment of their own teaching effectiveness. During interviews, several faculty members expressed confusion or a lack of compliance when asked about self-assessment. The team recommends the unit develop a system of ensuring all faculty members evaluate their own teaching consistent with unit policies.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, IWU TEP did respond to several recommendations. Their responses are in the Appendix.

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

1. 79.12(1) Full-time faculty members are not all adequately prepared for the responsibilities assigned to them. One faculty member is teaching Elementary Social Studies Methods with no evidence of elementary education teaching experience. The team requires the unit to ensure that all faculty members have the appropriate knowledge and experience, including grade level, for their teaching assignments.

Requirements of the unit prior to State Board action:

Concern #1: The unit must document that the preparation and experience of all unit faculty match their assignments. Documentation will include syllabi and curriculum vitae.

Resolution of Concern #1
The faculty member previously teaching elementary social studies methods has been reassigned other responsibilities at the university and will no longer be teaching this course. The institution
has hired a full-time tenure track professor with appropriate background knowledge, preparation, and experience qualifications for teaching social studies methods to elementary education candidates. This professor is collaborating with social studies content faculty and with a local elementary school principal to develop a syllabus for the social studies methods course to be implemented fall of 2016. The DE consultants will review the syllabus for this course as a part of the accreditation follow up process. The team considers this standard MET. See appendix for IWU TEP submitted documentation/information.

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

Sources of Information:

Review of:
- Course syllabi
- Student records
- Faculty Curriculum Vitae
- Meeting minutes
- Institutional Report
- Program Response to Review Team’s Initial Report

Interviews with:
- Unit Full-time and Part-time faculty
- Advisory Board
- Teacher Education Committee
- Assistant VPAA
- VPAA
- President
- Education Department Chair
- Student teacher supervisors and mentors
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- Recent graduates

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ASSESSMENT

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

79.13(1) Unit assessment system.

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

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

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

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

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

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

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

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

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

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

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

79.13(2) Performance assessment system for candidates.

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

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

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

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

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

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**Commendations/Strengths:**

- The TEP is strongly focused on assessment, it systematically collects and analyzes data and uses data for making program changes. The unit assessment system is comprehensive.
- Data includes direct and indirect measures of candidate performance as it relates to program standards for admission and completion, standards for teaching, standards for dispositions, and a variety of program-satisfaction survey results. Data is regularly reviewed by members of the division under guidance of the Assessment Coordinator.
- The unit demonstrates the use of the assessment system to students publically through program materials, the course catalog, the web, and direct advising opportunities. In addition, students are directly taught about the assessment tools and expectations in EDUC 110: Introduction to Teacher Education and their first field experience course EDUC 261. The unit also commits to training faculty and cooperating teachers on utility of assessment tools (LiveText and evaluation rubrics) through on-campus professional development and cooperating teacher trainings.
- The unit is paying deliberate and careful attention to the unit assessment system. The Assessment Calendar provides the program with clear direction and intent of the various assessment pieces and summaries that allow the system to run independent of a single person. Reports from the Assessment Calendar are shared and reviewed on regular basis at TEC meetings. Responsibilities are shared among the unit and guided by the Assessment Coordinator.

**Recommendations:**

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

1. **79.13(1)** The team finds evidence that the unit is gathering and analyzing a great deal of data. However, the unit struggles to inform the program with clarity because of the apparent lack of focus on program assessment questions. The team recommends the unit determine a focus for questions to examine in the program assessment system, and do the work to inform that focus.
NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, IWU TEP did respond to several recommendations. Their responses are in the Appendix.

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(2) This standard requires programs to deny admission to candidates who do not pass a pre-professional skills test. This requirement is also viewed as an ethical concern, to preclude students from paying tuition for a program they are unable to complete. Currently, candidates are provisionally admitted until they successfully complete one of the basic skills tests. This provisional admission allows candidates to complete all but one course (EDUC 263) and student teaching. Allowing students to virtually complete all program coursework without admission is not compliant with the standard. **The team requires the unit to restructure the testing and admission process to deny admission to students who do not pass the assessment in a timely manner.**

Requirements of the unit prior to State Board action:

Concern #1: The unit must document an updated policy on pre-professional skills testing and admission process to deny admission to students who do not pass the assessment in a timely manner.

Resolution of Concern #1
The IWU TEP has developed an effective strategy for allowing only students who show potential skills and dispositions to be successful into the teacher education program, and to guide students away from the program earlier in their college careers if they do not meet these screening procedures. The use of a provisional admission step will be eliminated effective January 1, 2017. Potential candidates who pass a basic skills exam, successfully complete four introductory courses and initial field experience, demonstrate appropriate dispositional behavior, and maintain a 2.75 GPA will be admitted to the teacher education program. Other students will be counseled along a more appropriate career path. DE consultants will evaluate the implementation of this policy after January 1, 2017. **The team considers this standard MET.** See appendix for IWU TEP submitted documentation/information.

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

Sources of Information:

Review of:
- Course syllabi
- Student records
- Meeting minutes
- Institutional Report

Iowa Accreditation Review Final Report Iowa Wesleyan June 2016
Program Response to Review Team’s Initial Report

Interviews with:
- Unit Full-time and Part-time faculty
- Advisory Board
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- Assistant Vice President for Academic Affairs
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TEACHER EDUCATION CLINICAL

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

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

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

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

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

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

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

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

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

79.14(7) The unit is responsible for all of the following:
a. Defining qualifications for practitioner candidates entering clinical practice.
b. Providing quality supervision that includes primary responsibility for communication/collaboration with cooperating teachers and candidates.
c. Responding to specific needs of cooperating schools.
d. Implementing an evaluation process that assists in selecting quality cooperating teachers.

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

79.14(9) Accountability for student teaching experiences is demonstrated through all of the following:
a. Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.
b. Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.
c. Collaboration of the cooperating teacher and the college/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.
d. Use of written evaluation procedures, with completed evaluation forms included in practitioner candidates’ permanent institutional records.

79.14(10) The student teaching experience for initial licensure meets all of the following:
a. Includes full-time experience for a minimum of 14 consecutive weeks during the student’s final year of the practitioner preparation program.
b. Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.
c. Consists of interactive experiences that involve college or university personnel, the student teacher, and the cooperating teacher.
d. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.
e. Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.
f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.
g. Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days).

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

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

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

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

Initial Team Finding:

| Met Or Met with Strength | Met Pending Conditions Noted Below |

Commendations/Strengths:

- Unit members’ continued work with the Minority Scholars program at Burlington High School (IR, vitae) and similar programs that specifically address the needs of various K-12 populations should be encouraged. All licensure candidates should have ample time and practice in unfamiliar instructional settings if they are to develop the knowledge, skills, and dispositions of teachers working in today’s schools.

- Clinical experiences in the sequence Educ 261-262-263 are developmental in nature with clearly defined requirements.

Recommendations:

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

1. 79.14(10) The team is concerned about the collaboration between supervisors and cooperating teachers. Interviews provided evidence of a lack of clear understanding of unit requirements. The team found evidence that learning through field experiences may be dependent on requirements established by cooperating teachers, which may not align with those of the unit. The team recommends the unit examine and adapt communication with cooperating teachers to ensure quality and consistent candidate learning and growth.

2. 79.14(2) The field experience sequence defines requirements for candidates in EDUC 261, 262, 263. The experiences vary widely dependent on the cooperating teachers’ willingness to support candidates implementing original lesson plans. The team recommends that expectation
are clarified and raised so that every candidate has opportunities to plan, teach, and assess/reflect original lessons with PK-12 students before the student teaching experience.

3. 79.14(2). Since the field experiences EDUC 261, 262, 263 are ‘stand-alone’ discreet courses, it is not apparent how they are well sequenced and integrated into the conceptual framework of the program. Students may participate in these experiences before, during, or after they have completed methods coursework or other coursework aligned with the expectations of the experiences. The team recommends that the program consider aligning the field experiences to ensure sequenced progression of learning and candidates apply learning in authentic environments to develop knowledge and skills.

4. 79.14(4)c. The team observed evidence that field experiences do not require candidates to practice the entire planning, teaching, assessing cycle. Therefore, it is not possible to systematically observe students in practice before student teaching. The team recommends that the program consider supervision and assessment of candidate’s demonstration of unit standards before student teaching to evaluate candidates’ readiness for independence in the classroom and to provide feedback to focus development of teaching prowess.

5. 79.14(6) The team examined the scope and sequence of the curriculum. The team does not find evidence of a progressively sequential sequence of coursework. Student interviews confirmed this. The team recommend the unit examine the curriculum and assessment mapping to ensure curriculum is preparing candidates to be teachers and that assessment provides evidence of this learning.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, IWU TEP did respond to several recommendations. Their responses are in the Appendix.

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

None

Sources of Information:

Review of:
- Course syllabi
- Student records
- Meeting minutes
- Institutional Report
- Program Response to Review Team’s Initial Report

Interviews with:
- Unit Full-time and Part-time faculty
- Advisory Board
- Teacher Education Committee

Iowa Accreditation Review Final Report Iowa Wesleyan June 2016
Final Recommendation:

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TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Commendations/Strengths:**

- 79.15(2) TEP faculty individualize the service learning general education requirement to meet the education students’ needs
- 79.15(7) Content area professors report TEP chair effectively communicates specific topics needing to be taught in the content area.
- 79.15(7) Students can speak to the standards being taught in each course.
- 79.15(10) The Iowa Core is integrated into the coursework and students are able to speak to the standards.
**Recommendations:**

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

1. 79.15(1) Even though a written policy for administration of basic skills test exists, it is inconsistent for each candidate. A candidate can only take the CAAP test 3 times and CBASE and Praxis Core unlimited. This is an unfair advantage for individuals who take CAAP verse CBASE and Praxis Core. The team recommends a consistent policy regarding testing, including the required test and the number of retakes possible.

2. 79.15(5). The team questions how all 11 class expectations are met in EDUC 338. This seems like much content to be taught in a short amount of time. The team recommends the unit examine the curriculum of EDUC 338 in relation to program curriculum to ensure candidates gain a depth of understanding for the content of EDUC 338.

3. 79.15(7) The team finds evidence that students learn about differentiated instruction, diverse learners, formative and summative assessment, and classroom management. The team does not find evidence to support the application of these skills. The team recommends the unit examine clinical experiences and coursework to find ways to align the two in order to provide practical learning experiences for candidates.

4. 79.15(7k) The team does not find evidence of how/where candidates are prepared to integrate technology into their instruction in EDUC 215. The team recommends the unit examine the curriculum of EDUC 215 and make the integration of technology more explicit and useful for candidates.

5. 79.15(7l) The course description for EDUC 262 states the course is intended to be taken with a methods course. The team finds evidence that the norm is that students do not meet this intention. The team recommends the unit examine the curriculum for EDUC 262 and the program. If the unit considers best practice to take EDUC 262 with methods, the team recommends the unit make this a requirement.

79.15(7) SPED 341 Characteristics of Special Education Students is a required course for the reading endorsement. Although a connection exists between reading disabilities and teaching reading, the course description is more of an overview of specific disabilities. The team is concerned candidates obtaining their K – 8 reading endorsement may not be learning as much about reading from taking this course than they are about disabilities. The team recommends the unit examine the curriculum of SPEC 341 in alignment with the reading endorsement and general education endorsements to ensure reading endorsement coursework is providing candidates with effective learning.

**NOTE:** The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, IWU TEP did respond to several recommendations. Their responses are in the Appendix.
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) The curriculum for the Elementary Education major/endorsement lacks some of the required specific topics for science content. The team requires the unit to restructure the curriculum and syllabi for these content components of the elementary education endorsement.

2. 79.15(8) The team requires the unit to obtain approval with the Iowa Board of Educational Examiners for curriculum exhibits for all endorsements offered by IWU.

Requirements of the unit prior to State Board action:

Concern #1: The unit must update the curriculum of the elementary education major to ensure the candidates obtain the content and pedagogical knowledge required by BoEE rules.

Concern #2. The BoEE must provide documentation of approval of all endorsements offered by IWU before the program can be recommended for approval.

Resolution of Concern #1
The IWU TEP analyzed and evaluated the content (particularly in science) in the current elementary education endorsement requirements. They developed new course configurations adding credit hours and revising the content in currently offered courses. At the April, 2016 faculty meeting, these course adjustments were approved by the faculty and will be implemented in the fall 2016 semester. Elementary education candidates will now be required to complete coursework aligned with the Iowa Core Curriculum to include concepts of physics, energy, electricity, magnetism, chemistry, astronomy, geology, meteorology, life sciences, ecosystems, energy flow, food chains, populations, adaptations, and earth/space science. This content coursework will be followed by the elementary science methods course. The instructor of the methods course will verify content knowledge and adjust instruction accordingly. Two new full-time tenure track professor positions provided for science content will allow for a subcommittee of science and education faculty to work together to ensure science content components are thoroughly covered across all science courses. DE consultants will examine qualifications of additional faculty as well as revised science course syllabi as a part of the follow-up process. The team considers this standard MET. See appendix for IWU TEP submitted documentation/information.

Resolution of Concern #2
IWU’s revised curriculum exhibit for Endorsement #102 Classroom Teacher Grades K-6 has been submitted and approved by the BoEE and the Department of Education, effective April 3, 2016. All other endorsements have been approved. The team considers this standard MET. See appendix for IWU TEP submitted documentation/information.
NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Review of:
- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report
- MAT meeting notes
- Center for Teaching and Learning

Interviews with:
- Unit Full-time and Part-time faculty
- Advisory Board
- Teacher Education Committee
- Associate Dean
- Academic Department Chair
- Career Services Director
- Director of Student Support Services
- Student teacher supervisors and mentors
- Principals
- Recent graduates

Final Recommendation:

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APPENDIX: Iowa Wesleyan University Action Plan

Iowa Wesleyan University Response/Action Plan

Iowa Department of Education
Team Report
Chapter 79 Traditional Programs

June 1, 2016

GOVERNANCE AND RESOURCES

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

1. 79.10(3) The unit’s conceptual framework does not provide clear alignment with coursework and field experiences. The team recommends the unit examine the conceptual framework to articulate a clear alignment with coursework and field experiences so that candidates are prepared according to the unit’s concept of best practices.

As the Teacher Education Program works to analyze the scope and sequence of our programs (Recommendation #5 79.14(6) under Curriculum) and to incorporate the 2011 InTASC Standards, we will ensure that a shared vision will be articulated. TEP faculty may collaborate with representatives from relevant academic units on campus, advisors from PK-12 schools and Area Education Agencies, as well as other education professionals and stakeholders to examine our current ‘Learning in Community’ framework.

Specific focus could be on alignment with the University’s Mission, Goals and 2015 Strategic Plan: Igniting Our Passions, Wesleyan 2020, with the theoretical grounding of our faculty, and with best practices in the field of education. Through visioning for the future a revised, and perhaps restructured framework could result in a more current and relevant mission for the Teacher Education Program which will guide, organize, and articulate the various components of the TEP, to include coherent and systematic delivery of coursework/instruction, field experience, and assessment.

Dr. Pat Sanaghan, from the organizational consulting firm The Sanaghan Group, will be on campus fall, 2016 to facilitate divisional and departmental meetings in order to advance work related to 2015 strategic planning. It is possible that Dr. Sanaghan could be asked to join the TEP in this work.

2. 79.10(4) Faculty course loads have the potential to be uneven, in part due to the credit distribution (1, 2, or 3 credits). For example, Cheyrl Newland is listed as teaching six courses in the spring. Even though Newland is teaching the standard credit load for the academic year, six courses to prepare for in one semester is an additional burden. The
team recommends the unit examine teaching assignments to ensure that faculty have adequate time and resources to be effective educators.

Spring, 2015 was an unusual semester as particular faculty were engaged in intensive preparation for the site team visit in November, 2015. Cheyrl Newland, and other faculty members, generally teach four courses per semester and may have load for Professional Development and Meaningful Involvement (PDMI) experiences in the schools.

Following consultation with the VPAA, as of fall, 2016, Cheyrl Newland’s load will be adjusted from 3 credit hours to 4 credit hours per semester for duties associated with her role as Director of Educational Field Experiences.

The TEP/Education Division Chair will carefully monitor faculty load for fair distribution.

