Iowa State Board of Education

Executive Summary
January 19, 2017

Agenda Item: Grinnell College – Educator Preparation Program Approval

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

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

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

Carole J. Richardson, Consultant Bureau of Educator Quality

Attachments: One

Recommendation: It is recommended that the State Board approve the Grinnell College Educator Preparation Program through the next state approval cycle scheduled for the 2022-2023 academic year.

Background: Grinnell College operates a traditional teacher preparation program located at their campus location in Grinnell, Iowa. The attached report is a summary of the review of the Grinnell College educator preparation program under 281 IAC chapter 79. The Grinnell College educator preparation program has met all Chapter 79 standards without condition; therefore, the Department recommends that the State Board grant full approval to the Grinnell College educator preparation program.
Grinnell College

Team Report

Preliminary Review: December 2, 2015


Presented to the State Board of Education on
January 19, 2017

Iowa Department of Education

Review Team Members:

Ms. Heidi Doellinger, Iowa State University
Ms. Becky Hawbaker, University of Northern Iowa
Dr. Janet Kehe, Upper Iowa University
Dr. Marc McCoy, Mt Mercy University
Dr. Jan McMahill, Drake University
Dr. Carole Richardson, Iowa Department of Education
Dr. Lawrence R Bice, Iowa Department of Education
Acknowledgements

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

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

Dr. Raynard Kington, President
Mr. Jason Maher, Registrar
Dr. Ashley Schaefer, Director for Careers in Education Profession Program
Dr. Mark Peltz, Dean for Career Development
Ms. Kate Walker, Vice President for Finance
Dr. Joe Bagnoli, Vice President for Enrollment
Dr. Michael Latham, Dean and Vice President for Academic Affairs
Dr. Heather Lobban-Viravong, Assistant Vice President for Academic Affairs
Ms. Julia Bauder, Librarian
Dr. Paul Hutchinson, Education Department Chair
Education Department Faculty
Education Department Staff
BACKGROUND:

Grinnell College is a private residential liberal arts college founded in 1846. Its 1.8 billion dollar endowment supports 500 course offerings leading to 38 majors and interdisciplinary concentrations and a vibrant student co-curricular experience. The college has a 9-1 teaching ratio, and nearly half of its approximately 1700 students participate in a closely mentored advanced research project. More than half also study abroad. The student body is diverse, including students from throughout the United States as well as approximately 20% international students.

The Education Department at Grinnell was established in 1910, and the college began to offer courses that led to certification in both elementary and secondary education. The college offered an elementary education major as well as a set of courses for aspiring secondary teachers. In 1958, the faculty voted to discontinue elementary education as a major and to require students in the elementary certification program to have a major in some other college department. In the mid-1960s, a significant revision of the curriculum took place, which led to the elimination of elementary education altogether. A few years later, members of the Board of Trustees approached the president about reinstating the elementary education program. In 1971 the college reinstated the elementary licensure program. The elementary education major was not reinstated, however, and those seeking elementary licensure earned a degree in another department.

In 1988, partly in response to changing faculty resources and partly to ensure that students as undergraduates could participate in opportunities such as study abroad and co-curricular experiences, the ninth semester program was instituted. This program allowed students to delay student teaching until after graduation, allowing for eight complete semesters of coursework and an additional ninth semester after graduation to complete student teaching. The ninth semester was a great success, but the success of the program also brought challenges. Because the department’s ninth semester program increased the number of students seeking licensure, the number of education courses increased. In 2008, due in part to the strain on faculty resources, the Executive Council and president eliminated the elementary program once again. With the elimination of the elementary program, the education department concentrated on refining and strengthening the 5-12 licensure program.

Currently, Grinnell College operates a small teacher education program, with four full-time education faculty members. They typically recommend 5-7 students per academic year with endorsements in secondary English, science, math or social studies. Grinnell has offered a K-12 ESL endorsement in the past and is in the process of updating that endorsement to include as an option for their teacher licensure candidates.
GOVERNANCE AND RESOURCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Commendations/Strengths:
- The education department is recognized as contributing to the mission of the institution. The President, Dean, many other administrators and faculty members expressed strong support for the department and for the teacher licensure program. The honorary doctorate conferred on a PreK-12 teacher during the graduation ceremony signals a high regard for teaching by the institution.
- The new Careers in Education Professions program offers a strong, parallel program that supports, enriches, and extends the teacher licensure program.
- Arts and science faculty serving on the Teacher Education Committee are committed to the teaching program and education department.
- The conceptual framework is based on strong research and theory, provides a foundation for curriculum, instruction, and evaluation; and also aligns to mission and philosophy of the institution.
- The work climate is intellectually robust and vibrant. There is generous institutional support for research, professional development, and other scholarly pursuits. The College offers generous sabbaticals, which education department faculty have accessed regularly.
- The work of the Director of the Careers in Education Professions Program has significantly enhanced the quality of the clinical experiences in the department, especially in regard to placement protocols, communication with teachers, and support for candidates.
- Adjunct faculty in the program are highly qualified and feel included and valued.

Recommendations:
(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

1. **79.10(1)** The teacher licensure program exists within a larger education department, which includes other coursework as well as the Careers in Education Program. The number of students in the licensure program is very small. The team recommends the unit analyze their available resources to determine their capacity to continue to offer a high quality teacher licensure program.

2. **79.10(1)** The responsibilities of the Careers in Education Professions program director in the department are not articulated clearly with common understandings. The team recommends the unit more clearly delineates the work of this position.

3. **79.10(1)** Despite the support voiced by administrators and other faculty for the Department and licensure program, students reported to the team that they believe that the licensure program, being a pre-vocational program, is not seen as valuable as programs that are purely
academic. The team recommends the unit and institution explore ways to elevate the status of teacher preparation program for students and faculty across the institution.

4. **79.10 (2) & (6)** The duties of the Teacher Education Committee (TEC) are clearly described in the Faculty Handbook (p. 29). However, the TEC is not doing all the work as listed in the Faculty Handbook. The team recommends the unit examine the purpose and responsibilities of the TEC and make adjustments as necessary.

5. **79.10(4)** The faculty in the education department have reported that they regularly discuss ongoing program improvement issues at department meetings. However, these discussions are not documented. The team recommends the unit document information analyzed and decisions made at the meetings in order to maintain consistency in policy implementation.

6. **79.10(5)** The team recommends that the unit engage members of the Teacher Advisory Committee (TAC) in mutual discussion, rather than a dissemination of information about the Grinnell teacher education program (TEP) to the community. The team recommends the unit convene and document meetings of the TAC so that input from the professional community can inform continuous program improvement.

7. **79.10(6)** The team finds evidence of informal, rather than formal collaboration with faculty in other disciplines and departments. The collaboration is necessary to ensure that teacher candidates are well prepared to teach the content for which they are being endorsed. The team recommends that collaboration with other disciplines and departments regarding content endorsements should be more formally managed and documented.

8. **79.10(13)** The team finds a need for more current curricular materials, such as textbooks and instructional materials. Additionally, the curriculum library is currently located in the Careers in Education Professions office and thus accessible only during office hours M-F. The team recommends the unit assess the curricular materials needs for students, obtain current materials, and make them readily available for students’ use.

**Concerns:**
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. **79.10(9)** The Director of the Careers in Education Program has made significant improvements in the management of the clinical experiences for the department. The team is concerned that responsibility for placements, recordkeeping, and support go far beyond her job description and limit the time and energy she can spend on the Careers in Education Professions programming. Further, the funding for this position is uncertain and the team is concerned about a lack of stable resources to accomplish these tasks effectively. The team requires the unit to examine their work and capacity to ensure that adequate resources are available to maintain a consistent quality program over time.

**Items that Must Be Addressed Prior to State Board Action:**
Concern #1. Grinnell must provide documented evidence that they are addressing governance concern #1 in such a way that will allow them to be in compliance with Standard 79.10(9).

Resolution of Concern #1:
Grinnell TEP provided documentation that .25 FTE of the contract for the Director of Careers in Education Professionals (CEP) is included as service to the TEP. During the 2015-2016, more than .25 of her allotted contract time was used to set up an electronic system (OrgSync) that would provide for more efficient processes for acquiring and recording TEP field experience placements. Since that time, development of the system has been completed, and training has been provided to a staff member now assigned to the TEP for management of this support. The assignment of the support staff to the TEP is a permanent position which will alleviate the excess load previously placed on the Director of CEP. Documentation has been provided to demonstrate the institution’s commitment to the additional clerical support necessary for the TEP to maintain a consistent quality program over time. The team considers this standard met. See appendix for Grinnell 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:
- President, Vice President for Academic Affairs, Assistant Vice President for Academic Affairs, Vice President for Finance, Teacher Advisory Council members (local principals, adjuncts, current candidates, alumni), cooperating teachers, candidates, unit faculty, Library Director, Informational Technology Director

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

Final Recommendation:

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DIVERSITY

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

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

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

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

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Commendations/Strengths:

- The institution has established the POSSE students program, an Assistant Dean of Students and Director of Intercultural Affairs, a Chief Diversity Officer, and provision of scholarships for first generation students and students of color. These all indicate a commitment to creating and maintaining a climate that supports diversity.

Recommendations:

(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

1. 79.11(2) A large number of candidates from under-represented populations exit the teacher education program before completion. The team recommends the unit analyze the factors that may be contributing to this trend, and to implement actions that may lead to more candidates from under-represented populations completing the teacher education program.

Concerns:

(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. 79.11(3) The team found evidence that no formal tracking system is in place to ensure multiple clinical placements that include diverse populations, various grade-levels, and of diverse learning needs. The team requires the unit to develop and implement a policy for requiring all candidates experience diverse placements and a tracking mechanism to track placement and enforce the policy consistently over time. This concern is a repeat finding from the most recent (2008) review.

Items that Must Be Addressed Prior to State Board Action:

Concern #1: Grinnell 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).
Further, because this is a repeat finding, Grinnell must document provisions to remain compliant with this standard in a sustainable manner.

Resolution of Concern #1:

The Grinnell TEP has reviewed and revised program policies for field experience assignments to provide for experience in multiple and diverse settings. Candidates will now be required to experience at least four different clinical settings in K-12 schools. This policy has been communicated to candidates through the program handbook as well as face-to-face explanation of revised clinical experience policies. Grinnell TEP will monitor the implementation of revised policies through the use of the newly developed OrgSync system and the clerical support provided to manage this system. Because the institution has committed to continue the level clerical support provided, this resolution demonstrates sustainability. The team finds this standard met. See appendix for Grinnell 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:
- Chair of the department of education, Teacher Education Committee, candidates, unit faculty, Admissions Director

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

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FACULTY

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

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

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

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

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

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

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

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Commendations/Strengths:

- Students report strong bonds with faculty they view as knowledgeable, supportive, and deeply committed to students’ development.
- Both research and professional development are well supported at Grinnell College.
- The freshman tutorial provides an opportunity for faculty to advise and support students early in their college careers.
- Content area faculty on the Teacher Education Committee provided examples of sound educational practices in their classrooms. These could serve as models for future educators.

