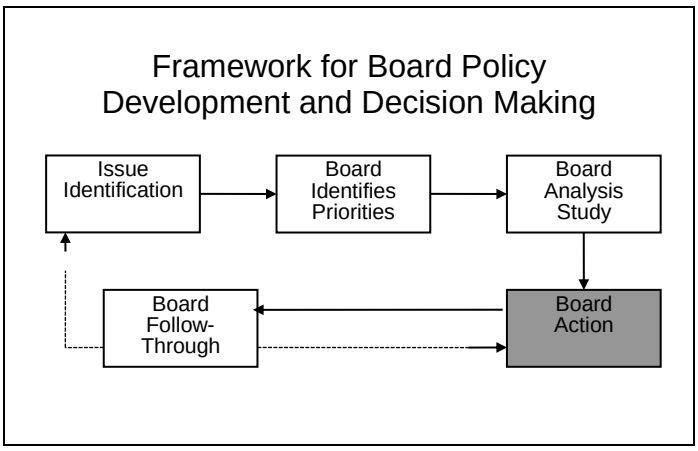
Iowa State Board of Education

Executive Summary

November 16, 2016



Agenda Item: Graceland University – Educator Preparation Program Approval

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

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

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

Carole J. Richardson, Consultant
Bureau of Educator Quality

Attachments: 1

Recommendation: It is recommended that the State Board approve the Graceland University Educator Preparation Program through the next accreditation cycle scheduled for the 2022 - 2023 academic year.

Background: Graceland University operates a traditional teacher preparation program at their two campus locations in Lamoni, Iowa and Independence, Missouri. The attached report is a summary of the review of the Graceland University educator preparation program under IAC 281, Chapter 79. The Graceland University educator preparation program has met all IAC 281 chapter 79 standards without condition; therefore, the Department recommends the State Board grant full approval to the Graceland University educator preparation program.

Graceland University

Team Report
IAC 281, Chapter 79 Traditional Programs

Iowa Department of Education

Institutional Report Turn In: December 7, 2015
Preliminary Review: January 13, 2016
Site Visit: April 10-14, 2016

Final Report: May 31, 2016

Report and Recommendation Presented to the State Board of Education: November 16, 2016

Review Team Members:

Dr Lawrence Bice, Iowa Department of Education
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Acknowledgements

Team members would like to express their gratitude to the Graceland 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:

Dr. John Sellars, President
Dr. Tammy Everett, VP Academic Affairs
Mr. Paul Davis, VP Business Services
Dr. Lee Bash, Dean
Dr. Sandy Hamar, Associate Dean, Undergraduate Education
Dr. Lorrie Long, Director of Accreditation
GSOE Faculty and Staff
Ms. Joyce Lighthill, Registrar
Mr. Scott Briell, VP of Enrollment
Ms. Ondrea Dory, Director of Human Resources
Dr. Katie Bash, VP for Institutional Effectiveness

Background:

Founded as a non-sectarian coeducational institution at Lamoni, Iowa, Graceland University is affiliated with the Community of Christ. Graceland University admitted its first candidates at the Lamoni campus on September 17, 1895. Frederick M. Smith, for whom the university library is named, was the first graduate and grandson of the founder of the sponsoring church, Joseph Smith.

Although the 170-acre, rural campus began as a four-year college and high school academy, Graceland responded to small enrollments and inadequate financial support by becoming Iowa's first officially accredited junior college in 1917. Freed by the narrower focus of its new educational mission, Graceland flourished as a residential junior college for well over forty years.

In the late 1950's, the demand for a four-year education was expanding throughout the United States and the sponsoring denomination was becoming increasingly interested in providing greater educational opportunity in an environment consistent with its traditional values. Thus, in close cooperation with the North Central Association, Graceland developed a four-year program that was phased in over several years and fully accredited in 1960.

In the Fall of 2001, Graceland established the School of Education as one of three professional schools. In Spring 2008, the University named the School of Education the "Gleazer School of Education" (GSOE) in honor of Edmund J. Gleazer, Jr.. Dr Gleazer was Graceland's seventh president (1946-57) and a man considered by many to be the Father of the American Community College.

The GSOE currently offers undergraduate and graduate programs in the Lamoni, IA campus, and, beginning in 1999, the GSOE began offering courses in the newly opened Independence Missouri campus. The GSOE offers 13 elementary level endorsements, all four middle school endorsements, and 134 secondary level endorsements. The GSOE operates Masters degree programs, none of which lead to licensure, thus are not included in this review.

The GSOE operates a Professional Development School (PDS) model for clinical experiences for its candidates. In a PDS, candidates spend a significant amount of their time in P-12 partner schools taking courses and practicing their profession with P-12 students under the supervision of university faculty and classroom teachers.

The Graceland GSOE is also seeking national accreditation by the Council for Accreditation of Educator Preparation. Previously, Graceland has been accredited by the National Council for Accreditation of Teacher Education.

GOVERNANCE AND RESOURCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Initial Team Finding:

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

Commendations/Strengths:

- Lorrie Long has served the accreditation effort well, especially in the area of data collection. Her work with the assessment committee is commendable.

- Strategic plans for the future of the education program are taking place under the leadership of the dean. The college of education is anticipating budget and enrollment changes and creating systematic plans to meet these challenges.

- The institution's commitment to providing excellent electronic resources to teacher candidates, cooperating teachers, and supervisors has been evident. Debbie Young's work with MyGraceland is a strength of the program.

- The education program has decision making control over the unit budget, and programming.

- The team found evidence that education faculty participate in decision making for the unit.

- Procedures are clearly defined for students and available on MyGraceland. Policy manuals are updated regularly and are available as updates occur. Students have access to eCollege 24 hours per day.

- The mission of the institution and community is clearly articulated by faculty members and teacher candidates. The conceptual framework establishes the shared vision for the unit.

- The professional education unit has primary responsibility for the teacher preparation program.

- The team noted that the MyGraceland resources for the adjunct faculty members, cooperating teachers, students, alumni and the greater community are a thorough and well-maintained resource.

- The unit noted Nancy Halferty's strong institutional knowledge. Her contributions to policy development and her state-wide contributions over her career is noted and celebrated by the members of the team.

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

1. **79.10 (1)** The team finds that staff and administrative changes have required faculty and staff to take on new and different roles with limited induction and support. The team notes that as the director of accreditation and assessment steps out of the role, plans are still uncertain as to continuity of that role on campus. The team did not see systematic plans for redistribution of roles and responsibilities in the unit. The team recommends the institution and unit analyze the work of the unit and ensure adequate resources are available to fulfill all the responsibilities required to deliver a quality educator preparation program.

2. **79.10 (1)** Since the most recent review in 2008, the unit has had four different individuals in the dean position. Faculty and staff interviews along with examination of exhibits and other Graceland materials indicate an apparent lack of continuity in resources, personnel, and governance. The team recommends the institution and the unit strive to provide stability in unit leadership.

3. **79.10 (3)** The team notes that the faculty members in the unit are well-versed in the conceptual framework which clearly drives the work of the unit. In interviews candidates were inconsistent in their knowledge and understanding in the meaning of the conceptual framework. The team recommends the unit more clearly articulate the integration of the conceptual framework into unit standards and curriculum.

4. **79.10(8)** The team found evidence in multiple interviews that unit faculty value professional development and engage in professional development at state and national levels. The team found evidence that faculty often fund their own professional development. In addition, adjunct faculty have no resources for professional development. The team recommends that the institution provide adequate faculty development resources for all faculty.

5. **79.10(10)** The team noted a lack of current curricular library resource materials. The team recommends the unit to examine curricular and library materials and provide resources to ensure current and meaningful curricular materials are available for all candidates.

6. **79.10 (13)** The unit requires all faculty members use an iPad in the preparation of teacher candidates. However, iPads are not available to adjunct faculty at the Trenton and Independence locations. The team recommends the unit ensure equitable resources are available for all faculty

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

1. **79.10(general)** The team finds evidence of inequity across the three campuses. Inequities include candidates' access to campus resources such as curricular materials, diverse clinical experiences, computing resources, academic support, retention services, multi-cultural

student activities, and technology support. **The team requires the institution to examine resource allocation and resolve any inequities among all sites.**

Requirements of the unit prior to State Board action:

Concern #1. Graceland must provide documented evidence that they are providing equitable access to resources for all Graceland candidates on all three (Lamoni, Independence and Trenton) campus locations.

Resolution of Concern #1.
Resolution of this concern caused Graceland to examine access to resources at all campus sites. Citing a lack of a critical mass of students at the Trenton campus, Graceland has decided to cease teacher preparation at the Trenton site after the fall 2016 semester. Current Trenton students will complete coursework by that time.
Regarding the Independence and Lamoni campuses, Graceland has made a number of changes. They have identified specific support positions in each campus, they have adjusted the way curriculum is developed and delivered to ensure curriculum and curriculum materials are equitable. Graceland examined the candidates' cultural needs, in terms of individual support and providing diverse clinical experiences at both campuses, and has implemented plans to meet the needs of students at both campuses.
The most significant change they have made is the development of a strategic plan for the unit. An overarching issue in this compliance concern is the equitable preparation and integration of technology for teaching. One goal in their strategic plan is to greatly enhance technology integration for all students at all campuses.
Because of the work Graceland has planned and completed to date, the **team considers this concern MET**. See Appendix for Graceland submitted documentation/information.

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

Sources of Information:

Interviews with:

- President, Vice President for Academic Affairs, Vice President for Business Services, GSOE Advisory Board members, secondary education committee (local principals, adjuncts, current candidates, alumni), candidates, cooperating teachers, unit faculty, Library Director.

Review of:

- Course syllabi
- Student records
- Institutional report
- Program response to review team's initial report

Final Recommendation:

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

DIVERSITY

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

Initial Team Finding:

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

Commendations/Strengths:

- The opportunities provided by Diana Jones as the Director of International Relations are a strength on the Lamoni campus.
- The student body in the School of Education on the Independence campus is diverse in race, gender, and SES.
- International field placements are available for teacher candidates.
- The team notes that the faculty is composed of individuals with diverse backgrounds, genders, and ages.

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

1. **79.11(3)** The team finds inconsistencies across campuses on clinical practice policies. For example,
   - the method for arranging and managing diverse settings

- one setting only for candidates in the Early Childhood program.

The team recommends the unit develop and implement a policy for consistent clinical practice for all candidates in all sites.

2. **79.11(3)** Cooperating teachers and principals report that the Jamaica experience offers great diversity, but it not used to prepare candidates to teach in Iowa P-12 classrooms. The team recommends that unit restructure the Jamaica experience to make it more useful for teacher candidates.

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

1. **79.11(3)** Candidates in the PDS may complete all clinical placements in one setting, which does not provide candidates with diverse settings which include diverse populations and diverse learning needs. The team requires the unit to arrange and manage multiple diverse placements for all candidates.

Requirements of the unit prior to State Board action:

Concern #1: Graceland must provide documented evidence that they are addressing diversity concern #1 in such a way that will allow them to be in compliance with Standard 79.11(3).

Resolution of Concern #1:

Graceland is resolving this concern in two parts. First, immediate changes are being made to clinical placement policies and candidate requirements in the Independence campus PDS system. The immediate change will ensure candidates experience diverse setting while maintaining the integrity and value of the PDS system. The second, and long term solution, is a change to the policies and requirements for clinical placements across both campuses. The PDS program is being re-structured by Graceland to provide equitable diverse placements within a PDS system for all candidates, regardless of the campus location they attend.
Based on immediate changes and plans for future systemic changes, **the team considers this standard MET**. DE consultants will monitor the long term changes to the PDS system as they are implemented.

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

Sources of Information:

Interviews with:

- Vice President of Institutional Effectiveness, Director of International Relations, GSOE Chair of Diversity, candidates, unit faculty

Review of:

- Program response to review team's initial report
- Institutional report

Final Recommendation:

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

FACULTY

79.12(256) Faculty standard. Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.
79.12(1) Faculty members in professional education are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which the practitioner candidates are being prepared. Faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities.
79.12(2) Faculty members in all program delivery models instruct and model best practices in teaching, including the assessment of their own effectiveness as it relates to candidate performance.
79.12(3) Faculty members in all program delivery models are engaged in professional development as well as scholarly and service activities that relate to teaching, learning, and practitioner preparation.
79.12(4) Faculty members in all program delivery models collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, the department, area education agencies, and professional associations as well as with community representatives.
79.12(5) Part-time faculty members and employed graduate assistants in all program delivery models are identified as faculty members and meet the background and experience requirements appropriate for their assigned responsibilities.
79.12(6) Faculty members preparing in all program delivery models who prepare practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools or elementary, middle, or secondary schools, in AEAs, or in appropriate facilities. A minimum of 60 hours of such activities shall include team teaching or appropriate collaborative experiences during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising candidates.

Initial Team Finding:

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

Commendations/Strengths:

- Faculty members are committed and focused on quality preparation. Unit faculty members are dedicated, hard-working, and mission driven. The team noted that unit faculty members expressed appreciation and buy-in for the mission of Graceland University and of the unit mission.

- Junior faculty at the Lamoni campus clearly felt very supported by their peers with instructional planning and mentoring.

- The retreats across three campuses promote collaboration.

- Many adjuncts are currently teaching in K-12, a few have terminal degrees, and one is the most recent Missouri Teacher of the Year.

- Independence faculty have developed significant relationships with administrators, cooperating teachers, and school personnel associated with Graceland's Professional Development Schools.

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

1. **79.12(2)** The annual faculty evaluation form was provided to demonstrate a means of consistent faculty assessment. Faculty indicated that the review of their self-assessment and progress has been significantly less consistent with multiple changes in leadership over recent years. The team recommends the unit develop and implement policies for faculty self-assessment that can provide for consistent self-evaluation regardless of changes in leadership.

2. **79.12(2)** The team found no evidence of systematic evaluation of adjunct faculty. The team recommends that the unit develop and implement a policy for systematic evaluation of adjunct faculty.

3. **79.12(4)** The team found a lack of consistent collaboration of faculty members between the Trenton, Independence, and Lamoni campuses. This is particularly important when one faculty member develops a syllabus intended to be used by other faculty members. This lack of collaboration precludes a coherent program across all sites. The team recommends the unit develop and implement a policy that ensure all faculty collaborate regularly and in significant ways.

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) and 79.12(5)** Not all full time and part time faculty meet the background and experience requirements for their course assignments. There is a lack of evidence of either a teaching degree and/or K-12 classroom teaching experience beyond student teaching. Specific examples:
    - The team finds no evidence that PS-O is qualified to teach PE methods courses. There is evidence of her PE degree, but there is not evidence of teaching experience.
    - The team finds no evidence that JW is qualified to teach PE methods courses or supervise student teachers. There is evidence of her PE degree, but there is not evidence of classroom teaching experience beyond student teaching.
    - The team finds no evidence that CM is qualified to teach Health or Physical Education methods coursework; evidence of his Physical Education coursework at the University of Kansas was provided, including a field experience however evidence of K-12 teaching experience was not provided.

    The team requires the unit to ensure faculty preparation, knowledge and experience align with the coursework assigned to them.

(NOTE: Names of faculty members were provided to Graceland for action. For this published report, names were removed by Department consultants after Graceland responded to the concern.)

Requirements of the unit prior to State Board action:

Concern #1: Graceland must provide documented evidence that they are addressing faculty concern #1 in such a way that will allow them to be in compliance with Standard 79.12(1) and 79.12(5).

Resolution of Concern #1:

Of the three faculty members identified by the team, two no longer work at Graceland University. The third faculty member, JW, is reassigned to no longer teach methods courses or supervise student teachers. In addition, Graceland has clarified hiring policies to ensure all faculty members hired in the future are qualified for the teaching assigned to them. **The team considers this standard MET.**

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

Sources of Information:

Interviews with:

Candidates, unit faculty, cooperating teachers, university supervisors, administrators

Review of:

- Course syllabi
- Institutional report
- Program response to review team's initial report

Final Recommendation:

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

ASSESSMENT

79.13(256) Assessment system and unit evaluation standard. The unit's assessment system shall appropriately monitor individual candidate performance and use those data in concert with other information to evaluate and improve the unit and its programs. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.
79.13(1) Unit assessment system.
a. The unit utilizes a clearly defined management system for the collection, analysis, and use of assessment data.
b. The unit provides evidence that the assessment system is congruent with the institution's mission and the unit's framework for preparation of effective practitioners.
c. The unit demonstrates an alignment of unit standards with INTASC standards for teacher preparation, ISSL standards for administrator preparation, and appropriate standards for other professional programs, as well as with Iowa teaching standards, Iowa preparation core professional standards in subrule 79.15(7), and the Iowa board of educational examiners' licensing standards in
282—subrules 13.18(4), 13.18(5), 18.4(1), 18.4(2), and 18.9(1) and rule 282—18.10(272).
d. The unit clearly documents candidates' attainment of the unit standards.
e. The unit demonstrates propriety, utility, accuracy and fairness of both the overall assessment system and the instruments used and provides scoring rubrics or other criteria used in evaluation instruments.
f. The unit documents the quality of programs through the collective presentation of assessment data related to performance of practitioner candidates. Documentation shall include:
(1) Data collected throughout the program, including data from all delivery models;
(2) Evidence of evaluative data collected from practitioners who work with the unit's candidates;
(3) Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.
g. The unit explains the process for reviewing and revising the assessment system.
h. The unit demonstrates how the information gathered by the unit and from the candidate assessment system is shared with faculty and other stakeholders and used for program improvement.
79.13(2) Performance assessment system for candidates.
a. The system is an integral part of the unit's planning and evaluation system.
b. The system has multiple admission criteria and assessments to identify candidates who have the potential to become successful practitioners.

c. For teacher preparation programs, the system includes the administration of a pre-professional skills test offered by a nationally recognized testing service, with program admission denied to any applicant who fails to achieve the institution's designated criterion score.
d. The system has multiple decision points. (Minimum: admission to professional education program; approval for student teaching, administrative field experience, or other culminating clinical experiences; and recommendation for licensure.)
e. The system includes a coherent, sequential assessment system for individual practitioner candidates. The assessment system is shared with faculty with guidance for course and program improvement, as well as assessment criteria and a process for ongoing feedback to practitioner candidates about their achievement of program standards with guidance for reflection and improvement. Data are drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional assessment of content knowledge, professional knowledge, and pedagogical knowledge and their applications, and teaching or leadership performance including the effect on student learning.
f. Practitioner candidate performance is assessed at the same standard regardless of the place or manner in which the program is delivered.
79.13(3) The unit annually reports to the department such data as are required by the state and federal governments at dates determined by the department.
79.13(4) The department shall periodically conduct a survey of schools, agencies, or facilities that employ licensed graduates of approved programs to ensure that the graduates' needs are adequately met by their programs and by the approval process herein.

Initial Team Finding:

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

Commendations/Strengths

- The team finds a very extensive and highly structured assessment system integrated with the wider university management system. The team finds the GSOE has a systemic plan for the collection, analysis, and use of assessment data for program improvement. The team notes a well-developed Change Chart as the mechanism to summarize how assessment data has initiated program improvement.