3. 79.10(5) In 2014, 36 committee members attended the advisory committee meeting, ten of whom were students in the program and fifteen of whom were members of the IWU faculty/staff. This use of a predominantly internal committee does not allow for much advice from the field. The team recommends the unit reconsider the membership of their advisory committee to truly collect advice to inform the program’s best practices.

The TEP is working with the IW President’s office to potentially develop a National Iowa Wesleyan Teacher Education Program Advisory Board where members will be regional stakeholders. This group will encompass the current TEP Advisory Committee as commissioned yearly. Board members will include local and regional teachers, administrators and consultants, representatives from IW content divisions, and perhaps a national or regional expert in what teachers should bring to the classroom. Limited numbers of TEP faculty would attend in order to be the receivers of advisory information.

Students and recent graduates will be solicited through the current Student-Graduate Advisory Committee which currently meets two times per year and provides instructional feedback to the TEP.

Likewise, informal solicitation of advisory information will continue to occur. For example, on April 20, 2016, the Director of Educational Field Experiences and the TEP Services Administrator/Student Teaching Placement Coordinator met with the principal and several teachers from a local school district to discuss their suggestions for improving the student teaching process and experience. This information was summarized and provided to the TEP Chair. A discussion was held to determine potential adjustments to be made in student teaching programming.

Information gleaned from advisory avenues is synthesized and shared with appropriate TEP faculty/staff and the Teacher Education Committee. Resulting changes are documented on an Assessment Data Discussion and Review Form which is housed and monitored by the Assessment Coordinator.
4. 79.10(8). The team finds no evidence of a standardized method for evaluating the teaching effectiveness of adjunct faculty other than student perception course evaluations. The VPAA has worked with faculty to create a standardized evaluation tool for the observation and evaluation of full time faculty. Currently, there is no similar process of adjunct faculty. The team recommends the unit work with the VPAA to develop a standardized evaluation process for adjunct faculty.

As of summer, 2016, Iowa Wesleyan will have a Center for Excellence in Teaching, Learning, and Engagement (as indicated in Goal #4 of the Academic Innovation and Student Success theme of the 2015 Strategic Plan) which will serve to support faculty in advancing their teaching and learning through best practices and professional development. The Director of the Center will work with the VPAA and Division Chairs to develop a campus-wide process for evaluating adjunct faculty through a combination of course pedagogy review, student evaluations and faculty self-reflection. This will provide a process for evaluating all adjunct faculty in a standardized way, allowing for the gathering of more cohesive data and to ensure a coherent program. As part of this plan, Becky Beckner, TEP Chair, will continue to observe each adjunct instructor annually, joining online groups for hybrid courses when appropriate. Comments are shared with adjunct instructors and information on effective teaching practices/assessment is provided as needed.

All course evaluations (completed by students) are reviewed and addressed as necessary. Beginning with the fall, 2016 semester, Dr. Beckner will request access to course evaluations for content area courses (taught by adjunct instructors from other academic units) as well.

Beginning with the fall, 2015 semester, online LibGuides have been developed to support adjunct instructors with aspects of teaching at IW (e.g., technology logistics, human resources, use of LiveText, library resources, and course management for all modalities). The LibGuides are designed in the format of asynchronous courses with information that is updated on a regular basis to assure accuracy.

5. 79.10(10) The team finds evidence that resources for teaching and learning materials and equipment, including current technology, are inadequate. The curricular materials for methods courses and candidate use are limited and partially outdated. Faculty members often provide their own equipment for students to use for this purpose. The team recommends the institution work with the unit to ensure adequate resources are available to meet the needs of student learning.

Current IW administration have been very receptive to the increased need for teaching and learning materials and equipment for the teacher education programs. As described in the 2015 Institutional Report, in spring, 2014 the TEP budget was increased to provide additional funds for educational materials and supplies for prerequisite, content, and add-on endorsement courses and monies for technology purchases (such as mini I-Pads, software and applications), as well as one-time improvements to room 112 of the Chadwick Library which better equips candidates with technology experiences needed to work in PK-12 schools. Throughout the 2015-2016 academic year, local children have visited the classroom and methods students have had the opportunity to practice instruction in this technology-enriched environment.
The 2015-2016 budget, and proposed budget for 2016-2017 continue to provide these supports to the TEP. See Appendices A and B and information below.

During the 2015-2016 academic year, $300,000 was bequeathed to the Chadwick Library by Don Young, a 1950 graduate of Iowa Wesleyan College. Among numerous educational positions held over the years, Mr. Young was a teacher of various grades in the region, principal, and Director of Curriculum at Mount Pleasant Community Schools.

Current and New Technology:
From the Don Young bequest, one-time funding has been allocated to improve classroom technology in two additional education classrooms in Chadwick Library during the summer, 2016. Rooms 110 and 218 will now also be equipped with new whiteboards, updated computers, smart projectors, Promethean ActivInspire software, and ELMO document cameras. Moving forward, such technology will be updated and maintained through the TEP’s annual budget for technology purchases. Each year, capital expense requests are solicited as part of strategic planning by Iowa Wesleyan. If needs outweigh the TEP technology budget, they will be submitted through this process.

Also through the Don Young bequest, several different technology components will be added to the Chadwick Library during summer, 2016. The library currently has 20 Chromebooks, and will add 10 more, bringing the total expected to be available for patron use fall, 2016 to thirty. Four Chromeboxes will be added for use as desktop computers or kiosks throughout the Library. Integrated technology that will be added through the bequest includes two treadmill walking desks with powered, height-adjustable tables. There will be two additional height-adjustable tables (to provide for differently-abled persons) available for use: one in the Chadwick Cafe, and the other in the Office of Academic Success and Inclusive Support (OASIS). There will also be two technology-integrated meeting tables with flat screen TVs attached. These meeting tables will allow for laptop hookups to project through the TV for meetings, presentations, and collaborative group work. Throughout the Library charging stations will be embedded into new furniture.

Decisions will be made summer 2016 regarding a plan for rotating lease of campus-wide desktops and laptops, which would update equipment available to faculty and to students in computer labs. Preliminary discussion indicates that computer labs across campus, including in the Chadwick Library, will be updated first, followed by faculty computers.

The 2015-2016 TEP technology budget has been used to provide AnyMeeting web conferencing and mirroring software for use in online education courses as well as the purchase of PowerPoint clickers and 12’ whiteboards, workstations, CD/DVD external drives, and multi-port USB hubs to partially furnish technology in classrooms 110 and 218 of the Chadwick Library (See Appendix C). The remainder of the funds to equip these two classrooms will come from the above mentioned bequest.

TEP faculty have begun conversations regarding more deliberate integration of assignments requiring the use of classroom technology in professional education courses (beyond the
structure of EDUC 215: Technical Applications in the Classroom) in order to better equip candidates with the necessary skills and flexibility needed to work in today’s schools.

**Curricular Materials:**
See Appendix D for the list of TEP curriculum and education material acquisitions and Appendix E for Physical Education purchases made during 2015-2016. Purchases have been made in the areas of literacy, reading across the content areas, assessment, classroom management, co-teaching, music education, physical education, early childhood education, social studies, math, science, manipulatives needed for methods lessons, and technology instruction.

The Chadwick Library has a budget for youth literature and curricular expenditures. Librarians work with education faculty to determine appropriate purchases. For example, during 2014-2015, early childhood, reading and classroom management materials were obtained and during 2015-2016 math and literacy curricula have been purchased. Following ongoing work in the State with the NGSS, updated science curricula will be selected during the 2016-2017 academic year. See the list of Library purchases for 2014-2015 and 2015-2016 in Appendix F.

The teacher education programs will continue to update curricula and educational materials through a sequential plan.

Through the Don Young bequest, the Youth Literature area of the Chadwick Library will be reconfigured to become more attractive (and representative) of a PK-12 reading and lounging area. Large metal bookshelves that have an industrial feel will be replaced with large wooden bookcases, some of which will be lower in height. The table and chairs in this area will be replaced with chairs and tables that are easily moved around and reconfigured into different setups for small group work or larger group work. Playful lounge furniture that can also double as a place for a teacher/student teacher to sit and read to a group of students will be added.

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

1. 79.10(2) The team finds evidence that the institution does not offer coursework or have oversight over learning and instruction in content for the Industrial Technology endorsement. **The team requires the unit to determine oversight of IT coursework or stop offering the endorsement.** TEAM NOTE: The IWU TEP has determined to stop offering the IT endorsement. This concern is considered resolved.

   See Appendix G for documentation of communication with Southeastern Community College regarding the removal of this endorsement.

2. 79.10(5). The team finds evidence advisory committee is solicited for information only once per year. The requirement of the standard is two times per year. **The team requires the unit to develop and document a policy and mechanism to engage the advisory committee two times per year.**
In order to be in compliance with 79.10(5) for the 2015-2016 academic year, and while developing a policy and mechanism for the future, the TEP solicited those who attended the October, 2015 Advisory Committee meeting by email requesting additional advisory information. See Appendix H for documentation and results. The Teacher Education Committee will review this information on a predetermined schedule during the 2016-2017 academic year. Committee members were asked for their interest in, or recommendations for, membership on an advisory board with changes described below.

The TEP is currently working with the Iowa Wesleyan President’s office to develop a National Iowa Wesleyan Teacher Education Program Advisory Board which would be initiated fall, 2016. Members will be regional stakeholders and the Chair of this Board will sit on a separate IW President’s Advisory Board (along with representatives from each IW division). The National Iowa Wesleyan Teacher Education Program Advisory Board will encompass the current TEP Advisory Committee as commissioned yearly and will meet face to face and/or online two times per academic year. Advisory Board members will include local and regional teachers, administrators and consultants, representatives from IW content divisions, and perhaps a national or regional expert in what teachers should bring to the classroom. Limited numbers of TEP faculty would attend the meetings in order to receive advisory information.

3. 79.10(9) The team is concerned that IWU cannot provide necessary content knowledge in the areas of math, science, history, and English with the reduction of staff on campus. Recently enhanced requirements for content knowledge for elementary teachers makes the need for quality content faculty even more important. **The team requires the unit to work with the institution to determine a way to ensure quality content knowledge preparation for teacher candidates.**

In the **math** content area, a full-time professor has been hired by IW with an effective start date, August, 2016 (see Appendix I for the vitae). This professor will be initially housed in the Education Division where a focus on content requirements for elementary education students, tutoring support, and potential work toward K-8 and/or 5-12 math education endorsements can be maintained. This person will teach the MATH 150: Fundamentals of Mathematics course, which is a math content courses for Elementary Education majors. Supervision of math adjunct instructors for the general education curriculum will be provided by this professor, along with the Chair of the Science Division. Courses to be taught will be determined summer, 2016. They will likely include MATH 171: Elementary Statistics, which many education majors take as a content area course.

IW has hired a full-time assistant professor in **English** with teaching specialization in literature and composition with additional expertise in oral rhetoric. She will replace Dr. Lori Muntz, who left Iowa Wesleyan in January, 2016. Along with Dr. Jeff Martinek, who has been with IW since 2007, the new professor will teach (and supervise adjuncts who may teach) the English composition courses (ENG 105: College Composition and Research and ENG 201: Writing and Research about Literature; oral and written communication skills) and other content area courses. (See Appendix J for both vitae). The Search Committee has been intentional in including the TEP Chair in interviews (in order to discuss content requirements and potential work toward future K-8 and/or 5-12 English/Language Arts endorsements) and in searching for someone who
has skill in curriculum planning, as there will be need to revamp the composition series in the next few semesters to better fit the needs of all programs, including education.

Mrs. Paula Vallone has been an adjunct instructor in chemistry and physics at IW since spring, 2015. For the 2015-2016 academic year she has been a full-time instructor and valuable member of the science division, sitting on committees and even participating on Search Committees for the math and biology positions. For 2016-2017, Mrs. Vallone will be a full-time tenure-track instructor and will be the science liaison to the education division (See Appendix K for her vitae). Paula will be a member of the Teacher Education Committee.

Although Dr. DP Wilson teaches biology courses with the support of Mr. Lane Levine from the education division, there has been an identified need for increased FTE in this area. See Appendix L for the assistant professor in biology advertisement currently in place. Interviews will begin as soon as a qualified pool of applicants is identified. It is the goal to have a new assistant professor in place August, 2016. As can be seen in the advertisement, this person will be instrumental in any future work toward reinstating science endorsements at IW. Meanwhile, this person will join an ad hoc science education subcommittee of the TEC to continue efforts at better aligning science content courses in the areas of physical, life, and earth/space science for elementary education students.

In the area of social studies/history content, Mr. John Hendrickson has been an adjunct instructor at IW since 2006, as part of a partnership between IW and the Public Interest Institute where he is employed (See Appendix M for vitae, contract and the Memorandum of Understanding between IW and the PII). John meets with the TEP Chair and methods faculty to discuss the expected content in the HIST 125 or 126: United States History courses which count as elementary education content courses. Specifically, following conversation about geography content with the Accreditation Site Team in November, 2015, Mr. Hendrickson shared with the TEP Chair that he is placing more geography content in his courses and is working to develop specific assignments in this area.

For the fall, 2014 semester the EUDC 331: Elementary Social Studies Methods course was moved from a 2-credit hour course to a 3-credit hour course, partially to ensure geography content could be covered in this course (due to time constraints and breadth of information covered in the History courses).

Mr. Hendrickson and the instructor of EDUC 331, Dr. Kathy Schmidt, met in March, 2016 to ensure that required social science content (history, geography, political science/civic literacy, economics) will be covered across courses.

Dr. Schmidt will be meeting with her mentor in this area, Dr. Kimberly Freitag, elementary principal who completed her doctorate in curriculum and instruction with an emphasis in social studies and history at Northern Illinois University during the summer, 2016 to discuss additional ideas for incorporating all required areas into the content and methods courses. Dr. Schmidt will also attend the Strategies and Tools for Exceeding Expectations of the Common Core and C3 conference on instructional shifts in the teaching of social studies in August, 2016.
Behavioral sciences are addressed in EDUC 296: Educational Psychology (taught by TEP faculty) and PSYC 251: Developmental Psychology (taught by faculty or qualified adjuncts, with support from psychology faculty, in the Psychology program).

The TEP Chair maintains an ongoing relationship with content area professors and trains/supports adjuncts in each area specifically on the TEP Conceptual Framework and philosophy, Unit Standards, BoEE required course content, and assessment responsibilities.

Requirements of the unit prior to State Board action:

Concern #1: IWU has resolved this concern. The team considers this concern resolved.

Concern #2. The unit must document a policy and provide evidence that the advisory committee is solicited two times per year.

See Appendix H for documentation that the advisory committee was solicited an additional time during the 2015-2016 academic year.

See #2 above for information on the National Iowa Wesleyan Teacher Education Program Advisory Board being formed, which will encompass the current TEP Advisory Committee, and will meet two times per year.

Concern #3: The institution and the unit must document the provision of appropriate coursework provided by qualified faculty in content fields to meet the content knowledge requirements of all endorsements offered by IWU. Documentation will include syllabi and curriculum vitae.

See Appendices I-M and #3 above for requested documentation. At the next visit of the DoE consultants, the Iowa Wesleyan TEP will provide vitae for any additional faculty and syllabi for new teaching assignments.

DIVERSITY

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

1. 79.11(2) The team recommends the unit and institution monitor preparation of faculty and resources for supporting diverse students as the university moves to increase student diversity.

In order to better support a more diverse population of students, the Office of Student Development is in the process of hiring an Assistant Dean of Students who will oversee housing and two Hall Directors with an emphasis on applicants of diversity in these searches (On campus interviews May 12-23, 2016).
Iowa Wesleyan has hired a new Director of the Office of Academic Success and Inclusive Services (OASIS; start date August 1, 2016). Ms. Roof has recently been the Director of Academic Support Programs for Monmouth College where she has developed programs for non-traditional students, with a focus on recruiting and retaining specialized populations of at-risk students, to include students with disabilities and international students.