Recommendations:

(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

1. 79.12(2) The team found little evidence that members of the faculty assess their own effectiveness as it relates to measurable candidate learning. The team recommends that the unit implement a policy for systematic assessment of faculty effectiveness related to candidate learning and use the information obtained for continuous improvement of faculty teaching practices.
2. **79.12(4)** The team finds that unit faculty need to more consistently work together in developing, delivering and assessing a cohesive curriculum. The team recommends the unit participate and document structured, regular collaboration within the education unit, as well as across the college, in order to coordinate the teacher education program.

**Concerns:**
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. **79.12(1)** The team found evidence that one faculty member has not had adequate preparation or classroom experience for teaching candidates in secondary education licensure programs. The team requires that the unit develop and enforce a policy to ensure that all faculty members have knowledge, preparation and experience that aligns with teaching assignments.

2. **79.12(6)** The team found little evidence that all Faculty members are meeting the requirement for co-teaching in P-12 schools for 60 hours. The team requires the unit to develop and implement a policy to ensure and explicitly document all faculty members’ completion of this requirement.

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

Grinnell must provide documented evidence that they are addressing faculty concerns #1 and #2 in such a way that will allow them to be in compliance with all requirements of Standard 79.12.

**Resolution of Concern #1:**
The full time faculty member has been reassigned to teach courses in 2016-2017 for which the faculty member has the necessary qualifications. The institution is developing a professional development plan for the faculty member to obtain the necessary preparation knowledge and skills for teacher education program faculty members. This plan calls for implementation in 2018-2019, as the faculty member will be on leave in 2017-2018. In the interim, the institution has hired a qualified part-time adjunct instructor to teach courses previously taught by the full time faculty member. **The team considers this standard met.** See appendix for Grinnell submitted documentation/information.

**Resolution of Concern #2:**
Grinnell TEP has created and implemented a system for faculty members to use record time and specific itemization of activities spent co-teaching/collaborating in K-12 schools. This information will be included in the electronic system used by the program for assessment management. Additionally, faculty members will include K-12 collaboration in an end of year report which is reviewed by the institution annually as a part of faculty evaluation. **The team considers this standard met.** See appendix for Grinnell 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 and will also require a status report before the beginning of the 2018-2019 academic year.

Sources of Information:

Interviews with:
- Chair of the Department of Education, Teacher Education Committee, candidates, unit faculty, visits to classrooms and discussions with students, visits to clinical sites and discussions with candidates, cooperating teachers, administrators

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

Final Recommendation:

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ASSESSMENT

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

79.13(1) Unit assessment system.
   a. The unit utilizes a clearly defined management system for the collection, analysis, and use of assessment data.
   b. The unit provides evidence that the assessment system is congruent with the institution’s mission and the unit’s framework for preparation of effective practitioners.
   c. The unit demonstrates an alignment of unit standards with INTASC standards for teacher preparation, ISSL standards for administrator preparation, and appropriate standards for other professional programs, as well as with Iowa teaching standards, Iowa preparation core professional standards in subrule 79.15(7), and the Iowa board of educational examiners’ licensing standards in 282—subrules 13.18(4), 13.18(5), 18.4(1), 18.4(2), and 18.9(1) and rule 282—18.10(272).
   d. The unit clearly documents candidates’ attainment of the unit standards.
   e. The unit demonstrates propriety, utility, accuracy and fairness of both the overall assessment system and the instruments used and provides scoring rubrics or other criteria used in evaluation instruments.
f. The unit documents the quality of programs through the collective presentation of assessment data related to performance of practitioner candidates. Documentation shall include:
(1) Data collected throughout the program, including data from all delivery models;
(2) Evidence of evaluative data collected from practitioners who work with the unit’s candidates;
(3) Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.

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

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

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

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

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

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

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

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

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

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

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

**Initial Team Finding:**

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**Commendations/Strengths:**

- The unit identified a need for a data management system and is implementing OrgSync as their data management system.
- The unit has examples of using informal qualitative data in order to make programmatic decisions to better meet the needs of teacher candidates and school stakeholders.
• The unit has developed a performance assessment system that requires self-reflection by the teacher candidates.

Recommendations:
(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

1. **79.13 (General)** The team finds that the unit collects a good amount of data, however, the team finds no evidence that the unit has a focus for examination of assessment data. The team recommends the unit create an assessment plan that identifies specific program questions to drive the assessment process, the data sources that will be used to examine the questions, and how and when the data will be collected, and how the data will be analyzed and used.

2. **79.13 (General)** The team found evidence that much qualitative data is collected about candidate performance. The team recommends that the unit develop a systematic way to examine the qualitative data from students to inform program improvement.

3. **79.13 (General)** The team found inconsistent understanding of the unit assessment system. Many faculty and candidates expressed various inconsistent levels of understanding of the assessment system. The team recommends that the unit articulate the performance assessment process more clearly to ensure all involved have a clear understanding of the system.

4. **79.13(1a)** The team found little evidence that the unit has not been able to collect meaningful data through annual surveys of recent graduates and their employers. The team understands the low number of program completers who are available for survey. The team recommends that the unit find ways to more effectively gather information from their graduates.

5. **79.13(1d)** The team found the descriptors on the student teaching evaluation form are not clearly understood by all faculty, cooperating teachers, and students. The team recommends that the unit more clearly operationalize the performance statements and define the ratings on the student teaching evaluation form. The team further recommends that the unit develop training for the cooperating teachers on the student teaching evaluation to ensure consistency in scoring between various cooperating teachers and between cooperating teachers and faculty supervisors.

6. **79.13(1e)** The team finds that some instruments used for evaluation in the assessment system do not have clearly defined criteria or rubrics. The team recommends that the unit develop and use clearly defined criteria and/or rubrics for all instruments used in the assessment system.

7. **79.13(2e)** The team finds no evidence that the unit systematically examines multiple formative and summative assessments of candidates’ effects on student learning. The team recommends the unit develop multiple meaningful assessments based on candidates’ performance and their effect on student learning.
Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. **79.13(1g)** The team found that the unit does not have an articulated process for reviewing and revising the assessment system. The team requires the unit to develop and implement an articulated plan for regularly reviewing and revising the assessment system.

Items that Must Be Addressed Prior to State Board Action:

Concern #1: Grinnell must provide documented evidence that they are addressing assessment concern #1 in such a way that will allow them to be in compliance with all requirements of Standard 79.13.

Resolution of Concern #1:
The unit has developed an annual plan for examining and evaluating assessment data for the purpose of continuous improvement. This plan has been implemented in the 2016-2017 academic year. The plan includes a full-day meeting to occur each August at which the unit will consider, on a rotating basis, five different sources of program data collected each year. Under this plan, the unit evaluates the program assessment system annually to ensure the system is providing data that informs effective program evaluation and improvement. The team considers this standard met. See appendix for Grinnell 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:
- Department chair, former department chair, faculty, current candidates, visits to classrooms and discussions with students

Review of
- Course syllabi
- Student records
- Institutional report
- Program response to preliminary review report
- Annual report
- Student Teacher Handbook
- Performance assessment documentation
- OrgSync forms and data

Final Recommendation:

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TEACHER EDUCATION CLINICAL

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

79.14(1) Candidates admitted to a teacher preparation program participate in field experiences including both observation and participation in teaching activities in a variety of school settings and totaling at least 80 hours’ duration, with at least 10 hours occurring prior to acceptance into the program. A maximum of 40 hours of previous experience as a teacher or teaching associate may be credited toward the 80 hours if a program chooses to implement specific criteria for this option.

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

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

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

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

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

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

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

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

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

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

a. Defining qualifications for practitioner candidates entering clinical practice.

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

c. Responding to specific needs of cooperating schools.

d. Implementing an evaluation process that assists in selecting quality cooperating teachers.
Teacher candidates develop and demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms.

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.

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.

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.

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:

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Commendations/Strengths:

- Direct supervision of student teachers by college faculty is valued and helps assist candidates connect the college classroom experience to the clinical one.

Recommendations:
(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

1. **79.14(2)** The team finds evidence of inconsistent clinical supervision among unit faculty. Cooperating teachers report issues with some candidates’ attendance and inconsistent expectations for candidate involvement and assessment in the P-12 classroom. The team recommends the unit develop, implement and communicate consistent policies for clinical practice.

2. **79.14(4)** The team finds evidence that some of the early clinical experiences provide candidates with opportunities to apply coursework learning in context by engaging in meaningful teaching and learning with P-12 students. This prevents candidates from receiving feedback on attainment of unit standards. The team recommends that the unit evaluate and adjust the curriculum and outcomes of early clinical experiences so that they are prepared for more advanced practicum and student teaching.

3. **79.14(6)** The team finds evidence that the learning and feedback candidates receive from clinical placements is inconsistent, dependent upon the cooperating teacher and/or faculty supervisor. This evidence includes inconsistent application of candidate evaluations. The team recommends the unit develop and implement a policy for consistent and meaningful assessment and feedback for all candidates.

4. **79.14(9)d** The team found evidence that record keeping of clinical evaluations is dependent on individuals, instead of processes or systems. The team recommends the unit develop and implement a policy for accurate record keeping of clinical placements and evaluations.

Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. **79.14(10)f** Although the TEP frames its program on strong pre-service teaching standards, the team does not find evidence that candidates have the opportunity to become knowledgeable about the Iowa Teaching Standards. The team requires the unit to develop
and implement opportunities for all candidates to become knowledgeable about the Iowa Teaching Standards and experience a mock evaluation based on those standards.

Items that Must Be Addressed Prior to State Board Action

Concern #1: Grinnell must provide documented evidence that they are addressing clinical concern #1 in such a way that will allow them to be in compliance with all requirements of Standard 79.14.