- The team finds evidence that assessment is a focal point of the university as well as the practitioner preparation program.

- The team finds that the GSOE has devoted an extensive amount of resources including faculty, university financial resources, and retreat time in the development of an assessment system supporting the conceptual framework, national program standards, InTASC, and GSOE program standards.

- The unit clearly documents candidates' attainment of the unit standards. The team finds that there has been extensive attention given to aligning candidate and program data with the unit's standards. Multiple sources of candidate assessment are used including

disposition assessments at the beginning (Foundation courses) and end (student teaching self-evaluations and cooperating teacher disposition evaluations), survey (Pre-multi-cultural and technology), and signature assessments.

- Teacher education requirements are found in handbooks, newsletters, and MyGraceland. MyGraceland is a great resource for the compilation of record keeping and information in an electronic format. The electronic availability provides accessibility to all faculty, students, staff, and administration.

- The unit utilizes multiple assessments including GPA, grades, successful completion of identified courses, recommendations, skills test, and written advisor approval. Signature assignments have replaced the self-selected artifacts.

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

1. **79.13(1)** Faculty members report inconsistencies in the delivery of instruction and assessment across the university teacher preparation sites. Evidence indicates a lack of alignment between curriculum and assessment implementation across all sites. The team recommends that the GSOE use assessment data to clearly develop curriculum mapping to identify standards, program outcomes, course outcomes, key course content topics, and assessments to align the curriculum and assessment across all sites.

2. **79.13(1)** Evidence indicates a lack of consistent understanding and use of candidate assessment forms among cooperating teachers. Off-site and online candidates report lack of timely feedback on assignments from faculty. The team recommends that the GSOE develops a procedure to insure that all cooperating teachers and faculty obtain a consistent understanding and implementation of assessment procedures.

3. **79.13(2)** The team reviewed test scores for the various preprofessional skills tests used by the unit. This review indicates a lack of alignment of the cut score requirements among the various tests indicating inequity in the admission requirements used in various sites. The team recommends further correlation studies of the cut scores between the MoGEA Skills, C-Base Exams, and other skills tests in determining consistency of admission to the teacher preparation programs.

4. **79.13(2)*d*** The team notes inconsistencies in the signature assignments between courses and campus sites. The team recommends that the GSOE begin discussions to refine the content of the assignments and the data collection to consistently demonstrate how these assignments support InTASC, program, and national standards across campus sites.

5. **79.13(2)*d*** In reviewing passing rates and program completion requirements, the team is concerned about the low passing rate on Praxis II by candidates at the end of the program. The team recommends that the administration and faculty develop a plan to identify and rectify curriculum and course content strengths and weaknesses through an item analysis of candidate performance.

6. **79.13(2)*d*** The team finds lack of policy and procedures for using assessment information in recommendations and approvals for the entrance and/or contingency plans for continuation or completion in the teacher preparation program. In reviewing records, candidate files show some faculty concerns and assessment data are ignored in decisions by the Teacher Education Committee regarding candidate progress in the program. The team recommends the unit examine policies for use of assessment information for candidate progress through the program and make adjustments as necessary to ensure consistent application of policy.

7. **79.13(2)*e*** The team finds evidence that candidates in clinical settings are not provided with ongoing feedback about their achievement of programs with guidance for improvement. Candidates report a need for feedback from the university faculty before their student teaching placement. The team recommends that the GSOE faculty provide candidate in clinical settings meaningful feedback about their achievement of unit standards before student teaching.

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

None

Requirements of the unit prior to State Board action:

None

Sources of Information:

Interviews with:

Director of Accreditation and Curriculum, teacher advisory council members, cooperating teachers, candidates, unit faculty, faculty, alumni, Vice-President of Institutional Effectiveness,

Review of:

- Chalk and Wire
- MyGraceland
- Student records
- Institutional report
- Program response to review team's initial report

Final Recommendation:

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

TEACHER EDUCATION CLINICAL

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

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

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

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

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

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

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

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

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

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

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

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

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

a. Defining qualifications for practitioner candidates entering clinical practice.

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

c. Responding to specific needs of cooperating schools.

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

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

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

a. Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.
b. Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.
c. Collaboration of the cooperating teacher and the college/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.
d. Use of written evaluation procedures, with completed evaluation forms included in practitioner candidates' permanent institutional records.
79.14(10) The student teaching experience for initial licensure meets all of the following:
a. Includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.
b. Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.
c. Consists of interactive experiences that involve college or university personnel, the student teacher, and the cooperating teacher.
d. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.
e. Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.
f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.
g. Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days).
h. Involves the student teacher in professional meetings and other school-based activities directed toward the improvement of teaching and learning.
i. Involves the student teacher in communication and interaction with parents or guardians of students in the student teacher's classroom.
79.14(11) The institution annually offers one or more workshops for all cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops shall be one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.
79.14(12) The institution shall enter into a written contract with each cooperating school providing clinical experiences, including field experiences and student teaching, as stipulated in Iowa Code section 272.27.

Initial Team Finding:

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

Commendations/Strengths:

- Cooperating Teachers indicated that there are strong communication channels with university supervisors.

- PDS is a clinical preparation strength for the candidates who are able to participate in it.

- Students in Independence have significant opportunities for exposure to diversity in schools.

- Information about training and resources for cooperating teachers are well-communicated and are readily available.

- Cooperating teachers indicate student teachers come to their practicum well prepared.

- The team finds that supervisor, cooperating teachers, and student work together collaboratively to assure that clinical experiences are effective in fostering professional growth.

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

1. **79.14 (2)** The team found evidence that clinical experiences available for secondary candidates are quite different than those available for elementary candidates. Secondary candidates have fewer opportunities to engage in clinical experiences in the schools and the unit does not align candidate work in clinical experiences with coursework. The team recommends the unit examine requirements of clinical work for secondary candidates to ensure best practices are being met.

2. **79.14 (3)** Clinical placements occur only at the beginning of program sequence and again immediately before student teaching. This does not allow candidates adequate time to align coursework with clinical practice and to adjust classroom performance to meet program standards. This concern was reinforced by evidence from principals, cooperating teachers, and candidates. The team recommends the unit examine the scope and sequence of the program with specific emphasis on clinical experiences allowing candidates to practice their coursework learning.

3. **79.14 (7)** The team found evidence of inconsistency in candidates' ability to use technology for teaching and learning in the P-12 classroom. The inconsistency is illustrated between courses, faculty, and campus sites. The team recommends the unit examine curricular requirements for technology integration in classroom teaching practice and make adjustments to ensure all candidates are well prepared to integrate technology.

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

1. **79.14(10) *f*.** Evidence indicates that candidates are not given the opportunity to become knowledgeable about the Iowa Teaching Standards and are not experiencing a mock evaluation based on the Iowa Teaching Standards by a cooperating teacher or a person who holds an Iowa evaluator license. The team requires the unit to develop and implement a policy to ensure that all candidates become knowledgeable about the Iowa Teaching Standards and experience a mock evaluation.

Requirements of the unit prior to State Board action:

Concern #1. Graceland must provide documented evidence that they are addressing clinical concern #1 in such a way that will allow them to be in compliance with Standard 79.14(10).

Resolution of Concern #1

Graceland has made changes to curriculum to strengthen the requirement for all candidates to become knowledgeable of the Iowa Teaching Standards. The requirement for a mock evaluation of student teachers centered on the Iowa Teaching Standards has also been enhanced. **The team considers this standard MET.**

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

Sources of Information:

Interviews with:
- Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), cooperating teachers, candidates, unit faculty

Review of:
- Course syllabi
- Student records
- Institutional report
- Program response to review team's initial report

Final Recommendation:

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

TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

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

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

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

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

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

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

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

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

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

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

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

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

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

79.15(7) Each teacher candidate demonstrates acquisition of the knowledge, skills and dispositions designated by the unit standards and aligned with the INTASC standards embedded

in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher. Each candidate exhibits competency in all of the following professional core curricula:
a. Content/subject matter specialization. The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each candidate must achieve a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area. Additionally, each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. These requirements shall become effective January 2, 2013.
b. Student learning. The candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.
c. Diverse learners. The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.
d. Instructional planning. The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
e. Instructional strategies. The candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.
f. Learning environment/classroom management. The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.
g. Communication. The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.
h. Assessment. The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.
i. Foundations, reflective practice and professional development. The candidate develops knowledge of the social, historical, and philosophical foundations of education. The candidate continually evaluates the effects of the candidate's choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.
j. Collaboration, ethics and relationships. The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and

demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.
k. Technology. The candidate effectively integrates technology into instruction to support student learning.
l. Methods of teaching. Methods of teaching have an emphasis on the subject and grade level endorsement desired.
79.15(8) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.
79.15(9) Candidates seeking an endorsement in elementary education attain the state's designated criterion score on a content knowledge assessment as a condition precedent to successful program completion and recommendation for licensure.
79.15(10) Candidates seeking an initial Iowa teaching license demonstrate competency in coursework directly related to the Iowa core curriculum.

Initial Team Finding:

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

Commendations/Strengths:

- During the Student Teaching Capstone, current student teachers share ideas, scenarios, and helpful tips with the candidates in the classroom management class.
- The unit has developed a unified lesson plan format to be used consistently across coursework and campus sites.
- The program prepares candidates to use reflection for candidate growth.
- The team finds a strong alignment between standards found on course syllabi and program goals, state, and national standards.

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

1. **79.15(4)** Candidates being prepared for special education endorsement, in their last final special education course, as well as student teachers and recent graduates, articulated a significant lack of knowledge and experience working with Individualized Education Plans (IEPs). The team recommends the unit examine the curriculum regarding meeting the needs of students with disabilities and make improvements to ensure that all candidates are well prepared in meeting all students' needs. Further, the team recommends the unit closely

examine curriculum for special education endorsements to ensure that candidates for this endorsement are adequately prepared.

2. **79.15(6)** The team did not find evidence that candidates in secondary education acquire knowledge of integrating reading instruction into the secondary content classes. The team recommends the unit examine the curriculum and instruction for secondary reading in the content area and make adjustments to ensure all candidates are adequately prepared.

3. **79.15(7)*k*** The team found evidence that faculty implement technology in the classroom at varying levels. The team recommends the unit examine curriculum for integration of technology and make adjustment to ensure that all faculty are prepared to integrate technology for learning in accordance with unit standards.

4. **79.15(7) *h***. Evidence from candidates indicates they do not have enough knowledge and experience in creating and using formative or summative assessments. They are not prepared to make instructional decisions based on data. Evidence indicates that substantive instruction in the use of assessment is limited to courses for special education, early childhood, and reading endorsements, which excludes many candidates. The team recommends the unit examine curriculum and clinical practice and make adjustments to ensure all candidates are adequately prepared to use assessment in teaching and learning.

5. **79.15(7) *a***. The team is concerned about the evaluation of content knowledge for transfer students being prepared for elementary education endorsement 102. Evidence indicates the university registrar may complete this evaluation without clear understanding of concept requirements. The team recommends the unit develop and implement a policy to evaluate transfer students' content knowledge coursework in order to ensure all Graceland teachers are well-prepared to be successful in teaching.

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

None

Requirements of the unit prior to State Board action:

None

Sources of Information:

Interviews with:

- Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni, past Board of Trustee member), cooperating teachers, candidates, unit faculty

Review of:

- Course syllabi

- Student records
- Institutional report
- Program response to review team's initial report

Final Recommendation:

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

APPENDIX: Graceland University Action Plan
NOTE: *Graceland provided Appendices to this plan to expand on the information provided in this response. These appendices are not included in this report to reduce the length of the report. All documents, including Graceland response appendices have been reviewed by Department consultants. The appendices are available upon request through the Iowa Department of Education.*

Graceland University
Institutional Response
Recommendations & Concerns

7. 79.10 (1) Recommendation

The team finds that staff and administrative changes have required faculty and staff to take on new and different roles with limited induction and support. The team notes that as the director of accreditation and assessment steps out of the role, plans are still uncertain as to continuity of that role on campus. The team did not see systematic plans for redistribution of roles and responsibilities in the unit. The team recommends the institution and unit analyze the work of the unit and ensure adequate resources are available to fulfill all the responsibilities required to deliver a quality educator preparation program.

RESPONSE: The supplemental document provided with this Institutional Response, (GSOE Update) in ***Appendix A*** *indicates the changes and their associated outcomes that have transpired since after the Team's visit in April. As noted, this is one of the areas that has received attention with accreditation and assessment responsibilities assigned as well as redistribution of roles and responsibilities. This necessitates a "leaner" approach to oversight and operation, although it also accommodates greater efficiency and productivity. As noted in the supplement, this first year of dramatic change is being treated as a pilot that is being carefully monitored and assessed to help identify strengths and areas that need greater attention. Nonetheless, the Unit is completely dedicated to making this model work.*

2. 79.10 (1) Recommendation

Since the most recent review in 2008, the unit has had four different individuals in the dean position. Faculty and staff interviews along with examination of exhibits and other Graceland materials indicate an apparent lack of continuity in resources, personnel, and governance. The team recommends the institution and the unit strive to provide stability in unit leadership.

*RESPONSE: The Unit recognizes that leadership from the Dean's position has been inconsistent due to multiple changes. As a part of shared governance, faculty members have had strong leadership roles within the GSOE and have helped to provide consistency in the delivery of the Education program, as demonstrated by minutes from the Undergraduate and Graduate faculty meetings, Teacher Education minutes and new Bylaws (****Appendix B****). These minutes have been provided as evidence during the visit and, if required, the Unit will provide them again. Additionally, many of the data collection and assessment processes have remained constant – leading to valid and reliable information being made available to inform the Unit.*

*Since the changes to GSOE structure in summer 2016, the Bylaws (**Appendix B**) have been re-written to reflect available resources and efficient processes. Likewise, the most recent set of changes, while dramatic, have forced the Unit to respond with a systems-approach that emphasizes consistency and continuity as the primary objectives. Starting with identifying the best of what remains from recent changes, all members of the Unit have worked diligently to streamline operations and increase lines of communication to obtain greater efficiency and productivity. Although the process to respond to the circumstances relating to **Appendix B** are currently in the formative, informal and discussion stages (with few documents generated for evidence yet), the work is driven by pragmatism and making timely progress is deemed essential.*

3. 79.10 (3) Recommendation

The team notes that the faculty members in the unit are well-versed in the conceptual framework which clearly drives the work of the unit. In interviews, candidates were inconsistent in their knowledge and understanding in the meaning of the conceptual framework. The team recommends the unit more clearly articulate the integration of the conceptual framework into unit standards and curriculum.

*RESPONSE: The Unit is committed to purposely align its coursework with the conceptual framework and other relevant educational standards to intentionally design learning experiences and coursework that provide opportunities for candidates to apply these standards to their future practice. In response to recommendations cited here, there have already been extensive conversations about how to be more intentional in the application of the conceptual framework more meaningfully. As a result, specific references to the Conceptual Framework are being added in all syllabi (see **Appendix C** for 2 sample syllabi in this application) and course assignments and class discussions, as well as course outcomes that reflect applications to achieve better use of course content. Finally, all evaluation rubrics and data reports also identify the Conceptual Framework as a reflection of the central role it holds within the Unit.*

4. 79.10(8) Recommendation

The team found evidence in multiple interviews that unit faculty value professional development and engage in professional development at state and national levels. The team found evidence that faculty often fund their own professional development. In addition, adjunct professional faculty have no resources for professional development. The team recommends that the institution provide adequate faculty development resources for all faculty.

*RESPONSE: At the moment – and for the next two academic years, Graceland is in a financial mode that is focused on significant reductions in spending across the entire University. The recent changes the Unit underwent, as captured in the GSOE Update **(Appendix A),** reflect the first phase of this initiative with the remaining two years a part of an institutional master plan. On the other hand, the Chief Financial Officer, President, Executive Council and Board of Trustees all state that, at the end of this process, the institution is*

expected to be in a healthy position that should allow new opportunities for increasing faculty development and, hopefully, adjunct faculty professional development as well.

On the other hand, the University has initiated the Center for Excellence in Teaching and Learning (CETL) in the fall of 2016, which represents an expansion of funding for faculty development. This is a product of the quality initiative undertaken by Graceland University directly associated with the Higher Learning Commission. However CETL is particularly noteworthy in this instance since the director is a member of the Unit's faculty and because pedagogy is considered an essential focus for CETL so that the GSOE is expected to play a prominent role.

5. 79.10(10) Recommendation

The team noted a lack of current curricular library resource materials. The team recommends the unit to examine curricular and library materials and provide resources to ensure current and meaningful curricular materials are available for all candidates.

RESPONSE: During the time of the visit, the librarian was new to the position and was in the midst of inventorying a number books and resources available. Since then, the Unit has been working more intentionally and closely with the library and making sure that students are being directed to use all the resources available to them. As indicated in ***Appendix F****, the library holdings include 921 books devoted to Teacher Education. This list is now readily available to the Unit's students. In addition, the Unit has also created a comprehensive list of sources available in its electronic repository (see* ***Appendix G****) as well as a detailed document on how to access them.*

6. 79.10 (13) Recommendation

The unit requires all faculty members use an iPad in the preparation of teacher candidates. However, iPads are not available to adjunct faculty at the Trenton and Independence locations. The team recommends the unit ensure equitable resources are available for all faculty

RESPONSE: Unfortunately, University policy prohibits the Unit from buying iPads for faculty and leasing is cost-prohibitive at this time. However, the Unit continues to investigate ways it can provide these resources for its adjunct faculty in a manner that is cost-effective, given the current fiscal situation.

For instance, one possibility being considered is to use a lab model that allows faculty to check a device out. This would be limited to classroom use only and would be restricted since managed devices are tied to the application they serve. Part of the challenge associated with this solution is that the Unit would need additional funds every three years to replace the needed number of iPads. At the moment, the Unit is investigating ways this might be accomplished with a lease but this would still involve some significant budget adjustments. Nonetheless, the Unit is committed to actively seeking a solution to this issue.

1. **79.10 (general): Concern**

The team finds evidence of inequity across the three campuses. Inequities include candidates' access to campus resources such as curricular materials, diverse clinical experiences, competing resources, academic support, retention services, multi-cultural student activities, and technology support. The team requires the institution to examine resource allocation and resolve any inequities among all sites.

RESPONSE: The Unit took careful stock of the campus resources at each of its three sites; Lamoni, Trenton, and Independence and concluded the following.