In 2015-2016, the University established an Office of International Student Services that is currently embedded in the Office of Academic Affairs. The office has a half time position dedicated to serving the international student population with all personal, immigration and academic related needs as it pertains to adjusting to study in the United States. Dr. DeWayne Frazier, VPAA has over 15 years of experience overseeing campus internationalization efforts and has spearheaded this campaign. The new program has included a full two day orientation for students as well as new friendship families in the community to assist students in the transition. Also, new international students are being placed in a first year experience course (Wesleyan Seminar) that focuses on culture transition, American teaching practices and other pertinent items to matriculating international students. The new ISS now offers weekly trips to local shopping venues, bi-weekly programs out of town and a new Spring Break option for students. All programming is aimed at easing the international student transition, supporting students in their academic endeavors, and building an affinity for Iowa Wesleyan. Students are given one-on-one counseling on immigration matters including assistance with curricular practical training, option practical training and potential change of status applications, as well as basic training on health insurance. In 2016-2017, the Office of International Programs will be embedded in the Student Development area to provide more support as the position of international student advisor moves to full-time.

In general, multicultural affairs have increased on campus in the last year. For example, in 2015-2016 the university celebrated International Education week in November with an international education fair highlighting the cultures of the many international students on campus and in the greater Mt. Pleasant Community. The institution also had a special Lunar (Chinese) New Year Celebration in February which including faculty, staff, students and volunteers from across the campus community. Many different multicultural events continued to be planned outside of international education as the institution also sponsored a special Dr. Martin Luther King Jr. Service with former Olympian and World Wrestling Champion Nate Car. Many of the same plans are set for 2016-2017 as Academic Affairs and Student Development look to collaborate further to enhance more events of diversity across campus.

The Academic Affairs and Student Life offices are planning professional development for faculty/staff related to working with international students and other areas of diversity. Initial sessions in 2016-2017 will occur at the Faculty Workshops in August, 2016. The new Teaching and Learning Center will be initiated a monthly schedule of professional development opportunities for faculty which will include training on programs such as diversity, technology, teaching pedagogy, cross-cultural competency, and inter-personal skills.

The TEP Chair will be communicating with the new Vice President of Enrollment Management regarding plans for recruitment of more men and students of color for enrollment in the teacher preparation programs at IW.
FACULTY

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

1. 79.12(2) The team found inconsistent evidence of instructors assessment of their own teaching effectiveness. During interviews, several faculty members expressed confusion or a lack of compliance when asked about self-assessment. The team recommends the unit develop a system of ensuring all faculty members evaluate their own teaching consistent with unit policies.

Self-assessment is expected of all IW faculty at the end of each academic year through completion of the Annual Faculty Report. Reports are submitted to Division Chairs for review and are then sent on to the VPAA’s office (See Appendix N). The TEP/Education Division Chair will continue to examine these reports, meeting with faculty to discuss concerns or offer suggestions.

Within the TEP, faculty evaluation completed by the TEP Chair include a written piece for self-assessment. These documents, labeled “Appendix B: Self-Assessment Instrument for General Teaching” and “Appendix C: Self-Assessment Instrument for Specific Lesson” (See Appendix N) provide faculty a chance to reflect on both an observed lesson and on questions of wider scope such as, “What is one criticism that you are most fearful of receiving from a student?” and “What three things would you most like to change about your teaching?”

The Chair and faculty members will continue to review these forms in light of observations made, course evaluations completed by students and anecdotal information. Tenured faculty and music education faculty would not have been exposed to this evaluation process at time of the accreditation site visit.

TEP faculty have previously had autonomy to choose additional methods of self-assessment of their teaching. Several faculty chosen self-assessment tools are described in the Institutional Report. The TEP will work together to develop a more systematic method for ensuring all faculty members evaluate their own teaching. One possibility could be the Unit use of the Faculty Self-evaluation Form, which is currently applied in review of tenure-track faculty (See Appendix O). Another possibility might be formative peer observations with self-determined performance improvement planning to be shared with the TEP Chair. Once a plan is in place, the TEP Chair will ensure this process remains in effect.

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

1. 79.12(1) Full-time faculty members are not all adequately prepared for the responsibilities assigned to them. Richtman is teaching Elementary Social Studies Methods with no evidence of elementary education teaching experience. The team
requires the unit to ensure that all faculty members have the appropriate knowledge and experience, including grade level, for their teaching assignments.

Mike Richtman has taken a full-time position with IWU as the head football coach. He will no longer be teaching courses for the TEP.

Dr. Kathy Schmidt will teach EDUC 331: Elementary School Social Studies Methods fall, 2016. Dr. Schmidt has an Ed.D. from Northern Illinois University in Curriculum and Instruction with Specialization in Science, Social Studies, and Environmental Science Integration (See Appendix P for her curriculum vitae). She has a M.A.T. in Elementary Education from National-Louis University in Chicago, Illinois. Dr. Schmidt developed and taught curriculum in Science, Social Studies and Mathematics from 2002-2010).

In preparation for teaching this course, Dr. Schmidt will be meeting with her mentor in this area, Dr. Kimberly Freitag, elementary principal (who completed her doctorate in Curriculum and Instruction with an emphasis in Social Studies and History at Northern Illinois University), during the summer, 2016 to discuss ideas for incorporating all required content areas and appropriate methods into the course.
Dr. Schmidt’s Professional Development and Meaningful Involvement (PDMI) Plan will revolve around social studies and math during the fall semester. She will attend the Strategies and Tools for Exceeding Expectations of the Common Core and C3 Conference on instructional shifts in the teaching of social studies in August, 2016. She will have PDMI load release to spend time in elementary classrooms (several grade levels), observing and participating in the instruction of social studies and math.
Dr. Schmidt met with IW history instructor, Mr. John Hendrickson to ensure that required social science content (history, geography, political science/civic literacy, economics) will be covered across content and methods courses.

Requirements of the unit prior to State Board action:

Concern #1: The unit must document that the preparation and experience of all unit faculty match their assignments. Documentation will include syllabi and curriculum vitae.

At the next visit of the DoE consultants, the Iowa Wesleyan TEP will provide vitae for any new faculty and syllabi for new teaching assignments.

ASSESSMENT

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

1. 79.13(1) The team finds evidence that the unit is gathering and analyzing a great deal of data. However, the unit struggles to inform the program with clarity because of the apparent lack of focus on program assessment questions. The team recommends the unit
determine a focus for questions to examine in the program assessment system, and do the work to inform that focus.

The IW TEP has begun the process of developing clearer focus and purpose for the assessment system on a macro level. In order to ensure a thoughtful and collaborative approach, a two-year time-frame has been developed. During spring, 2016 and fall, 2017, the Assessment Coordinator will oversee the process of collecting faculty input on the assessment system, including the identification of 3-5 major data points which will become the core of the assessment system. For the purpose of both pruning the amount of data collected and to better inform the unit, it is anticipated during fall, 2017 and spring, 2018, data will be delineated into three categories: Primary (3-5 major data points), Secondary (no more than an additional 5 data points), and Tracking (all other data points collected). It is anticipated that primary data points will be analyzed as a large group and disseminated widely with the other data points (e.g., secondary and tracking) used by smaller groups for specific purposes.

Assessment of specific Unit Standards will be reexamined during the TEP faculty’s analysis of scope and sequence of courses. This data may lead to identification of additional major data points for ongoing investigation.

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(2) This standard requires programs to deny admission to candidates who do not pass a pre-professional skills test. This requirement is also viewed as an ethical concern, to preclude students from paying tuition for a program they are unable to complete. Currently, candidates are provisionally admitted until they successfully complete one of the basic skills tests. This provisional admission allows candidates to complete all but one course (EDUC 263) and student teaching. Allowing students to virtually complete all program coursework without admission is not compliant with the standard. The team requires the unit to restructure the testing and admission process to truly deny admission to students who do not pass the assessment in a timely manner.

Provisional admission into the Iowa Wesleyan Teacher Education Program will be eliminated effective January 1, 2017. Students will be required to pass a basic skills exam, successfully pass four prerequisite courses and the initial field experience course, have adequate disposition evaluations on file in the TEP office, and have a minimum 2.75 cumulative GPA earned at IW prior to application for admission into the TEP. Students will not be allowed to remain in education courses if unable to pass the basic skills exam in a timely manner. If unable to pass the exam within three attempts, students will be counseled along a more appropriate career path.

See Appendix Q for the new testing and admission policy and process as well as the Admissions Process information sheet shared with students. The TEP will make necessary adjustments to endorsement check sheets prior to the spring, 2017 initiation of this policy.
Requirements of the unit prior to State Board action:

Concern #1: The unit must document an updated policy on pre-professional skills testing and admission process to truly deny admission to students who do not pass the assessment in a timely manner.

See Appendix Q for the new testing and admission policy and process which denies admission into the TEP who do not pass a basic skills exam in a timely manner.

TEACHER EDUCATION CLINICAL

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

1. 79.14(10) The team is concerned about the collaboration between supervisors and cooperating teachers. Interviews provided evidence of a lack of clear understanding of unit requirements. The team found evidence that learning through field experiences may be dependent on requirements established by cooperating teachers, which may not align with those of the unit. The team recommends the unit examine and adapt communication with cooperating teachers to ensure quality and consistent candidate learning and growth.

The TEP has considered filming the student teaching orientation for cooperating teachers as provided by the Director and requesting that each teacher not in attendance at the orientation meeting watch the video prior to the start of student teaching/initial meeting with the college supervisor. During orientation, the Director of Educational Field Experiences reviews all sections of the Student Teaching Handbook with cooperating teachers, to include the expectations of the student teacher, cooperating teacher, and college supervisor, as well as a suggested eight-week student teaching activity progression. The Director will ensure that those not in attendance at the orientation meeting review this information specifically so that there is understanding by all of student teaching expectations.

For fall, 2015, the Director developed a checksheet to support supervisors in their meetings with cooperating teachers. See Appendix R for a revised version of this checksheet which more specifically delineates an already required component that supervisors make phone/email contact with cooperating teachers each week that they are not present in the school. This checksheet also more specifically outlines the purpose of each visit to the classroom for the supervisor.

During the 2016-2017 academic year, the TEP will work to incorporate the 2011 InTASC Standards into our Unit Standards. During this process, the Director of Educational Field Experiences intends to make major adjustments to the evaluation forms completed by student teaching cooperating teachers, college supervisors, and student teachers. There will be clear connection between Unit Standards and the Iowa Teaching Standards, which cooperating teachers are more likely to understand. In doing so, cooperating teachers will be provided review and documentation of components of student teaching (perhaps through a list of potential
artifacts/performance indicators for each standard), which may be considered while assessing Unit Standards. As a simple example, cooperating teachers may be instructed to examine the lesson plan notebook when assessing standards related to instructional planning, instructional strategies, and assessment.

2. 79.14(2) The field experience sequence defines requirements for candidates in EDUC 261, 262, 263. The experiences vary widely dependent on the cooperating teachers’ willingness to support candidates implementing original lesson plans. The team recommends that expectation are clarified and raised so that every candidate has opportunities to plan, teach, and assess/reflect original lessons with PK-12 students before the student teaching experience.

The Field Experience Committee (FEC) has met to discuss this recommendation and will continue to contemplate ways to address this issue, taking into consideration current opportunities for students to plan, teach, and assess in PK-12 classrooms during methods courses. Adjustments will be made to field experience documents provided to cooperating teachers as expectations are refined and to syllabi so that students are clearly aware of expectations per course.

The instructor of EDUC 261 may add a component to the course suggesting that students take opportunities to co-teach and/or work with small groups while in the classroom and then reflect upon this teaching with the faculty member.

Developmentally, in EDUC 262, students will continue to be allowed to teach a teacher’s prepared lesson OR one they have developed, perhaps as part of a methods course. In this course students are to pre-assess three individual students or small groups they are working with (or obtain assessment data from the cooperating teacher). Students provide evidence of planning, instruction, and assessment in their reflections, to include a response to the prompts: “If you could work with this child again, what would you do next?” and “If you could stay longer at this setting, what would you do next/differently?”

In EDUC 263, candidates currently reflect upon how they would change lessons taught in their assigned placement classroom and their presentation of these lessons. They will be expected to plan and teach original lessons in preparation for student teaching.

As can be seen on the Suggested Eight-week Activity Progression document provided to student teachers, cooperating teachers, and college supervisors (Appendix S), during student teaching students are expected to gradually increase their independent planning, teaching and assessment of original lesson plans prior to solo teaching in each placement setting.

The FEC may consider placing field experience students in a particular district classroom with more direct contact between the course instructors and cooperating teachers.

3. 79.14(2). Since the field experiences EDUC 261, 262, 263 are ‘stand-alone’ discreet courses, it is not apparent how they are well sequenced and integrated into the conceptual framework of the program. Students may participate in these experiences before, during,
or after they have completed methods coursework or other coursework aligned with the expectations of the experiences. The team recommends that the program consider aligning the field experiences to ensure sequenced progression of learning and candidates apply learning in authentic environments to develop knowledge and skills.

The suggested four-year plans for each major with possible add-on endorsements will be adjusted summer, 2016 to correlate with the new admissions and basic skills exam policy. See Appendix T for an example of a current suggested sequence of courses, which demonstrates that students are advised to take EDUC 261 while enrolled in early prerequisite courses; EDUC 262 is taken while enrolled in methods courses; and EDUC 263 is taken while enrolled in EDUC 302: Classroom Management in order to practice management of the classroom while teaching the expected lessons for EDUC 263.

As the TEP works on scope and sequence of courses, we will consider refinement of placement of these courses with a goal of clearly delineating when and where candidates are provided experiences to learn about and then practice the planning, teaching, and assessment cycle.

4. 79.14(4)c. The team observed evidence that field experiences do not require candidates to practice the entire planning, teaching, assessing cycle. Therefore, it is not possible to systematically observe students in practice before student teaching. The team recommends that the program consider supervision and assessment of candidate’s demonstration of unit standards before student teaching to evaluate candidates’ readiness for independence in the classroom and to provide feedback to focus development of teaching prowess.

Initially, the TEP FEC will take into consideration asking cooperating teachers to assess candidate demonstration of skills related to Unit Standards as work is completed in 2016-2017 to change over to the 2011 InTASC Standards. One possibility is to ask cooperating teachers to evaluate the standards which are currently assessed across EDUC 261 (collaboration, ethics, and relationships), 262 (diversity) and 263 (learning environment and classroom management). In methods courses students are currently assessed by faculty members on Unit Standards related to instructional planning, instructional strategies, and assessment through lesson planning and teaching within the classroom and with PK-12 students.

Through examination of the scope and sequence of courses and assessment, TEP faculty will consider a clearer connection between the teaching of the lesson planning sequence (planning, teaching, assessment, and reflection) as taught to all methods students, and the performance of these skills in actual PK-12 classrooms as well as assessment of related Unit Standards.

5. 79.14(6) The team examined the scope and sequence of the curriculum. The team does not find evidence of a progressively sequential sequence of coursework. Student interviews confirmed this. The team recommend the unit examine the curriculum and assessment mapping to ensure curriculum is preparing candidates to be teachers and that assessment provides evidence of this learning.
The FEC has met to discuss this recommendation and will continue to consider possibilities for adjustments while examining sequence of coursework. Curriculum mapping was started in fall, 2015 and will continue into the 2016-2017 year.

Currently, students receive initial exposure to assessment in both EDUC 296: Educational Psychology and EDUC 295: Curriculum Development and Evaluation. The first, beginning level experience and practice with content related to instruction occurs in EDUC 295. The development of lesson plans is the vehicle by which students initially explore what they are learning in the course. They are asked to pick a standard (Common Core or subject area), write an instructional objective with assessment in mind, provide a general outline of what candidates and PK-12 students will do in the lesson (with materials and technology), demonstrate entry-level understanding of cooperative learning and differentiated instruction (with examples of each in the lesson plan), include three levels of assessment with one being a rubric, and teach the lesson to peers in the class. For most, this is their first experience in the TEP of teaching and assessing a student-prepared lesson. These skills are built upon in methods courses as candidates move through their programs.

The course instructor of EDUC 295, in collaboration with other TEP faculty, may consider adjusting the course outline so as to place independent learning of content in the first half of the semester, to be followed by practice with creation of lesson plans toward the end of the semester.

TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

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

1. 79.15(1) Even though a written policy for administration of basic skills test exists, it is inconsistent for each candidate. A candidate can only take the CAAP test 3 times and CBASE and Praxis Core unlimited. This is an unfair advantage for individuals who take CAAP verse CBASE and Praxis Core. The team recommends a consistent policy regarding testing, including the required test and the number of retakes possible.