Resolution of Concern #1:
The TEP has developed and implemented curricular activities that enable teacher candidates to become knowledgeable about the Iowa Teaching Standards during the student teaching seminar. The TEP has also developed an assessment instrument to evaluate candidate understanding of the Iowa Teaching Standards. The TEP has also revised the responsibilities of the cooperating teachers to include conducting a mock evaluation for feedback to student teachers on their performance and development based on the Iowa Teaching Standards. This assessment process is now included with training during the Cooperating Teacher Workshop as well as included in the Student Teaching Handbook. The team considers this standard met. See appendix for Grinnell 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:
- Unit faculty, candidates, cooperating teachers, recent graduates, and general education/liberal arts faculty
- Classroom visits

Review of:
- Contracts with school districts
- Institutional report
- Program response to preliminary review
- Exhibits: course syllabi, department meeting minutes, student artifacts, artifact rubrics, surveys from employers, and surveys from alumni
- Student education files

Final Recommendation:

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TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

a. Content/subject matter specialization. The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must
minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each candidate must achieve a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area. Additionally, each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. These requirements shall become effective January 2, 2013.
b. Student learning. The candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.
c. Diverse learners. The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.
d. Instructional planning. The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
e. Instructional strategies. The candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.
f. Learning environment/classroom management. The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.
g. Communication. The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.
h. Assessment. The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.
i. Foundations, reflective practice and professional development. The candidate develops knowledge of the social, historical, and philosophical foundations of education. The candidate continually evaluates the effects of the candidate’s choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.
j. Collaboration, ethics and relationships. The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.
k. Technology. The candidate effectively integrates technology into instruction to support student learning.
l. Methods of teaching. Methods of teaching have an emphasis on the subject and grade level endorsement desired.
79.15(8) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

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

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

**Initial Team Finding:**

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**Commendations/Strengths:**

- Intellectual inquiry is prevalent in Grinnell’s academic program.
- Tutorial assistance is available from faculty, staff and peer mentors.
- Students feel that the overall Grinnell experience, climate and culture supports diverse thinking.
- Study abroad is encouraged at Grinnell.
- Students value human diversity and the rights of each individual. This is an area of strength for Grinnell students.

**Recommendations:**

(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

1. **79.15(6)** The team found evidence that not all candidates learn to effectively integrate reading into their content area teaching. The team recommends that the unit examine the curriculum to determine exactly when strategies for content area reading are introduced, emphasized and assessed for mastery. The team further recommends that the unit make adjustments in curriculum to ensure all candidates master the ability to integrate reading into their content area teaching.

2. **79. 15(7)** The scope and sequence of candidate learning of effective methods for classroom management and differentiation of instruction throughout the program is not clear. The team recommends that the unit examine the curriculum to determine exactly when and how differentiated instruction and classroom management is introduced, emphasized and assessed for mastery. The team further recommends that the unit make adjustments in curriculum to ensure candidates are able to demonstrate mastery in classroom management and differentiating instruction.

3. **79.15(7)** The team found evidence that not all candidates are able to effectively incorporate technology for learning into their planning and teaching. The team recommends that the unit
evaluate and adjust curriculum to ensure all candidates can demonstrate proficiency at integrating technology into the learning and teaching process.

**Concerns:**
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. **79.15(8)** The team finds no evidence that curriculum exhibits for the professional core and all endorsements offered by Grinnell are submitted and approved by the Board of Educational Examiners and the Department of Education. The team requires the unit to obtain approval for all required curriculum exhibits.

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

**Concern #1:** Grinnell must provide documented evidence that they are addressing curriculum concern #1 in such a way that will allow them to be in compliance with all requirements of Standard 79.15.

**Resolution of Concern #1:**

The unit has updated and submitted revised curriculum exhibits for the Professional Core and all endorsement programs it offers. The DE and BoEE have reviewed and approved the curriculum exhibit for the professional core and all secondary endorsements authorized for Grinnell license recommendations. At this time, the curriculum exhibit for K-12 ESL endorsement is being further revised and will be submitted for review when completed. Until the K-12 ESL endorsement is approved, Grinnell will not be authorized to recommend candidates for this endorsement. The letter provided to Grinnell after Board action will contain a list of endorsements for which Grinnell is authorized to recommend candidates for Iowa licensure. The team considers this standard met. See appendix for Grinnell 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. DE Consultants will monitor curriculum exhibit submission and approval and adjust Grinnell authorization as necessary.

**Sources of Information:**

Interviews with:
- Chair of the Department of Education, Teacher Education Committee, Candidates, Unit Faculty, visits to classrooms and discussions with students, visits to clinical sites and discussions with candidates, cooperating teachers, administrators

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

**Final Recommendation:**

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Appendix
Program Response to Team Report
September, 2016

Grinnell College
Traditional Program - IAC 281 Chapter 79 Standards

281—79.10(256) Governance and resources.

Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. 79.10(9) The Director of the Careers in Education Program has made significant improvements in the management of the clinical experiences for the department. The team is concerned that responsibility for placements, recordkeeping, and support go far beyond her job description and limit the time and energy she can spend on the Careers in Education Professions programming. Further, the funding for this position is uncertain and the team is concerned about a lack of stable resources to accomplish these tasks effectively. The team requires the unit to examine their work and capacity to ensure that adequate resources are available to maintain a consistent quality program over time.

Program’s Response:
We address two issues; first the question of the adequacy of resource allocation and then some specifics about the Director of Careers in Education Professions position.

It is our belief that the quantity of support the College provides to the teacher preparation program provides adequate resources to maintain a quality program. However, following the inspection team’s visit there were changes made to how that support is designated.

- The department requested and received full-time academic assistant support when the preparation program shifted from paper-records to electronic records. Thus, the College provides us with the equivalent of one full-time academic support assistant, (1.0 FTE) when the typical academic department has half-time support (0.5 FTE). However, we did not anticipate the complexity of the requirements for the electronic record keeping portion of the position. In retrospect we can see a different skill set is required for those different forms of record keeping. We feel the 1.0 FTE is an adequate level of academic support, but more technical skill is required to maintain the electronic records. After the inspection team’s visit, we split the department’s 1.0 FTE support into two 0.5 FTE pieces. The electronic record keeping portion of the support position is now a 0.5 FTE “technical support assistant” designated responsibility and we have assigned a technical support assistant with appropriate training and skills to support the program’s electronic record keeping. The other 0.5 FTE remains classified as an “academic support assistant” and is responsible for departmental administrative support not related to the preparation program’s electronic record keeping. Two different staff
members now fill those separate roles. The work responsibility document created when the position was split between two people is included as Appendix A.

- With the new technical support assistant assigned to support the program the College paid for an on-campus training visit from the data management system (OrgSync) we contract with and use to maintain program records. The training was intended primarily for the newly assigned technical support assistant, but several other staff and faculty sat in as well.

The inspection team expressed specific concern regarding the Director of the Careers in Education Professions position. Here is our response to those various concerns:

- The position is intended to provide both leadership to the Careers in Education Professions program and to support the clinical experiences of the teacher preparation program. The position description used in the search to fill the position documents this and is attached as Appendix B. Currently a quarter of the position supports the teacher preparation program.

- We agree with the inspection team that at the time of their visit the person in that position was overburdened with responsibilities related to program recordkeeping. The Director has initiated the use of OrgSync for electronic record keeping for the Education Professions program and advised the department that the same program could be used for our teacher preparation program. Since the Director was trained in OrgSync, she was willing to help us set up a structure to monitor our students in the field and to collect evaluations electronically. The following year, the College approved funds to purchase access for the teacher preparation program and we could use to keep track of student applications, performance assessment data, and observation hours, and, again, the Director of Education Professions helped design that site for our use. At the time of the visit the process of creating the structure we now use was complete, but the shifting of maintenance responsibilities to the previously assigned academic support assistant was fraught with challenges because the position was not filled by someone with the appropriate skills. The reclassification of that position and re-assignment to a technical support assistant has reduced the role the Director is playing in managing record keeping and we expect that to be running smoothly, without the Director’s involvement, in a few months.

- The funding for the Director position currently comes from a donation to the College. An earlier donation in 2013 created the Careers in Education Professions program and the associated Director position and provided funding for three years - from Fall 2013 to Spring 2016. Given the success of the program in those first years the same donors funded a second three-year period which guarantees funding for the position through the 18-19 academic year. Furthermore, there is reason to believe the position will continue well beyond that. The College’s Center for Careers, Life, and Service (CLS), which is the department that houses the Careers in Education Professions program, is shifting this year to replicating the Careers in…Professions model that began with the Education program. The plan in CLS is to create six additional similar programs each focused on a different career field – for example programs in business and health professions are planned. Each program will have a Director position. Given that the College is shifting to this model we feel confident that the Education program Director position is stable.
Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. 79.11(3) The team found evidence that no formal tracking system is in place to ensure multiple clinical placements that include diverse populations, various grade-levels, and of diverse learning needs. The team requires the unit to develop and implement a policy for requiring all candidates experience diverse placements and a tracking mechanism to track placement and enforce the policy consistently over time. This concern is a repeat finding from the most recent (2008) review.

Program's Response:
There are two issues we address here, first the issue of a policy and second the issue of a tracking mechanism.

Regarding policy, department members proposed the following requirements for practicum experiences prior to student teaching and the college’s Teacher Education Committee approved the proposal at their fall 2016 meeting. These requirements have been added to the program handbook; the relevant section is included as Appendix C. Students are also exposed to the minimum hour and diversity requirements at the beginning of EDU 221, EDU 250, and EDU 340 as they begin practicum experiences for those classes.

- Our existing teacher preparation program policy requires students to complete a minimum number of practicum hours as a part of four different required courses. The minimum hours policy will continue and requirements are as follows:
  - EDU 101 Educational Principles in a Pluralistic Society – 10 hours
  - EDU 221 Educational Psychology – 26 hours
  - EDU 250 Differentiating Instruction – 26 hours
  - EDU 340 and EDU 34x [a 4-credit general teaching methods course and a 2-credit disciplinary teaching methods course taken concurrently] – 18 hours

- We have proposed the following requirements to ensure that students’ various practicum experiences are appropriately diverse:
  - At least one practicum experience at the high school level and at least one at the middle school level is required.
  - One practicum experience at the elementary level is encouraged. Though for students receiving endorsement in ESL one elementary practicum is required.
  - At least one practicum experience in a school with a significant student population of racially and/or linguistically minoritized students is required. [For this requirement we define “significant” as >30% of the student population.]
  - At least one practicum experience in a school with a significant student population of students from low SES households is required. [For this
requirement we define “significant” as >30% of the student population eligible for free or reduced cost lunch.]  
  - For each of the above at least 10 hours of a practicum experience in an appropriate school is necessary to satisfy the requirement. [This allows us to split the longer practicum experiences between two school locations, which we have done in the past.]