- *TRENTON:*
    - *One of the primary challenges associated with the Trenton site has been the lack of critical mass for enrollment to justify some of the same resources and materials available at other sites (thus, the inequity) to sustain the program at this site.*
    - *Furthermore, it was evident that the recruiting pool at this site has significantly shrunk over the past five years.*
    - *Consequently, the cohort that began August 2015 and has only three remaining courses, at this site, prior to Student Teaching, will be the final cohort at the Trenton site. The Trenton site will no longer be in operation after December 2016.*
    - *This closure eliminates inequities associated with curricular materials, multi-cultural activities, and technology support that were probably associated primarily with this site in the first place.*
- *INDEPENDENCE*
    - *A careful analysis of the operation at the Independence campus revealed the need to make adjustments at this site to accomplish a more equitable level of resources and services. Specifically, these included:*
    - *<u>Curricular materials:</u> During its series of meetings to address the new circumstances (see **Appendix A**) the faculty decided that the concept of "Lead Instructor" would be reinforced (see **Appendix D**) to ensure consistency of curricular materials at both sites. In this application, the Lead Instructor ensures that adjuncts adhere to course outcomes and consistent learning activities. The Lead Instructor Sheet for 2016-17 is provided as **Appendix D**.*
    - *<u>Computing resources</u>: While most computer resources have already been established (i.e., undergrads are expected to have an iPad to be used in the same way and supported equally at both campuses), special attention is now being focused on ensuring that classroom needs and hardware /software are given as much attention and support as is common on the Lamoni campus.*
    - *<u>Academic support and retention services</u>: As indicated in **Appendix A**, Independence now has a staff person dedicated to meeting all advising needs for graduate-completion students and both new staff members are available and trained to interact with students to ensure that their needs are met in order to increase retention at the Independence campus.*
    - *<u>Multi-cultural student activities:</u> The types of multicultural activities vary on each campus due, in large part, to a different demographic mix, based on the recruiting population at each site. However, each campus has access to a multi-cultural environment unique to that location that is equivalent and equitable. For instance, the Lamoni campus offers multi-cultural events, drawing from a student body that includes international students. The Independence campus is located in*

a much richer and more diverse environment in the first place, so that often, the activities tend to be more experiential, and, secondly, because the population on this campus tends to be older, those experiences are more likely to focus directly on more diverse peers.

- *TECHNOLOGY, IN GENERAL:*
    - *As indicated above, the availability for classroom and hardware/software is equal between sites. Perhaps the bigger issue is consistent implementation. The Unit has developed a strategic plan to provide consistency in curricular implementation and use of technology throughout its program. The following excerpt from that plan outlines the details of what is being put in place.*

Goal: Build the infrastructure needed to become a nationally recognized leader in the infusion of educational technology in undergraduate and graduate programs.

Action Steps:

- Actuate the Gleazer School of Education Technology Strategic Plan that clearly identifies fundamental technology application needs and use within classes and articulates future initiatives and priorities.
- Incorporate the national technology standards and their implications into curriculum and practices.
- Explore the use of technology in areas of expertise.
- Participate in curriculum review to assist in the appropriate integration of technology into courses.
- Facilitate the creation of a student base that possesses basic technology skills.
- Create a series of workshops based upon needs identified
- Survey students to identify skills with which they need assistance.
- Make help forms and documents available online and in print form.
- Facilitate the creation of a faculty who are accomplished in integrating technology at a classroom level.
- Focus on curriculum needs identified, through research and information sharing; address curriculum needs in individual and small group settings; address general needs in large group sessions (i.e., retreats)
- Continue to use the Stages of Concern Questionnaire to help assess faculty progress and needs.
- Provide a technology boot camp for all new faculty.
- Make help forms and documents available online and in print. Provide a technology notebook for each faculty member.
- Alert faculty to the national technology standards and their implications for curriculum and practices.
- Set aside budget dollars to provide innovation grants.
- Secure external resources to support GSOE technology infrastructure.

- Create a GSOE Technology Advisory Board to coordinate and promote technology utilization in GSOE.
- Utilize targeted strategic hiring to secure faculty who possess an interest in, and skills for, technology integration in discovery, learning, and engagement activities.
- Seek targeted investments in technology infrastructure for GSOE as it supports integration into faculty and student activities.
- Work toward insuring that off-campus students have convenient and frequent access to technology.

Metrics:

- *Amount of funding designated for technology infrastructure or technology integration efforts.*
- *Number of strategic faculty hires using stated technology expertise as a desired qualification for hiring.*

3. 79.11(3) Recommendation

The team finds inconsistencies across campuses on clinical practice policies. For example,

- the method for arranging and managing diverse settings
- one setting only for candidates in the Early Childhood program.

The team recommends the unit develop and implement a policy for consistent clinical practice for all candidates in all sites.

RESPONSE: The Early Childhood endorsement, like secondary Education endorsements, is only available on the Lamoni campus and not intended to be offered elsewhere. That is, degree completion on the Independence campus, (typically for older students) is narrowly defined in terms of its endorsements (Reading and Special Education) and, to the extent that the programs are similar at both campuses, the Unit strives to maintain a high level of consistency. However, the campuses do serve significantly different populations in terms of where students can be placed. For instance, the Independence, MO campus serves a diverse urban population, with a wide range of choices; while the Lamoni, IA campus and its region represents the poorest communities in the state of Iowa and it is exclusively rural. Nonetheless, the Unit's faculty members are examining program redesign to achieve even greater consistency in its approach to clinical practice, with special attention focused on more diverse experiences. More details are provided below in Concern (79.11(3).

4. **79.11(3) Recommendation**

Cooperating teachers and principals report that the Jamaica experience offers great diversity, but it not used to prepare candidates to teach in Iowa P-12 classrooms. The team recommends that unit restructure the Jamaica experience to make it more useful for teacher candidates.

RESPONSE: Because it appears that the Unit may be able to expand its international travel events (based on recent donations), it is seriously considering all issues systematically, regardless of the destination. One element that has

been raised before is to consider having a Practicum built into this experience. Internal field experience policy related to international experiences requires that half the time be spent in the United States. At the same time, because of recent concerns raised about the Zika virus, the Unit is now seriously looking at providing this experience through travel to, and interaction with, Native American reservations. However, regardless of the destination, the Unit seeks to ensure that any travel experiences offered by the Unit will be more useful for teacher candidates in the future.

2. 79.11(3) Concern

Candidates in the PDS may complete all clinical placements in one setting, which does not provide candidates with diverse settings which include diverse populations and diverse learning needs. The team requires the unit to arrange and manage multiple diverse placements for all candidates.

RESPONSE: To ensure compliance with Standard 79.11(3) and also maintain the integrity and goals of the PDS program for a yearlong embedded approach utilizing the community of practice theory, the GSOE has implemented the following plan beginning with the current 16-17 school year as a place-holder for the Independence campus. Given the Unit's new structure and issues raised about consistency, the Unit expects to have a new system designed and ready for implementation by Fall 2017 so that PDS operations and systems are fully consistent across both campuses.

During the fall 2016 interim session where the Independence students spend two days a week in their clinical placement and one full day in methods courses, the PDS Supervisor has set up and requires attendance for five PDS days (one school week) in diverse settings. The GSOE Clinical Field Director and PDS Supervisor have already worked together to ensure the PDS placements and five "diversity" PDS days are in settings that are diverse from each other, including grade level, demographics and locations.

These five days are clinical days where the student is working in a classroom with a designated teacher that the Field Office Director, the PDS director, and Principals determine that the candidates meet the mentoring criteria. The PDS student co-teaches with the mentors during their five days (one school week) and the grade levels are opposite the PDS levels. For example, if the PDS student is placed in a first grade suburban school, then he or she will spend five days in a rural or urban upper elementary classroom (3-5 grade) to ensure experiences in different grade levels and with students who have different experiences needs.

However, as indicated above, this is merely a placeholder for the 2016-2017 academic year, after which, the PDS program will be restructured so that the Independence and Lamoni operations will be the same, regardless of location.

1. 79.12(2) Recommendation

The annual faculty evaluation form was provided to demonstrate a means of consistent faculty assessment. Faculty indicated that the review of their self-assessment and progress has been significantly less consistent with multiple changes in leadership over recent years. The team recommends the unit develop and implement policies for faculty self-assessment that can provide for consistent self-evaluation regardless of changes in leadership.

*RESPONSE: One of the modifications associated with the GSOE Update (**Appendix A**) is a more systematic approach to the use of the faculty review process. In the future, the Unit has agreed to use a form that has been designed by the faculty and aligns with SCOEPAT expectations (that is, the measure used to help determine tenure and promotion). This process is intended to sustain a more consistent practice in the future, regardless of whether the leadership changes.*

2. 79.12(2) Recommendation

The team found no evidence of systematic evaluation of adjunct faculty. The team recommends that the unit develop and implement a policy for systematic evaluation of adjunct faculty.

*RESPONSE: This is an area that the Unit has given a high priority and is currently working on to address as quickly as possible, given the greater number of adjunct faculty that are being used as a result of recent changes. (See **Appendix A** for more details.) The Unit has already agreed that special attention will be placed upon newer adjuncts, in part, based on the University's Policy for the Evaluation of Teaching Personnel not Covered by the Faculty Personnel Policy Manual (i.e., Adjunct Faculty) as covered in **Appendix H**. For the 2016-17 academic year, all current adjuncts have either worked with the Unit for more than 10 years or were previously full-time. But it is inevitable that additional adjuncts need to be added some time in the future and the Unit will have all processes in place. Also, the Unit agrees that more time and attention will be devoted to evaluating the adjuncts from now on, regardless of their previous experiences in GSOE so we are currently exploring raising standards beyond those expressed in the **Appendix H** policy. Finally, because of its new structure, the Unit has been more intentional in addressing adjuncts in its new **Adjunct Handbook** (see **Appendix E**).*

3. 79.12(4) Recommendation

The team found a lack of consistent collaboration of faculty members between the Trenton, Independence, and Lamoni campuses. This is particularly important when one faculty member develops a syllabus intended to be used by other faculty members. This lack of collaboration precludes a coherent program across all sites. The team recommends the unit develop and implement a policy that ensure all faculty collaborate regularly and in significant ways.

*RESPONSE: With only two campuses remaining, this task will be easier to oversee and ensure appropriate performance. Through the implementation of its new set of bylaws (**Appendix B**), the Unit has placed greater emphasis on the concept of "Lead Instructor" where a full-time faculty currently covers every course the Unit offers and adjuncts are held responsible and accountable to follow the lead instructor's plan (see **Appendix D**). It is the Lead Instructor's responsibility to appropriate adjunct faculty to ensure that he or she abides by the plan. In addition, the Unit has agreed that this issue will remain a high priority as the Unit continues to evolve in the future and is committed to ensuring this practice is applied.*

2. 79.12(1) and 79.12(5) Concern (NOTE: Names removed by Department consultants after report reviewed.)

Not all full time and part time faculty meet the background and experience requirements for their course assignments. There is a lack of evidence of either a teaching degree and/or K-12 classroom teaching experience beyond student teaching. Specific examples:

- The team finds no evidence that PS-O is qualified to teach PE methods courses. There is evidence of her PE degree, but there is not evidence of teaching experience.
- The team finds no evidence that JW is qualified to teach PE methods courses or supervise student teachers. There is evidence of her PE degree, but there is not evidence of classroom teaching experience beyond student teaching.
- The team finds no evidence that CM is qualified to teach Health or Physical Education methods coursework; evidence of his Physical Education coursework at the University of Kansas was provided, including a field experience however evidence of K-12 teaching experience was not provided.

The team requires the unit to ensure faculty preparation, knowledge and experience align with the coursework assigned to them.

RESPONSE: First of all, two of these faculty no longer work at Graceland University. The third, JW, is no longer teaching any methods courses in the Education curriculum. Now, the Unit has placed new processes in place to ensure this problem doesn't happen in the future. In part, this is consistent with the University's preparation for an HLC accreditation visit in March, 2017. As of now, all faculty hired by Graceland (as well as current employees) are being vetted through the Office of the Vice President for Academic Affairs.

Of course, additional criteria are required by the State of Iowa for Education faculty and these are being monitored by the Co-directors of Field Experience in the GSOE. Every faculty credential is now carefully monitored and certified prior to offering a contract for a faculty member to teach in GSOE.

Finally, the department that provided this faculty for the Unit in the past has now hired a new faculty member who satisfies these requirements with appropriate credentials and we have determined that she will cover all of the courses that previously were problematic.

8. 79.13(1) Recommendation

Faculty members report inconsistencies in the delivery of instruction and assessment across the university teacher preparation sites. Evidence indicates a lack of alignment between curriculum and assessment implementation across all sites. The team recommends that the GSOE use assessment data to clearly develop curriculum mapping to identify standards, program outcomes, course outcomes, key course content topics, and assessments to align the curriculum and assessment across all sites.

*RESPONSE: With only two campuses, this task will be easier to oversee and ensure appropriate performance. Through the implementation of its new set of bylaws (**Appendix B**), the Unit has placed greater emphasis on the concept of "Lead Instructor" (**Appendix D**) where a full-time faculty currently covers every course the Unit offers and adjuncts are held responsible and accountable to follow the lead instructor's plan. Furthermore, the Unit has agreed that this issue will remain a high priority as the Unit continues to evolve in the future. Finally, with the newly-updated Adjunct Handbook (**Appendix E**), this issue is emphasized with more specific language as well so that there is less ambiguity and issues are better defined.*

During the curricular redesign process (2016-17 academic year), the Unit will also intentionally ensure that assessment data are clearly aligned with the curriculum by identifying standards, program outcomes, course outcomes, key course content topics for both sites.

3. 79.13(1) Recommendation

Evidence indicates a lack of consistent understanding and use of candidate assessment forms among cooperating teachers. Off-site and online candidates report lack of timely feedback on assignments from faculty. The team recommends that the GSOE develops a procedure to ensure that all cooperating teachers and faculty obtain a consistent understanding and implementation of assessment procedures.

RESPONSE: GSOE has established mandatory Regular Cooperating Teacher/University Supervisor workshops to address this issue. In addition, the Unit is seeking implementation of a more robust reliability system to be built into its existing Chalk & Wire data collection system in order to strengthen assessment procedures. Much of the 2016-17 academic year will be devoted to reviewing/redesigning student teaching rubrics to make them more efficient, consistent, and user friendly.

3. 79.13(2) Recommendation

The team reviewed test scores for the various preprofessional skills tests used by the unit. This review indicates a lack of alignment of the cut score requirements among the various tests indicating inequity in the admission requirements used in various sites. The team recommends further correlation studies of the cut scores between the MoGEA Skills, C-Base Exams, and other skills tests in determining consistency of admission to the teacher preparation programs.

RESPONSE: In late Spring semester 2016, the Unit passed new policies that address consistent and more rigorous admission and closure standards for its students, based on a thorough review of data provided from C-Base Exams (the primary instrument used for admission to the program). Not only was the passing rate established during this process but it was also determined that students would only be allowed two attempts to achieve this standard, thus increasing the likelihood that the Unit's accepted students would be more likely to succeed. In reference to the MoGEA Skills scores, less than 1% of the Unit's students use this measure and it is still in-process for standardization by the test designer. The Unit will continue to closely monitor MoGEA Skills status to confirm that it is appropriate.

4. 79.13(2)*d* Recommendation

The team notes inconsistencies in the signature assignments between courses and campus sites. The team recommends that the GSOE begin discussions to refine the content of the assignments and the data collection to consistently demonstrate how these assignments support InTASC, program, and national standards across campus sites.

RESPONSE: The Unit recognizes the issue of inconsistencies in general and certainly in this case and, as indicated above, is utilizing its new Bylaws and commitment to upgrading all curricular-related issues with the anticipated outcome that assignments and data collection will more consistently reflect and demonstrate how the assignments support InTASC, program, and national standards on both campuses (see ***Appendix B****).*

5. 79.13(2)*d* Recommendation

In reviewing passing rates and program completion requirements, the team is concerned about the low passing rate on Praxis II by candidates at the end of the program. The team recommends that the administration and faculty develop a plan to identify and rectify curriculum and course content strengths and weaknesses through an item analysis of candidate performance.

RESPONSE: While the Unit believes that its new, more rigorous, admission standard (see ***3.79.13(2)*** *above) will partially improve results with the Praxis II exam as well, it has also passed a new policy regarding Praxis II: The Content Knowledge portion of the test must be passed before admission to student teaching. This, too, is expected to increase the pass rate percentage. This policy is on the brink of being put into place (the Unit needed time to get the policy into the new Catalog) so that once this policy is engaged and results obtained, the Unit will also consider increasing the standard so that the PLT test may also be required before student teaching. However, in the meantime, one additional component of this new policy is that, prior to admission into student teaching, the candidate must have already registered to take the PLT before the anticipated graduation date.*

Furthermore, more components in critical courses are being added to ensure that the Unit is more completely preparing its students to succeed with the Praxis II in the future as well (not so much "teaching to the test" as being more strategic and mindful of the best test-taking strategies). And finally, the Unit has discovered that its passing rate (though not outstanding) looks better when taking into consideration those graduates who never took the exam in the first place. This is not to suggest that the Unit is willing to accept its present rate but it does reflect greater awareness and emphasis being place on this standard.

6. 79.13(2)*d* Recommendation

The team finds lack of policy and procedures for using assessment information in recommendations and approvals for the entrance and/or contingency plans for continuation or completion in the teacher preparation program. In reviewing records, candidate files show some faculty concerns and assessment data are ignored in decisions by the Teacher Education Committee regarding candidate progress in the program. The team recommends the unit examine policies for use of assessment information for candidate progress through the program and make adjustments as necessary to ensure consistent application of policy.

RESPONSE: With all due respect, a review of Teacher Education Committee meeting minutes from the previous year suggest that the use of assessment

information used for candidate progress through the program have been consistently applied. During that period, it is evident that consistent applications of policy were uniformly applied throughout that period. Furthermore, based on the information provided in ***Appendix A****, the faculty have now recommitted to a continuation of this practice in the future.*

Therefore, after careful and thorough investigation, the Unit determined that Teacher Education Committee meeting minutes from 2015-16 do not reflect the issues cited by the State here. While the Unit probably should have cited this as an error of fact in the first place, it is happy to provide minutes to demonstrate its position and offer assurances that this practice will continue in the future.

7. 79.13(2)*e* Recommendation

The team finds evidence that candidates in clinical settings are not provided with ongoing feedback about their achievement of programs with guidance for improvement. Candidates report a need for feedback from the university faculty before their student teaching placement. The team recommends that the GSOE faculty provide candidate in clinical settings meaningful feedback about their achievement of unit standards before student teaching.

RESPONSE: As the Unit carefully examined this recommendation, they discovered that candidates are, indeed, provided ongoing and extensive feedback, but the students y often fail to access it or take advantage of it. The feedback is regularly provided in the Chalk and Wire data collection system and the Information Systems Coordinator consistently and persistently send email reminders to candidates. Even so, the Unit is now putting steps in place to ensure that the candidates take full advantage of the system and access the feedback in a timely manner. This will include more specific instructions and guidance for candidates prior to their entrance to clinical settings as well as reminders during their clinical experiences.

4. 79.14 (2) Recommendation

The team found evidence that clinical experiences available for secondary candidates are quite different than those available for elementary candidates. Secondary candidates have fewer opportunities to engage in clinical experiences in the schools and the unit does not align candidate work in clinical experiences with coursework. The team recommends the unit examine requirements of clinical work for secondary candidates to ensure best practices are being met.

RESPONSE: During the 2016-17 academic year, the Unit is engaged in a full curriculum review and redesign. The methods and clinical aspect of the secondary program, particularly that portion that relates to best practices, will be carefully integrated into the new design. As such, this is only one aspect of the curricular reform process that is expected to take place during the current academic year. But, given this guidance, the Unit will be especially mindful of including requirements of clinical work for secondary candidates to ensure best practices are met.