See Appendix Q for the new admissions and basic skills exam policy. With the new policy, students will have only three opportunities to pass all three modules of a basic skills exam. The Iowa Wesleyan TEP administers the CAAP basic skills exam on campus five times per year. Students may also request scores from the C-BASE or PRAXIS Core be sent to the IW TEP, for a total of no more than three testing attempts.

2. 79.15(5). The team questions how all 11 class expectations are met in EDUC 338. This seems like much content to be taught in a short amount of time. The team recommends the unit examine the curriculum of EDUC 338 in relation to program curriculum to ensure candidates gain a depth of understanding for the content of EDUC 338.

The class expectations of EDUC 338: Children’s Literature have been examined and adjusted by the most recent instructor, Dr. Sally Huddle. Many of the class expectations are now used as
weekly course objectives and are cross referenced with the chosen textbook and InTASC standards. As the TEP examines scope and sequence of coursework and changes to the 2011 InTASC standards, Dr. Huddle and the TEP will also analyze appropriateness of indicated Unit standards for this course.

3. 79.15(7) The team finds evidence that students learn about differentiated instruction, diverse learners, formative and summative assessment, and classroom management. The team does not find evidence to support the application of these skills. The team recommends the unit examine clinical experiences and coursework to find ways to align the two in order to provide practical learning experiences for candidates.

While examining the scope and sequence of coursework and changes to the 2011 InTASC standards, the TEP will examine where differentiated instruction, diverse learners, formative and summative assessment, and classroom management are taught and practiced, and where they are applied in clinical experiences, to include those embedded in methods courses. As described in the Clinical section above, the Field Experience Committee will explore adjustments to the field experience course sequence (EDUC 261, 262 and 263) when examining when and where candidates will have further opportunities to practice listed skills (beyond those already present in these three courses; i.e., diverse learners, assessment, and classroom management).

4. 79.15(7k) The team does not find evidence of how/where candidates are prepared to integrate technology into their instruction in EDUC 215. The team recommends the unit examine the curriculum of EDUC 215 and make the integration of technology more explicit and useful for candidates.

As of the spring, 2016 semester candidates are required to complete a module on using the TPACK (Technological Pedagogical Content Knowledge) model of technology integration framework, prepare a presentation on a specific technology tool, and explain how they will integrate this into their curriculum. The instructor, Dr. Sally Huddle, will continue to refine, and make more explicit, the integration of technology into their instruction. The FEC will discuss integration of learned skills into field experience coursework.

5. 79.15(7l) The course description for EDUC 262 states the course is intended to be taken with a methods course. The team find evidence that the norm is that students do not meet this intention. The team recommends the unit examine the curriculum for EDUC 262 and the program. If the unit considers best practice to take EDUC 262 with methods, the team recommends the unit make this a requirement.

For the fall, 2016 semester, the course description in the EDUC 262 syllabus will be adjusted to match the developmental sequence currently in place for the field experience courses.

It is certainly recommended, but not required that EDUC 262 is taken at the same time as methods courses and it is rare that this might not occur. As described for Recommendation #3 79.14(2) in the Clinical section above, students in EDUC 262 are advised to take methods courses while enrolled in this course. The FEC will consider required alignment of EDUC 262 and methods courses as curriculum mapping is completed.
6. 79.15(7) SPED 341: Characteristics of Special Education Students is a required course for the reading endorsement. Although a connection exists between reading disabilities and teaching reading, the course description is more of an overview of specific disabilities. The team is concerned candidates obtaining their K – 8 reading endorsement may not be learning as much about reading from taking this course than they are about disabilities. The team recommends the unit examine the curriculum of SPED 341 in alignment with the reading endorsement and general education endorsements to ensure reading endorsement coursework is providing candidates with effective learning.

The instructor of SPED 341 met with TEP faculty to initially discuss this issue. Students who take this course as a requirement of the reading endorsement do so to receive an additional touchpoint on language development. Moving forward, overlapping content for endorsement courses will be clearly delineated on the curriculum maps as primary, secondary, or review for levels of emphasis in each course.

Also, as leaders in the field of reading, the IW TEP feels it is important for these students to understand the additional levels of student instructional need (Tiers 2 and 3) as they will be asked to make recommendations to building data teams. This declaration will be illustrated on the reading endorsement curriculum map.

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) The curriculum for the Elementary Education major/endorsement lacks some of the specific topics for science content. The team requires the unit to restructure the curriculum and syllabi for these content components of the elementary education endorsement.

At the April, 2016 faculty meeting, adjustments to the four-credit hour SCI 206: Physical Science lab course description were approved. Elementary education students will generally take this content course, which will focus on motion and Newton’s Laws, energy, electricity and magnetism, chemical structure and reactions, and elements of astronomy, geology and meteorology. Students will then likely take the BIO 260: Ecology and Conservation lab course, which covers life science content (e.g., ecosystems, energy flow, food chains, populations, and adaptations) and serves as an application course for life, physical, and earth/space science. These two courses (or equivalent transfers) will be followed by EDUC 305: Elementary Science Methods. The instructor of the methods course will complete a pre-assessment at the beginning of the semester to determine which content students may need more experience with and will build her methods instruction around these themes.

See Appendix U for the faculty approved curricular revisions to the Elementary Education endorsement regarding science.
With a new biology faculty member to be hired for fall, 2016, and full-time status for Mrs. Paula Vallone, a subcommittee of science and education faculty will work together to ensure science content components are thoroughly covered across all science courses.

At the next visit of the DoE consultants, the Iowa Wesleyan TEP will provide vitae for any additional faculty and syllabi for new teaching assignments.

2. 79.15(8) The team requires the unit to obtain approval with the Iowa Board of Educational Examiners for curriculum exhibits for all endorsements offered by IWU.

On April 3, 2016 IW received final BoEE approval for the Endorsement #102: Teacher-Elementary Classroom K-6 curriculum exhibit. All other endorsements had been approved prior to the November, 2015 accreditation site team visit. See Appendix V for the approved exhibit and Appendix W for the correspondence between Dr. Larry Bice, DoE Administrative Consultant and Dr. Becky Beckner as well as syllabi for the two science content courses which were of concern.

Requirements of the unit prior to State Board action:

Concern #1: The unit must update the curriculum of the elementary education major to ensure the candidates obtain the content and pedagogical knowledge required by BoEE rules.

See #1 above for explanation of adjustments to course content and sequence regarding science content. Other areas of content had been previously approved by the BoEE.

Concern #2. The BoEE must provide documentation of approval of all endorsements offered by IWU before the program can be recommended for approval.

Endorsement #102 has been approved by the BoEE, effective April 3, 2016. All other endorsements had been approved prior to the November, 2015 accreditation site team visit.
Appendices
A - 2015-2016 Teacher Education Program Budget
B - 2016-2017 Teacher Education Program Budget
C - 2015-2016 Technology Purchases
D - 2015-2016 TEP Educational Materials and Supplies Purchases
E - 2015-2016 Physical Education Materials and Supplies Purchases
F - 2014-2015 and 2015-2016 Chadwick Library Curricular Purchases for the TEP
G - Industrial Technology Endorsement Documentation
H - Advisory Committee Documentation, spring, 2016
I - Math Professor Vitae
J - English Professors Vitae
K - Chemistry Instructor Vitae
L - Biology Position Advertisement
M - SS/History Instructor Vitae; Contract; Memorandum of Understanding
N - Faculty Annual Report
O - Faculty Self-evaluation Form
P - Social Studies Methods Professor Vitae
Q - Basic Skills Exam, Admissions Policy; Admissions Process Information Sheet
R - College Supervisor Checksheet
S - Suggested Eight-week Student Teaching Activity Progression
T - Current Suggested Four-year Plan
U - Faculty Approved Curricular Revisions to the El Ed Endorsement
V - BoEE Approved CE #102: Teacher-Elementary Classroom K-6
W - Correspondence between Dr. Larry Bice, DoE Administrative Consultant and Dr. Becky Beckner; Science Content Course Syllabi

Iowa Accreditation Review Final Report Iowa Wesleyan June 2016
## APPENDIX A

### Teacher Ed Budget

<table>
<thead>
<tr>
<th>Item Description</th>
<th>2015-2016 Budget</th>
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<tr>
<td>Misc (Background checks)</td>
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<tr>
<td>Business Travel</td>
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<td>Non Travel Meals</td>
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<td>Conventions</td>
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<td>Dues</td>
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<tr>
<td>Educ Materials &amp; Office Supplies</td>
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<td>Gifts/Courtesies</td>
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<td>Technology/Computer Supplies</td>
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<td><strong>Total</strong></td>
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## APPENDIX B

<table>
<thead>
<tr>
<th>Teacher Ed Budget</th>
<th>2016-2017 Budget Request</th>
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<td>5900 Misc (Background checks)</td>
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<td>6695 Copier Charges</td>
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</tbody>
</table>

$25,909

This reduction from 2015-2016 is due to fewer student teachers/practicum students.
APPENDIX C

2015-2016 TEP Technology Purchases

AnyMeeting Software

Mirroring Software

PowerPoint Clicker (4)

For technology upgrades in rooms 110 and 218:
  12’ Whiteboard (2)
  4-port USB Hub (2)
  CD/DVD External Players (2)
  Adjustable Height Computer Workstation (2)

From Don Young Bequest for technology upgrades in rooms 110 and 218:
  Epson Brightlink Smart Projector (2)
  Epson Promethean Active Inspire software (2)
  Elmo MO-1 Document Camera (2)
  Intel Core Desktop Computer (2)
## APPENDIX D

### 2015-2016 TEP Educational Materials and Supplies Purchases ($2140)

**DIDAX, INC.**  
Mathematics Manipulatives  
1 - 211507W Foam Base 10 100's Flats, pkg./10  
1 - 211505W Base 10 Foam Unit Cubes, pkg./100  
1 - 211506W Base 10 Foam 10 Rods, pkg./50  
3 - 211508W Base 10 Foam Hundred Block  
5 - 211038W Base 10 Frame  
1 - 266645W Magnetic 10 Frame Boards  
5 - 2-485W Easy Shapes Fraction Circles  
1 - 21140W Attribute Blocks (5 sets, volume discount)  
1 - 210839W Omnifix Cubes, set of 100

**National Council of Teachers of Mathematics**  
NCTM Full Individual Membership – Journals:  
“Teaching Children Mathematics”  
“Mathematics Teacher Educator”

**Marilyn Friend, Inc.**  
Co-Teach! Marilyn Friend, Author (3 copies)

**Program Development Associates**  
Instructional Power: Co-Teachers Share Instructional Techniques DVD

**National Professional Resources, Inc.**  
The Power of 2 DVD / Video(Third Edition)  
By: The Forum on Education w/Marilyn Friend, PhD

**Complete Teacher Academy, LLC**  
Complete Teacher eTextbooks 4-Pack  
Acting Skills for Teachers  
Developing Skills for Teachers  
Managing Skills for Teachers  
Selling Skills for Teachers

**Purchases made for EDUC 302: Classroom Management**  
"Logical Consequences", Dreikurs, Rudolf  
"Assertive Discipline: Positive Behavior Management for Today's Classroom", Gordon  
"Teacher Effectiveness Training: The Program Proven to Help Teachers Bring Out the Best in Students of All Ages", Gordon  
"Choice Theory in the Classroom", Glasser  
"Peer Mediation: Conflict Resolution in Schools: Program Guide", Schrumpf  
"Fred Jones Tools for Teaching: Discipline, Instruction, Motivation", Jones  
"Teaching with Love & Logic: Taking Control of the Classroom", Fay

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"Teacher and Child: A Book for Parents and Teachers", Ginott
"Behavior Modification-What It is And How To Do It", Martin & Perry

Educational Leadership Journal (December 2015/January 2016)
“Co-Teaching: Making It Work”

Tools 4 Reading
Sound/Spelling Cards
   Teacher’s Instructional Set
   Classroom Teaching Set (Large Cards)

Purchases made for Math / Science methods classroom supplies & manipulatives
Materials to package Math manipulatives
3 Stopwatches
2 Digital Scales

Teaching Strategies
Mighty Minutes for Preschool
Teaching Guide Dry-Erase Posters (complete set)

Corwin
The Common Core Mathematics Companion: The Standards Decoded, Grades 3-5
The Common Core Mathematics Companion: The Standards Decoded, Grades K-2

Prufrock Press
A Teacher’s Guide to Using the Next Generation Science Standards with Gifted and Advanced Learners

The Teacher Store
Cornerstones of Freedom: Louis Armstrong and the Jazz Age – Activity Sheet
Short Reading Passages with Graphic Organizers to Model and Teach Key Comprehension Skills: Grades 4-5 (2 copies)
Guided Reading Content Areas: Level Y – Supplementary Collection

DMI
Scholastic Teaching Reading: A Differentiated Approach

Woodwind and Brasswind
REMO Drum, Kids Percussion
REMO Hand Drum
REMO Rhythm Club Floor Tom Drum
REMO Rhythm Club Konga Drum
REMO Rhythm Club Bongo Drum

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APPENDIX E

2015-2016 Physical Education Educational Materials and Supplies Purchases

Staats Awards
$17.10
30 Ribbons for home-schooled field day

MF Athletic
$399.00
2 – Reebok Core Boards

APPENDIX F

Chadwick Library Curricular Purchases for the TEP

2014-2015
Harry Wong: The Effective Teacher (discs 1-4)

Essentials of Active Learning

HighScope Lesson Plans For the First 30 Days

The HighScope Preschool Curriculum

The Creative Curriculum for Preschool: Foundation

Building Fractions Activity Center

Magnetic Story Board and Words

Nonfiction Sequence and Writing Tiles (Special Needs)

Making Inferences: High Interest Intervention Reading Folders

Low Level, High Interest Chapter Books:
Adventure Athletes
Natural Disasters
The Crossover
The Adventures of Beekle
The Noisy Paint Box
El Deafo
Sam and Dave Dig a Hole

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Children’s Books on CD:
A Bad Case of Stripes
Giraffes Can't Dance
Ellison the Elephant
Hurricane
Tuesday
The Raft
Brown Girl Dreaming
Brown Girl Dreaming (hardcopy)

Research Based Methods of Reading Instruction, K-3

Research Based Methods of Reading Instruction for ELL Learners

Explicit Instruction: Effective and Efficient Teaching-
What Works for Special Needs Learners (2)

Teaching Reading Sourcebook

2015-2016
Sound Partners: A Tutoring Program in Phonics-based Early Reading (K-3rd grade)

Everyday Math Curriculum:
Grade 1, full teacher materials, print and digital, 5 years
Grade 3, full teacher materials, print and digital, 5 years
Grade 2, digital only student materials, 1 year
Grade 4, digital only student materials, 1 year
Good morning Dr. Richardson and Jan.

Our Teacher Education Program has received the Team Report from our Dept. of Ed reaccreditation site visit that was held in Nov. 2015. Because Iowa Wesleyan does not offer the coursework or have oversight over the learning and instruction in content for the Industrial Technology endorsement, the team required the unit to determine oversight of the Industrial Technology coursework or stop offering the endorsement. The IWU TEP has determined to stop offering the Industrial Technology endorsement.

We want to notify the proper contacts at SCC. Is there anyone else I should contact?

Jane Lauer
Teacher Education Program Services Administrator
Iowa Wesleyan University
319-385-6244
jlauer@iw.edu
APPENDIX H

Teacher Education Program Advisory Committee

Spring, 2016 Solicitation

At the March 23, 2016 TEP meeting plans were made to contact Committee members (in particular, 15 area administrators, teachers and consultants who were in attendance at the fall, 2015 meeting) by email and request additional advisory information.

On April 1 and April 11, 2016, the following email was sent to all attendees at the November, 2015 TEP Advisory Committee meeting:

Dear Iowa Wesleyan Teacher Education Program Advisory Committee members,

Thank you again for your contributions at our meeting in October, 2015. We wanted to ask some follow-up questions and to share exciting news if you would take a few moments to reply to this email.