Regarding a tracking system, we have created an electronic form in our data management system (we use a system called OrgSync) that will be attached to each program student’s electronic file. This form will allow us to record the school or schools a student visited for each practicum experience. It also contains a check box for each of the five requirements (high school, middle school, elementary, significant racially/linguistically minoritized students, and significant SES diversity) so we can track completion of the requirements. We will create a database of demographic information for schools that host our practicum experiences to allow us to identify when a requirement has been met. The department’s technical support assistant has responsibility for creating and updating the database and for entering information into each student’s electronic file after practicums are completed.

Our implementation plan:
- Students admitted to the program beginning in the spring of 2017 will be subject to the new requirements. We will immediately track the practicum requirements for all students currently in the program and endeavor to have as many students as possible satisfy the new requirements.
- Our current practicum locations provide the necessary diversity for our students to satisfy the grade level and SES requirements. However, we need to add practicum locations to provide access to schools with significant linguistically/racially minoritized student populations. We have begun placing students in the South Tama district but will likely need placements in one or two more districts. In addition, there is considerable work to be done to figure out the associated logistics and budget implications as we build relationships with districts and teachers who can host our students. Regarding where this will happen in our curriculum our plan is to split the EDU 221 (Educational Psychology) practicum hours into two equal parts and have one part done in a school that satisfies this requirement. Ed. Psych. is offered only in the spring semester. We intend to use the spring 2017 class as a pilot year, with a third to a half of the students doing the split practicum, and fully implement the plan (all students) in spring 2018.

281-79.12 (256) Faculty Standard.

Concerns:  
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. 79.12(1) The team found evidence that one faculty member has not had adequate preparation or classroom experience for teaching candidates in secondary education licensure
The team requires that the unit develop and enforce a policy to ensure that all faculty members have knowledge, preparation and experience that aligns with teaching assignments.

Program’s Response:
Professor Michaels’ course responsibilities will be adjusted to include only those courses for which she is considered qualified. She will not be assigned to teach courses that include strategies for planning, teaching, and/or assessing K-12 students unless she is co-teaching with another qualified instructor. She will also not be assigned to supervise student teachers.

At this time we are still sorting out our long term plan. The unit and the Dean are exploring the possibility of supporting Professor Michaels in attaining an Iowa teaching license. Whether or not that ultimately occurs we are able to offer required courses with existing staffing, with the exception of the social studies disciplinary methods course (EDU 343). The department’s other three full time faculty are all able to teach courses for teacher candidates. Regarding the social studies methods course, the College has periodically hired qualified adjunct instructors to teach a disciplinary methods course when the qualified regular faculty member is on leave. In the short term our plan is to offer social studies methods with qualified adjunct or term faculty. Given that our disciplinary methods course is a 2-credit course - and hence a relatively small expense - that is a potential long term solution as well if a decision is made not to support Professor Michaels getting an Iowa teaching license.

Future faculty hires in the department will require appropriate preparation and experience to teach the relevant disciplinary methods course.

2. 79.12(6) The team found little evidence that all Faculty members are meeting the requirement for co-teaching in P-12 schools for 60 hours. The team requires the unit to develop and implement a policy to ensure and explicitly document all faculty members’ completion of this requirement.

Program’s Response:
Our faculty members were in compliance with this standard but we lacked adequate documentation. We have adopted the following procedure for explicitly documenting such participation:

- Faculty members will utilize the feature in our data management system that our students use to record their practicum hours to record our classroom involvement hours. This is fairly straightforward, it involves creating an electronic file in our management system for each faculty member. Then faculty members have a method for recording individual instances of team teaching or other relevant experiences. In this system we will record hours, locations, and specific activities.

- Each regular faculty member at Grinnell compiles a Faculty Activity Report (FAR) at the end of each academic year. This is an institutional mechanism for documenting faculty teaching, scholarship, and service used during tenure, promotion, and salary reviews. In the past, department faculty members have not included our involvement in schools on our FARs. Beginning with the 16-17 academic year we will begin itemizing each year’s involvements in them. Faculty members will draw on the system of tracking individual participation described above to determine the total hours for the academic year and record the total hours in the FAR. This will not only provide us with explicit record-
keeping of these experiences, but also has the potential of making the institution more aware of the work we do in local schools as a part of our job requirements.
Overall, our aim here was to use mechanisms already in place rather than creating new ones. FARs are maintained by the College and we can go back through past ones to document each faculty member’s involvement whenever necessary.

281-79.13 (256) Assessment standard.

Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. 79.13(1g) The team found that the unit does not have an articulated process for reviewing and revising the assessment system. **The team requires the unit to develop and implement an articulated plan for regularly reviewing and revising the assessment system.**

Program’s Response:
The department has adopted the following unit assessment plan:

- We will utilize our existing annual department retreat, held each August, to have department faculty members spend time analyzing program-related data and considering what the data suggests for needed changes to our course content and/or candidate assessments. The retreat is a day-long event so when a need for change is noted, work on it will occur during department meetings in the fall semester.

- We anticipate five main sources of assessment data and will consider each of them on a rotating three-year cycle. This three-year cycle seems about right for a small program like ours, it means we will be looking at three years of data during each retreat which gives us a reasonable quantity of data for analyzing to make assessments.

- We currently collect and record four of these assessment data sources, our student teaching assessment instrument, the results from our candidates’ performance assessments, and our alumni and employer surveys. The performance assessment is a local version we created and maintain. The fifth assessment data source has been created but is yet to be implemented in a systematic way. We have surveys for both recent program completers and for students who were accepted into the program but do not complete it. We will begin collecting survey data from recent program completers and program non-completers.

Beginning with the summer 2017 department retreat we will collectively analyze one or two assessment data sources each year beginning with the student teacher assessment instrument in 2017, the performance assessment data and the employer survey in 2018, and the alumni, recent grad, and non-completer surveys in 2019. The three-year sequence will start over in 2020.

Each year we will look at the past three years of data of one or two of our assessment data sources. We will analyze each source for indications of problems. What that looks like varies with the source. For example, with the student teaching assessment we can do
quantitative analysis to identify the areas where our student teachers are rated lowest and then mine the qualitative comments for more insight. With other data sources that don’t include a quantitative measure we will identify themes in the feedback that point to weaknesses/problems. Once areas of concern are identified we consider how to respond. Options we consider are modifying our curriculum, modifying our candidate assessment system, and/or changes to policies.


Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. 79.14(10) Although the TEP frames its program on strong pre-service teaching standards, the team does not find evidence that candidates have the opportunity to become knowledgeable about the Iowa Teaching Standards. The team requires the unit to develop and implement opportunities for all candidates to become knowledgeable about the Iowa Teaching Standards and experience a mock evaluation based on those standards.

Program’s Response:
An introduction to the Iowa Teaching Standards exercise has been added to the topics covered in the student teaching seminar. We have created an assessment instrument based on the standards (Appendix D) and beginning immediately will require cooperating teachers to use it one time when assessing the student teacher they host and to have an assessment debrief conversation with the student teacher. The section on cooperating teacher requirements in our Student Teaching Handbook has been modified as follows to communicate that requirement.

Cooperating teachers will…
- Observe and provide weekly, written and structured feedback to the student teacher. At the cooperating teacher workshop, we will discuss strategies for providing feedback. We will also provide a copy of the Iowa teaching standards and an assessment rubric based on them. The cooperating teacher must use this rubric at least once during the semester and hold a debrief conversation with the student teacher after using it. The cooperating teacher and student teacher are free to decide together which other strategies should be used, and student teachers may ask the cooperating teacher to collect specific data for their action research project. We suggest that cooperating teachers make it a point to complete a structured observation before the seminar meets each week so that student teachers can bring the information to seminar for discussion. The structured feedback is a critical part of our performance assessment of student teachers, and it also provides the student teacher with the opportunity to reflect on his/her performances.
281-79.15 (256) Knowledge, skills, and dispositions (curriculum) standard.

Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.)

1. 79.15(8) The team finds no evidence that curriculum exhibits for the professional core and all endorsements offered by Grinnell are submitted and approved by the Board of Educational Examiners and the Department of Education. The team requires the unit to obtain approval for all required curriculum exhibits.

Program's Response:
Here’s our update:
- The professional core curriculum exhibit (CE) was initially submitted last week. Joanne came back with one additional item we needed to include and we did that this week. At this point we’re waiting on a response to that.
- Assuming that I’m right about the 10 approved we have the core and 9 other endorsements to get approved. We’ve got four of those other 9 submitted. The plan is to get another one submitted each day this week to have all submitted by the end of the week of Oct. 10-15.
## APPENDIX A – Administrative Support Responsibilities

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Position</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student teaching contracts with school district</strong></td>
<td>Admin</td>
<td>April and May as districts’ cooperating teachers are identified</td>
</tr>
<tr>
<td>- Contracts with hosting school districts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Cooperating teacher paperwork (W-9 etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Notifying CTs of CT workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preparing for and Managing Department Meetings</strong></td>
<td>Admin</td>
<td>Continuing throughout the academic year</td>
</tr>
<tr>
<td>- Cataloging notes and agenda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reminders/calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preparing for CT workshops</strong></td>
<td>Admin</td>
<td>Begin in May, confirm/complete in Aug/Sept/Oct. First workshop is held week before classes begin in Aug. Second workshop is held before fall break</td>
</tr>
<tr>
<td>- Finding a place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Getting food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Organizing handouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Contacting participants and tracking attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Collating Survey Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preparing for Student Teaching Information Session and Dinner</strong></td>
<td>Admin</td>
<td>Planning begins in Mar, event is Monday evening of finals week in spring semester</td>
</tr>
<tr>
<td>- Sending out reminders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Prepare information re school calendars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Calculate stipend and mileage costs and inform students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preparing for Retreat</strong></td>
<td>Admin</td>
<td>Begin in May, confirm/complete in Aug. Retreat is held week before classes begin in Aug, usually Wed of that week</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Catalog notes and agendas
Find a place
Contact participants and track
Prepare handouts

<table>
<thead>
<tr>
<th><strong>Scheduling Performance assessments (24)</strong></th>
<th><strong>Admin</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PA3: Student teachers complete after Thanksgiving, usually last week of classes and finals week. Schedule late Oct/early Nov. PA1: Students in Ed Psych complete last two weeks of classes in Spring term. Schedule after spring break. PA2: Students in General methods complete at end of spring semester. Faculty member teaching usually takes care of this. Check with her/him about support.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Contact and schedule both faculty and students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for TEC and TAC meetings</td>
</tr>
<tr>
<td>TEC: Primary meeting in spring, just before spring break. Ask about food. Usually meet in Dept. Chair's office. Other meetings as needed during year. TAC: One meeting both fall and spring semester. Scheduled during Dept. retreat. Arrange location and notify participants a month or so in advance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Contacting participants and tracking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog notes and agendas</td>
</tr>
<tr>
<td>(TEC) List students applying to program and to student teaching</td>
</tr>
<tr>
<td>(TAC) Getting food</td>
</tr>
<tr>
<td>Preparing handouts</td>
</tr>
<tr>
<td>Track TAC membership</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Org. Sync</strong></th>
<th><strong>Technical</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical</td>
<td>Deadlines throughout the year. A document listing all OrgSync deadlines was begun during</td>
</tr>
</tbody>
</table>
OrgSync training

Set up application to program
Tracking letters of recommendation
Sending out reminders
Enter CBASE scores
Checking for completeness
Moving all information to students’ individual portals
Setting up observation hour forms and moving to individual portals for EDU 101, 221, 250, and 332.