5. 79.14 (3) Recommendation

Clinical placements occur only at the beginning of program sequence and again immediately before student teaching. This does not allow candidates adequate time to align coursework with clinical practice and to adjust classroom performance to meet program standards. This concern was reinforced by evidence from principals, cooperating teachers, and candidates. The team recommends the unit examine the scope and sequence of the program with specific emphasis on clinical experiences allowing candidates to practice their coursework learning.

RESPONSE: During the 2016-17 academic year, the Unit is engaged in a full curriculum review and redesign. Intentional emphasis on field experiences, with full consideration of scope and sequence so that candidates can more thoroughly practice the learning from their coursework will be integrated across the course sequence. One reflection of the rich field experiences students receive through their entire coursework is a recent decision made by the Unit's faculty to require background checks for all GSOE students – from their sophomore year forward because they are visiting sites so often. As such, this is only one aspect of the process that is expected to take place during the current academic year as the Unit strives to better align coursework with clinical practice and improve its scope and sequence, with clinical experiences so its candidates can better practice their coursework learning.

6. 79.14 (7) Recommendation

The team found evidence of inconsistency in candidates' ability to use technology for teaching and learning in the P-12 classroom. The inconsistency is illustrated between courses, faculty, and campus sites. The team recommends the unit examine curricular requirements for technology integration in classroom teaching practice and make adjustments to ensure all candidates are well prepared to integrate technology.

RESPONSE: As part of the new curriculum initiative the Unit is undergoing, a decision has already been made that a tech certificate program will be embedded in the new design. This certificate will show evidence of how candidates meet each ISTE-T standard while the Unit intentionally integrates these ISTE-T standards in lessons for multiple courses. One additional factor comes from the Unit that is currently in the process of adding a new technology course required for all Education majors. Because such an effort requires a heavy level of time investment and passion from at least one person, the Unit considers itself fortunate to have a person committed to providing consistent leadership and articulating expectations in order to achieve success in this area.

79.14(10) *f*. Concern

Candidates are not given the opportunity to become knowledgeable about the Iowa Teaching Standards and are not experiencing a mock evaluation based on the Iowa Teaching Standards by a cooperating teacher or a person who holds an Iowa evaluator license. The team requires the unit to develop and implement

a policy to ensure that all candidates become knowledgeable about the Iowa Teaching Standards and experience a mock evaluation.

RESPONSE: After a careful assessment of the situation by the Unit, it is evident that more emphasis needs to be placed on the Iowa Teaching Standards during coursework and evaluations. The Standards are already identified on evaluation forms, the syllabus grid, lesson plans, etc. but that inclusion is insufficient without more intentional coursework to reinforce expectations. As the Unit tightens its curriculum this aspect will be more intentionally embedded for all students with special attention directed towards those candidates residing in Missouri. Furthermore, the Unit is now committed to, and documenting, a new system that ensures that the mock interviews are always administered by a person with the proper credentials. Moreover, as the Unit assessed the situation, results have been uneven across the program, which is also unacceptable. But the Unit is putting additional interventions in place to more closely monitor candidates' progress and completion and to ensure that all candidates are appropriately knowledgeable about all Iowa Teaching Standards. In this manner, the Unit's faculty believe that our candidates will better able to experience authentic and proper mock evaluations.

6. 79.15(4) Recommendation

Candidates being prepared for special education endorsement, in their last final special education course, as well as student teachers and recent graduates, articulated a significant lack of knowledge and experience working with Individualized Education Plans (IEPs). The team recommends the unit examine the curriculum regarding meeting the needs of students with disabilities and make improvements to ensure that all candidates are well prepared in meeting all students' needs. Further, the team recommends the unit closely examine curriculum for special education endorsements to ensure that candidates for this endorsement are adequately prepared.

RESPONSE: All candidates are required to successfully complete Psychology of the Exceptional in which they are introduced to students with exceptionalities, including IEP students, talented and gifted and homeless populations. The coursework includes content addressing making modifications and accommodations for individual students as well as their legal obligations as educators to students with unique needs.

All education classes which involve planning and implementing student learning experiences require students to consider the diverse needs of students and to address the needs in the planning process. This is being institutionalized through the consistent use of the same lesson planning template across all education classes, as an application of the Lead Instructor system.

As the Unit's curriculum is revised, special attention is being given to ensure that meeting the needs of students with disabilities is an integral part of all coursework. Professional development to support implementation is an additional expectation that will be conducted as needed as well.

Faculty teaching assignments have been carefully examined and changes have been made to ensure that specific Special Education courses are taught by

staff with the most expertise and experience within this field. Additional emphasis will now be placed on the actual development of IEPs.

7. 79.15(6) Recommendation

The team did not find evidence that candidates in secondary education acquire knowledge of integrating reading instruction into the secondary content classes. The team recommends the unit examine the curriculum and instruction for secondary reading in the content area and make adjustments to ensure all candidates are adequately prepared.

*RESPONSE: As indicated in **Appendix G**, the visit came at the point in the semester where reading instruction was in its early, formative stage for the students in the course, General Secondary Methods and Content Reading. That is, as indicated in **Appendix G**, there is a high level of reading instruction provided in the secondary methods and content reading course but at the time of the visit, that may not have been readily evident. The Unit is pleased to provide video archives of secondary methods students teaching while using reading strategies. The Unit intends to track this outcome more carefully in the future by warehousing assignments that include lesson plans to demonstrate how well the students are prepared.*

8. 79.15(7) *k* Recommendation

The team found evidence that faculty implement technology in the classroom at varying levels. The team recommends the unit examine curriculum for integration of technology and make adjustment to ensure that all faculty are prepared to integrate technology for learning in accordance with unit standards.

RESPONSE: As part of the new curriculum initiative the Unit is undergoing, all technology-related adjustments regarding integration of technology is carefully being integrated across the curriculum. Furthermore, the Unit also is currently developing a new Technology course that will be required of all Education candidates for graduation. Special attention is also being directed toward aligning and providing systematic and timely faculty support in this design. As a result, knowledge and application of ISTE-T standards will become a course outcome for multiple courses as quickly as they can be integrated into the new course outcomes during the curricular redesign effort in the 2016-2017 academic year.

9. 79.15(7) *h*. Recommendation

Evidence from candidates indicates they do not have enough knowledge and experience in creating and using formative or summative assessments. They are not prepared to make instructional decisions based on data. Evidence indicates that substantive instruction in the use of assessment is limited to courses for special education, early childhood, and reading endorsements, which excludes many candidates. The team recommends the unit examine curriculum and clinical practice and make adjustments to ensure all

candidates are adequately prepared to use assessment in teaching and learning.

RESPONSE: Although creating and using formative and/or summative assessments are already embedded in course design for both elementary and secondary courses, the Unit's faculty members are seeking ways to include and embed these topics with key concepts more intentionally into the curriculum design that will be in place for the 2017-18 academic year. In the meantime, the Unit intends to continue to work on strategies that ensure all candidates are adequately prepared to use assessment in teaching and learning in the courses that already cover assessment (e.g., Assessment Diagnosis and Evaluation Strategies, Educational Psychology, and Methods courses).

10. 79.15(7) *a*. Recommendation

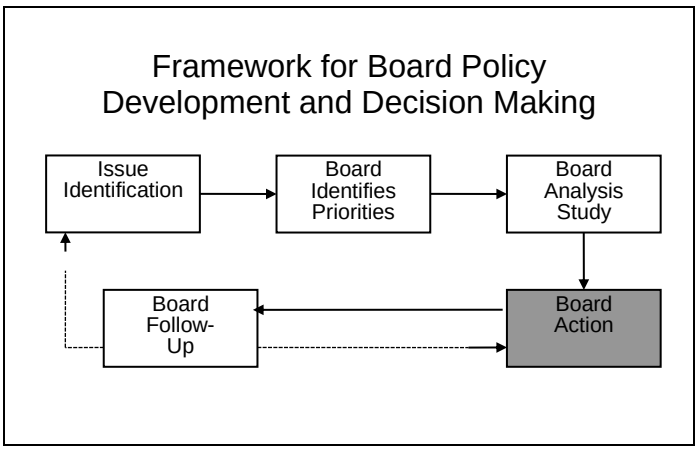
The team is concerned about the evaluation of content knowledge for transfer students being prepared for elementary education endorsement 102. Evidence indicates the university registrar may complete this evaluation without clear understanding of concept requirements. The team recommends the unit develop and implement a policy to evaluate transfer students' content knowledge coursework in order to ensure all Graceland teachers are well-prepared to be successful in teaching.

RESPONSE: A system is currently in place that GSOE faculty members evaluate course content identified in syllabi from the transfer student's institution before it is accepted for transfer credit. That evaluation results in a recommendation – either for acceptance or not – prior to any decision articulated by the Registrar's office so that the decision from the Registrar's office is, in fact, a decision generated from the Unit's faculty in the first place and there is no means for the Registrar's office to make an independent decision.

Iowa State Board of Education

Executive Summary

November 16, 2016



Agenda Item: William Penn University – Educator Preparation Program Approval

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

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

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

Carole J. Richardson, Consultant
Bureau of Educator Quality

Attachments: 1

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

Background: William Penn University operates a traditional teacher preparation program at their campus location in Oskaloosa, Iowa, with limited endorsements offered though a distance learning model across Iowa. The attached report is a summary of the review of the William Penn University educator preparation program under 281 IAC chapter 79. The William Penn University educator preparation program has met all 281 IAC chapter 79 standards with conditions described in the report; therefore, the Department recommends the State Board grant conditional approval to the William Penn University educator preparation program.

William Penn University

Team Report

Preliminary Review: November 4, 2016
Site Visit: February 7 - February 11, 2016

Final Report: March 31, 2016
Rejoinder: June 29, 2016

Presented to the State Board of Education on
November 16, 2016

Iowa Department of Education

Review Team Members:

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Acknowledgements

Team members would like to express their gratitude to the William Penn 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:

John Ottosson, President
Dr Noel Stahle, Vice President for Academic Affairs and Dean of Faculty
Bonnie Johnson, Vice President of Finance
DeAnne Doll, Registrar
Susan Boxler, Co-Director Distance Learning
Cathy Williamson, Education Division Chair
Dana Oswald, Education Faculty, Assessment Coordinator, Student Teaching Coordinator
Education Faculty
Kerra Strong, Vice-President for Enrollment Management
Julie Hansen, Director, Library
Mike Foster, Information Services Director
Carol Champlin, Information Services
Dr Jared Pearce, Institutional Assessment Director

NOTE: This report contains recommendations for continuous improvement and/or documentation of concerns describing non-compliance with specific sub-standards. All sub-standards not described with a recommendation or concern are considered fully met.

Background:

William Penn University is a Quaker (Society of Friends) institution located in Oskaloosa, Iowa. Quaker pioneers who wanted to make quality higher education available to all founded the institution then known as Penn College in 1873. Instruction started that year, and the first class graduated in 1875.

In 1916, Penn's main building was destroyed by fire. Through the heroic, and ultimately fatal, acts of a student and administrator, the College's records were saved. The Society of Friends and local community members helped to establish a new campus one-quarter mile north of the earlier site. Three of the buildings constructed at that time are still in use today: Penn Hall, Lewis Hall, and the heating plant. Spencer Chapel was built on the "new" site in 1924. A major campus expansion began in early 2006.

In large part due to the Quaker heritage, William Penn University has treasured diversity since its inception, providing educational opportunities for students regardless of race, sex, national origin, or religion. The first female student was enrolled at Penn College in 1873 and the first African-American student in the late 19th century. Women were integral to the teaching faculty and Board of Trustees the first year the school opened. In 1945, William Penn hired an African-American female professor; one of the first schools west of the Mississippi to do so. It is interesting to note that the school served as a safe haven for conscientious objectors during the various wars of the 20th century. Its motto, non vi sed saepe cadendo, "not by force but often by yielding," continues to connect the University with the Society of Friends.

A Bachelor of Arts degree for the Distance Learning Program was developed in 2005. Students who completed the AA degree in Leadership studies were encouraged to pursue a teaching degree. Since 2009, 198 candidates in the Distance Learning Program have graduated with a BA in Elementary or Secondary Education. The Distance Learning BA program continues to offer a degree in Elementary Education with optional endorsements in ESL, Strategist I-Strategist I, and Reading (K-6).

The Education Division has been granted permission to recommend candidates for teacher licensure since 1960. Currently, William Penn offers six elementary level endorsements, twenty-one secondary level endorsements, and the K-12 ESL endorsement.

GOVERNANCE AND RESOURCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Initial Team Finding:

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

Commendations/Strengths:

- The emphasis on Quaker principles is evident throughout the unit and institution. These principles have been integrated into the new WPU mission, vision, and goals document.
- The unit leadership maintains positive relationships throughout the university, including administration and faculty.
- The unit is engaged in collaborative efforts to refine the unit's conceptual framework and infuse standards and competencies throughout the program.
- The institution supports scholarship and service through professional development funding and sabbaticals.
- The unit administration has input into the budget development process.
- The WPU Library is well-staffed with personnel who are willing and equipped to provide faculty and students with a wide array of relevant resources.
- Career placement services are available to assist students in identifying potential employers.

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

1. **79.10(2)** The team notes that the unit has had regular Teacher Advisory Committee (TAC) meetings, but some of the meeting minutes are missing. Consistent minutes will help the unit document and evaluate input from the advisory committee. The team recommends the unit develop and implement a system to maintain TAC meeting minutes.

2. **79.10(4)** The team finds that inconsistency in assignment of advisees to faculty members. One advisor is assigned to advise virtually all distance learning (DL) students. The team recommends the unit examine assignment of advisees to ensure all candidates receive equitable access to advice from the Unit.

3. **79.10(11)** The team finds that student records are not complete, well-organized, consistent, nor up-to-date. The team recommends the unit develop and implement a policy to maintain accurate and consistent student records.

4. **79.10(14)** The team finds that little evidence that the unit is providing adequate preparation, evaluative feedback and guidance for professional development to adjunct instructors. The team recommends the unit establish more formalized and consistent preparation, evaluation and guidance for professional development for adjunct instructors.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, WPU 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(General)** The team has discovered evidence of significant differences between face to face (FTF) and distance learning (DL) models of program delivery. Evidence is found in faculty qualifications and preparation, assessment, clinical experiences, and curriculum. This concern is repeated from the 2008 review. **The team requires the unit to examine all aspects of educator preparation for all WPU students and to develop and implement a policy to ensure equitable preparation and access to resources for all candidates. The team further requires the unit to provide information on how the resolution for this concern will be sustainable.**

2. **79.10(11)** The team finds inadequate clerical support for the unit, which leads to a lack of uniformity and organization. There is a clerical assistant position, however, the person filling this position is fulfilling many duties other than clerical support. **The team requires the unit to examine position work assignments and make adjustments to ensure adequate clerical support.**

3. **79.10(13)** The team finds little evidence of adequate and current technology for learning. **The team requires the unit to provide the necessary technology to support student learning and candidate preparation for teaching in current classrooms.**

Requirements of the program prior to State Board action:

Concern #1: WPU must examine all aspects of educator preparation for all WPU students and to develop and implement a policy to ensure equitable preparation and access to resources for all candidates. Further, for concern #1, which is repeated from the 2008 review, WPU must provide evidence that the resolution of this concern is sustainable, so as to not be a repeat finding again.

Concern #2: WPU must examine position work assignments and make adjustments to ensure adequate clerical support.

Concern #3: WPU must provide the necessary technology to support student learning and candidate preparation for teaching in current classrooms.

Resolution of Concern #1: WPU has completed a great deal of work to provide program equity for all WPU students. Many changes have been made toward this goal. However, the proposed changes do not adequately meet all standards. **The team considers this standard conditionally met.** To resolve this condition, WPU must provide evidence of equity in the following concerns:

- Governance and Resources Concern #3

- Diversity Concern #1
- Clinical Concern #1

Resolution of Concern #2: The unit has hired a full-time office manager with a clearly set of duties to support the unit. **The team considers this concern met**. See appendix for WPU Office Manager Description.

Resolution of Concern #3: The unit has developed a plan to upgrade technology and a model classroom, all of which will be available to face-to-face students. The three year plan is intended to provide models and materials for candidates to practice the use of current technologies. The team is concerned, however, that this upgrade is not available to DL students. **The team considers this concern conditionally met.** The condition to be resolved is equitable availability of technology for learning for DL students who do not have access to the model classroom.

NOTE: 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:

Interviews with:

President, Vice President for Academic Affairs, Vice President for Finance, Registrar, Director of Admissions, Chair of School of Education, Teacher Advisory Council members, Candidates, Recent graduates, Unit Faculty, Library Director, Information Services Co-Directors, Institutional Assessment Director

Review of:

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

Visits to classrooms and discussions with students

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

Final Recommendation:

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

DIVERSITY

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

79.11(1) The institution and unit maintain a climate that supports diversity.
79.11(2) The institution and unit document their efforts in maintaining and increasing a diverse faculty and include teacher education candidates in plans, policies, and practices as required by the Higher Learning Commission.
79.11(3) Practitioner candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs.

Initial Team Finding:

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

Commendations/Strengths:

- The team commends the University for providing supports for diverse students. The WPU Course Catalog, Course syllabi, and other official documents express support for diverse students, including those of any race, gender, age, marital status, national or ethnic origin, religion, creed, sexual orientation, and disability.
- The new seminar for international students to acclimate them to campus life is a well-intended initiative that addresses a legitimate area of need.

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

1. **79.11(2)** Diverse students have increased in the general student body, but have declined in the TEP student body. With the resulting decline in number of minority candidates, the team recommends that the unit make efforts directed toward attracting, recruiting, and supporting for diversity.

2. **79.11(2)** While the unit should be commended for serving students from diverse populations, a majority of faculty members acknowledged the inherent challenges in supporting such populations. While a number of institutional supports are in place for diverse and traditionally underserved students, there was little evidence to indicate a comprehensive, uniform, and well-communicated proactive system of support. Many faculty and staff descriptions of how such student issues were addressed focused on reactive versus intentional, proactive strategies. The team recommends the unit develop a proactive system of support for all students.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, WPU 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. **79.11(3)** No evidence was provided to ensure that all candidates in all delivery models are receiving uniformly diverse clinical experiences. Further, there was no evidence provided of a tracking system for any clinical placement to check for diverse populations and/or grade levels. Evidence shows that DL students, unlike those on campus, are allowed to complete 75% of their clinical placements in their own work environments as para-professional educators. **The team requires the unit to provide a documented plan to ensure all candidates experience diverse clinical settings which are managed and tracked by the unit. The team further requires the unit to provide information on how the resolution for this concern will be sustainable.**

Requirements of the program prior to State Board action:

Concern #1: WPU must provide a documented plan to ensure all candidates experience diverse clinical settings which are managed and tracked by the unit.