REQUESTS FOR INFORMATION:

1. With all schools in the state joining the Teacher Leadership and Compensation program we recognize the importance of providing educators with knowledge and skills in this area. A specific course on teacher leadership will be offered in the new graduate program (see news below). Please share with us your ideas of concepts and components which should be included in this course.

2. Please provide information on new educational issues or initiatives you see on the horizon that we should be sharing with our teacher education students.

3. Lastly, if you are a PK-12 teacher, consultant, school administrator, or AEA personnel please indicate if you (or someone you might know) would be interested in being considered as a member of our advisory group as we move toward development of a Iowa Wesleyan National Teacher Education Advisory Council with a chair who will sit on the Iowa Wesleyan President’s National Advisory Council. This group will meet two times per year and will be made up of regional stakeholders (PK-12 teachers, consultants, school administrators, and AEA personnel). Nominations will be provided to the search committee for consideration.

NEWS:
The Iowa Wesleyan Teacher Education Program received our final reaccreditation report from the Iowa Department of Education on March 14, 2015. Numerous strengths were noted, to include the developmental sequence of clinical experiences for all teacher education candidates, institutional supports for the Unit, experienced and appropriately qualified instructors, a comprehensive assessment system, and student understanding of teaching standards addressed in courses. The DoE team also listed recommendations to support continuous improvement of the Teacher Education Program. A plan to address a short list of required actions is due to the DoE on June 1, 2016. The TEP has already begun work within the Unit and with the VPAA in order to address these items. The TEP Chair and
DoE consultants will present the plan to the Iowa State Board of Education for approval of reaccreditation in early fall, 2016.

The Education Division has submitted a proposal for our first graduate program with a conservative goal of launch in fall, 2017. The program will be a Master’s of Education in Curriculum and Instruction with options for specialization in Effective Teaching and Instruction, Advanced Special Education Instruction, or Advanced Literacy Instruction. Students will also be able to develop their own path based on professional development plans. More information will be shared as the proposal makes its way through the IWU and HLC Regional Accreditation process.

Thank you for your time and please let us know if there is anything we can do for you.

Sincerely,
Becky

As of April 19, 2016, three administrators and three teachers have responded (40% return rate). Their responses are shared below:

REQUESTS FOR INFORMATION:

1. Please share with us your ideas of concepts and components which should be included a **course on teacher leadership** to be offered in the new graduate program:

Technology and assistive technology, Collaborative skills, Data mining, Facilitating groups/interpersonal skill development, Developing effective feedback processes, and Grant writing

I have found Jim Knight’s work helpful in understanding the roles of a coach. I think that the most important thing that teacher leaders in all areas need to be really good at is collaboration. Working together sounds like a good thing and everyone wants more time to do it. What I see, often times, is that while teachers are working together they are not interrogating practice. They are uncomfortable making themselves vulnerable to true feedback and this limits their growth. There is an absence of "growth mindset," many feel if they change their practice it is like admitting that what they did before was bad. We need all teachers to be leaders and leaders must embrace continuous learning and improvement.

What the role of the teacher leader is supposed to be. I cannot say that I even know what their role is. Personally, I have only truly used the technology coach.

I feel a Teacher Leader should have the following qualities and a course on the topic should in some way include these ideas: needs to be a specialist in one or more area - either content, curriculum, managing kids/teachers, managing time, detail orientation; be able to be a mentor (which means they need experience) in and out of the classroom supporting teachers as they implement new strategies (as a leader of a group learning that strategy away from the classroom or as a colleague in the classroom assisting in implementation) as well as the emotional demands that come from the classroom; be willing to think about the future in education as well as in their classroom and building and look forward to change as needed; be well read on research and what is going on in education-includes sharing what they have learned and being able to hear and use what others have learned, be invested in the climate of the school-how the teachers get along-and
willing to step into the role of mediation (not sure if that is the correct word) in order to provide and uphold a positive climate for the kids; and be able to collect and use data to determine the next step—whether that is in their own teaching or in the needs of the staff as a whole.

Teacher Leadership has so many components to it, and every school system has their own plan. It may be hard to pinpoint in a general way how to instruct it. That being said, most schools include *Instructional Coaches* and *Mentors*. At WMU, our Leadership Team consists of: Lead Teacher, Instructional Coach, Technology Coach, Professional Development Coordinator, Data Coordinator, Family/Community Liaison and 4 Mentors. Some school districts include other roles, like Model Teachers, etc.

Base the TLC coursework on the Jim Knight or New Teacher Center research. This would be consistent with most Iowa school districts.

2. Please provide information on **new educational issues or initiatives** you see on the horizon that we should be sharing with our teacher education students.

NGSS Science Standards; Technology: There are now tools where a teacher can provide a code for parents to access their child's work, and this is being done in some elementary schools, and all the new assertive technology, which can be applied to all students; Data tools using technology; Communication tools to reach out to students and families moving beyond the classroom newsletter; A deeper understanding about early numeracy development—look at Kathy Richardson for more information; Writing and Assessment of Writing; Standards based grading; and STEM

An understanding of criterion referenced assessment is going to be crucial as we move into the Smarter Balanced era. My teachers feel ill equipped to teach writing explicitly. As students are expected to provide more constructed responses on benchmark and summative assessments this is going to be an area where teachers are seeking growth opportunities.

Educational shifts! Smarter Balanced testing

We would really like new teachers to know about home schooling and how it works across the state, and especially in Mt. Pleasant as we are unique and there are not many districts that offer what we do. We feel that it would be important for them to know the legalities of home schooling, the reasons families home school and the three different ways families can home school.

Ever-changing technology - in the classroom and at home; how social media can be used but also how it affects learning and teaching; and Common Core.

MTSS seems to be the "buzz" right now. So any instruction/background you can share on that would be great. A variety of reading interventions and Anita Archer's ideas on explicit instruction are also what WMU is focusing on now.

Standards based assessment; MTSS; giving all beginning teachers regardless of major a background to teach reading in the content areas.

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3. Please indicate if you (or someone you might know) would be interested in being considered as a **member of our advisory group** as we move toward development of a Iowa Wesleyan National Teacher Education Advisory Council. Nominations will be provided to the search committee for consideration.

Don L. - no response
Lori L. - I would absolutely be interested in being considered as a member of the Advisory Council. IWU is such a valuable resource for this school district and community it would be an honor to be a part of its further development.

Heidi H. - I respectfully decline. I am moving into a physical education position and will no longer be in the regular classroom.

Lynne H. - I have always been interested in higher education and the teacher programs within higher education. I was raised in a family of educators and my mind thinks about how to improve education. I am not sure I am the person you need on this committee but I would consider it - especially if you need more members.

Barb P. - no response
Gary D. - already on the committee

**Plans for 2016-2017:**
Dr. Beckner met with IW administration on March 30, 2016 to begin potential planning for a National Teacher Education Advisory Council with a chair who would sit on the IW President’s National Advisory Council. This group would meet two times per year and would be made up of regional stakeholders (PK-12 teachers, consultants, school administrators, and AEA personnel). Dr. Beckner contacted Drs. Bice and Richardson at the DoE for their feedback.
Assistant Professor of Biology

Iowa Wesleyan University seeks a full-time, tenure-track Assistant Professor of Biology, beginning in August 2016. The position entails effective undergraduate instruction and advising, including helping to prepare students for post-graduate work in the health sciences and related fields. Additional work involves program development and assessment. Teaching responsibilities will include courses in the biology major and in the general education program, including anatomy and physiology, molecular and cell biology, microbiology, and genetics. Ability to lead student research and capstone projects is preferred. Responsibilities include supervision of adjunct faculty in Science. The successful applicant should be prepared to partner with the Teacher Education Program to develop, support, and assess programs for which K-8 and 5-12 teacher certification may be sought.

Qualifications: Ph.D. in biological science. We are particularly interested in candidates with emphases/experiences collaborating with other disciplines in one or more of the following areas Psychology, Nursing, Education, or Mathematics. Experience teaching and developing online curricula is desirable. Successful candidates should demonstrate a commitment to excellent undergraduate instruction and a dedication to committee service at institutional levels.
Interested candidates should email the following to kathy.moothart@iw.edu: letter of interest, CV, transcripts, and professional contact information for three references. No phone calls please; candidates will be contacted if search committee is in need of further information. Review of applications will begin immediately and will continue until the position is filled. Iowa Wesleyan University is an equal opportunity employer.

APPENDIX M

Social Studies/History Instructor Vitae/Contract/Memorandum of Understanding

Personal information available on Request

1 February 2005

Memorandum of Understanding (MOU)
between
Iowa Wesleyan College (IWC)
and
Public Interest Institute (PII)

PREAMBLE

1. PII is organized as a support organization for IWC and the Tax Education Foundation (TEF). It will at all times have Directors with ties to each group as per its Articles of Incorporation and By-Laws.

2. In all matters, each group will strive, to the best of its ability, to act in ways that are mutually beneficial and supportive of each other. IWC will not speak for or in the name of PII, and PII will not speak for or in the name of IWC.

3. The Presidents of the respective organizations will strive to meet on a regular basis and share information so as to maximize the accomplishment of the objectives set forth in this MOU, and to avoid misunderstandings and actions at cross purposes.

4. When IWC seeks input from members of the “IWC family” they will include PII; for example, in scheduling meetings with potential candidates for President or Dean, creation or modification of an Academic Vision Statement, changing campus signage, etc.

STAFF

8. PII staff and Resident Scholars who have appropriate academic credentials as determined by the IWC Administration may, but are not required to, offer classes for IWC students through mutual agreement. If such classes are offered, the staff will be paid by PII with IWC keeping any tuition revenue from such courses. In the case of Resident Scholars, they may be by mutual agreement provided with room, board, and office space on campus by IWC, with reimbursement at cost from the Institute. If PII staffing levels allow for provision of IWC courses on a regular
basis, they will be included in the IWC catalog and normal course registration and advising materials so as to maximize enrollment. If PII staff or Resident Scholars offer such courses for IWC, they will be treated like other IWC faculty in regard to the use of the bookstore, media center, etc.

FACILITIES

PUBLICATIONS & PUBLICITY
APPENDIX N

Name: 

Date: 

Faculty Annual Report 
2015-2016

I. Recap of Academic Year 

A. Professional activity 

1. Membership in professional organizations: 

2. Professional offices held: 

3. Professional meetings attended: 

4. Workshops, seminars, etc. attended: 

5. Research, publications, creative activity: 

6. Honors, awards, recognitions: 

7. Other/comments: 

B. Extra-instructional activity 

1. Committee work: 

2. Academic advising (number of advisees, special advising duties, Freshman Experience): 

3. Organizational advising: 

4. Special assignments: 

5. Community Involvement: 

II. Self-Evaluation 

A. Teaching strengths: 

B. Teaching weaknesses: 

C. Strategies for improvement: 

D. Special considerations:

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Appendix B
Self-Assessment Instrument For General Teaching
(Consolidated)
FACULTY SELF-ASSESSMENT QUESTIONNAIRE

1. How or why did you decide to become a teacher?

2. What do you enjoy most about teaching?

3. What do you enjoy least about teaching?

4. If you were not in your current profession, what would you like to be doing?

5. Within your discipline, what area or areas do you regard as your strongest?

6. Which do you regard as your weakest?

7. What is your greatest asset as a classroom teacher?

8. What is your greatest shortcoming as a classroom teacher?

9. What do you consider your greatest accomplishment as a teacher in the last three years?

10. Your greatest failure?

11. What is the one criticism that you are most fearful of receiving from a student? From a colleague?

12. What three things would you most like to change about your teaching?

13. What is the most important thing a student can learn from you?

14. Do you feel that your discipline is best taught by a particular approach (method) or teaching strategy and, if so, which approach, and why do you feel it is the best?

15. What have you found most gratifying in your work with University College? Most disappointing or frustrating?
Appendix C

Self-Assessment Instrument For Specific Session
(Consolidated)
CLASSROOM SESSION SELF-APPRAISAL
by Barbara J. Millis

Complete this form as soon as possible after the conclusion of the session. Check A, B, C, or D and then complete the sentences underneath. Be as specific and as objective as you can.

MY OVERALL RESPONSE TO THE SESSION WAS:

A. ____ EVERYTHING WENT SUPERBLY. My teaching was dynamic and effective, the students were responsive and seemed to learn a great deal, the objectives for the overall course and this particular class were met, etc. I would not change anything.
   1. I think the session went so well because:
   2. The aspects of my teaching that seemed most effective were:
   3. My teaching is/is not usually this good because:
   4. I plan to repeat the following activities, approaches, or teaching strategies:

B. ____ IN GENERAL, THE CLASS WENT FAIRLY WELL.
   1. I was disappointed in:
   2. I would change the following things by doing:
   3. I was most proud of:

C. ____ THIS SEEMED TO BE AN AVERAGE CLASSROOM EXPERIENCE.
   1. I was disappointed in:
   2. I would change the following things by doing:
   3. I was most proud of:
   4. I think the following things (teaching strategies, student shortcomings, physical environment, etc.) contributed to the mediocrity:
   5. I will change the following before I teach this course again:

D. ____ THE CLASS WAS GENERALLY NOT SUCCESSFUL.
   1. I think the session went so poorly because:
   2. My worst moments were when:
   3. My teaching is/is not usually this ineffective because:
   4. I plan to eliminate these activities, approaches, or teaching strategies:
   5. I will change the following (give timetable):
APPENDIX O

Faculty Self-evaluation Form

1. Teaching
   Strengths/Accomplishments:

   Goals/Areas for improvement:

2. Committee Work/Campus Service
   Strengths/Accomplishments:

   Goals/Areas for Improvement:

3. Community Service/Involvement
   Strengths/Accomplishments:

   Goals/Areas for Improvement:

4. List other pertinent information that reflects on your abilities as a faculty member at IW:

5. What goals do you have for yourself as a faculty member during the current semester?
   1. 
   2. 
   3. 

Faculty Member’s Signature ___________________________ Date ___________________________

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APPENDIX P

Social Studies Methods Professor Vitae

Available on Request

APPENDIX Q

Basic Skills Exam and Admissions Policy
Admissions Process Information Sheet

Iowa Wesleyan University
Teacher Education Program
Admissions and Basic Skills Exam Policy and Procedures

Beginning spring semester, 2017, students interested in applying for admission into the Teacher Education Program (TEP) must complete the following steps, concluding with step 6, application for admission into the TEP:

1. Successful passage of all 3 modules of a basic skills exam.
3. Successful completion of EDUC 261: Early Experience in the Schools (or equivalent transfer/waiver).
4. Disposition evaluation for EDUC 261 on file (EDUC 261 disposition form from employer for waiver with determination of acceptance by the Field Experience Committee, as well as faculty recommendation regarding dispositions at Teacher Education Committee (TEC) vote for admission into the TEP).
5. Minimum 2.75 cumulative GPA earned at Iowa Wesleyan (at least 6 credit hours earned at IW).
6. Submission of Application for Admission to TEC for consideration.

Students have three opportunities to pass all three modules of a basic skills exam. The Iowa Wesleyan TEP administers the CAAP basic skills exam on campus 5 times per academic year. Students may also request scores from the C-BASE or PRAXIS Core be sent to IW TEP, for a total of no more than three testing attempts. See page three of this document for specific scoring requirements for each exam.
Students will not be allowed to remain in education courses, or be admitted into the TEP if unable to pass the basic skills exam in a timely manner. If unable to pass the exam in the allotted attempts, students will be counseled along a more appropriate career path.

**FRESHMEN STUDENTS** will be encouraged to take the CAAP exam during their first semester on campus and, if they have not already passed a basic skills exam, will be required to take the CAAP during EDUC 110: Introduction to Teacher Education, which is typically taken during the spring semester of the freshman year.

See below for a demonstration of this sequence, given all requirements are met:

**Freshman fall semester** - Take the CAAP in their first semester on campus while enrolled in general education coursework.

**Freshman spring semester** - If not already completed, pass a basic skills exam, successfully complete EDUC 110: Introduction to Teacher Education, EDUC 261: Early Experience in the Schools, and EDUC 294: Foundations of Education, along with general education coursework.

**Sophomore fall semester** - IF BASIC SKILLS EXAM HAS BEEN PASSED, successfully complete EDUC 295: Curriculum Development and Evaluation and EDUC 296: Educational Psychology, other 100- and 200-level education-related courses (to include content area courses), and general education coursework.