Setting up and Collating Host Teacher Observation evaluations and moving to portals for each course
Prepare data reports when requested
Setting up three PA forms each year
Move to Individual portals when complete
Set up Application to Student teaching
Tracking letters of recommendation
Sending out reminders
Checking for completeness
Setting up student teaching evaluation form
Moving all information to students’ individual portals
Coordinating Recommendation for Licensure for State
Payment Background Check
Recommending Officer form
On-line application

Curriculum Exhibits

Technical When these are updated throughout the year.

Entering the correct and complete information
Tracking approval
Updating when information about requirements change
<table>
<thead>
<tr>
<th>Title II and Title I Reports (Federal and State Reports)</th>
<th>Technical</th>
<th>One is due in April, one is due in May. Work with Department chair. Complete the month before they are due.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to request for licensure information for alums</td>
<td>Admin</td>
<td>As they come in throughout the year</td>
</tr>
<tr>
<td>Organizing payments to cooperating teachers</td>
<td>Admin</td>
<td>Dec each year</td>
</tr>
</tbody>
</table>
APPENDIX B- Director Job Posting

GRINNELL COLLEGE

Program Director, Grinnell College Careers in Education Professions

Grinnell College is seeking an innovative, creative, and passionate leader to direct the Grinnell College Careers in Education Professions Program. In collaboration with the Education Department and the Career Development Office, the program director will provide advice and serve as the principal resource for a select group of students and for alumni considering and planning careers in education, including in teaching, school counseling, educational research, policy, administration, and other education professions. This program will help to elevate and promote PK-12 education as a lifelong career for Grinnell graduates. The program director will develop, implement, and manage a variety of services and programs and also counsel and advise students and alumni about related shadowing opportunities, volunteer opportunities, practica, internships, full-time jobs, and gap-year experiences. This position is gift funded for three years, with the possibility for renewal.

Duties and Responsibilities:

This position will report to the Director of the Career Development Office and the Chair of the Education Department and enhance the missions of both organizations at the College. The position will draw on the resources of both entities.

(25%) Program Development and Implementation: Work with faculty, administrators, students, alumni, school and community partners, and employers to develop comprehensive programming, resources, and partnerships for program students who are interested in pursuing teaching licensure and other education-related careers. Work with alumni to build networking opportunities for the Grinnell College Teaching Professions Program. Serve as the primary liaison for the Careers in Education Professions Program with the Grinnell-Newburg and other area schools – a partnership that provides opportunities for Grinnell College students to build skills and assess their interest in a career in the education professions and also strengthen the capacity of the public schools to educate their entire student body. Expand the geographic options for student teacher placements, including partnerships with domestic urban districts and international schools. Develop and deliver experiences and special events. Host the biannual Rural Education Summit in partnership with the companion programs at the University of Chicago and Amherst College. Develop and implement a professional development series to pro-mote good pedagogical practice and the education professions.

(30%) Student Preparation: Develop strategies and programming to enhance the experiences of students in education classes and students in the Careers in Education Professions Pro- gram; highlight and promote opportunities for authentic experiences in the schools, including internships, independent study, and teaching practica. Support job-shadowing opportunities with education professionals as part of the Alumni Externship
Program; Support winter and summer break internship opportunities with education-related organizations, year-round schools, and similar organizations. Assist students in preparing to apply to graduate schools or alternative certification programs.
(25%) External and Employer Relations: Work with alumni and local and national employers to build partnerships and develop shadowing opportunities, volunteer experiences, intern- ships, gap year positions, and full-time opportunities across a variety of PK-12 education professions careers including teaching, school counseling, educational research, policy, administration and other education professions. Regularly host graduate program and employer information sessions in collaboration with the Career Development Office. Build relationships with alternative certification programs and graduate programs. Lead and coordinate an Education Professions Industry tour, during fall break, for students to meet, network with, and learn from Grinnell alumni who work in government, and public /private education settings;

(20%) Program Management: Provide leadership for the Careers in Education Professions program. Set goals and establish quantitative and qualitative measures to assess effectiveness of all aspects of the program. Create program materials, build and maintain website, and pro- mote the Grinnell Careers in Education Professions Program to incoming students. Conduct re- search on education professions trends, the job market, and hiring trends. Manage the budget.

Qualifications:

- Bachelor’s and advanced degree required.
- A minimum of five years of experience in public school teaching and/or administration (Grades 5-12).
- Understanding of best practices in teacher preparation.
- Understanding of how PK-12 schools are organized and function.
- Excellent advising and career counseling skills with ability to understand diverse students’ needs and concerns.
- Understanding of the education professions job market and employment trends, and the ability to teach career exploration and job search processes to students and alumni.
- Evidence of successfully developing and implementing projects and programs.
- Strong analytical and problem-solving skills.
- Collaborative stance when working with internal and external constituents.
- Strong written and oral presentation and problem solving skills.
- Significant knowledge of trends in public and private education, graduate programs in education and teaching, and entry-level opportunities in education professions.
- Success working both independently and in cross-functional teams.
- Ability to communicate the value of a small, private liberal arts college in preparing licensed teachers and graduates interested in education-related careers.
- Ability to establish productive collaborations with schools and teachers.
- Ability to travel periodically to engage with community and employer partners, alumni, and parents.
- Willingness and ability to work occasional evenings and weekends.
- Advanced skills in MS Word and Excel.

How to apply? Interested candidates should submit a cover letter, resume, and list of references through Grinnell’s online application system: https://jobs.grinnell.edu/ Review of applications will begin Monday, April 8 and will continue until the position is filled.
Teacher Education Program Required Core Courses and Practicum

All candidates must complete each of the following Education courses with a grade of C or better or a grade of passing in the case of the student teaching internship (EDU 469):

1) EDU 101: Principles of Education in a Pluralistic Society
2) EDU 21x: Educational Issues (topics vary with semester and most EDU 295 courses will satisfy this requirement)
3) EDU 221: Educational Psychology
4) EDU 250: Differentiating Instruction for All Learners
5) EDU 340: Research and Methods in Teaching the Young Adult
6) EDU 34x: Research and Methods in the Teaching of the Discipline (candidate takes relevant course(s) for their area(s) of endorsement)
7) EDU 460: Seminar in Teaching the Young Adult
8) EDU 469: Student Teaching Internship

Students are required to work with public school students for a minimum of 80 total hours prior to beginning their student teaching. EDU 101, EDU 221, EDU 250, and the methods courses include required practicum/field experiences in area schools to ensure candidates complete the required practicum hours prior to student teaching. Required practicum hours in each course are as follows:

- EDU 101 Educational Principles in a Pluralistic Society – 10 hours
- EDU 221 Educational Psychology – 26 hours
- EDU 250 Differentiating Instruction for All Learners – 26 hours
- EDU 340 and EDU 34x – 18 hours

In order to adequately prepare candidates for student teaching the practicum experiences must be in settings that allow candidates to experience diverse populations and students of different grade levels and of diverse learning needs. Candidates’ various practicum experiences must satisfy the following requirements:

- At least one practicum experience at the high school level and at least one at the middle school level is required.
- One practicum experience at the elementary level is encouraged. Though for students receiving endorsement in ESL one elementary practicum is required.
- At least one practicum experience in a school with a significant student population of racially and/or linguistically minoritized students is required. [For this requirement we define “significant” as >30% of the student population.]
- At least one practicum experience in a school with a significant student population of students from low SES households is required. [For this requirement we define “significant” as >30% of the student population eligible for free or reduced cost lunch.]
- For each of the above at least 10 hours of a practicum experience in an appropriate school is necessary to satisfy the requirement.
APPENDIX D - Iowa Teaching Standards Assessment Instrument

Grinnell College Teacher Preparation Program

Name of Student Teacher __________________________ Evaluator______________________________
School __________________________ Dates __________________________ Grade Level/Subject ________

Directions: Viewing the numbers as a continuum, mark an “x” at the place you believe represents the student’s overall level of performance with respect to the standard. Comments can address specific descriptors that may lie all along the continuum.

#1: Demonstrates ability to enhance academic performance and support implementation of the school district’s student achievement goals

| 1 | 2 | 3 | 4 | 5 |

Exemplary criteria: The student teacher…

a. Provides multiple forms of evidence of student learning and growth to students, families, and staff.
b. Implements strategies supporting student, building, and district goals.
c. Uses student performance data as a guide for decision making.
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
e. Creates an environment of mutual respect, rapport, and fairness.
f. Participates in and contributes to a school culture that focuses on improved student learning.
g. Communicates with students, families, colleagues, and communities effectively and accurately.

Comments:

#2: Demonstrates competence in content knowledge appropriate to the teaching position

| 1 | 2 | 3 | 4 | 5 |

Exemplary criteria: The student teacher…

a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
c. Relates ideas and information within and across content areas.
d. Understands and uses instructional strategies that are appropriate to the content area.

Comments:

#3: Demonstrates competence in planning and preparing for instruction

| 1 | 2 | 3 | 4 | 5 |
Exemplary criteria: The student teacher…

| 1 | 2 | 3 | 4 | 5 |

#4: Uses strategies to deliver instruction that meet the multiple learning needs of students

Exemplary criteria: The student teacher…

| 1 | 2 | 3 | 4 | 5 |

#5: Uses a variety of methods to monitor student learning

Exemplary criteria: The student teacher…

| 1 | 2 | 3 | 4 | 5 |

#6: Demonstrates competence in classroom management

Exemplary criteria: The student teacher…

| 1 | 2 | 3 | 4 | 5 |
Exemplary criteria: The student teacher…

<table>
<thead>
<tr>
<th>#7: Engages in professional growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Exemplary criteria: The student teacher…

| a. Demonstrates habits and skills of continuous inquiry and learning. |
| b. Works collaboratively to improve professional practice and student learning. |
| c. Applies research, knowledge, and skills from professional development opportunities to improve practice |
| d. Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa teaching standards and district/building student achievement goals |
| e. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests |

Comments:

#8: Fulfills professional responsibilities established by the school district

| 1       | 2       | 3       | 4       | 5       |

Exemplary criteria: The student teacher…

| a. Adheres to board policies, district procedures, and contractual obligations. |
| b. Demonstrates professional and ethical conduct as defined by state law and district policy. |
| c. Contributes to efforts to achieve district and building goals. |
| d. Demonstrates an understanding of and respect for all learners and staff |
| e. Collaborates with students, families, colleagues, and communities to enhance student learning |

Comments:
**Iowa State Board of Education**

**Executive Summary**

January 19, 2017

**Agenda Item:** Morningside College – Educator Preparation Program Approval – Intern Program Only

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

**State Board Role/Authority:** The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 281 Iowa Administrative Code rule 77.5.