Resolution of Concern #1: The team notes WPU has implemented a software system to track candidate placements. It is not clear how this tracking ensures diverse placements are made for all students. **The team considers this standard conditionally met.** DE consultants will examine evidence of this system to determine when the standard is fully met.

NOTE: 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:

Interviews with:

Co-Program Directors, Full-Time and Part-Time Faculty Members, Teacher Education Committee members (faculty from other university divisions who teach students from the TEP), Local Principals, Adjunct Faculty Members, Current Candidates, Alumni, Library Director, Current on-campus and distance learning Students, TEP staff.

Review of:

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

Visits to classrooms and discussions with students

Final Recommendation:

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

FACULTY

79.12(256) Faculty standard. Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.
79.12(1) Faculty members in professional education are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which the practitioner candidates are being prepared. Faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities.
79.12(2) Faculty members in all program delivery models instruct and model best practices in teaching, including the assessment of their own effectiveness as it relates to candidate performance.
79.12(3) Faculty members in all program delivery models are engaged in professional development as well as scholarly and service activities that relate to teaching, learning, and practitioner preparation.
79.12(4) Faculty members in all program delivery models collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, the department, area education agencies, and professional associations as well as with community representatives.
79.12(5) Part-time faculty members and employed graduate assistants in all program delivery models are identified as faculty members and meet the background and experience requirements appropriate for their assigned responsibilities.
79.12(6) Faculty members preparing in all program delivery models who prepare practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools or elementary, middle, or secondary schools, in AEAs, or in appropriate facilities. A minimum of 60 hours of such activities shall include team teaching or appropriate collaborative experiences during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising candidates.

Initial Team Finding:

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

Commendations/Strengths:

- The team found ample evidence that WPU faculty and staff model the institution's Quaker principles and consistently engage with and serve the students in the program in a caring, positive manner.
- Full time faculty members remain involved in professional organizations and in meaningful professional development (PD) activities.

- Full time faculty are involved in committee work on campus and are connected to their colleagues at the institution. Specifically, faculty members in other units mentioned positive interactions with TEP faculty members.

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

1. **79.12 (general)** Unit faculty members, in particular new ones, reported the requirement to take on multiple advisees with little guidance as to how to conduct this task. The team recommends the unit develop a clear policy for assigning advisees and preparing faculty members to advise students.

2. **79.12(1)** The team found inconsistent evidence of instructional / pedagogical support for new faculty. At least three faculty members indicated that there was no formal institutional or programmatic onboarding or mentoring when they were hired. The team recommends the unit develop a policy to provide mentoring and support for beginning faculty members to function as a member of the unit.

3. **79.12(2)** There was limited evidence of dedicated, systemic, and internal PD, including for pedagogical best practices. The team recommends the unit develop PD plans to align with the unit's professional goals.

4. **79.12(2)** The team found uneven evidence of best teaching practices. Evidence indicates some faculty members model high levels of student engagement, inquiry, and active learning, technology rich environments, and meaningful discussion/application of concepts. Some faculty exhibit few of the above practices, and students report a pattern of either very high or low quality pedagogy, with little middle ground. Students in the physical education program, in particular, described of a lack of critical/higher order thinking, practical application of principles, and advocacy for current best practices. The team recommends the unit develop and implement a policy for consistent evaluation, supervision, reflection and establishment of professional goals related to pedagogy.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, WPU 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 (general)** Faculty members consistently work an overload schedule. Faculty members may not be able to maintain and model quality instruction without adequate time to prepare, develop, deliver and monitor teaching for a large number of credits. **The team requires the unit to examine teaching schedules and load, and in conjunction with university administration, implement a plan to provide adequate resources,**

including time, for faculty members to perform their work in alignment with university policy.

2. **79.12 (1)** The team is concerned with the lack of faculty knowledge and expertise in reading and ELL. The team finds no evidence that faculty members have appropriate knowledge and classroom experiences in teaching reading and preparing candidates to teach ELL students. **The team requires the unit ensure that faculty have adequate knowledge and experience when making course assignments, especially in these critical areas.**

3. **79.12 (2)** The team found inconsistent evidence that faculty regularly evaluate their courses and their own pedagogy/effectiveness as instructors. There is little evidence of ongoing, systemic, and documented use of evaluation to inform future professional goals and practices. This was seen as particularly concerning when applied to DL adjunct faculty, who are seldom, if ever, on campus and have less direct oversight. **The team requires the unit to develop, implement and monitor a policy to ensure faculty consistently evaluate their effectiveness as it relates to candidate performance. This policy must include avenues to improve teaching effectiveness based on evaluations.**

Requirements of the program prior to State Board action:

Concern #1: WPU must examine teaching schedules and load, and in conjunction with university administration, implement a plan to provide adequate resources, including time, for faculty members to perform their work in alignment with university policy.

Concern #2: WPU must ensure that faculty have adequate knowledge and experience when making course assignments, especially in the critical areas of reading and ELL.

Concern #3: WPU must develop, implement and monitor a policy to ensure faculty consistently evaluate their effectiveness as it relates to candidate performance. This policy must include avenues to improve teaching effectiveness based on evaluations.

Resolution of Concern #1: The rejoinder response narrative states that all faculty members' load will be 12 credits per academic semester. While the table indicates some faculty members to be slightly over 12 credits per academic semester. Based on the hiring of new faculty, **the team considers this standard met.** See Appendix for WPU TEP submitted documentation/information.

Resolution of Concern #2: The team notes that the newly hired full-time faculty member is qualified to teach reading. The team further notes that ESL coursework will only be offered through DL by qualified adjunct faculty members. **The team considers this standard met**, but will monitor implementation of ESL endorsement preparation. See Appendix for WPU TEP submitted documentation/information.

Resolution of Concern #3: WPU has articulated a plan for regular evaluation of faculty aligned with targeted faculty development plans. **The team considers this standard met**, but will

monitor implementation of evaluation, in particular for DL adjunct faculty. See Appendix for WPU TEP submitted documentation/information.

NOTE: 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:

Interviews with:

Co-Program Directors, Full-Time and Part-Time Faculty Members, Teacher Education Committee members (faculty from other university divisions who teach students from the TEP), Local Principals, Adjunct Faculty Members, Current Candidates, Alumni, Library Director, Current on-campus and distance learning Students, TEP staff

Review of:

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

Visits to classrooms and discussions with students

Final Recommendation:

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

ASSESSMENT

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

79.13(1) Unit assessment system.

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

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

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

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

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

e. The unit demonstrates propriety, utility, accuracy and fairness of both the overall assessment system and the instruments used and provides scoring rubrics or other criteria used in evaluation instruments.
f. The unit documents the quality of programs through the collective presentation of assessment data related to performance of practitioner candidates. Documentation shall include:
(1) Data collected throughout the program, including data from all delivery models;
(2) Evidence of evaluative data collected from practitioners who work with the unit's candidates;
(3) Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.
g. The unit explains the process for reviewing and revising the assessment system.
h. The unit demonstrates how the information gathered by the unit and from the candidate assessment system is shared with faculty and other stakeholders and used for program improvement.
79.13(2) Performance assessment system for candidates.
a. The system is an integral part of the unit's planning and evaluation system.
b. The system has multiple admission criteria and assessments to identify candidates who have the potential to become successful practitioners.
c. For teacher preparation programs, the system includes the administration of a pre-professional skills test offered by a nationally recognized testing service, with program admission denied to any applicant who fails to achieve the institution's designated criterion score.
d. The system has multiple decision points. (Minimum: admission to professional education program; approval for student teaching, administrative field experience, or other culminating clinical experiences; and recommendation for licensure.)
e. The system includes a coherent, sequential assessment system for individual practitioner candidates. The assessment system is shared with faculty with guidance for course and program improvement, as well as assessment criteria and a process for ongoing feedback to practitioner candidates about their achievement of program standards with guidance for reflection and improvement. Data are drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional assessment of content knowledge, professional knowledge, and pedagogical knowledge and their applications, and teaching or leadership performance including the effect on student learning.
f. Practitioner candidate performance is assessed at the same standard regardless of the place or manner in which the program is delivered.
79.13(3) The unit annually reports to the department such data as are required by the state and federal governments at dates determined by the department.
79.13(4) The department shall periodically conduct a survey of schools, agencies, or facilities that employ licensed graduates of approved programs to ensure that the graduates' needs are adequately met by their programs and by the approval process herein.

Initial Team Finding:

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

Commendations/Strengths:

- The unit is systemically addressing inter-rater reliability when scoring artifact rationales for the licensure portfolio (holding sessions to calibrate how rationales are scored, etc.).
- Candidates are informed of the assessment system early in the program in one of the first courses in the education program.
- The TEP is piloting an evaluation tool using InTASC standards for student teachers and field experience candidates.

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

1. **79.13(1)** In faculty interviews, the team determined that much of the unit views assessment as the responsibility of the assessment coordinator, rather than the responsibility of all faculty members. The team recommends that the unit work collaboratively to ensure that all members of the unit use assessment to promote quality programming for candidates.

2. **79.13(2)** The team finds little evidence of early and frequent evaluation of candidate performance. Candidates are not receiving useful feedback at times appropriate to adjust their performance as they progress through the program. The team recommends the unit systematize timely candidate assessment and feedback.

3. **79.13(2)** The team finds that candidates are not limited in the number of times they may retake a pre-professional skills test. Candidates whose results fall below cut scores meet with TEP faculty to design a plan for remediation, but not to determine if continuing in the education program is a sound decision. The team also found a number of candidates near the end of their program unprepared to meet all program completion requirements, including passing Praxis II assessments. The team recommends the unit examine and adjust their admission and progression policy to ensure all candidates are fully prepared to become successful educators.

4. **79.13(2)** The team found evidence that 30% of students in 2013-14 ended in non-licensed or non-teaching status. The team recommends that the unit analyze what factors are contributing to such a high number of candidates not completing the program. Further, the team recommends the unit use assessment data to analyze the effectiveness of their program and make adjustments accordingly.

5. **79.13(2)** The team finds that candidates on campus are encouraged to take C-BASE for the pre-professional skills test requirement. This was introduced as a cost savings to students. Distance Learning students are encouraged to take the Praxis Core assessment for the same pre-professional skills test requirement, so that Distance Learning students can more readily find a testing center. Using two different pre-professional skills tests makes clear program assessment difficult. The team recommends the unit select one pre-

professional test and develop a policy that provides equitable opportunity to all candidates for that test.

6. **79.13(2)** FTF candidates complete paper based portfolios. DL candidates may complete an electronic portfolio. In both delivery models, candidates expressed frustrations with the portfolio and process. Candidates do not find the portfolio meaningful and find the process of creating a paper portfolio challenging. The team recommends that the unit evaluate and clearly communicate purposes of the portfolio and create a system that meets these purposes. The team further recommends that the unit consider changing to an electronic portfolio to make the process more efficient.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, WPU 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(1)** The team finds little evidence of systemic use of assessment to inform, manage and improve the unit's operation and programs. **The team requires the unit to develop and implement a plan for a coherent, comprehensive unit assessment system.**

2. **79.13(2)** The team finds evidence that candidates receive inadequate feedback to determine readiness for student teaching. Candidates report substandard performance has little to no consequence until student teaching. The current use of candidate portfolios is inadequate in demonstrating development throughout the program and verifying competency of unit standards. **The team requires that the unit create a meaningful candidate assessment system that provides multiple opportunities for feedback, guidance and candidate reflection related to their attainment of unit standards.**

3. **79.13(4)** The team finds no data on surveys from program completers and their employers conducted prior to 2013-14. Data provided from 2013-14 and 2014-15 indicates low response rates. **The team requires the unit to regularly administer surveys to program completers and their employers.**

Requirements of the program prior to State Board action:

Concern #1: WPU must develop and implement a plan for a coherent, comprehensive unit assessment system.

Concern #2: WPU must create a meaningful candidate assessment system that provides multiple opportunities for feedback, guidance and candidate reflection related to their attainment of unit standards.

Concern #3: WPU must implement a plan to regularly administer surveys to program completers and their employers.

Resolution of Concern #1: WPU has developed and is implementing a plan a coherent and comprehensive unit assessment system. The system includes clear checkpoint for candidate progress through the program. **The team considers this standard met.** See Appendix for WPU TEP submitted documentation/information.

Resolution of Concern #2: WPU has developed a well-defined procedure to evaluate and inform candidates of their progress throughout the program. This system includes clear requirements for faculty advice to candidates as well plans for remediation when indicated. **The team considers this standard met.** See Appendix for WPU TEP submitted documentation/information.

Resolution of Concern #3: WPU has developed and is implementing a plan for regularly administering surveys to program completers and their employers. **The team considers this standard met.**

NOTE: 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:

Interviews with:

Assessment Coordinator; Previous Assessment Coordinator; William Penn University Assessment Director; Teacher Education Committee members (Librarian, Math Dept. Faculty, Social Sciences Faculty, Physical Education Faculty, Business Faculty); Student Teacher Supervisors; Candidates; Unit Faculty; Division Liaison; Former students.

Review of:

- Institutional Report
- Program Response to Review Team's Initial Report
- Assessment Data: Praxis Core, Praxis II, C-BASE, Surveys (Graduates, Employers, Cooperating Teachers)
- Course syllabi
- Student records
- Student portfolios

Visits to classrooms and discussions with students

Final Recommendation:

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

TEACHER EDUCATION CLINICAL

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

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

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

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

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

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

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

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

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

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

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

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

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

a. Defining qualifications for practitioner candidates entering clinical practice.

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

c. Responding to specific needs of cooperating schools.

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

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

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

a. Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.
b. Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.
c. Collaboration of the cooperating teacher and the college/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.
d. Use of written evaluation procedures, with completed evaluation forms included in practitioner candidates' permanent institutional records.
79.14(10) The student teaching experience for initial licensure meets all of the following:
a. Includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.
b. Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.
c. Consists of interactive experiences that involve college or university personnel, the student teacher, and the cooperating teacher.
d. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.
e. Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.
f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.
g. Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days).
h. Involves the student teacher in professional meetings and other school-based activities directed toward the improvement of teaching and learning.
i. Involves the student teacher in communication and interaction with parents or guardians of students in the student teacher's classroom.
79.14(11) The institution annually offers one or more workshops for all cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops shall be one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.
79.14(12) The institution shall enter into a written contract with each cooperating school providing clinical experiences, including field experiences and student teaching, as stipulated in Iowa Code section 272.27.

Initial Team Finding:

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

Commendations/Strengths:

- Multiple interviews conducted at schools noted that the William Penn Teacher Education Program has made strong improvements in the past several years.
- Area administrators report a positive collaborative relationship with the campus-based TEP that attends to the needs of the local schools.
- Professional educators at schools hosting field experience students or student teachers commended Dana Oswald and Bill Cox in clear communication and support, and in their handling of difficult situations.
- Communication regarding expectations and responsibilities for student teachers, cooperating teachers and district staff is a strength.

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

1. **79.14(general)** Evidence shows that early field experiences are primarily observational. Students have limited opportunities for participation in clinical experiences. The team recommends a change in the structure of the early clinical experiences from observation to participation.

2. **79.14(1), 79.14(3)** Candidates expressed a concern that expectations for the number of field experience hours required are not consistently articulated in syllabi and/or catalog. The team recommends the written materials for field experiences should reflect the actual amount of required scheduled time.

3. **79.14(1)** The team found that field experience placement records for DL and on-campus candidates are not easily accessible and systematically tracked and stored. The team recommends the unit develop a system to track and access records of placements to ensure proper management of clinical experiences.

4. **79.14 (4d)** The unit requires DL candidates teach five lessons in EDUC 379. Face to face students taking this same course are only required to teach two lessons. The team recommends the unit determine what they consider best practice for teaching practice opportunities and require that expectation consistently for all students.

5. **79.14 (5)** The team found that there was a communication process between local schools and William Penn for selecting highly accomplished cooperating teachers for FTF candidate's clinical field experiences. The team did not find evidence for a similar process for the DL candidates. The team found evidence that DL students frequently suggest or find their own placements. The team recommends the unit consistently manage all clinical placements to ensure quality preparation for all candidates.

6. **79.14 (7d)** The team did not find evidence of a systematic process to evaluate cooperating teachers and use this data in selecting future cooperating teachers for both

delivery systems. The team recommends the unit develop and implement a system to select and evaluate cooperating teachers.

7. **79.14(9a)** The team found evidence that student teacher supervisors did not share candidate observation feedback with the cooperating teachers. Cooperating teachers noted that they wanted to be sure their feedback was aligned with what the William Penn supervisor was providing the candidate. The team recommends the unit develop and implement a system to ensure collaboration between supervisors and cooperating teachers so that feedback is more useful and consistent with WPU expectations.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, WPU 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. **79.14 (4b)** The team found evidence that contracts with P-12 schools for clinical experiences are not maintained consistently. Contracts with local and regional schools were in evidence. Contracts were not in evidence for distant schools, schools used primarily for DL students and schools in which candidates complete clinical experiences while on break, or at home. Without a contract specifically stating expectations, it is difficult for cooperating teachers to ascertain how candidates' clinical experiences are aligned with the program, and help candidates learn what is expected. **The team requires the unit to develop a system of managing and documenting expectations for all clinical experiences.**

2. **79.14 (10a)** The team noted that the minimum requirement of 14 consecutive weeks for student teaching was met by both delivery systems. However, the team found that virtually all elementary education majors experienced at least three separate placements during the 14 weeks, with candidates' student teaching in some endorsement areas for only three weeks. Elementary education candidates routinely obtain, in addition to the elementary education endorsement, an endorsement in K-8 strategist I special education and an endorsement in 5-12 strategist I special education. A candidate may only student teach at the 5-12 grade level for 3 weeks, yet be recommended for a license that qualifies that candidate to teach exclusively at the secondary level. The team is concerned that candidates are not adequately prepared through coursework and clinical experiences for the teaching for which they will be licensed. **The team requires the unit to document the examination of curriculum, clinical experiences and achievement data from graduates to determine if candidates are fully prepared, and to make changes as necessary.**

Requirements of the program prior to State Board action:

Concern #1: **The team requires the unit to develop a system of managing and documenting expectations for all clinical experiences.**

Concern #2: **WPU must document the examination of curriculum, clinical experiences and achievement data from graduates to determine if candidates are fully prepared, and to make changes as necessary.**

Resolution of Concern #1: WPU provided copies of contracts with a number of Iowa schools outside of the regional area. These contracts define expectations for clinical experiences. **The team considers this standard met.** See Appendix for WPU TEP submitted documentation/ information.

Resolution of Concern #2: WPU has implemented a policy change requiring 16 weeks of student teaching with 8 – week placements. This will allow student teachers more experience in preparing for endorsements for which they will be recommended. WPU has also stopped preparing candidates for Strategist I endorsements at both elementary and secondary grade levels. WPU will only recommend the candidate for the Strategist I endorsement grade level in which she/he completed general and special education student teaching. **The team considers this standard met**. See Appendix for WPU TEP submitted documentation/information.