**Sophomore spring semester** - admission to TEP at the first monthly meeting of the TEC (at the earliest); continuation with all required courses if admitted into the TEP.

If **JUNIOR TRANSFER OR ADVANCED STUDENTS** are interested in being on an **Accelerated Track**, with the potential of finishing their program in four semesters, they will need to have taken and passed the basic skills exam prior to starting education courses. Potential transfer students will be encouraged to take the CAAP at IW in the semester prior to initial coursework. They may also take the C-BASE/PRAXIS Core elsewhere, having passing scores sent to IW. The Teacher Education Program Services Administrator will communicate with community colleges to ensure that potential new students understand this requirement and testing opportunities. Transfer/advanced students accepted to IW will be notified by the TEP Services Administrator of testing opportunities prior to their first semester of enrollment.

Students on the Accelerated Track will typically take the following courses during their **first semester** on campus and be prepared to move into methods and upper-level education-related courses during their second semester: EDUC 110: Introduction to Teacher Education, EDUC 261: Early Experience in the Schools (or FEC approved equivalent transfer/waiver), EDUC 294: Foundations of Education, EDUC 295: Curriculum Development and Evaluation and EDUC 296: Educational Psychology, EDUC 301: Education of Exceptional Persons, and other education-related courses, to include content area courses.

If a basic skills exam has not been passed prior to the first semester of enrollment at IW, transfer/advanced students will take a set of courses on the **Standard Track** in their **first semester** on campus, which allows them time to pass the exam before moving on with additional
education courses, while at the same time exploring other careers of interest with support of the student’s advisor for course selection.

See below for a demonstration of this sequence given all requirements are met:

**Standard Track Coursework (Junior/Advanced year, first semester)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 110: Introduction to Teacher Education (CAAP must be taken during this course)</td>
<td>1 credit hour</td>
</tr>
<tr>
<td>EDUC 261: Early Experience in the Schools (or FEC approved equivalent transfer/waiver)</td>
<td>1 credit hour</td>
</tr>
<tr>
<td>EDUC 294: Foundations of Education</td>
<td>2 credit hours</td>
</tr>
<tr>
<td>EDUC 296: Educational Psychology (see rational below)</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>EDUC 301: Education of Exceptional Persons (see rational below)</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>PSYC 251: Developmental Psychology</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Electives aligned with fields outside of education of interest (e.g., Introduction to Criminal Justice, Microsoft Certification, Microeconomics, Expository Writing, Human Anatomy and Physiology, History of Music, First Aid, Substance Abuse, Team Sports, Foundations of Sport Management, Race and Ethnicity, Social Psychology, Introduction to Counseling, content area courses that may be counted as general education requirements for other majors)</td>
<td>Credit hours to ensure full-time status, if desired</td>
</tr>
</tbody>
</table>

**Rational for inclusion of EDUC 296 above:** Educational Psychology meets the requirements as a general education course for other majors.

**Rational for inclusion of EDUC 301 above:** Education of Exceptional Persons is a course that students from other majors (e.g., psychology, human services, criminal justice, exercise science and wellness) take as an appropriate elective given the emphasis on working with children and youth with exceptionalities in setting such as group homes, fitness facilities, physical/occupational/recreational therapy, childcare centers, counseling, or juvenile justice centers.

If a basic skills exam has not been passed following the first semester on campus (and within the allotted three attempts), the transfer/advanced student will be counseled into another field with support of the Career Services Office.

**Second semester—IF A BASIC SKILLS EXAM HAS BEEN PASSED, successfully complete EDUC 215: Technical Applications for Teachers, EDUC 295: Curriculum Development and Evaluation, EDUC 357: Human Relations with a Global Perspective for Educators, and all required courses (including other education-related courses yet excluding methods courses).**
Third semester-admission to TEP at the first monthly meeting of the TEC (at the earliest); continuation with all required courses, including methods courses.

1) CAAP
   a) Students contact IW for test fees, times, and dates
   b) Scores: Math-56 / Reading-60 / Writing-62
   c) Composite Score: 178, No individual score lower than 1 point less than minimum base score

2) PRAXIS CORE
   a) Students contact PRAXIS website for test sites, fees, times, and dates
   b) Scores: Math-150 / Reading-156 / Writing-162
   c) Scores sent to IW from ETS/Praxis

3) College BASE
   a) Students contact test site for test fees, times, and dates
   b) No individual score lower than 235 on writing, reading, and math
   c) Scores must be sent directly to IW from college test site

**ADMISSION PROCESS**

**Teacher Education Program (TEP) and/or Endorsement(s)**
Beginning spring, 2017, students interested in applying for admission into the Teacher Education Program (TEP) must complete the following steps, concluding with step 6, application for admission into the TEP. Admission is required for student teaching and/or endorsement practicum; and licensure. Iowa Wesleyan University education students are required to complete one background check through One Source (www.onesourcebackground.com) prior to starting field and clinical experiences.

Requirements (Steps) for Admission to Teacher Education Program (TEP):
___ 1. Successful passage of ALL 3 modules of a basic skills exam (CAAP, C-BASE, or PRAXIS CORE)
___ 2. Pass 4 prerequisite courses, with a grade of C- or above
   __ EDUC 110: Introduction to Teacher Education
   __ EDUC 294: Foundations of Education
   __ EDUC 295: Curriculum Development and Evaluation (for ELED and PE; passage of basic skills exam
   Required before enrollment)
   __ EDUC 296: Educational Psychology
___ 3. Successful completion of EDUC 261: Early Experience in the Schools (or equivalent transfer/waiver)
___ 4. Disposition evaluation for EDUC 261 on file (EDUC 261 disposition form completed by employer for
   waiver with determination of acceptance by the Field Experience Committee. Also faculty recommendation
   regarding dispositions at TEC vote for admission into the TEP-see step #6 below)
___ 5. Minimum 2.75 cumulative grade point average earned at Iowa Wesleyan (at least 6 credit hours at IW)
___ 6. Submission of Application for Admission to Teacher Education Committee (TEC) for consideration

| TEP Admission is granted after all requirements are completed and application is approved by TEC. |

Requirements to Student Teach:
___ 1. Admission to TEP
___ 2. Successful completion of EDUC 262 & EDUC 263: Participation & Analysis in Schools
___ 3. Minimum 2.75 cumulative GPA (must be met at time of Application for Admission to TEP and at time of
   Submission of Program Approval for Student Teaching)
___ 4. Successful completion of all education methods courses

Iowa Accreditation Review Final Report Iowa Wesleyan June 2016
5. Attend mandatory professional semester orientation meeting
6. Successful review of professional portfolio for required InTASC Standards, philosophy of education, resume, and letter of introduction, and review of disposition data from early field experiences (EDUC 261-262-263)
7. Submission of Program Approval for Student Teaching (signed by advisor) and all required materials by Published deadlines: October 1 for spring semester / February 1 for fall semester.
8. Approval from TEC

Permission to Student-Teach is granted after all requirements are completed.

Requirements for Licensure Approval:
1. Successful completion of student teaching
2. Maintenance of a 2.75 cumulative (Iowa Wesleyan) grade point average
3. Successful completion of PRAXIS II exams (Pedagogy and Content Knowledge)
4. Completion of all graduation requirements (if applicable)
5. Successful presentation of professional portfolio
6. Satisfy all financial obligations to Iowa Wesleyan
7. Completion of B.S. or B.A. and state of Iowa licensure requirements

Application for Teacher Licensure is submitted after all requirements are completed.

ADDITIONAL: Requirements for Approval for Endorsement(s) Practicum for Current Students (not yet licensed)
1. Admission to TEP
2. Successful completion of EDUC 263: Participation & Analysis in Schools
3. Minimum 2.75 (Iowa Wesleyan) grade point average (at least 6 credit hours earned at IW)
4. Completion and submission of practicum program approval form signed by advisor by published deadlines: October 1 for spring semester / February 1 for fall semester (forms in Teacher Education Office)
5. Successful completion of all endorsement required courses

APPENDIX R

College Supervisor Checksheet

Student Teacher Name__________________________________________________
Cooperating Teacher Name_______________________________________
First Placement_______ Second Placement_______ (please check accordingly)
Supervisor Name________________________________________________
Semester/Year ______________________

_____ Initial meeting with Cooperating Teacher at school (within a week of start of placement)
(date)
_____ Written materials explained/reviewed with Cooperating Teacher and Student Teacher
_____ Role of Student Teacher/Cooperating Teacher/Supervisor reviewed
_____ Review INTASC Standards and Iowa Teaching Standards
_____ Additional explanation of Mock Evaluation with documentation to be returned
_____ Note additional documents that are to be returned to Iowa Wesleyan
_____ Invitation to attend seminars and portfolio presentations (see orange calendar)
_____ Any additional information shared:

________________________________________________________________________

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____ Total amount of time spent going over materials

____ **Second visit** for initial observation of Student Teacher (about week 3 of placement)
   (date)
   ____ Total amount of time spent with Cooperating Teacher before and after observation

____ **Third visit** for observation of Student Teacher solo teaching (about week 5 of placement)
   (date)
   ____ Total amount of time spent with Cooperating Teacher before and after observation

____ **Fourth visit** for three way conversation with Student Teacher and Cooperating Teacher and to observe Student Teacher co-teaching lesson with Cooperating Teacher (about week 7 of placement)
   (date)
   ____ Total amount of time spent with Cooperating Teacher and Student Teacher

_____ **Weekly contact** with Cooperating Teacher, in person, by email or phone (please indicate below)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>On-Site (✓)</th>
<th>Email, Phone (✓)</th>
<th>Concerns?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>8</td>
<td></td>
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</tr>
</tbody>
</table>

Please complete and return to the Teacher Education Office by the end of each placement. You may turn in the completed form at the same time you return the College Supervisor final evaluation and mileage expense reimbursement. Thank you!
APPENDIX S

Suggested Eight-week Student Teaching Activity Progression

Elementary Education

WEEK ONE – Cooperating Teacher is always present

- Meet building personnel (principal, secretary, unit and special teachers, custodian, specialists)
- Tour the building
- Discuss school policies (discipline, safety, absences, parking, technology, etc.)
- Write a letter of introduction of self to the parents
- Observe for one or two days (procedures, grouping, pacing, discipline, interactions, direction giving, assessment) taking notes and discussing during daily conferencing
- Escort the children to special classes, lunch, and recess
- Spend at least one recess each day with children on the playground
- Attend staffing meetings as soon as possible
- Attend parent informational nights, conferences, and professional development sessions
- Take over opening and routine duties about the fourth day
- Discuss with cooperating teacher and write a plan for the order in which the individual content subjects will become his/her responsibility. Share a copy of this plan with your College Supervisor.
- Turn in the lesson plans on Friday of first week for the first content course to be taught the second week
- Assist cooperating teacher with individual or small groups
- Discuss with cooperating teacher classroom management techniques to be used
- Discuss with cooperating teacher special ideas and use of supplementary materials the student teacher has that could be worked into the eight weeks
- Observe in other classrooms as time allows

WEEK TWO – Cooperating Teacher is always present

- Do opening every day
- Total responsibility for two lessons / activities
- Turn in lesson plans, which include assessment plans, for the next week
- Teach back-to-back classes / activities to learn about transitions
- Begin building professional portfolio
- Save everything you do as possible artifacts for the professional portfolio, date each item
- Make plans for videotaping to be done

WEEKS THREE AND FOUR – Cooperating Teacher is generally present

- Be responsible for at least half of the classes / activities
- Turn in lesson plans, which include assessment plans, for the next week
• Discuss with cooperating teacher how best to incorporate “active” learning approaches into lesson plans
• Plan use of technology/computer to enhance lessons
• Discuss differentiation and alternative assessments with cooperating teacher and plan to implement
• Cooperating teacher should leave room occasionally, but be in and out, assisting the student teacher with individual and group work
• Complete videotaping, review lesson with cooperating teacher, write reflection paper
• Teach three subjects the whole week
• Discuss with cooperating teacher during daily conferencing any concerns that have arisen during daily conferencing
• Cooperating Teacher completes midterm evaluation, discuss with student teacher, send to Teacher Education Office

WEEKS FIVE – SIX – (SEVEN) – Cooperating Teacher is in the room periodically throughout the day
• Student teacher should be teaching all subjects all day for at least two of these weeks
• Cooperating teacher should leave the room most of the day to encourage the independence of the student teacher
• Reflect daily on your successes, surprises, and plans to improve (with Cooperating Teacher)
• Discussions should concentrate on what the student teacher could have done in specific situations
• Cooperating teacher or principal and the student teacher should have completed the required “Mock Evaluation”.

LAST WEEK – Cooperating Teacher is always present
• Cooperating teacher should be taking back most of the subjects this week
• Student teacher should co-teach some of each day and observe in other classrooms/areas of the school, as well as the Cooperating Teacher.
• Cooperating teacher should review the evaluation form with the student teacher this week and mail in envelope provided

NOTE: This is a suggested progression – obviously, circumstances vary with preparation, ability and situation of class and student teacher.
## APPENDIX T

### Current Suggested Four-year Plan

#### ELEMENTARY EDUCATION (K-6)

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 105 College Comp &amp; Research (WI)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150 Fund. of Math/Prob Solving</td>
<td>3</td>
</tr>
<tr>
<td>WS 100 Wesleyan Seminar (SL)</td>
<td>4</td>
</tr>
<tr>
<td>HIST 125 US History Survey</td>
<td>3</td>
</tr>
<tr>
<td>4 hr. lab Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
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<tr>
<td>ED 215 Technogical App. in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>COMM 147 Intro. to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ED 295 Curriculum, Dev. &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ED 296 Educational Psychology (WI)</td>
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<tr>
<td>ED 261 Early Experience in the Schools</td>
<td>1</td>
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<tr>
<td>3-hr. Area of Concentration/endorse</td>
<td>3</td>
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<tr>
<td></td>
<td>15</td>
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<tr>
<td><strong>Junior</strong></td>
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</tr>
<tr>
<td>Creative Performance Wesleyan Studies</td>
<td>3</td>
</tr>
<tr>
<td>ED 262 Participation &amp; Analysis</td>
<td>1</td>
</tr>
<tr>
<td>ED 390 Elem. Specials Methods</td>
<td>3</td>
</tr>
<tr>
<td>ED 342 Intermediate Literacy Methods</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ED 331 Elem. Sch. Social Studies Meth</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
</tr>
<tr>
<td>ED 263 Participation &amp; Analysis</td>
<td>1</td>
</tr>
<tr>
<td>ED 302 Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>3-hr. Area of Concentration/endorse</td>
<td>3</td>
</tr>
<tr>
<td>3-hr. Area of Concentration/endorse</td>
<td>3</td>
</tr>
<tr>
<td>6-hr. electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

11/09/2015

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APPENDIX U
Faculty Approved Curricular Revisions to the Elementary Education Endorsement
Curricular Revision Proposal

Nature of the changes: Update the course selections for the Elementary Education major, adjusting science content courses in order to better meet the Board of Education Examiners competency requirements of 9 semester hours in science across three areas: physical science, earth/space science, and life science.

Students will take:
SCI 206: Physical Science to cover physical and earth/space science (fall semester),
BIO 260: Ecology and Conservation to cover life science and as an applications course for all three areas of science (spring semester), and
EDUC 305: Elementary School Science Methods.
*Students may transfer in courses that meet the requirements of each area of science.

Adjust the curriculum exhibit to indicate that ENG 105 is now a 3 hour course instead of a 4 hour course. This moves the total credit hours for the major from 62 to 61 hours.

Rationale for the changes: In the past BIO 260: Ecology and Conservation was generally taken by the Elementary Education students to cover all three areas of science: physical science, earth/space science, and life science. The BoEE has asked for more specified coursework in these areas. The instructors of these science courses will align content and instruction with the Next Generation Science Standards and the PRAXIS II elementary content exam.

Ramifications of the changes: This change provides clarity of required courses, evidence that each area of science is adequately covered, and consistency in science courses needed for the Teacher Education Program.

Has assessment shaped this proposal? If so, how? In order to meet the BoEE requirements, a subcommittee with an AEA consultant met to discuss options for adjustments to the science requirements for Elementary Education students. Examples from other colleges were provided. Options were discussed.