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

**Attachments:** One

**Recommendation:** It is recommended that the State Board approve the Morningside College Intern Preparation Program through the next state approval cycle scheduled for the fall of 2017. At that time, the intern program will be reviewed along with the traditional Chapter 79 program.

**Background:** Morningside College operates an alternative licensure intern teacher preparation program located at their campus location in Sioux City, Iowa. The attached report is a summary of the review of the Morningside College intern preparation program under 281 Iowa Administrative Code chapter 77. The Morningside College educator preparation program has met all Chapter 77 standards without condition; therefore, the Department recommends that the State Board grant full approval to the Morningside College intern preparation program.
Morningside College
Intern Program using IAC 281 Chapter 77 Standards

Team Report
November 28, 2016

Preliminary Review: September 23, 2015
Site Visit: October 18-22, 2015
Presented to State Board: January 19, 2017

Iowa Department of Education

Review Team Members:

Dr. Nancy Langguth, University of Iowa
Dr. Erik Johnson, Ashford University
Dr. Jill Buchan, Upper Iowa University
Dr. Carole Richardson, Iowa Department of Education
Dr. Lawrence R Bice, Iowa Department of Education
Acknowledgements

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

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

John Reynders, President
Dr. Bill Deeds, Provost
Ron Jorgensen, Chief Financial Officer
Dr. LuAnn Haase, Chair, Education Department
Larry Peterson, Lead Instructor, Intern Program
Cindy Phillips, Instructor, Intern Program
Background Information

The Iowa Department of Education, in conjunction with the Iowa Board of Educational Examiners established IAC 281 chapter 77 in 2002. This administrative code authorized the State Board of Education to approve alternative licensure pathways in Iowa. These rules were established to meet shortages of teacher in secondary content areas. Eventually, four intern programs were established, including one at Morningside College.

Morningside College received a conditional approval to operate an intern program in August of 2009. A follow up review was to take place in 2011-2012. This review did not take place. When DE consultants discovered this error in 2013, a self-study and review preparation were initiated with Morningside College. A site visit was conducted in October of 2015. Because of the lack of guidance from the DE prior to 2013, and the need to move to the newly updated IAC 281 chapter 77 standards authorized in January of 2016, the DE worked with Morningside to resolve concerns in a complete manner.

Regardless of the outcome of this review, Morningside will be subject to a full review of the program under the updated standards in the fall of 2017. To align review schedules, at that time both Morningside’s traditional Ch. 79 programs and intern Ch. 77 program will be reviewed simultaneously.

The Morningside intern program is a two-year program delivered in a hybrid format. During year one of the program, Teacher Interns complete fourteen credit hours of pedagogy through their independent studies and attendance at face-to-face classes on the Morningside College campus during one weekend per month from September through June. In addition, candidates complete eighty contact hours of field experience. Interns also secure a teaching position in an Iowa middle school or high school for the following academic year (year two of the program) and obtain a Teacher Intern license.

During year two of the program, Interns participate in a four-hour seminar to support their growth during the first year of teaching which meets in a face-to-face format on one Saturday every other month. Following this year of teaching, Interns complete eight more credit hours of coursework. Thirty total credit hours are earned during the two-year program.
281—77.8(256) Governance and resources. As a component of the program, the institution shall work collaboratively with the local school district(s) or AEA.

**77.8(1)** The institution’s responsibilities shall include but not be limited to:

- Organizing and implementing the screening of prospective teacher interns;
- Submitting a recommendation by the authorized official of the institution to the BOEE for a teacher intern license. The recommendation from the institution must be submitted to the BOEE upon the teacher intern candidate’s completion of the coursework and competencies, as outlined in the program content in subrule 77.12(1), and prior to the beginning of the teacher internship year;
- Supervising the teacher intern during the internship year;
- Verifying that the teacher intern has successfully completed all required coursework and demonstrated all required competencies in the approved teacher intern program;
- Submitting a recommendation to the BOEE that the teacher intern candidate is eligible to move from the teacher intern license to the initial license;
- Preparing data in response to the department’s request for information regarding, but not limited to, the selection of teacher interns and the institution’s teacher intern preparation program, institutional support, local school district or AEA mentors, and local school district or AEA support.

**77.8(2)** The local school district’s or AEA’s responsibilities shall include, but not be limited to:

- Offering employment to an individual who has been evaluated by a college or university and is eligible for or accepted in the approved teacher intern preparation program;
- Participating in a mentoring and induction program;
- Providing a district mentor for the teacher intern;
- Ensuring that an assignment does not unnecessarily overload the teacher intern with extracurricular duties not related to the teaching assignment;
- Providing other support and supervision, as needed, to the teacher intern to maximize the opportunity for the teacher intern to succeed;
- Preparing data in response to the department’s request for information regarding, but not limited to, the selection of teacher interns and the district’s or AEA’s teacher intern preparation program, institutional support, the local school district or AEA mentors, and local school district or AEA support.

Mentors serve the role of coaching, guiding, and providing feedback to the intern. This relationship is not a supervisory situation and evaluation is not part of this model.

**77.8(3)** A teacher intern committee, with membership including, but not limited to, a program director from the institution, teacher education faculty, and 7-12 school district personnel, shall design the teacher intern preparation program.

The teacher intern committee shall develop program goals, the program of study including field experiences, a system of support for teacher interns including mentoring and supervision by program faculty, an assessment plan for documenting teacher intern candidates’ progress during preparation, and other items deemed appropriate to the program design.

Upon implementation of the teacher intern preparation program, a teacher intern committee shall monitor progress of the program toward goals, examine formative and summative data about candidates and the program, and recommend ways to address issues arising during implementation or subsequent to analysis of evaluative data.
77.8(4) Resources shall support quality clinical practice for all teacher intern candidates, professional development for faculty, and technological and instructional needs of faculty to prepare teacher intern candidates with the dispositions, knowledge, and skills necessary to support student learning.

77.8(5) Teacher intern candidates’ and faculty’s access to books, journals, and electronic information shall support teaching and scholarship.

77.8(6) Sufficient numbers of faculty and administrative, clerical, and technical staff shall be available to ensure the consistent planning, delivery, and quality of the teacher intern program.

77.8(7) The use of part-time faculty and graduate students in teaching roles shall be managed to ensure integrity, quality, and continuity of the teacher intern preparation program.

77.8(8) Institutional commitment shall include financial resources, facilities and equipment to ensure the fulfillment of the institution’s and unit’s missions, delivery of a quality program, and preparation of teacher intern candidates.

Initial Team Finding

<table>
<thead>
<tr>
<th>Met Or Met with Strength</th>
<th>Met Pending Conditions Noted Below</th>
<th>Not Met</th>
</tr>
</thead>
</table>

Commendations/Strengths

- The intern selection interview process is completed with fidelity. In the most recent cohort selection, four of five members of the leadership team interviewed all potential candidates.
- All faculty and staff interviewed described adequate resources to provide and support a quality program.
- The team commends the Morningside Intern Program for its positive relationships with LEAs on this pathway to Iowa licensure.
- Morningside College is to be commended for investing in the development and the implementation of a program that leads to teacher licensure using a nontraditional format while continuing to offer a traditional teacher preparation program.

Recommendations:
(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

None

Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.) In the case of this review, in order to meet time constraints and changing standards, DE consultants required Morningside to completely resolve concerns before Board action.
1. **77.8(2)** This standard describes specific supports to be in place for interns provided by the LEA or AEA, including offering employment to the intern. By using student teaching or co-teaching without these supports, this standard is not met. The team requires Morningside to use only internships with necessary support as the method of completing this intern program.

2. **77.8(3)** The team finds the intern program does not meet the standard of monitoring progress, examining data and recommending ways to address issues. Members of the teacher intern committee describe examining placement and retention data, but do not describe examining candidate formative and summative data to address program issues as required by this standard. The lead instructor has described making program changes without input from the committee or a collaborative examination of data. **The team considers this standard not met. The team requires Morningside to document a plan to develop and convene a teacher intern committee in accordance with the requirements of this standard, and to document the work of this committee to meet this standard.**

3. **77.8(6)** The team notes that the Intern program director also serves as the chair of the undergraduate teacher preparation program and is responsible for the alignment of teaching endorsements in the graduate program. The team is concerned that, based on current assignment, the program director is not provided adequate time to accomplish the required work in a way that ensures consistent planning, delivery and quality of the teacher intern program. **The team considers this standard not met. The team requires Morningside College to examine the function and capacity of faculty and administration to ensure adequate human resources to provide a quality teacher intern program.**

4. **77.8(7)** The team is concerned that one unit faculty member is providing virtually all instruction in the program, teaching 28 of the 30 program credits. Further, this faculty member is categorized as part time, yet, because of the overlapping cohort schedule, **teaches 28 credits per year.** The team considers this standard not met. The team requires Morningside to examine and adjust the management of resources to ensure quality instruction.

Morningside must provide documented evidence that they are addressing concerns one through four in a way that will allow them to be in compliance within one year.

**Resolution of Concern #1:**
Morningside has changed their program completion requirements to reflect the use of internship only for program completion. Evidence includes information posted on their website and in their *Teacher Intern Program Policies and Procedures Handbook 2016-17.* **The team considers this standard MET.** See Appendix for Morningside submitted documentation/information.

**Resolution of Concern #2:**
Morningside College has convened a Teacher Intern Program Leadership Committee that will regularly meet to monitor progress of the teacher intern program toward goals and examine formative and summative data about candidates, the program of study, the support system, and the assessment system. A description of the Teacher Intern Program Leadership Team is
communicated to candidates on page 6 of the *Teacher Intern Program Policies and Procedures Handbook 2016-17.* (Refer to Appendix C, page 28.) In addition to faculty, the team includes a principal and two local teachers who graduated from the program. Additionally a recently retired principal is on the leadership team. The team meets monthly. Meeting minutes identify examination of data, including candidate data and survey data. Changes in scope, sequence and curriculum have been made as a result of data analysis. One instance is the creation of a technology and differentiation course beginning in the spring semester. Members of this team participate in candidate interviews and follow candidate progress monthly. **The team considers this standard MET.**

**Resolution of Concern #3:**
Morningside has reconfigured the Teacher Intern Program Director’s assignment to be limited to administrative duties, to include the .5 FTE Teacher Intern Program Director and the .5 FTE Undergraduate Education Department Chair. **The team considers this standard MET.** See Appendix for a letter from Provost Dr. William Deeds, verifying the support for sustainability for this change.