NOTE: 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:

Interviews with:

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

Review of:

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

Visits to classrooms and discussions with students

Visits to clinical sites and discussions with candidates (FTF and DL), cooperating teachers (FTF and DL), administrators

Final Recommendation:

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

TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

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

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

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

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

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

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

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

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

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

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

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

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

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

79.15(7) Each teacher candidate demonstrates acquisition of the knowledge, skills and dispositions designated by the unit standards and aligned with the INTASC standards embedded

in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher. Each candidate exhibits competency in all of the following professional core curricula:
a. Content/subject matter specialization. The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each candidate must achieve a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area. Additionally, each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. These requirements shall become effective January 2, 2013.
b. Student learning. The candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.
c. Diverse learners. The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.
d. Instructional planning. The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
e. Instructional strategies. The candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.
f. Learning environment/classroom management. The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.
g. Communication. The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.
h. Assessment. The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.
i. Foundations, reflective practice and professional development. The candidate develops knowledge of the social, historical, and philosophical foundations of education. The candidate continually evaluates the effects of the candidate's choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.
j. Collaboration, ethics and relationships. The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and

demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.
k. Technology. The candidate effectively integrates technology into instruction to support student learning.
l. Methods of teaching. Methods of teaching have an emphasis on the subject and grade level endorsement desired.
79.15(8) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.
79.15(9) Candidates seeking an endorsement in elementary education attain the state's designated criterion score on a content knowledge assessment as a condition precedent to successful program completion and recommendation for licensure.
79.15(10) Candidates seeking an initial Iowa teaching license demonstrate competency in coursework directly related to the Iowa core curriculum.

Initial Team Finding:

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

Commendations/Strengths:

- The summer reading program in collaboration with Oskaloosa schools is beneficial for WPU candidates as well as Oskaloosa schools students.
- A common lesson planning template is used throughout the various courses allowing candidates to refine their abilities to plan lessons.

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

1. **79.15(general)** Most course syllabi contain WPU Mission Statement, Education Division Mission, Education Division Vision, Education Division Goals, and National/InTASC Standards. Candidates are not able to describe how the components relate to each other or how the components relate to the course. The team recommends the unit examine curriculum to help students understand the coherence of their conceptual framework, unit standards and best practices.

2. **79.15(5,6)** Program completers were not prepared in the knowledge and skills needed to implement current Iowa educational initiatives upon graduation. This was especially noted in the area of reading. Students reported assessments taught within the reading classes (Woodcock, BRI) were not used in their teaching positions and the current initiatives/assessments used in the field (IGDis, FAST) were not explained or taught. Students reported they did not feel prepared to make a seamless transition to a teaching

position. The team recommends the unit work to remain current in literacy and other initiatives in Iowa, including but not limited to information provided by the Iowa Reading Research Center.

3. **79.15(7)** Students reported that that the PE methods course provided limited development in the knowledge and skills needed in current physical education settings, including the use of technology to support learning. The team recommends the unit examine the curriculum and instruction in PE methods to provide better preparation for PE candidates.

4. **79.15(7)** Evidence supports a lack of a clear developmental sequence of coursework in design and in program of study. Candidates are unable to articulate the developmental aspect of their coursework. Various candidates provided evidence of significantly different course sequencing. The team recommends the unit examine, map and adjust the curriculum scope and sequence to better prepare candidates in a purposeful and progressively developmental manner.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, WPU 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(2)** There is a clear discrepancy between FTF and DL coursework, expectations and assessments:
    - Physical science for elementary educators is taught both on-site and through distance learning. Examination of course syllabi indicates the DL course includes the required earth science content and the FTF course does not.
    - Differences were noted within the syllabi between FTF courses and the counterpart DL course especially with activities and number of assignments. Thought it is understood that different modalities result in a need for modifications in activities, students reported they perceived DL to be "easier" than FTF.
    - Interview with the assessment coordinator indicated a significant discrepancy exists between the FTF courses and the Distance Learning courses.

    The team requires the unit examine coursework, expectations and assessments for all candidates and make changes to ensure all candidates are receiving the same quality of preparation and are held to the same standards.

2. **79.15(5, 6)** Students currently take EDUC 360; Reading in the Content Area at the same time they are student teaching. This does not allow candidates to be prepared to integrate reading strategies in the content areas during their student teaching experience. **The team requires the unit to ensure that candidates complete the Reading in the Content Area course before student teaching to ensure they are prepared to apply the knowledge and skills learned in the course.**

3. **79.15(7)** Music education candidates who are being prepared for both the K-8 endorsement and the 5- 12 endorsement take only one methods course, while PE candidates being prepared for both grade level endorsements have a methods course for each level. An examination of syllabi and curriculum illustrated that this one methods course does not provide music education majors with preparation to be successful in all required areas at all grade levels. **The team requires the unit to examine and adjust the music education curriculum to better prepare candidates for the content and grade levels in which they will earn endorsements.**

4. **79.15(7)** A number of recent graduates and current students reported that they learned to use technology for learning from their cooperating teachers through their student teaching placements rather than through their courses at WPU. The students did not feel prepared to use technology to enhance the teaching/learning process. **The team requires the unit to modify curriculum in order to properly prepare candidates to use current technology for student learning.**

Requirements of the program prior to State Board action:

Concern #1: WPU must examine coursework, expectations and assessments for all candidates and make changes to ensure all candidates are receiving the same quality of preparation and are held to the same standards.

Concern #2: WPU must ensure that candidates complete the Reading in the Content Area course before student teaching to ensure they are prepared to apply the knowledge and skills learned in the course.

Concern #3: WPU must examine and adjust the music education curriculum to better prepare candidates for the content and grade levels in which they will earn endorsements.

Concern #4: WPU must modify curriculum in order to properly prepare candidates to use current technology for student learning.

Resolution of Concern #1: The WPU TEP, with financial support from the institution, brought faculty members in both FTF and DL courses together to collaboratively align course objectives, assignments, and assessments. At the same time, WPU has a policy to ensure ongoing collaborative alignment for all courses taught in both delivery models. This policy also includes a requirement to examine student learning at the completion of each course to evaluate alignment between FTF and DL. **The team considers this standard met.** See Appendix for WPU TEP submitted documentation/information.

Resolution of Concern #2: WPU has implemented a policy that *EDUC 360: Reading in the Content Area* will be completed before student teaching. **The team considers this standard met.** See Appendix for WPU TEP submitted documentation/information.

Resolution of Concern #3: WPU has proposed a course in elementary music methods in addition to the secondary music methods course currently required. WPU plans to have the

course approved for inclusion in the 2017-2018 course catalog, requiring it of incoming freshman in the fall of 2017. It is not clear if the existing methods course will be changed to provide instruction exclusively at the secondary level. **The team considers this standard conditionally met.** To resolve this condition, WPU must provide clear information on how music education students receive instruction in music methods at both the elementary and secondary levels. Further WPU must provide this instruction for current candidates. DE consultants will monitor compliance with this standard. See Appendix for WPU TEP submitted documentation/information.

Resolution of Concern #4: WPU has developed and are implementing curricular changes to a number of courses to provide instruction and practical application of technology for teaching and learning. **The team considers this standard met.** See Appendix for WPU TEP submitted documentation/information.

NOTE: 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:

Interviews with:

Faculty, Alumni, Recent Graduates, Assessment Coordinator, Current Teacher Education Students, Cooperating Teachers, Local Principals, Registrar, Distance Learning Coordinator/Academic Advisor

Review of:

- Course syllabi
- Student records
- University Catalog
- William Penn University website
- Institutional Report
- Program Response to Review Team's Initial Report

Visits to classrooms and discussions with students

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

Final Recommendation:

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

APPENDIX

William Penn University Response to Final Report (NOTE: WPU responses are in blue *italics*)

NOTE: *WPU was required to address each Concern in their action plan. They were not required to address Recommendations. In the following plan, WPU addressed both concerns and recommendations.*

NOTE: *WPU provided Appendices to this plan to expand on the information provided in this response. These appendices are not included in this report to reduce the length of the report. All documents, including WPU response appendices have been reviewed by Department consultants. The appendices are available upon request through the Iowa Department of Education.*

GOVERNANCE AND RESOURCES

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

5. **79.10(2)** The team notes that the unit has had regular Teacher Advisory Committee (TAC) meetings, but some of the meeting minutes are missing. Consistent minutes will help the unit document and evaluate input from the advisory committee. The team recommends the unit develop and implement a system to maintain TAC meeting minutes.

   WPU's Response: The unit has added the missing TAC minutes. The unit will implement a system for maintaining all TAC minutes.
   Source(s): *Advisory Committee*

6. **79.10(4)** The team finds that inconsistency in assignment of advisees to faculty members. One advisor is assigned to advise virtually all distance learning (DL) students. The team recommends the unit examine assignment of advisees to ensure all candidates receive equitable access to advice from the Unit.

   WPU's Response: The distance learning advisor is a full-time staff member who is available to students every day via email, phone and in person during regular business hours. The distance learning advisor is the main point of contact for DL students and offers the same services as faculty advisors. The full-time job of the distance learning advisor is to advise distance learning students. The distance learning advisor does not teach any classes and focuses entirely on the needs of distance learning students.
7. **79.10(11)** The team finds that student records are not complete, well-organized, consistent, nor up-to-date. The team recommends the unit develop and implement a policy to maintain accurate and consistent student records.

   WPU's Response: A new office manager has been hired, effective June 13, 2016. This person has prior experience as an administrative assistant for a public school

superintendent and for another college. A policy has been set regarding student records that must be kept which will be put in the WPU 2016-17 Education Student Handbook.

Policy – Student files must maintain accurate records of the requirements listed on the William Penn University Education Division Benchmark Schedule.

- *Completed Teacher Education Program Requirements - First Field Experience time sheet and evaluation/disposition, CBase results, 3 Faculty References, DCI Background check and waiver, TEP application, major check sheet, and Portfolio Artifact Assessment Record*
- *Completed Student Teaching Requirements - Student Teaching Application, degree audit, resume, Portfolio Assessment Record, Field Experiences: time sheets, performance evaluation and dispositions (EDSP 100, EDUC 370, EDUC 372, EDUC 380, and Special Methods)*
- *Completed Program Completion Requirements - Praxis II PLT and Praxis Content scores, grade sheet from student teaching, Cooperating Teacher evaluation forms: InTASC and Disposition, Application for Licensure, Degree Audit*

Source(s): *William Penn University Education Division Benchmark Schedule*

8. **79.10(14)** The team finds that little evidence that the unit is providing adequate preparation, evaluative feedback and guidance for professional development to adjunct instructors. The team recommends the unit establish more formalized and consistent preparation, evaluation and guidance for professional development for adjunct instructors.

   See Faculty Recommendation #3 and Faculty Concern #3

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

4. **79.10 (General)** The team has discovered evidence of significant differences between face to face (FTF) and distance learning (DL) models of program delivery. Evidence is found in faculty qualifications and preparation, assessment, clinical experiences, and curriculum. This concern is repeated from the 2008 review. **The team requires the unit to examine all aspects of educator preparation for all WPU students and to develop and implement a policy to ensure equitable preparation and access to resources for all candidates. The team further requires the unit to provide information on how the resolution for this concern will be sustainable.**
   WPU's Response Concern #1: The unit has examined all aspects of the educator preparation program for all WPU education candidates and has developed policies to ensure equitable preparation and access to resources for all.

   The Administration at WPU supported the unit and the need to provide equitable resources and preparation for all candidates by adding positions and restructuring the division. The division continues to have a Chair of Education overseeing the entire

Teacher Education Program at WPU. There are now Co-directors of Distance Learning, each receiving six credits of release time. A new full time faculty was hired to teach reading courses and has background in general elementary education. A new organizational chart was developed to see the current governance structure in education.

In order to teach at WPU faculty must have a master's degree or equivalent professional experience as stated in the faculty handbook 3.2.6.1. Distance Learning adjunct faculty all hold a master's degree. If there are more than 27 students enrolled in a DL course a second adjunct instructor (with a master's degree) is hired to co-teach the DL course. The co-instructors equally plan, prepare, research, teach and assess throughout the semester.

Field experience expectations have been reviewed for all WPU education students and have been outlined on the Pre-Student Teaching Clinical Expectations document. Beginning with the 2017-2018 course catalog, all field experiences will be tied to a course. The course syllabi will reflect the hours required as stated in the catalog.

A WPU education faculty adjunct handbook has been developed and will be given to all education adjunct faculty. This will ensure they receive all necessary information concerning the WPU education program. The information found in this handbook will be reviewed at the education adjunct faculty meeting at the beginning of each semester. The WPU Education Adjunct Faculty Handbook will be updated and revised once a year.

Since all aspects of the educator preparation program have been examined information to answer Governance Concern #1 can be found in the following locations throughout this report.

- *Diversity Recommendation #2*
- *Diversity Concern #1*
- *Faculty Recommendation #2*
- *Faculty Recommendation #3*
- *Faculty Concern #3*
- *Assessment Recommendation #1*
- *Assessment Recommendation #2*
- *Assessment Recommendation #3*
- *Assessment Recommendation #5*
- *Assessment Recommendation #6*
- *Assessment Concern #1*
- *Assessment Concern #2*
- *Clinical Recommendation #5*
- *Clinical Concern #1*
- *Curriculum Recommendation #4*
- *Curriculum Concern #1*

The unit and the WPU administration are very clear in understanding that these policies must be kept in place to ensure equitable preparation and access to resources for all

WPU candidates. The unit and the WPU administration are committed to making both delivery methods equitable for all WPU students as we move forward.

Source(s): Organizational Chart WPU Education Division
Pre-Student Teaching Clinical Expectations
WPU 2016-2017 Education Adjunct Faculty Handbook

5. **79.10 (11)** The team finds inadequate clerical support for the unit, which leads to a lack of uniformity and organization. There is a clerical assistant position, however, the person filling this position is fulfilling many duties other than clerical support. **The team requires the unit to examine position work assignments and make adjustments to ensure adequate clerical support.**

   WPU's Response: The current office manager has moved into a faculty role and a new office manager has been hired and started June 13, 2016 with a three week training period. The job description has been added. The office manager will focus on the needs of the education unit within the education division office providing a full 40 hours of support to students, staff and faculty.

   Source(s): *4.15.16 Office Manager Description*

6. **79.10(13)** The team finds little evidence of adequate and current technology for learning. **The team requires the unit to provide the necessary technology to support student learning and candidate preparation for teaching in current classrooms.**

   WPU's Response: The unit has assessed the current status of technology support and identified additional support needed for student learning and candidate preparation to teach in current classrooms. Past surveys from cooperating teachers, graduates, employers, along with discussion with current student teachers identified specific technological needs. A list was outlined with what was wanted for candidates to learn before leaving the TEP. From the list, course instructors outlined plans for implementing the technology needs within each course.

   A Technology Plan has been developed with support of the administration, including a three year implementation plan. Some highlights from the plan include the following:
   - Cart of 25 laptops
   - Model Classroom starting 2016-2017 for education courses
   - Nine education courses will be in the model classroom, along with the student teaching seminars (Penn Hall room 117)
   - Model Classroom Plan starting fall 2016-17

Timeframe	Task	Start and End Dates
Phase One	1. Purchase much needed technology a. Technology purchase plan included	August 2016

	2. Access a classroom to be dedicated to Education classes (temporary: to be re-evaluated) Penn 117 3. Move Media lab/Meeting space (Penn 107) to smaller room (Penn 118) - opening Penn 107 for larger classes to meet.	
Phase Two	1. Purchase/upgrade furniture for model classroom. a. Moveable and collaborative. 2. Re-evaluate technology needs and make additional purchases if necessary.	July 2017 - July 2018
Phase Three	1. Find permanent home for model classroom or relocate the few non-ed classes that currently meet in Penn 117.	July 2018 - July 2020

Source(s): Model Classroom Proposal
Purchase Order/Letter of support from Dr. Stahle (Currently waiting)
Technology Plan

DIVERSITY

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

3. **79.11(2)** Diverse students have increased in the general student body, but have declined in the TEP student body. With the resulting decline in number of minority candidates, the team recommends that the unit make efforts directed toward attracting, recruiting, and supporting for diversity.

4. **79.11(2)** While the unit should be commended for serving students from diverse populations, a majority of faculty members acknowledged the inherent challenges in supporting such populations. While a number of institutional supports are in place for diverse and traditionally underserved students, there was little evidence to indicate a comprehensive, uniform, and well-communicated proactive system of support. Many faculty and staff descriptions of how such student issues were addressed focused on reactive versus intentional, proactive strategies. The team recommends the unit develop a proactive system of support for all students.

   WPU's Response: To address the recommendation of developing a proactive system of support for all students, the unit has developed a policy starting August 2016 which states in the WPU 2016-2017 Education Student Handbook:

   > *Students must have a CBase score of 235 or higher in the following subject areas: Reading, Writing and Mathematics before being admitted into the William Penn University Teacher Education Program. The fee for the CBase test is $35. Students may have three attempts to complete the subject areas of the CBase exam. Upon passing the CBase exam, a student may be considered for admittance to the William Penn University Teacher Education Program. By limiting the number of tries, this creates a proactive system to help support*

students in moving forward in the TEP program or to choose another degree to fit their skill set.

The requirement of the CBase as the assessment of choice will allow students to take the test on campus, which will encourage them to take it sooner in the program of study. The limited number of opportunities to take the CBase was developed to set a stronger gate system, identifying students who move into the Teacher Education Program by the end of their sophomore year or prior to taking 30 credits in education courses for elementary education and 15 credits in education courses for secondary education.

Through developing this policy, it was decided that the unit needed to create a reciprocity agreement with other institutions in Iowa. The purpose for the reciprocity agreement is to provide additional opportunities around the state for students to take the CBase. The list of the institutions in the reciprocity agreement will be in the WPU 2016-2017 Education Student Handbook. All students will be made aware of the institutions available to take the CBase exam during EDUC 100: Introduction to Education.

The CBase exam will be administered at William Penn University in the months of August, September, November, February and April. This information has been shared with all students by posting the information to Education Information in Moodle, along with an e-mail that was to all education students. A bulletin board has also been created to provide information visually by the education office. At the time of this rejoinder response, 4 institutions have responded positively in having a reciprocity agreement (Graceland, Northwestern, Simpson, and Central).

Source(s): *Reciprocity Request E-mail*
WPU 2016-2017 Academic Catalog (currently waiting for printing)
WPU 2016-2017 Education Student Handbook (currently revising)

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

2. **79.11(3)** No evidence was provided to ensure that all candidates in all delivery models are receiving uniformly diverse clinical experiences. Further, there was no evidence provided of a tracking system for any clinical placement to check for diverse populations and/or grade levels. Evidence shows that DL students, unlike those on campus, are allowed to complete 75% of their clinical placements in their own work environments as para-professional educators. The tracking/management of clinical placements component of this concern is repeated from the 2008 review. **The team requires the unit to provide a documented plan to ensure all candidates experience diverse clinical settings which are managed and tracked by the unit. The team further requires the unit to provide information on how the resolution for this concern will be sustainable.**

WPU's Response: For clarification, Bill Cox has been tracking the DL students by keeping a record on an Excel spreadsheet noting district, school, grade level, amount of hours, and semester. The DL students have to contact Bill Cox to make and arrange all placements by filling out the Data Request Sheet (DRS). An upper and lower grade level placement is made, along with different district placements for field experiences. A verification note is written and signed by the building administrator if the DL student is a Para Educator for the EDUC 100: Introduction to Education 15-hour requirement (these are placed in student file).