REQUIRED SIGNATURES:
Please provide signatures and dates once the proposal has been approved by the appropriate division or committee.

Division Chair: _________________________________ Date: __________

Education Division: _________________________________ Date: __________
(if necessary)
Assistant Dean, Wesleyan Studies _________________________________ Date: __________
(if necessary)
Curriculum Committee: _________________________________ Date: __________

Faculty Chair: _________________________________ Date: __________
Endorsement Exhibit

ENDORSEMENT NO. 102  K-6 Teacher Elementary Classroom  Generate pdf

New

Institution Name: Iowa Wesleyan University
Undergraduate ☐ OR Graduate ☐

Professional Education Core:
Requirements unique to this endorsement:
STATE REQUIREMENTS Professional Core
Student Teaching in Elementary Classroom

INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
EDUC 442-443: Practicum in Elementary Education (12-14 hours) *All student teachers concurrently take EDUC 402-404: Senior Seminar for Student Teachers which outlines the practica expectations regardless of content area or grade level. There are no specific syllabi for student teaching practica per content area or grade level.

Other

Content:
Completion of a thirty semester hour teaching major which must minimally include
STATE REQUIREMENTS Content Categories
Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core.

At least 9 semester hours in literacy which must include:
Content:
Children’s literature;
Oral and written communication skills for the twenty-first century
Methods:
Assessment, diagnosis and evaluation of student learning in literacy;
Integration of the language arts (to include reading, writing, speaking, viewing, and listening);
Integration of technology in teaching and student learning in literacy;
Current best-practice, research-based approaches of literacy instruction;
Classroom management as it applies to literacy methods;
Pre-student teaching clinical experience in teaching literacy.
At least 9 semester hours in mathematics which must include:
Content:
Numbers and operations
Algebra/number patterns;
Geometry;
Measurement
Data analysis/probability
Methods
Assessment, diagnosis and evaluation of student learning in mathematics
Current best-practice, research-based instructional methods in mathematical processes (to include problem solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulative; the ability to construct and to apply multiple associated representations; and the justification of logical conclusions)

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Integration of technology in teaching and student learning in mathematics
EDUC 215: Technological Applications in the Classroom K-12 2 hrs. EDUC 323: Elementary School Math Methods 3 hrs.

Classroom management as it applies to mathematics methods;

Pre-student teaching clinical experience in teaching mathematics;
EDUC 323: Elementary School Math Methods 3 hrs.

At least 9 semester hours in social sciences which must include:

**Content**

**History**
EDUC 331: Elementary School Social Studies Methods 3 hrs.

**Geography**

**Political science/civic literacy;**

**Economics**
EDUC 296: Educational Psychology 3 hrs. PSYC 251: Developmental Psychology 3 hrs.

**Behavioral sciences.**

**Methods**
Current best-practice, research-based approaches to the teaching and learning of social sciences
EDUC 331: Elementary School Social Studies Methods 3 hrs.

Integration of technology in teaching and student learning in social sciences
EDUC 215: Technological Applications in the Classroom K-12 2 hrs. EDUC 331: Elementary School Social Studies Methods 3 hrs.

Classroom management as it applies to social science methods

At least 9 semester hours in science which must include:

**Content**

**Physical science**
Students are required to take an elementary science methods course, a lab science course, and another science course (with lab recommended). It is suggested that students take SCI 206: Physical Science. It is suggested that students also take BIO 260 where physical science, earth/space science and life science are covered. SCI 206: Physical Science 4 hrs. BIO 260: Ecology and Conservation OR CHEM 175: Principles of Chemistry I OR PHYS 210: General Physics I

**Earth/space science**
Students are required to take an elementary science methods course, a lab science course, and another science course (with lab recommended). It is suggested that students take SCI 206: Physical Science which intentionally covers earth/space science. It is suggested that students also take BIO 260 where physical science, earth/space science and life science are covered. SCI 206: Physical Science 4 hrs. BIO 260: Ecology and Conservation OR SCI 205: Elementary Astronomy

**Life science**
Students are required to take an elementary science methods course, a lab science course, and another science course (with lab recommended). It is suggested that students take BIO 260 where physical science, earth/space science and especially life science are covered for one of the two science classes beyond methods. BIO 260: Ecology and Conservation 4 hrs. OR BIO 201: General Botany OR BIO 211: General Zoology OR BIO 241: Human Anatomy and Physiology I

**Methods**
Current best-practice, research-based methods of inquiry-based teaching and learning of science;
EDUC 305: Elementary School Science Methods 3 hrs.

Current best-practice, research-based methods of inquiry-based teaching and learning of science;

Integration of technology in teaching and student learning in science
EDUC 215: Technological Applications in the Classroom K-12 2 hrs. EDUC 305: Elementary School Science Methods 3 hrs.

Classroom management as it applies to science methods
EDUC 302: Classroom Management 2 hrs. EDUC 305: Elementary School Science Methods 3 hrs.

At least 3 semester hours to include all of the following:

1. Methods of teaching elementary physical education, health, and wellness;
EDUC 390: Elementary School Specials Methods (Art, Music, PE/Health/Wellness) 3 hrs.

2. Methods of teaching visual arts for the elementary classroom;
EDUC 390: Elementary School Specials Methods (Art, Music, PE/Health/Wellness) 3 hrs.

3. Methods of teaching performance arts for the elementary classroom;
EDUC 390: Elementary School Specials Methods (Art, Music, PE/Health/Wellness) 3 hrs.

Pre-student teaching field experience in at least two different grade levels to include one primary and one intermediate placement.
EDUC 261: Early Experience in the Schools 1 hr. EDUC 262: Participation and Analysis in the Schools 1 hr. EDUC 263: Participation and Analysis in the Schools 1 hr.
B. Field specialization in a single discipline or formal interdisciplinary program of at least 12 semester hours.
APPENDIX W

IW TEP and DoE Correspondence and Science Content Course Syllabi

From: Rebecca Beckner
Sent: Wednesday, February 10, 2016 9:13 AM
To: Bice, Larry [IDOE]
Subject: RE: IW science syllabi

Good morning Larry.

I am forwarding you the email I sent to Joanne on June 12, 2015 with the BIO 260 syllabus materials and additional information on Dr. Wilson’s assignments and assessments attached. Does this show what you need?

The SCI 206: Physical Science syllabus was written this way so that the professor of the course (starting fall, 2016) can develop the assignments and assessments to meet the objectives for the course as outlined in the syllabus we submitted to you. The objectives were taken from the Hewitt textbook (which has since been approved by the instructor who has been assigned to teach the course next year /science division). This course is on the books at IWU but has not been taught in several years, so is basically a new course.

Thanks in advance for you feedback,
Becky
******************************************************************************

From: Larry Bice
Sent: Tue 2/10/2016 9:56 AM
To: Rebecca Beckner
CC: Joanne Tubbs (BOEE)

Thanks Becky,
I think the 206 syllabus is fine. I will go through the 260 you attached to Joanne’s email and get back to you.
Larry
******************************************************************************

From: Larry Bice
Sent: Tue 2/16/2016 1:47 PM
To: Rebecca Beckner
CC: Joanne Tubbs (BOEE)

Becky,
I have reviewed the syllabi for BIO 260 and SCI 206. Between the two of them, I find adequate preparation in physical, earth/space and life science to meet the science content requirements for
the 202 endorsement. I suggest you include the most recent versions in your application to the BoEE for approval of the 102 curriculum exhibit.

Larry

Iowa Wesleyan University, Division of Science
Fall, 2016
SCI 206 Physical Science
Placeholder for meeting time

Instructor Information
Place holder  Office Hours:
Office Location –  Phone:
Class Location –  E-mail:

Course Materials
Required Text

Iowa Wesleyan University Mission Statement
The mission of Iowa Wesleyan University is to prepare and equip individuals for success in life and career within a dynamic global community. Iowa Wesleyan University is a historic, faith-inspired, four-year university. The university is affiliated with the United Methodist Church with which it shares a commitment to spiritual values, social justice and human welfare.

IW Life Skills
All courses taught at IWU incorporate three essential Life Skills: Communication, Critical Reasoning, and Civic Engagement. Each semester the University will assess specific outcomes in assigned courses through LiveText.

Course Description
This course covers selected concepts underlying present understanding of the physical and earth/space science. Topics include motion and Newton’s Laws, energy, electricity and magnetism, chemical structure and reactions, and elements of astronomy, geology, and meteorology. Lecture, Demonstration, and laboratory experiences are included. 4 credit hours

This course content is coordinated with the NSTA, the National Science Teachers Association, and the Next Generation Science Standards, Elementary Standards K-5: LS, PS, and ESS.

Course Objectives:
Objective 1: Force and Motion
Define and demonstrate a knowledge of inertia, mass, weight, force, net force, acceleration, speed, and velocity.

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Performance Indicator: Labs, written assignments, exams

Objective 2: Newton’s Laws
Define and demonstrate Newton’s Three Laws of Motion. Recognize the operation of these laws in real world situations.
Performance Indicator: Labs, written assignments, exams

Objective 3: Energy
Define energy, work, potential energy, and kinetic energy, and demonstrate an understanding of how these principles operate in real world situations. Understand conservation of energy in physical systems. Apply the 3 Laws of Thermodynamics to real world situations involving heat, temperature, and entropy.
Performance Indicator: Labs, written assignments, exams

Objective 5: Electricity
Demonstrate an understanding of electric charge, electric potential, voltage, current, and resistance. Be able to distinguish between series and parallel circuits.
Performance Criteria: Labs, written assignments, exams

Objective 6: Magnetism
Demonstrate an understanding magnetic fields, the relationship between magnetic induction and power production.
Performance Criteria: Labs, written assignments, exams

Objective 7: Chemistry
Understand the structure of atoms, and how those structures are related to the organization of the Periodic Table. Describe the difference between physical and chemical properties, and how they relate to atomic and molecular structures, and chemical bonds (ionic and covalent). Be able to write and balance chemical equations, and articulate the factors that influence chemical reactions, such as energy/temperature, catalysts, atomic structure, etc.
Performance Criteria: Labs, written assignments, exams

Objective 8: Astronomy
Understand the structure of the solar system, the properties of the sun and the differences in the inner vs. the out planets and other objects such as comments and asteroids. Understand the properties of objects in the universe, such as galaxies and black holes. Articulate the life cycle of a star and how a star’s color and brightness can give clues as to its age and ultimate fate.
Performance Criteria: Labs, written assignments, exams

Objective 9: Geology
Be able to classify rocks as igneous, metamorphic, or sedimentary and articulate the rock cycle. Show an appreciation for plate tectonics and how this process has shaped the surface of the Earth, including earthquakes and volcanoes.

Iowa Accreditation Review Final Report Iowa Wesleyan June 2016
Objective 10: Meteorology
Understand the structure of the Earth’s atmosphere, and the driving forces of air motion, such as solar energy, air pressure, Coriolis, forces, and global circulation patterns. Understand the driving forces of weather such as and how these result in observable effects such as clouds, precipitation, storms, droughts, etc.

Performance Criteria: Labs, written assignments, exams

Course Policies

Attendance and Participation Policy

Expectations for Attendance and Assignments:
1. Attendance and participation in class discussions and group work is essential for success in this course. All students are expected to attend every class and to participate fully, including completing assigned reading materials and related assignments, which will be the basis of class discussions.
2. Attendance and general participation will be graded with an absence defined as not being in class on a given day. Points are available per day for attendance and participation.
3. If you have special circumstances that prevent you from arriving on time, please discuss alternative arrangements with me ahead of time.
4. I do not cancel class unless it’s absolutely unavoidable. In the event that I have an emergency or I cannot make it to class, I will do the following:
   • Email each of you
   • Inform the Education Program Associate
5. No text messaging allowed during class. Make sure your cell phone is turned off or on vibrate throughout class.

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 to 100</td>
<td>A</td>
</tr>
<tr>
<td>90 to 91.9</td>
<td>A-</td>
</tr>
<tr>
<td>88.1 to 89.9</td>
<td>B+</td>
</tr>
<tr>
<td>82 to 88</td>
<td>B</td>
</tr>
<tr>
<td>80 to 81.9</td>
<td>B-</td>
</tr>
<tr>
<td>78.1 to 79.9</td>
<td>C+</td>
</tr>
<tr>
<td>72 to 78</td>
<td>C</td>
</tr>
<tr>
<td>70 to 71.9</td>
<td>C-</td>
</tr>
<tr>
<td>68.1 to 69.9</td>
<td>D+</td>
</tr>
<tr>
<td>62 to 68</td>
<td>D</td>
</tr>
<tr>
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</tr>
<tr>
<td>59 and below</td>
<td>F</td>
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Library Resources
This class may require students to find information sources for a research paper or project. College-level research requires college-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. Wikipedia articles are acceptable only for background information, and are not to be cited in your paper. Chadwick Library offers a large number of appropriate sources. Librarians are available to help students select and locate appropriate sources. Find a librarian at the Reference Desk at Chadwick Library, by phone at 319.385.6318, or by email: kate.adams@iw.edu or paula.wiley@iw.edu.

Change in Certification Status
There are times when a student begins coursework in the Teacher Education Program not wanting to earn certification. If, at a later date, the student decides to seek certification he/she must realize there are different requirements for certification and non-certification majors. In fact, a change in certification status may result in additional coursework and assignments.
“I understand that if, at any time while enrolled at Iowa Wesleyan University, I change my certification status, I may need to complete additional coursework and will need to demonstrate competency in all InTASC Standards.”
Background Check and Confidentiality Statement
Students are required to complete a background check through One Source
http://www.onesourcebackground.com/ before starting a field experience. ALL students
must have a background check (or disclosure statement) AND a signed confidentiality
statement for EACH CLASS, EACH SEMESTER if the course requires ANY TYPE of
field experience/observation with area schools/organizations. If these items are required
for your course, your professor will give you details. If you have questions about the
initial Background Check process, see Mrs. Jane Lauer, TEP Services Administrator. If
you have questions regarding disclosure statements and/or confidentiality statements, see
Mrs. Lorie Hauenstein, Program Associate.

Skills and Standards

TEP Mission Statement and Conceptual Framework

Community of Learners
The mission of the Teacher Education Program is the education of future
teachers through a caring and knowledgeable Community of Learners.

Conceptual Framework
The Community of Learners’ conceptual framework includes members from
Iowa Wesleyan University the Teacher Education Program, the Professional
Community and the Student Body.

The Community of Learners framework provides basic knowledge, skills, and
dispositions of teaching and learning while encouraging each candidate to
develop his or her unique potential for effective, assessment driven teaching,
respectful classroom management, and use of technological communication.

We encourage the commitment to life-long learning through critical reflection
and professional development.

IWU Teacher Education Program/InTASC Teaching Standards
The State of Iowa and Iowa Wesleyan University have adopted the following INTASC
Standards, or competencies, for teacher licensure. Each teacher education program must
help students develop the competencies needed to meet these performance Standards. In
order to obtain a teaching license, each candidate must demonstrate that they have met
the minimal performance Standards. Standards assessed through LiveText for this
course are in bold type below.

Iowa Teaching Standards
The Iowa Teaching Standards represent a set of knowledge and skills that reflects the best evidence available regarding quality teaching. They are the Standards that professional teachers in the field are responsible to meet. 

Standards and criteria which apply in this course are italicized and are listed under applicable INTASC Standards below.

**Principle A: Student Learning**
The candidate understands how students learn and develop, and provides learning opportunities that support intellectual, career, and social and personal development.

**Principle B: Diversity**
The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

**Principle C: Instructional Planning:**
The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum goals.

**Principle D: Instructional Strategies:**
The candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Principle E: Learning Environment/Classroom Management**
The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle F: Communication/Technology**
The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom. The candidate utilizes technology.

**Principle G: Assessment**
The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.

**Principle H: Foundations, Reflection, & Professional Development**
The candidate continually evaluates the effects of the candidate’s choices and actions on students, parents, and other professionals in the learning community, and actively seeks out opportunities to grow professionally.

**Principle I: Collaboration, Ethics, & Relationships**
The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support students’ learning and development.

**Principle J: Content Knowledge**

The candidate understands the central concepts, tools of inquiry and the structure of the disciplines(s) s/he teaches and creates learning experiences, making these aspects of subject matter meaningful for students.