**Resolution of Concern #4:**
Morningside has made two changes regarding this concern. First, the lead instructor’s position has been realigned to full time, effective in the 2016-2017 academic year. Second, the lead instructor works a normal teaching load of 12 credits per semester. The lead instructor is teaching 12 credits each semester, many of them are seminar and supervision. Seven instructors currently teach in the program, all are current practitioners. This distribution of course teaching assignments ensures a variety of instructors available for students. Syllabi and curriculum are determined collaboratively with the instructors and the leadership team. All courses go through the college curriculum policies and assessment committee for approval. The full college faculty approved all coursework. **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 implementation of resolutions is sustained.

**Sources of Information:**
Interviews with:
- President
- Provost
- Chief Financial Officer
- Chair, TEP
- Leadership committee members
- Advisory team members
- Unit faculty
- Students
- Recent graduates
- Principals
- Mentor teachers/cooperating teachers

Review of:
- Institutional Review and accompanying exhibits
• Program handbooks
• Program orientation materials
• Student files

Final Recommendation:

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DIVERSITY

281—77.9(256) Diversity.

77.9(1) Recruitment, admissions, hiring, and retention policies and practices shall support a diverse faculty and teacher intern candidate population in the program.

77.9(2) Efforts toward racial, ethnic, and gender diversity among teacher intern candidates and program faculty shall be documented. In addition, diversity efforts shall include persons with disabilities, persons from different language and socioeconomic backgrounds, and persons from different regions of the country and world.

77.9(3) Unit efforts in increasing or maintaining diversity shall be reflected in plans, monitoring of plans and efforts, and results.

77.9(4) The institution, the program and members of the partnership shall maintain a climate that supports diversity in general as well as supporting teacher intern candidates and faculty from underrepresented groups in the program.

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Commendations/Strengths:

Recommendations:
(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

1. 77.9(1), 77.9(2) Within the institutional report and college handbook, the team found evidence of a policy that addresses recruitment, admissions, hiring, and retention of diverse faculty and teacher interns. However, the team only located evidence of gender diversity within the program. The team recommends the unit work to increase diversity of intern candidates.

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

Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. **The program is required to address concerns through a documented plan for resolution before State Board action.** In the case of this review, in order to meet time constraints and changing standards, DE consultants required Morningside to completely resolve concerns before Board action.

None

**Sources of Information:**
Interviews with:
- Teacher Advisory Committee
- Leadership Team
Review of:
- Student files
- Institutional reports

**Final Recommendation:**

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**FACULTY**

281—77.10(256) Faculty.

77.10(1) Faculty members from the institution and others in the partnership shall have preparation and have had experiences in situations similar to those for which the teacher interns are being prepared.

77.10(2) The collective competence and background of the entire teacher intern preparation program faculty shall reflect a balance of theory, experience, and knowledge appropriate to the teacher intern preparation program being offered.

77.10(3) The program shall administer a systematic and comprehensive evaluation system and professional development activities to enhance the teaching competence and intellectual vitality of the teacher intern preparation program faculty.

77.10(4) Policies and assignments shall allow faculty to be involved effectively in teaching, scholarship, and supervision of teacher intern candidates.

77.10(5) Teacher intern faculty members shall maintain an ongoing, meaningful involvement in activities in schools where teacher interns are employed. Activities of full-time permanent teacher intern faculty members from the institution preparing teacher interns shall include at least 40 hours of team teaching during a period not to exceed five years in duration at the middle or secondary school level. This five-year period shall align with the institution’s scheduled cycle of state review.

**Initial Team Finding:**

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Commendations/Strengths:
- Cindy Phillips, a faculty member, is a current school administrator.
- Off-site professional development opportunities have been provided to the lead instructor.

Recommendations:
(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

None

Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.) In the case of this review, in order to meet time constraints and changing standards, DE consultants required Morningside to completely resolve concerns before Board action.

77.10(1) Review of instructor CVs illustrates that the lead instructor does not hold an advanced degree in education. The lead instructor has experience in teaching at the secondary level, but does not have the preparation for teaching college level coursework. The team considers this standard not met. The team requires the program to determine ways to provide adequately prepared faculty.

2. 77.10(2) The team is concerned that the information/materials/practices presented are not based on research validated practices. Curricular changes are being made by the lead instructor without apparent research or vetting, which is not aligned with Morningside policy. The team is concerned that the program cannot provide faculty that reflect an appropriate balance of theory, experience and knowledge given use of only two instructors. More importantly, one of the two faculty members provides 93% of the program instruction. The team considers this standard not met. The team requires the program to determine ways to provide faculty and curriculum that reflect a balance of theory, experience and knowledge.

3. 77.10(3) The team was unable to locate evidence of a policy that is used to address concerns about faculty effectiveness. In addition, there is not a plan in place that outlines how often instructors are evaluated. It was noted in the Institutional Report that, “Morningside College has no requirement for the evaluation and professional development of part-time faculty.” The team was also unable to locate documentation for ongoing instructor professional development activities used to enhance teaching competence and intellectual vitality. The team considers this standard not met. The team requires the program to develop and implement a system of evaluation and professional development to enhance teaching competence and intellectual vitality of all program faculty.
Morningside must provide documented evidence that they are addressing concerns one through three in a way that will allow them to be in compliance within one year.

Resolution of Concern #1:
Morningside has made adjustments to the faculty members assigned to teach program courses, and has made new course teaching assignments. The lead instructor has received professional development. Curricular changes are made collaboratively and based on research based best practices. Instructors for each course are part of the development of curriculum and syllabi. The team considers this standard MET.

Resolution of Concern #2:
Morningside has reduced the teaching load of the lead instructor and is using seven additional faculty members to teach courses. This has resolved the concern about one instructor providing the bulk of instruction. Significant curricular changes have been made collaboratively and based on research based best practices. All courses go through the college curriculum policies and assessment committee for approval. Instructors for each course are part of the development of curriculum and syllabi. The distribution of teaching assignments is well varied. All assessments are aligned with standards. The key assessments are recorded in Task Stream and tied to the leadership team assessment practice. The team considers this standard MET.

Resolution of Concern #3:
The leadership team has developed and implemented a policy for evaluating part time faculty aligned with Morningside College wide faculty evaluation policy. Faculty evaluations are documented. 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 implementation of resolutions is sustained.

Sources of Information:
Interviews with:
- Current teacher intern candidates
- Program completers
- Mentor teachers
- School administrators
- Lead Instructor
- Teacher Intern Program Chair
- Chief Financial Officer
- Provost

Review of:
- Institutional Report
- Curriculum exhibits
- Rubrics
- Program handbooks
- College catalog

Final Recommendation:
TEACHER INTERN SELECTION

281—77.11(256) Teacher intern selection.  

77.11(1) Representatives from the teacher intern committee shall be actively involved in the identification of criteria for selecting teacher intern candidates. Representatives from the teacher intern committee shall be actively involved in the screening, interviewing and selection of teacher intern candidates.  

77.11(2) Rigorous screening shall be used to select teacher intern candidates. The screening shall include, but not be limited to:  

a. Verification of the prospective candidate’s completion of a baccalaureate degree from a regionally accredited institution. If any candidate’s undergraduate grade point average is less than 2.5 on a 4.0 scale, the program admission criteria shall specify the additional criteria that an applicant must satisfy for provisional admittance to the teacher intern preparation program;  

b. Evaluation of the prospective candidate’s transcripts to determine if the prospective candidate meets the state minimum requirements for at least one of the board of educational examiners’ secondary (7-12) endorsement areas listed in 282 IAC 14.141(272);  

c. Evaluation of the prospective candidate’s minimum of three years of postbaccalaureate work experience;  

d. An in-person interview of the prospective candidate designed to generate information related to the attributes identified as essential for candidates by the partnership;  

e. Examination of references submitted by the prospective teacher intern;  

f. Evaluation of an impromptu writing sample submitted by the prospective teacher intern; and  

g. Verification that the prospective candidate has successfully passed a basic skills test at the level approved by the teacher education institution.

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Commendations/Strengths:

- During interviews, program completers consistently expressed satisfaction with the program.

- Members of the leadership team work collaboratively and consistently in the candidate selection process.

Recommendations:
(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)
None

Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.) In the case of this review, in order to meet time constraints and changing standards, DE consultants required Morningside to completely resolve concerns before Board action.

None

Sources of Information:
Interviews with:
- Unit faculty
- Candidates
- Cooperating teachers
- Graduates

Review of:
- Institutional Report
- Course syllabi
- Department meeting minutes
- Student artifacts
- Artifact rubrics
- Student education files

Final Recommendation:

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CURRICULUM AND INSTRUCTION

281—77.12(256) Curriculum and instruction.

77.12(1) Content. Teacher intern candidates shall develop the dispositions, knowledge, and performance expectations of the INTASC standards embedded in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher. The teacher intern preparation program content shall include:

a. Coursework and competencies equivalent to a minimum of 12 semester hours specified by the board of educational examiners to be completed prior to the beginning of the candidate’s initial employment as a teacher intern. The coursework and competencies shall include, but not be limited to:

(1) Learning environment/classroom management. The intern shall demonstrate an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

(2) Instructional planning. The intern shall plan instruction based upon knowledge of subject
matter, students, the community, curriculum goals, and state curriculum models.

(3) Instructional strategies. The intern shall demonstrate an understanding of and shall use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

(4) Student learning. The intern shall demonstrate an understanding of how students learn and develop and provide learning opportunities that support intellectual, career, social, and personal development.

(5) Diverse learners. The intern shall demonstrate an understanding of how students differ in their approaches to learning and create instructional opportunities that are equitable and are adaptable to diverse learners.

(6) Collaboration, ethics and relationships. The intern shall foster relationships with parents, school colleagues, and organizations in the larger community to support students’ learning and development.

(7) Assessment. The intern shall demonstrate an understanding of and shall use formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.