The elementary campus students have been tracked by Dana Oswald when making placements for all elementary 25-hour field experiences and student teaching. With one placement coordinator for all campus elementary and one coordinator for all DL elementary candidates, the process of tracking and managing students in diverse experiences has been a fluid process. The secondary campus students are also tracked by Dana Oswald. Before making student teaching placements, diverse experiences are verified for both 25-hour field experiences and the student teaching placements.

Another clarification is that a data program called Access has been used to enter clinical experiences for the students on campus. Access is set up to track clinical placements. It tells the type of field experience, date, grade level, district, low SES, High SES, minority, rural, urban, and suburban. A copy of this report was not made available for the team during the site visit. A report has been added included for documentation.

The unit will also continue to track the placement information for both the campus and distance learning students in Access and on Moodle in the Portfolio site until the Information Services (IS) Department at WPU implements the CAMS system campus-wide. The CAMS system will then track all placements and will provide the information so it is accessible to the students and placement coordinators. The IS Department is in full support of providing a sustainable plan for the education division. Mike Foster, Director of Information Services, provided an e-mail/letter of support entitled Placement Tracking, which has been included for documentation.

The unit has developed a policy to ensure all candidates experience diverse clinical settings which are managed and tracked by the unit. The diverse clinical settings will be managed and available for students to see in Moodle on the Portfolio Site until the implementation of CAMS.

Diverse clinical Setting Experience Policy: All candidates will experience diverse clinical settings. Opportunities for experiences will be in each of the following settings:

- *Lower elementary K-4 (Middle School for secondary)*
- *Upper elementary 3-6 (High School for secondary)*
- *Low SES (above 50% Free & Reduced)*
- *High diversity (above 30% Ethnic diversity)*
- *Urban (Greater than 4,000 students in a district)*
- *Rural (Less than 1,500 in a district)*

Some candidates may have the opportunity to experience a private school setting, but we cannot guarantee that all candidates will have this opportunity. A list of schools in Iowa will be provided in the WPU Education Student Handbook regarding those with Low SES, high diversity and urban.

The expectations for each clinical experience prior to student teaching are outlined in the Pre-Student Teaching Clinical Expectations document. Additional guidelines have been set for candidates who are current DL students employed as Para Educators.

Expectations for those who are currently working as Para Educators

- *EDUC 100: Intro to Education - may be completed within the classroom where a Para is working (15 hours)*
- *EDSP 100: Exceptional Learner - must be completed in a different district (15 hours)*
- *Literacy Field Experience - must be completed in a different district (25 hours)*
- *Math Field Experience - may be completed within a different school within the district employed (25 hours)*
- *May observe in private schools*
- *Must observe/participate in at least ½ hour increments*

Management and Tracking of the Diverse Clinical Experiences: The candidates in the Distance Learning field experiences will continue to complete a Data Request Sheet placement form. The DRS is filled out and sent to Bill Cox for review and to arrange the placement, ensuring diverse experiences throughout the program.

Source(s): *Data Request Sheet*
DL Field Exp Tracking 14-15
DL Field Exp Tracking 15-16
Access Report Alphabetically
Pre-Student Teaching Clinical Expectations
Placement Tracking
WPU 2016-2017 Education Student Handbook (currently revising)

FACULTY

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

5. **79.12 (general)** Unit faculty members, in particular new ones, reported the requirement to take on multiple advisees with little guidance as to how to conduct this task. The team recommends the unit develop a clear policy for assigning advisees and preparing faculty members to advise students.

   WPU's Response:

Advising for new faculty:
It is the policy of the Education Division to limit the advising load of first year faculty to 5 or fewer advisees. When possible, the advisees will be of the same major to simplify advising. After the first year, or as soon as the faculty member feels comfortable, additional advisees will be assigned up to a maximum of 16 advisees per the faculty handbook.

All new full time faculty will attend the New Faculty Orientation in the fall provided by the Vice President of Academic Affairs, which includes specific training for advising. A sample program of study will be provided to guide in preparing a plan for classes each semester until graduation. In addition, a veteran faculty member will assist in registering all advisees the first semester. The mentor will be available to answer additional advising questions as they arise.

Source(s): *Advising Coursework and Portfolio*
WPU 2016-2017 Education Adjunct Handbook

6. **79.12(1)** The team found inconsistent evidence of instructional / pedagogical support for new faculty. At least three faculty members indicated that there was no formal institutional or programmatic onboarding or mentoring when they were hired. The team recommends the unit develop a policy to provide mentoring and support for beginning faculty members to function as a member of the unit.

WPU's Response:
Mentoring for new faculty:
It is the policy of the Education Division to provide mentoring to new faculty. The mentor will be selected from the Education Division on a voluntary basis. The mentor and the mentee will meet monthly to discuss predetermined topics. New education adjunct DL faculty will be mentored by the Co-Directors of Distance Learning.

Topics will include, but are not limited to:
**Using Eagle/CAMS*
**Using Zoom*
**Using Moodle*
**Office Hours and Availability to Students*
**Academic Calendar/Important Academic Dates*
Faculty Meeting and Committee Membership
Advising Students/Meeting with Prospective Students
**Setting Professional Goals*
**Collecting End of Year Report Data*
**Early Course Assessment*
**End of Course Assessment*
Small Group Assessment
**Faculty Teaching Evaluation*
**Faculty Performance Evaluation*
**Using Wilcox Library Resources*

Coaches as a Resource
**Education Tutoring Office/Student Success Center*
William Penn Culture/Involvement in Campus Activities
**Other Relevant Topics*
**Designates topics covered by adjunct DL faculty and Co-Directors of Distance Learning*

Meetings will be documented and submitted with both the mentor and the mentee's faculty performance evaluation at the end of the year. Lunch will be provided once a month for mentor/mentee meetings. Mentees are encouraged to seek out their mentor informally whenever the need arises. Mentees should also be prepared for each formal monthly meeting with a list of questions for the mentor.

Information found in the WPU Education Adjunct Handbook and the WPU Faculty Handbook will be used as a resource during the mentor meetings.

Source(s): *WPU 2016-2017Education Adjunct Handbook*

7. **79.12(2)** There was limited evidence of dedicated, systemic, and internal PD, including for pedagogical best practices. The team recommends the unit develop PD plans to align with the unit's professional goals.

WPU's Response: The unit looked at the Conceptual Framework and researched best practices that would align with the Education goals. A professional development plan has been written to align with the Education Goals of creating effective teachers, TEAMwork and collaboration, and reflective practitioners. During the May 2016 Education Division Retreat, three best practices from John Hattie's work were determined and will be the focus for the first three years for faculty professional development goals. The three identified were feedback, formative assessment and spaced vs. mass practice,

Year one will focus on feedback for all education faculty. A book study each year will be completed by the full-time faculty and DL adjunct faculty who teach each year for the education division. For the first year each person will be given one of the two books by John Hattie, Visible Learning for Teaching or Visible Learning for Literacy. Robb Beane, Co-Director of Distance Learning, will lead two professional development sessions each semester. The session will be recorded and offered for adjunct faculty to view for professional development. The recording will be available on Moodle in the Professional Development site, along with other articles related to best practices. The Moodle site will provide the opportunity for faculty to have access to research on best practices and an opportunity to share and respond to research.

Professional Development Plan				
Years	*Book Review*	*Best Practice*	*Action*	*Timeline*
2016-2017	*Visible Learning for Teachers*	*Feedback*	*Read and share*	*Twice a semester – schedule to be set*

	Visible Learning for Literacy			
2017-2018	*Work by Robert Marzano Learning by Doing (the third edition) DuFours*	*Formative Assessment*	*Read and share*	*Twice a semester – schedule to be set*
2018-2019	*Work by Ruby Payne and Eric Jensen*	*Spaced vs. Mass Practice*	*Read and share*	*Twice a semester – schedule to be set*
Review Best Practices and develop a new 3-Year Plan				

Source(s): *Division Meeting Minutes 5.10-12.16*
WPU Identified Best Practices - CF

8. **79.12(2)** The team found uneven evidence of best teaching practices. Evidence indicates some faculty members model high levels of student engagement, inquiry, and active learning, technology rich environments, and meaningful discussion/application of concepts. Some faculty exhibit few of the above practices, and students report a pattern of either very high or low quality pedagogy, with little middle ground. Students in the physical education program, in particular, described of a lack of critical/higher order thinking, practical application of principles, and advocacy for current best practices. The team recommends the unit develop and implement a policy for consistent evaluation, supervision, reflection and establishment of professional goals related to pedagogy.

   WPU's Response: See Faculty Concern #3

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

4. **79.12 (general)** Faculty members consistently work an overload schedule. Faculty members may not be able to maintain and model quality instruction without adequate time to prepare, develop, deliver and monitor teaching for a large number of credits. **The team requires the unit to examine teaching schedules and load, and in conjunction with university administration, implement a plan to provide adequate resources, including time, for faculty members to perform their work in alignment with university policy.**

   WPU's Response: Beginning with the 2016-2017 school year another full-time faculty member was hired. There will now be nine full-time faculty members in the education division at William Penn University. With the addition of the ninth faculty member course load will be consistently at the 12 credit hours per semester each academic year. The division chair will continue to monitor the faculty teaching loads each semester. Additional adjuncts will be hired as needed.

Updated Table 18A: Assignments for Full-time TEP Faculty

Faculty Member (Fulltime)	Teaching Load Fall 2016	Projected Teaching Load	Administrative Load

		Spring 2017	
Robb Beane	6	7	6 fall and 6 spring Co-DL Director
Susan Boxler	9	5	6 fall and 6 spring Co-DL Director
Stephen Henderson	12	12	
Jeanne Marshall	12	12.5	
Pam Martin	12	12	1 fall and 1 spring – Licensure Official
Dana Oswald	12	Sabbatical (2 – ST placements)	1 fall and 1 spring – Licensure Official
Kathryn Roe	12	13	
Cathy Williamson	6	6	6 fall and 6 spring Division Chair
Papae Wymore	11.75	13	

Source(s): *Faculty Teaching Loads and Assignments*

5. **79.12 (1)** The team is concerned with the lack of faculty knowledge and expertise in reading and ELL. The team finds no evidence that faculty members have appropriate knowledge and classroom experiences in teaching reading and preparing candidates to teach ELL students. **The team requires the unit ensure that faculty have adequate knowledge and experience when making course assignments, especially in these critical areas.**

   WPU's Response: The ninth full-time faculty member that was hired specializes in reading. She has her reading endorsement and has taught reading for 15 years in the school setting.

   The unit discussed the needs within the elementary program and decided that reading would be a primary focus. During the April 26 Retreat, it was decided that two EASL courses would be taken out of the elementary professional core, since the ESL endorsement was no longer a primary focus of the program. There are two adjunct faculty members who teach DL courses who have expertise in ELL. Candidates will continue to be able to earn the ESL endorsement through the DL course offerings. One faculty member has now completed all ESL endorsement coursework. A lead TA will complete a Master's in ESL, May 2017.

   Source(s): *Faculty Teaching Loads and Assignments*
   Division Meeting Minutes 4.26.16

6. **79.12 (2)** The team found inconsistent evidence that faculty regularly evaluate their courses and their own pedagogy/effectiveness as instructors. There is little evidence of ongoing, systemic, and documented use of evaluation to inform future professional goals and practices. This was seen as particularly concerning when applied to DL adjunct

faculty, who are seldom, if ever, on campus and have less direct oversight. **The team requires the unit to develop, implement and monitor a policy to ensure faculty consistently evaluate their effectiveness as it relates to candidate performance. This policy must include avenues to improve teaching effectiveness based on evaluations.**

WPU's Response: The unit has established a policy for consistent evaluation, supervision, reflection and establishment of professional goals related to pedagogy.

- *Each year faculty will have a teaching goal and a professional development goal.*
- *Professional development on best practices will be conducted through a book study as a faculty, along with a Moodle site where research based articles will be shared.*
- *With the 5-Year Assessment Rotation, the courses designated each year complete the Pedagogical Early Course Survey Questions which relates to best practices. Instructors will review the feedback and make a plan for improvement. The plan will be submitted to the Division Chair and the Assessment Coordinator for William Penn University.*
- *Each faculty member will be reviewed using the Faculty Teaching Evaluation with PD plan by the Division Chair and/or Co-Directors of DL each year.*
- *Each course will include an End of Course Survey to be completed by the students. An additional question related to the yearly professional development goal will be included for instructors to gather data for reflection and improvement*
- *The Division Chair has assigned new instructors to teach PHLE 216: Elementary PE/Health Methods and EDUC 391: Secondary PE/Health Methods. The new instructors are a recently retired elementary PE teacher and a current secondary PE teacher.*
- *Alignment of coursework has been required between DL faculty and Face-to-Face faculty. At the end of the semester, a minimum of two assignments and assessments that were aligned are to be reviewed by both instructors. Reflective documentation will be provided to the Division Chair. Course Collaboration Task 5 Completion Report provides the opportunity for reflection on teaching pedagogy/effectiveness as instructors when reviewing the student data.*

Source(s): *Prof. Goals 2016-2017*
Adjunct Professional Goals 2016-2017
WPU Identified Best Practices – CF
5-Year Assessment Rotation
Pedagogical Early Course Survey Questions
Faculty Teaching Evaluation with PD plan
Course Collaboration Task 5 Completion Report

7. **79.12(general)** Unit faculty described class size limits to be 25-27 students. DL courses with greater than 25 students use a teaching assistant, whose area of expertise may not match that of the course, in addition to the instructor. On campus courses with greater than 25 students are split into two sections, each with a qualified instructor. This practice creates an inequity of candidate access to quality faculty depending upon the delivery

model of the course. **The team requires the unit to develop and implement a policy to ensure equitable access to qualified faculty for all WPU students, regardless of delivery model.**

WPU's Response: To clarify, in a DL course if there are more than 27 students enrolled a second, equally qualified instructor is added to co-teach the course. The co-instructors plan, prepare, research, teach and assess equally throughout the semester. The teaching assistant is there to assist with clerical and technology related duties.

ASSESSMENT

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

7. **79.13(1)** In faculty interviews, the team determined that much of the unit views assessment as the responsibility of the assessment coordinator, rather than the responsibility of all faculty members. The team recommends that the unit work collaboratively to ensure that all members of the unit use assessment to promote quality programming for candidates.

   WPU's Response: The unit is incorporating a more systematic assessment process with the alignment of the DL/FTF course assignments and assessments. At the end of each semester all faculty are to share findings of student achievement from a minimum of two assignments per course. The data analysis will be used to inform candidate success and teaching effectiveness for each instructor. The findings will be shared during the February and May retreats stating plans for improvement for future course offerings. Instructors will be held accountable by turning in the Course Collaboration Task 5 Completion Report.

   Assessment discussion will occur to review candidate progress at each retreat aligning with the WPU Education Division Benchmark Assessment Progress and Remediation Plan.

   Source(s): *Course Collaboration Task 5 Completion Report*
   WPU Ed Division Benchmark Assessment Progress and Remediation Plan
   Assessment Review Plan

8. **79.13(2)** The team finds little evidence of early and frequent evaluation of candidate performance. Candidates are not receiving useful feedback at times appropriate to adjust their performance as they progress through the program. The team recommends the unit systematize timely candidate assessment and feedback.

   WPU's Response: The unit has an updated flowchart, Assessment Framework for WPU Teacher Candidates, which documents the process a candidate is to go through each

benchmark of the education program. The updated WPU Education Division Benchmark Assessment Progress and Remediation Plan states the required remediation if a candidate does not meet one of the requirements in each benchmark.

Source(s): *Assessment Framework for WPU Teacher Candidates*
WPU Ed Division Benchmark Assessment Progress and Remediation Plan

9. **79.13(2)** The team finds that candidates are not limited in the number of times they may retake a pre-professional skills test. Candidates whose results fall below cut scores meet with TEP faculty to design a plan for remediation, but not to determine if continuing in the education program is a sound decision. The team also found a number of candidates near the end of their program unprepared to meet all program completion requirements, including passing Praxis II assessments. The team recommends the unit examine and adjust their admission and progression policy to ensure all candidates are fully prepared to become successful educators.

   WPU's Response: An updated policy has been added to the catalog and handbook regarding the required pre-professional skills tests (reading, writing and math). Candidates are allowed three attempts to pass the required pre-professional skills tests.

   The unit has an updated flowchart, Assessment Framework for WPU Teacher Candidates, which documents the process a candidate is to go through each benchmark of the education program. The updated WPU Education Division Benchmark Assessment Progress and Remediation Plan states the required remediation if a candidate does not meet one of the requirements in each benchmark.

   Source(s): *Assessment Framework for WPU Teacher Candidates*
   WPU Ed Division Benchmark Assessment Progress and Remediation Plan
   WPU Education Student Handbook (Still working on 6/22/16)

10. **79.13(2)** The team found evidence that 30% of students in 2013-14 ended in non-licensed or non-teaching status. The team recommends that the unit analyze what factors are contributing to such a high number of candidates not completing the program. Further, the team recommends the unit use assessment data to analyze the effectiveness of their program and make adjustments accordingly.

    WPU's Response: The unit has analyzed the high number of students who ended non-licensed or non-teaching throughout the past seven years. The unit now limits the number of attempts a candidate may take the CBase as a way to counsel students out of education early, if needed. The updated flowchart, Assessment Framework for WPU Teacher Candidates, shows the expectations that determine how students progress through the program.

    Current Praxis II analysis has determined that the content in science and social studies tends to be lower areas of knowledge. Discussion has been held with the instructors of HIST 230: Social Studies for Elementary Educators and PHSC 100: Physical Science for

Elementary Educators regarding the need to enhance student retention of science and social studies knowledge.

The assessment coordinator will continue to analyze the subcategories of the Praxis II tests. This will be shared with the division each May during the Education Division Retreats so that a full year of data may be used to inform faculty of trends which need to be addressed for course revisions and/or program changes.

Source(s): *Assessment Framework for WPU Teacher Candidates*
WPU Ed Division Benchmark Assessment Progress and Remediation Plan
Assessment Review Plan

11. **79.13(2)** The team finds that candidates on campus are encouraged to take C-BASE for the pre-professional skills test requirement. This was introduced as a cost savings to students. Distance Learning students are encouraged to take the Praxis Core assessment for the same pre-professional skills test requirement, so that Distance Learning students can more readily find a testing center. Using two different pre-professional skills tests makes clear program assessment difficult. The team recommends the unit select one pre-professional test and develop a policy that provides equitable opportunity to all candidates for that test.

    WPU's Response: The unit has since decided to go only with the CBase exam for the pre-professional skills test requirement.

12. **79.13(2)** FTF candidates complete paper based portfolios. DL candidates may complete an electronic portfolio. In both delivery models, candidates expressed frustrations with the portfolio and process. Candidates do not find the portfolio meaningful and find the process of creating a paper portfolio challenging. The team recommends that the unit evaluate and clearly communicate purposes of the portfolio and create a system that meets these purposes. The team further recommends that the unit consider changing to an electronic portfolio to make the process more efficient.