**J-1: Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline s/he teaches (Knowledge and Skills, at the developing level when compared to a practicing teacher).**

*Iowa Teaching Standards:*

2. a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
   d. Understands and uses instructional strategies that are appropriate to the content area.

**Board of Education Examiners (BOEE) Requirements for Teaching Endorsements**

Instruction of specific content is required for each endorsement in the state of Iowa. BOEE competencies addressed in this course are:

#102 Elementary Education (grades K-6)-At least 9 semester hours in science which must include:

- physical science and earth/space science

**Electronic Working Portfolio**

Iowa Wesleyan utilizes LiveText, a web-based assessment management system, and is requiring its use for coursework that provides evidence of meeting rigorous state, regional, and federal requirements. University accreditation is important as academic communities, employers, and other constituents recognize it as evidence of quality which enhances the prestige of the institution, and consequently the value of the degree you will earn. It will be used in general education courses, for portfolio development, and several other university initiatives. IW understands that the cost of college is high, so we are providing the membership to LiveText to all students at no charge to you. If you have not already done so, please follow these instructions to register your account.

LiveText guarantees every purchaser five years of use. You have the opportunity to use your account for secure online storage of all of your academic work and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other parties.

In Education coursework, the purpose of the LiveText working portfolio is to document student progress through the ten Iowa Wesleyan University Teacher Education/INTASC
Standards. Most courses taught within the Teacher Education Program address certain Standards, although all ten may or may not be addressed in any one course.

Students will be informed about which specific Standard(s) will be addressed in that course. As the class progresses and students are given assignments to complete, the student should consider how each assignment or activity meets the Standard(s).

In order to compile the working portfolio, students will gather artifacts from the course that fit within each Standard. The artifacts could be graded assignments, book chapters/sections, lecture notes, a description of an in-class activity, etc. Please ask your professor for more guidance on what constitutes an artifact and if the artifact should be attached or merely described. It is the professor’s decision and may differ by course.

At a minimum, the final working portfolio for each class will consist of an artifact and a reflective essay for each Standard. The essay should include the following:
1. a brief description of the artifact;
2. an explanation of why the artifact was chosen;
3. an explanation of how the artifact meets a particular Standard; and
4. a personal reflection statement about the relationship between the Standard and the artifact (what was learned, how the student would do things differently if done again, how it will impact his/her professional life as a teacher, etc.).

Some courses require multiple assignments and reflections via LiveText over the course of the semester. Students should seek the input of each professor for each course to ensure they understand the requirements for the specific course.

As students progress through the Teacher Education Program, the working portfolio will grow. This portfolio will show student growth over time as well as growth within the program. When the student reaches the professional semester of student teaching, he or she will be able to transfer the knowledge required in developing the working portfolio into the development of the professional portfolio.

In a limited number of courses (i.e., EDUC 261, 262, and 263/302) mastery of the course’s Standard(s) at the level 3 or 4 on the scoring guide will be considered full and final mastery of that Standard. During the student teaching semester, the student who has full and final mastery of Standard/Standards from these courses, will have fewer Standards for which to demonstrate mastery (or reduced requirements). Please note that only certain, limited number of courses are able to provide the full and final mastery option. Students should seek the input of the professor of each course to determine if the course is one that qualifies for full and final mastery.

The Education Department offers student assistance with LiveText in several ways. On the Education Division website (see LiveText button) there are links to the “Student Help Center” where answers to many common questions are given.
Additionally, there will be LiveText tutors available through the OASIS throughout the semester and at a variety of times.

**Instructions for Registering your LiveText Account**

1. Open your web browser (FireFox is LiveText’s preferred browser) and type `livetext.com` in the url address bar.
2. Click “Register” in the upper right-hand part of the page. It will take you to the “Register Membership” page.
3. Choose your role—click on the radial button in front of “Student.”
4. Enter the keycode that was sent to you to your IWU e-mail address.
5. Enter your personal information that is requested.

   Please note:
   a. When entering your name, use your official name on record at Iowa Wesleyan University.
   b. Use your IWU email address. If you do not wish to provide a personal email address, simply use your UIU email address in all email slots.
   c. Username and password: we recommend using the same username/password you sign on to IWU e-mail for ease of remembrance.
6. Click on the box “Register My Membership Account.”

   a. If you receive the message “Please enter all information below to continue with the registration process,” please go back and fill in any red highlighted boxes.
   b. If you have successfully completed the registration process, LiveText will display the Account Activation Confirmation page. This page will display your username and password. Your login information will also be sent to the IWU email address provided during account registration.
7. If you have a LiveText keycode and have problem registering your account, please contact LiveText at 1-866-LiveText (1-866-548-3839).
Iowa Wesleyan University, Division of Science
Spring 2017
BIO 260, Ecology and Conservation

Instructor Information
Dr. D.P. Wilson
Office Location – Science Hall 206
Class Location –
Office Hours: Phone: (319) 385-6335
dpwilson@iw.edu

Required Text:

Iowa Wesleyan University Mission Statement
The mission of Iowa Wesleyan University is to prepare and equip individuals for success in life and career within a dynamic global community. Iowa Wesleyan University is a historic, faith-inspired, four-year university. The university is affiliated with the United Methodist Church with which it shares a commitment to spiritual values, social justice and human welfare.

IW Life Skills
All courses taught at IWU incorporate three essential Life Skills: Communication, Critical Reasoning, and Civic Engagement. Each semester the University will assess specific outcomes in assigned courses through LiveText.

Course Description
- Sustainability is the central theme.
- The many practical steps we can take toward more sustainable lifestyles by applying nature’s sustainability lessons to our economies and individual lifestyles will be emphasized.
- The basic ecological principles and concepts of the interrelationships of plants and animals to their environment will be applied to environmental quality, natural resource conservation, and ecosystem management.
- Ecological principles and their application to our natural world will be presented in illustrated lectures, class discussions and laboratory observations and tests.
- Observations, measurements and analysis of ecosystems will be conducted during field experiences. Each student will utilize a field notebook to record data. This field work requires the ability to understand and follow specific instructions. Written and oral reports will be generated from these records.

Course Objectives:
- To utilize knowledge from the life sciences (ex. biology, botany, zoology, paleontology (evolution), entomology) and the physical sciences (ex. geology (earth science), meteorology (climate), chemistry, physics), to improve our understanding of our world.
- To develop an ability to apply ecological principles to environmental problems and to the maintenance of natural areas.
- To better understand the dynamic interdependence of the living and non-living components of our planet earth.
- To communicate information regarding ecological and environmental issues effectively in class discussions, written reports and group presentations.
- To appreciate and value the beauty, order and diversity in our natural world.

Course Policies
PARTICIPATION in classroom and field activities IS REQUIRED.

Assessments
1. Unit exams (each worth 150 points)
2. Exam over peer developed study questions (150 points)
3. Comprehensive final exam (75 two-point completion questions taken from unit exams)
4. Sustainability project: use of a minimum of three appropriate references (beyond the textbook and study guides), explanation on why design and energy factors are chosen, use of information learned through the class
5. Points given for individual assignments and attendance at field trips

Announced quizzes will include classroom, laboratory and field information. Quizzes include completion (fill-in-the-blank) questions and essay questions.
The guaranteed grading scale will be: (Plus and minus grades are included.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Correct Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0 - 6%</td>
<td>(100-94% correct)</td>
</tr>
<tr>
<td>B</td>
<td>7 - 13%</td>
<td>(93-87% correct)</td>
</tr>
<tr>
<td>C</td>
<td>14 - 35%</td>
<td>(86-65% correct)</td>
</tr>
<tr>
<td>D</td>
<td>36 - 49%</td>
<td>(64-51% correct)</td>
</tr>
<tr>
<td>F</td>
<td>50%</td>
<td>(50% correct)</td>
</tr>
</tbody>
</table>

Assignments and Assessments:

Basic Chemistry Chapters: 1-4, 12, 14, 17-19, 21
Chapters 2 (Science, Matter, Energy, and Systems), 3 (Ecosystems-force and work), 15 (Nonrenewable Energy-as tied to geology), 16 (Energy Efficiency and Renewable Energy)

Small group work (see study guides):
1. Define science through class discussion
2. Following viewing of videos and answering of questions regarding energy-group discussion/jigsaw activity on application to the world we live in (see sheets regarding vieos)
3. Class demonstration-popcorn (heat energy), field trip to the Old Threshers Reunion (horse power, steam power and petroleum energy)
4. Discussion of matter-compare chemical elements and compounds and other chemistry concepts (see study guide)
5. Apply learned information to specific ecosystems and present to class
6. Labs and experiments on Iowa land forms (glaciation field trip), land erosion (field trip), mountain building (plate tectonics), soil and water testing, ecosystem analysis

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7. Demonstrations such as volcanic activity, glaciation and chemical makeup of water

**Individual activities:**
1. Reading of chapters as assigned
2. Following viewing of videos, answer study guides questions regarding each video and chapter (see sheets regarding videos and study guides) in order to synthesize information
3. Learn states of matter and chemistry formulas for photosynthesis, respiration, and chemical cell energy (ATP)
4. Research on means of transportation (e.g., cars, bikes, walking)
5. Final units-write five study guide questions for peers with presentation of most important questions discussed
6. A continuing housing and transportation sustainability project synthesizes many of these units with a presentation at the end of the course on how the student will utilize the physical, chemical, and biological information to live more sustainably. Example components include a house floor plan, housing energy sources and energy efficiency, use of renewable and nonrenewable energy inside and outside (landscaping), and energy efficiency of different types of transportation.

**Capstone:** Study of individual Ecosystems: What happens to energy in the Ecosystem? Class discussions, videos, and Field Trips to ecosystems to measure organisms and energy flow, water and soil samples are taken for physical (texture, structure) and chemical characteristics

**Course Activities:**

CONNECTED UNITS addressing each science content type:
As it is impossible to separate the types of science content, BIO 260: Ecology and Conservation is designed to provide the elementary education major with connected study of physical, earth/space, and life sciences:

<table>
<thead>
<tr>
<th>Earth/Space Science</th>
<th>Physical Science</th>
<th>Life Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geology</td>
<td>Energy (illustrative DVDs)</td>
<td></td>
</tr>
<tr>
<td>Photosynthesis</td>
<td>Biogeochemical Cycles (Chemistry)</td>
<td>Food</td>
</tr>
<tr>
<td>Climate/Weather</td>
<td>Power (e.g., steam, thermal, solar, wind)</td>
<td>Plants and</td>
</tr>
<tr>
<td>webs/chains</td>
<td>Power efficiency-thermal dynamic laws</td>
<td>Bacteria</td>
</tr>
<tr>
<td>Plate Tectonics</td>
<td>Light spectrum</td>
<td>Nutrient</td>
</tr>
<tr>
<td>composers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land erosion</td>
<td></td>
<td></td>
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<tr>
<td>Glaciers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cycling</td>
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</tbody>
</table>

True learning comes with application. By learning to apply chemistry, physics, and biology/life science, students are not only learning the basic scientific knowledge and laws-they are learning how they apply to the real world and to their personal lives. When science becomes personal people take action.

A continuing housing and transportation sustainability project synthesizes many of these units.
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Library Resources
This class may require students to find information sources for a research paper or project. College-level research requires college-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. Wikipedia articles are acceptable only for background information, and are not to be cited in your paper. Chadwick Library offers a large number of appropriate sources. Librarians are available to help students select and locate appropriate sources. Find a librarian at the Reference Desk at Chadwick Library, by phone at 319.385.6318, or by email: kate.adams@iw.edu or paula.wiley@iw.edu.

Teacher Education Program

TEP Mission Statement and Conceptual Framework

Community of Learners
The mission of the Teacher Education Program is the education of future teachers through a caring and knowledgeable Community of Learners.

Conceptual Framework

Iowa Accreditation Review Final Report Iowa Wesleyan June 2016
The Community of Learners’ conceptual framework includes members from Iowa Wesleyan University the Teacher Education Program, the Professional Community and the Student Body.

The Community of Learners framework provides basic knowledge, skills, and dispositions of teaching and learning while encouraging each candidate to develop his or her unique potential for effective, assessment driven teaching, respectful classroom management, and use of technological communication.

We encourage the commitment to life-long learning through critical reflection and professional development.
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IWU Teacher Education Program/INTASC Teaching Standards

The State of Iowa and Iowa Wesleyan University have adopted the following INTASC Standards, or competencies, for teacher licensure. Each teacher education program must help students develop the competencies needed to meet these performance Standards. In order to obtain a teaching license, each candidate must demonstrate that they have met the minimal performance Standards. **Standards assessed through LiveText for this course are in bold type below.**

**Iowa Teaching Standards**

The Iowa Teaching Standards represent a set of knowledge and skills that reflects the best evidence available regarding quality teaching. They are the Standards that professional teachers in the field are responsible to meet. **Standards and criteria which apply in this course are italicized and are listed under applicable INTASC Standards below.**

**Principle A: Student Learning**
The candidate understands how students learn and develop, and provides learning opportunities that support intellectual, career, and social and personal development.

**Principle B: Diversity**
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**Principle C: Instructional Planning:**
The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum goals.

**Principle D: Instructional Strategies:**
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Iowa Accreditation Review Final Report Iowa Wesleyan June 2016
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**Principle I: Collaboration, Ethics, & Relationships**
The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support students’ learning and development.

**Principle J: Content Knowledge**
The candidate understands the central concepts, tools of inquiry and the structure of the disciplines(s) s/he teaches and creates learning experiences, making these aspects of subject matter meaningful for students.

**J-1:** Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline s/he teaches (Knowledge and Skills, at the developing when compared to a practicing teacher).

**Iowa Teaching Standards:**
2. a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
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**Board of Education Examiners (BOEE) Requirements for Teaching Endorsements**

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#102 Elementary Education (grades K-6): At least 9 semester hours in science which must include: life science

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LiveText guarantees every purchaser five years of use. You have the opportunity to use your account for secure online storage of all of your academic work and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other parties.

In Education coursework, the purpose of the LiveText working portfolio is to document student progress through the ten Iowa Wesleyan University Teacher Education/INTASC Standards. Most courses taught within the Teacher Education Program address certain Standards, although all ten may or may not be addressed in any one course. Students will be informed about which specific Standard(s) will be addressed in that course. As the class progresses and students are given assignments to complete, the student should consider how each assignment or activity meets the Standard(s).

In order to compile the working portfolio, students will gather artifacts from the course that fit within each Standard. The artifacts could be graded assignments, book chapters/sections, lecture notes, a description of an in-class activity, etc. Please ask your professor for more guidance on what constituents an artifact and if the artifact should be attached or merely described. It is the professor’s decision and may differ by course.

At a minimum, the final working portfolio for each class will consist of an artifact and a reflective essay for each Standard. The essay should include the following:
1. a brief description of the artifact;
2. an explanation of why the artifact was chosen;
3. an explanation of how the artifact meets a particular Standard; and
4. a personal reflection statement about the relationship between the Standard and the artifact (what was learned, how the student would do things differently if done again, how it will impact his/her professional life as a teacher, etc.).

Some courses require multiple assignments and reflections via LiveText over the course of the semester. Students should seek the input of each professor for each course to ensure they understand the requirements for the specific course.

As students progress through the Teacher Education Program, the working portfolio will grow. This portfolio will show student growth over time as well as growth within the program. When the student reaches the professional semester of student teaching, he or she will be able to transfer the knowledge required in developing the working portfolio into the development of the professional portfolio.

In a limited number of courses (i.e., EDUC 261, 262, and 263/302) mastery of the course’s Standard(s) at the level 3 or 4 on the scoring guide will be considered full and final mastery of that Standard. During the student teaching semester, the student who has full and final mastery of Standard/Standards from these courses, will have fewer Standards for which to demonstrate mastery (or reduced requirements). Please note that only certain, limited number of courses are able to provide the full and final mastery.
option. Students should seek the input of the professor of each course to determine if the course is one that qualifies for *full and final mastery*.

The Education Department offers student assistance with LiveText in several ways. On the Education Division website (see LiveText button) there are links to the “Student Help Center” where answers to many common questions are given. Additionally, there will be LiveText tutors available through the OASIS throughout the semester and at a variety of times.