    WPU's Response: The unit has decided to start a new electronic portfolio starting the 2016-2017 school year with the Freshmen and transfers who are entering the university. The portfolio system will be held in a Moodle class site. The unit has also updated the portfolio artifact requirements and aligned them with not only the Iowa Teaching Standards, but also the InTASC Standards. All of the artifacts, but three will be tied directly to a class and assessed by that instructor. The three that are not are 7a (Volunteer hours), 7b (Active membership in an organization) and 8a (TEP acceptance and CBase scores). Candidates will still be required to write a rationale stating what the artifact includes, why and how it meets the Iowa Teaching Standard and what they learned from the experience of creating the artifact.

    Source(s): *Portfolio Standards May 25, 2016*
    Portfolio Artifact Assessment Record

Concerns:

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

4. **79.13(1)** The team finds little evidence of systemic use of assessment to inform, manage and improve the unit's operation and programs. **The team requires the unit to develop and implement a plan for a coherent, comprehensive unit assessment system.**

   WPU's Response: The unit has developed a plan for a coherent, comprehensive unit assessment system by using the InTASC standards to guide expectations within the entire education program. This is outlined on the Unit Assessment System Map. Assessments were identified for each standard within the professional core education courses. An alignment was formed in addressing the assessment for each InTASC Standard, along with supporting assessments to be given within the course of study. All assessments will be held in the WPU Portfolio which is aligned with the Iowa Teaching Standards.

   The Unit Assessment System Map will be used to analyze course effectiveness in meeting expectations of InTASC Standards. The data will be housed on the Education Portfolio Moodle Site. Summer retreat will provide the opportunity to synthesize the analyzed information and identify the areas that need to be strengthened within the program.

   Source(s): *Unit Assessment System Map – InTASC Standards*
   Portfolio Standards May 25, 2016
   Assessment Review Plan

5. **79.13(2)** The team finds evidence that candidates receive inadequate feedback to determine readiness for student teaching. Candidates report substandard performance has little to no consequence until student teaching. The current use of candidate portfolios is inadequate in demonstrating development throughout the program and verifying competency of unit standards. **The team requires that the unit create a meaningful candidate assessment system that provides multiple opportunities for feedback, guidance and candidate reflection related to their attainment of unit standards.**

   WPU's Response: The unit has an updated flowchart, Assessment Framework for WPU Teacher Candidates, documenting the process of a candidate going through Benchmark I to Benchmark III. The updated WPU Education Division Benchmark Assessment Progress and Remediation Plan also states the required remediation if a candidate does not meet one of the requirements in each benchmark. This document lists out courses that must be taken in each Benchmark, as well as courses that may not be taken to create a stronger checkpoint system for monitoring candidate progression through the program. This also provides the advisors and candidates with clear guidelines of the education requirements. Meaningful feedback on candidate attainment of the unit standards for each benchmark is provided by the advisor.

   The Portfolio Artifact Assessment Record sheet is used to record candidate success of the portfolio artifacts stating how each meets the Iowa Teaching Standard.

The Advising Coursework and Portfolio document was developed as a tool for advisors and candidates to follow. It is set up to provide a program of study in which candidates would be most successful. Stop gates are shown to reflect the progression required for program completion. This document aligns with the Assessment Framework for WPU Teacher Candidates and allows advisors and candidates opportunities for discussion and feedback when registering for future courses.

The William Penn University Education Division Benchmark Schedule is in each candidate's student file in the Education Office. The document provides a checklist to record candidate completion of each benchmark requirements.

Source(s): *Assessment Framework for WPU Teacher Candidates*
WPU Ed Division Benchmark Assessment Progress and Remediation Plan
Portfolio Standards May 25, 2016
Portfolio Artifact Assessment Record
Advising Coursework and Portfolio
William Penn University Education Benchmark Schedule

6. **79.13(4)** The team finds no data on surveys from program completers and their employers conducted prior to 2013-14. Data provided from 2013-14 and 2014-15 indicates low response rates. **The team requires the unit to implement a plan to regularly administer surveys to program completers and their employers.**

   WPU's Response: Surveys will be sent out to 1st year graduates and employers as soon as the state releases the information as included in the Assessment Review Plan. The initial e-mail to the employer will include the candidate's name who they will be evaluating. Additional e-mail reminders will be sent, as needed and a timeline will be provided to the employers for completion.

   Source(s): Assessment Review Plan

TEACHER EDUCATION CLINICAL

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

8. **79.14(general)** Evidence shows that early field experiences are primarily observational. Students have limited opportunities for participation in clinical experiences. The team recommends a change in the structure of the early clinical experiences from observation to participation.

   WPU's Response: Expectations for each field experience have been outlined on the Pre-Student Teaching Clinical Expectations document.

9. **79.14(1), 79.14(3)** Candidates expressed a concern that expectations for the number of field experience hours required are not consistently articulated in syllabi and/or catalog. The team recommends the written materials for field experiences should reflect the actual amount of required scheduled time.

   WPU's Response: Beginning with the 2017-2018 catalog, all field experiences will be tied to a course. The course syllabi will reflect the hours required as stated in the catalog.

10. **79.14(1)** The team found that field experience placement records for DL and on-campus candidates are not easily accessible and systematically tracked and stored. The team recommends the unit develop a system to track and access records of placements to ensure proper management of clinical experiences.

    WPU's Response: See answer to Diversity Concern #1

11. **79.14 (4d)** The unit requires DL candidates teach five lessons in EDUC 379. Face to face students taking this same course are only required to teach two lessons. The team recommends the unit determine what they consider best practice for teaching practice opportunities and require that expectation consistently for all students.

    WPU's Response: Expectations for each field experience have been outlined on the Pre-Student Teaching Clinical Expectations document. Updated InTASC 25 hour field experience Cooperating Teacher Evaluations and Journal prompts will now be in place after they were piloted the spring of 2016. This will provide consistent feedback on the InTASC Standards and performance components and offer reflection on lessons by the candidates. The Collaboration alignment between DL and FTF has taken place for EDUC 373 and EDUC 379. They are now both aligned with goals, objectives, essential questions, as well as the field experience expectations.

    Source(s): *EDUC 373 and EDUC 379 Syllabi*
    2016-2017 InTASC 25 hour field experience CT Evaluations
    2016-2017 InTASC 25 hour field experience Journal Reflections

12. **79.14 (5)** The team found that there was a communication process between local schools and William Penn for selecting highly accomplished cooperating teachers for FTF candidate's clinical field experiences. The team did not find evidence for a similar process for the DL candidates. The team found evidence that DL students frequently suggest or find their own placements. The team recommends the unit consistently manage all clinical placements to ensure quality preparation for all candidates.

    WPU's Response: The DL placement coordinator receives placement suggestions on the Data Request Sheet from the candidates in relation to the distance from the candidates' home. The DL placement coordinator reviews prior experiences to ensure a diverse placement, then calls or e-mails the principal to discuss highly accomplished teachers

within the school who might be positive mentors for the candidate's clinical field experience. A placement is then assigned for the DL candidate.

13. **79.14 (7d)** The team did not find evidence of a systematic process to evaluate cooperating teachers and use this data in selecting future cooperating teachers for both delivery systems. The team recommends the unit develop and implement a system to select and evaluate cooperating teachers.

    WPU's Response: The unit does not use a formal systematic process to evaluate cooperating teachers. An informal process is used through communication with candidates and supervisors at this time.

14. **79.14(9a)** The team found evidence that student teacher supervisors did not share candidate observation feedback with the cooperating teachers. Cooperating teachers noted that they wanted to be sure their feedback was aligned with what the William Penn supervisor was providing the candidate. The team recommends the unit develop and implement a system to ensure collaboration between supervisors and cooperating teachers so that feedback is more useful and consistent with WPU expectations.

    WPU's Response: The unit has updated supervising expectations within the 2016-2017 WPU Student Teacher Handbook

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

3. **79.14 (4b)** The team found evidence that contracts with P-12 schools for clinical experiences are not maintained consistently. Contracts with local and regional schools were in evidence. Contracts do not exist for distant schools, schools used primarily for DL students and schools in which candidates complete clinical experiences while on break, or at home. Without a contract specifically stating expectations, it is difficult for cooperating teachers to ascertain how candidates' clinical experiences are aligned with the program, and help candidates learn what is expected. **The team requires the unit to develop a system of managing and documenting expectations for all clinical experiences.**

WPU's Response: To clarify, the unit holds contracts with all schools in which we place student teachers. Electronic copies have been included as documentation. The current student teaching placement system maintains current contracts with all schools in which student teachers are placed. A set of student teaching guidelines and expectations is sent to every school in which student teachers are placed. The team did not see all of these contracts.

For all field experiences a Field Experience Agreement is always in place. The Field Experience agreement is a contract stating the requirements for the clinical experience

placement which is signed and approved by the building principal. A set of expectations is also sent to the principal.

Source(s): *School Contracts*
Field Experience Agreement 2016
25 Hr Requirements for Principals

4. **79.14 (10a)** The team noted that the minimum requirement of 14 consecutive weeks for student teaching was met by both delivery systems. However, the team found that virtually all elementary education majors experienced at least three separate placements during the 14 weeks, with candidates' student teaching in some endorsement areas for only three weeks. Elementary education candidates routinely obtain, in addition to the elementary education endorsement, an endorsement in K-8 strategist I special education and an endorsement in 5-12 strategist I special education. A candidate may only student teach at the 5-12 grade level for 3 weeks, yet be recommended for a license that qualifies that candidate to teach exclusively at the secondary level. The team is concerned that candidates are not adequately prepared through coursework and clinical experiences for the teaching for which they will be licensed. **The team requires the unit to document the examination of curriculum, clinical experiences and achievement data from graduates to determine if candidates are fully prepared, and to make changes as necessary.**

   The unit discussed and reviewed the past cooperating teacher feedback evaluations from current and past years. A continuation of comments stating the student teaching experience was too short, especially in the special education experiences, prompted the unit to make a decision in changing student teaching length. It was approved at the March 22, 2016 meeting that student teaching placements will be 16 weeks in length, with two 8-week placements. If a candidate is getting the Strategist I K-8 and Strategist I 5-12 endorsements, they may only complete one of the student teaching placements.

   The new length of placements will be implemented during the 2016-2017 school year. The unit will continue to review data from graduates, cooperating teachers, and employers to monitor the success of the changes from the March meeting. The updated InTASC Cooperating Teacher Evaluation and InTASC Student Teacher Journal Template will now be fully implemented after the pilot and revisions from the spring 2016 semester.

   Source(s): *Division Meeting Minutes 3.22.16*
   2016-2017 WPU Student Teacher Handbook
   2016-17 InTASC CT Evaluation of ST WPU
   2016-17 InTASC ST Journal

TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

Recommendations:

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

5. **79.15(general)** Most course syllabi contain WPU Mission Statement, Education Division Mission, Education Division Vision, Education Division Goals, and National/InTASC Standards. Candidates are not able to describe how the components relate to each other or how the components relate to the course. The team recommends the unit examine curriculum to help students understand the coherence of their conceptual framework, unit standards and best practices.

   WPU's Response: At the August 2016 Education Division Retreat professors will discuss and evaluate how to help students understand the coherence of the WPU conceptual framework, unit standards and best practices.

6. **79.15(5,6)** Program completers were not prepared in the knowledge and skills needed to implement current Iowa educational initiatives upon graduation. This was especially noted in the area of reading. Students reported assessments taught within the reading classes (Woodcock, BRI) were not used in their teaching positions and the current initiatives/assessments used in the field (IGDis, FAST) were not explained or taught. Students reported they did not feel prepared to make a seamless transition to a teaching position. The team recommends the unit work to remain current in literacy and other initiatives in Iowa, including but not limited to information provided by the Iowa Reading Research Center.

   WPU's Response: The unit has made significant changes to address the issues candidates shared. The most recent change was the hiring of a new instructor to teach literacy courses. This person has eleven years of experience teaching at the lower elementary level. The reading courses that this person will teach will build the foundation of reading knowledge and skills for elementary education majors.

   During the past two years, candidates have learned about MTSS and FAST in their EDSP 370 course. Candidates are able to learn about interventions used based on FAST data. Area speakers have guest lectured on best practices used in area classrooms. Candidates review assessments for phonetic awareness and phonics that are part of the FAST screener. Many candidates are able to observe the administration and/or analysis of FAST data during their literacy field experience.

   The Basic Reading Inventory is taught in classes as one assessment for candidates to become familiar with. There are a number of reading inventories available but the BRI provides students a basic understanding of using assessment data to set instructional goals, reinforce with specific reading strategies aligned with assessment data and goals, and make instructional changes based on student progress. This process allows candidates to generalize this information into their teaching i.e. reading programs, FAST. Strategies from the Iowa Reading Research Center are shared in methods courses.

The unit has revisited the reading endorsement requirements and identified the new requirements put forth by the state. A draft reading endorsement alignment has been put together by faculty and will continue to be used as courses are structured within the curriculum. The ongoing discussion and collaboration between instructors will strengthen the foundation knowledge that candidates receive.

The unit will continue to monitor best practices in literacy that are embedded in methods courses as a means to build a sequential knowledge base that ensures a seamless transition from teacher preparation to teaching.

Source(s): *Draft Reading Endorsement 2016 State Update*

7. **79.15(7)** Students reported that that the PE methods course provided limited development in the knowledge and skills needed in current physical education settings, including the use of technology to support learning. The team recommends the unit examine the curriculum and instruction in PE methods to provide better preparation for PE candidates.

   WPU's Response: The Division Chair has assigned new instructors to teach PHLE 216: Elementary PE/Health Methods and EDUC 391: Secondary PE/Health Methods. The new instructors are a recently retired elementary PE teacher and a current secondary PE teacher.

8. **79.15(7)** Evidence supports a lack of a clear developmental sequence of coursework in design and in program of study. Candidates are unable to articulate the developmental aspect of their coursework. Various candidates provided evidence of significantly different course sequencing. The team recommends the unit examine, map and adjust the curriculum scope and sequence to better prepare candidates in a purposeful and progressively developmental manner.

   WPU's Response: The unit has spent time on developing a more coherent curriculum map plan for candidates to ensure developmental sequencing of coursework. A document has been created to support candidates and advisors when setting up the program of study.

   Source(s): *Advising Coursework and Portfolio*
   WPU Education Division Assessment Progress and Remediation Plan

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

5. **79.15(2)** There is a clear discrepancy between FTF and DL coursework, expectations and assessments:
   - Physical science for elementary educators is taught both on-site and through distance learning. Examination of course syllabi indicates the DL course includes the required earth science content and the FTF course does not.

- Differences were noted within the syllabi between FTF courses and the counterpart DL course especially with activities and number of assignments. Thought it is understood that different modalities result in a need for modifications in activities, students reported they perceived DL to be "easier" than FTF.
- Interview with the assessment coordinator indicated a significant discrepancy exists between the FTF courses and the Distance Learning courses.

The team requires the unit examine coursework, expectations and assessments for all candidates and make changes to ensure all candidates are receiving the same quality of preparation and are held to the same standards.

WPU's Response: The Division Chair and Co-Directors developed an alignment project to be completed by each DL and FTF instructor for the fall 2016 courses. This was financially supported by administration. The alignment of courses will be ongoing based on the DL course schedule. This provides the opportunity for DL and FTF instructors to communicate and collaborate focusing on best practices to improve student achievement. Thirteen courses have been aligned as of the submission of the rejoinder. Six additional courses will be completed prior to the start of the fall semester.

The Course Collaboration document outlines the expectations for alignment between FTF and DL. Instructors are to complete tasks in aligning the course including, course goals, objectives, essential questions, InTASC standards, assessments, and content topics. At least two main assignments and assessments must be aligned using a rubric or a scoresheet. This will include the required portfolio assignments assigned to the course. It is optional for instructors to work on the Moodle sites together. All documentation must be sent to the office manager.

A continual improvement plan has been implemented with a fifth task to review the assignments and assessments in regards to student achievement. The Course Collaboration Task 5 Completion Report is to be completed by both instructors and submitted to the Division Chair. Full-time Faculty will have the opportunity to share during the February and May Division Retreats. This is an on-going process which is supported by administration. The alignment process will provide collaboration and alignment of coursework, with opportunities to analyze assessment data, evaluation of best practices, and professional development to enhance student learning.

Source(s): *Course Collaboration*
Course Collaboration Task 5 Completion Report
Course Alignment DL FTF Syllabi June 2016

6. **79.15(5, 6)** Students currently take EDUC 360; Reading in the Content Area at the same time they are student teaching. This does not allow candidates to be prepared to integrate reading strategies in the content areas during their student teaching experience. **The team requires the unit to ensure that candidates complete the course before student teaching to ensure they are prepare to apply the knowledge and skills learned in the course.**

WPU's Response: Immediate changes have been implemented in the course schedule and WPU 2016-2017 Course Catalog. The course EDUC 360: Reading in the Content Area was offered the summer of 2016 so fall 2016 student teachers could complete the course prior to student teaching this fall. Advisors have been informed of the immediate change to adjust programs of study as needed. It is encouraged that EDUC 360 is to be taken at the same time as EDUC 380: General Methods or Special Methods for secondary majors.

7. **79.15(7)** Music education candidates who are being prepared for both the K-8 endorsement and the 5- 12 endorsement take only one methods course, while PE candidates being prepared for both grade level endorsements have a methods course for each level. An examination of syllabi and curriculum illustrated that this one methods course does not provide music education majors with preparation to be successful in all required areas at all grade levels. **The team requires the unit to examine and adjust the music education curriculum to better prepare candidates for the content and grade levels in which they will earn endorsements.**

   WPU's Response: The unit collaborated with the music education department to evaluate curriculum to prepare candidates. The music department agreed that the change was necessary. A course syllabus was designed and submitted to outline the requirements for EDUC 255: Elementary Music Methods. The course syllabus will be taken to the Program Excellence Committee (PEC) for formal approval at William Penn University. The course will in the WPU 2017-2018 Course Catalog for incoming freshmen. Advisors will strongly encourage current music education majors to take the course to increase knowledge of elementary music methods prior to student teaching.

   Source(s): *EDUC 255: Elem. Music Methods Syllabus*

8. **79.15(7)** A number of recent graduates and current students reported that they learned to use technology for learning from their cooperating teachers through their student teaching placements rather than through their courses at WPU. The students did not feel prepared to use technology to enhance the teaching/learning process. **The team requires the unit to modify curriculum in order to properly prepare candidates to use current technology for student learning.**

   WPU's Response: See Governance Concern #3
   In response to Governance Concern #3 the unit also addressed Curriculum Concern #4. It was discussed that purchasing technology would not solve the issue, but that pedagogical uses of any device must be taught to the candidates. The unit designed an outline of the courses that would both teach the use of technology and provide practical application for implementation. This is outlined in the Technology Plan.

   Source(s): *Model Classroom Proposal*
   Technology Plan