(8) Field experiences that provide opportunities for interaction with students in an environment that supports learning in context. These experiences shall total at least 50 contact hours in the field prior to the beginning of the academic year of the candidate’s initial employment as a teacher intern.

b. A minimum of 4 semester hours of a teacher intern seminar during the teacher internship year to include support and extension of coursework from the teacher intern introductory content.

c. Coursework and competencies equivalent to a minimum of 12 semester hours specified by the BOEE to be completed prior to the recommendation for an initial teaching license. The coursework and competencies shall include but not be limited to:

(1) Foundations, reflection, and professional development. The intern shall continually evaluate the effects of practitioners’ choices and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

(2) Communication. The intern shall use 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.

(3) Exceptional learner. The intern shall use knowledge of exceptional learners that contributes to the education of individuals with disabilities and the gifted and talented.

(4) Reading strategies. The intern shall integrate reading strategies into the teaching of the content area.

(5) Computer technology. The intern shall use knowledge of technology, including computers, to enhance instruction.

(6) An advanced study of the items set forth in 77.12(1) “a”(1) to (7).

77.12(2) Instructional practices. The program faculty shall:

a. Apply adult learning theory and its impact on professional development;

b. Utilize innovative instructional practice supported by research;

c. Reintegrate active engagement of teacher intern candidates and facilitate teacher intern reflection; and

d. Connect professional education studies prior to, during, and following the internship year with teacher intern candidates’ field experiences.
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Commendations/Strengths:

- The team notes that the pre-internship field experience hours have been increased from 50-80 hours. This program change recognizes feedback the team received from current interns in the program and program completers.

Recommendations:
(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

77.12(8) Clinical experiences are not clearly aligned with the coursework being taught, thus are not providing experiences designed to provide context to learning. The team recommends the unit align clinical experiences with coursework to help candidates apply learning.

2. 77.12(1) The team finds no clear evidence that the program requires enough coursework time to learn the material presented. The time allotted for each course does not align with commonly held understanding of coursework related to credits earned. The team recommends the program examine the coursework structure to ensure candidates have adequate time to develop a depth of understanding of curriculum.

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

Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.) In the case of this review, in order to meet time constraints and changing standards, DE consultants required Morningside to completely resolve concerns before Board action.

77.12(2) Curriculum for the intern program started as the same curriculum for the traditional undergraduate program approved using the standards in IAC 281 chapter 79. Interviews with program faculty indicate this was to allow candidates not able to obtain an internship to student teach. Using the same curriculum is not compliant with this standard since the preparation and support to student teach compared to that for an internship is markedly different. The team is concerned that the curriculum is not research based, does not apply adult learning theory, and does not properly prepare and support interns. The team considers this standard not met. The team requires the program to reconfigure the curriculum to meet the preparation and support needs of interns.
Morningside must provide documented evidence that they are addressing concern one in a way that will allow them to be in compliance within one year.

Resolution of Concern #1:

The Teacher Intern Committee Leadership Team, in collaboration with newly hired adjunct faculty members, have restructured program curriculum. The new curriculum is aligned with the Iowa Teaching Standards. All updated curriculum has been approved by the Morningside College curriculum policies and assessment committee. Since the Intern program curriculum is based on ITS and the traditional program is based on InTASC standards, the distinction between the Ch. 77 and Ch. 79 programs is strong and clear. This standard is considered MET.

NOTE: Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure implementation of resolutions is sustained.

Sources of Information:
Interviews with:
- Intern program faculty
- Current interns
- Recent program completers
- Intern supervisors
Review of:
- Institutional Report
- Course syllabi
- Department meeting minutes
- Student artifacts
- Artifact rubrics
- Student education files

Final Recommendation:

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CANDIDATE SUPPORT

281—77.13(256) Candidate support.

77.13(1) The program shall provide an orientation for teacher intern candidates prior to the internship year including but not limited to the program goals and expectations, licensure requirements, support to be provided by the supervisor from the institution and the teacher mentor at the site of the internship, and cohort-building.

77.13(2) Teacher intern faculty shall provide teacher intern candidates with academic advising, monitoring of their performance throughout the program, and consultation opportunities.

77.13(3) Teacher intern faculty shall provide regular supervision in teacher intern candidates’
classrooms with additional supervision and assistance as needed.

77.13(4) The program shall coordinate support between the teacher intern candidate’s local district mentor and program supervisor. In some cases, the institution may wish to hire its own on-site cooperating teacher to serve as a second mentor who could also provide evaluative feedback to the institution.

77.13(5) The program shall offer the teacher intern candidate access to support services offered by the institution.

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Commendations/Strengths:
- Current interns and program completers reported to the team that Morningside College has readily assisted them with FAFSA/financial aid matters and technology support.

Recommendations:
(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

77.13(1) Current interns and program completers reported to the team that assistance in securing internships would be helpful and much appreciated. The team recommends that the program work to help candidates find internships. This is especially important with internship being the only option for program completion.

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

Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.) In the case of this review, in order to meet time constraints and changing standards, DE consultants required Morningside to completely resolve concerns before Board action.

None

Sources of Information:
Interviews with:
- Teacher Intern Program Director
- Faculty
- Current interns,
- Recent program completers
- Intern supervisors
Review of:
- Institutional Report
- Course syllabi
- Department meeting minutes
- Student artifacts
- Artifact rubrics
- Student education files

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CANDIDATE ASSESSMENT

281—77.14(256) Candidate assessment.

77.14(1) Performance of teacher intern candidates shall be measured against national professional standards, state licensure standards, and the program’s learning outcomes.

77.14(2) The program shall utilize a coherent, sequential assessment system for individual teacher intern candidates. The assessment system shall clearly document candidates’ attainment of the unit’s and the board of educational examiners’ licensure standards by providing evidence via multiple measures of content knowledge, professional and pedagogical knowledge, and effect on student learning and achievement. Whenever possible, this assessment system shall document teacher intern candidates’ performance of content specified in 77.12(1) “a” (1) to (7) and 77.12(1) “c” (1) to (5) in the teacher intern candidates’ classrooms and shall document candidates’ performance toward meeting the Iowa teaching standards.

77.14(3) The institution shall document teacher intern candidates’ completion of licensure requirements, and the authorized official of the institution shall recommend eligible candidates for licensure.

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Commendations/Strengths:

The team finds that the recent change in the interview process has started to include dispositional data in a purposeful way.

Recommendations:
(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

None
Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.) In the case of this review, in order to meet time constraints and changing standards, DE consultants required Morningside to completely resolve concerns before Board action.

1. 77.14(1) The unit has adopted InTASC as program standards. However, candidates are not systematically assessed on attainment of these standards. Program standards are listed on some of the candidate assessment rubrics, but no criteria are included that provide information for candidates on how to meet standards and for evaluators to assess attainment of standards in a valid and reliable way. The team considers this standard not met. The team requires the program to clearly align program standards with assessments. Further, the program must provide descriptors for rubrics that inform the candidate and evaluator how to meet standards.

2. 77.14(2) The team does not find evidence of a coherent, sequential assessment system for individual candidates. Candidates are provided feedback on a number of course assignments. However, there is no evidence these assignments are aligned with program standards. The team finds no evidence that candidates are provided feedback on their developmental performance toward attainment of program standards. The team considers this standard not met. The team requires the program to develop and implement a coherent, sequential assessment system aligned with program standards.

3. 77.14(2) The team finds no evidence that the unit uses multiple assessments of candidates’ knowledge. The team also finds no evidence of assessment of candidates’ effect on student learning and achievement. The team finds no evidence of assessment of performance toward meeting the Iowa Teaching Standards. The team considers this standard not met. The team requires the program to develop and implement a candidate assessment system that meets the requirements of this standard.

Morningside must provide documented evidence that they are addressing concerns one through three in a way that will allow them to be in compliance within one year.

Resolution of Concern #1:
Updated curriculum, as shown in syllabi, is very clearly aligned with unit and Iowa Teaching Standards. Checkpoint assessment uses multiple examinations of different data, including a dispositions assessments, written papers and documentation of examination of research. The dispositions assessment is not used for a grade, rather as information for candidate progress. Documentation illustrates clear alignment of rubrics with standards. The team considers this standard MET.

Resolution of Concern #2:
Updated rubrics contain clear information to provide categorical information for candidates to know how well they meet standards. All rubrics are aligned with program standards and
assessments. An electronic assessment system, Task Stream, is used with common artifacts and common rubrics to collect and aggregate data for examination and use by candidates and faculty. **The team considers this standard MET.**

**Resolution of Concern #3:**
Updated curriculum, as shown in syllabi, is clearly aligned with unit and Iowa Teaching Standards. Checkpoint assessments examine intern’s meeting of the ITS as well as interns’ effect on student learning. Documentation illustrates clear alignment of rubrics with standards. Updated rubrics contain clear information to provide categorical information for candidates to know how well they meet standards. **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 implementation of resolutions is sustained.

**Sources of Information:**
Interviews with:
- Unit faculty
- Interns
- Candidates

Review of:
- Institutional Report
- Course syllabi
- Curriculum map
- Course assessments
- Assessment rubrics
- Student education files

**Final Recommendation:**

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**PROGRAM EVALUATION**

281—77.15(256) **Program evaluation.** The institution shall:

77.15(1) Demonstrate how the information gathered via the individual teacher intern candidate assessment system is utilized to refine and revise the program’s goals, content, delivery strategies, and candidate support.

77.15(2) Document the quality of programs through the collective presentation of assessment data related to performance of teacher intern candidates and demonstrate how the data are used for continuous program improvement.

a. This documentation shall include evidence of evaluative data collected by the teacher intern preparation program through studies of teacher intern candidates while they are in the program and data collected from the district(s) or AEA employing the candidates. This evidence shall include, but is not limited to, candidates’ content and pedagogical knowledge and performance, level of support for candidates provided by the institution and the local district or
AEA, and perceived quality of preparation throughout the program.

b. This documentation shall include evidence of evaluative data collected by the teacher intern preparation program through follow-up studies of teacher intern preparation program graduates and their employers.

77.15(3) Submit an annual report to the department including, but not limited to, a composite of evaluative data collected by the program.

These rules are intended to implement Iowa Code sections 256.7 and 256.16.

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Commendations/Strengths:
- The program is committed to continuous improvement of program evaluation. The recent change in leadership has resulted in significant changes toward building an explicit system of program evaluation.
- The program has collected information about candidate retention, program completion, and employment status.

Recommendations:
(Recommendations are suggestions made by the visit team and DE consultants to inform the program for continuous improvement only. No action is required.)

None

Concerns:
(Concerns are identified areas where the program is out of compliance with the standard. The program is required to address concerns through a documented plan for resolution before State Board action.) In the case of this review, in order to meet time constraints and changing standards, DE consultants required Morningside to completely resolve concerns before Board action.

1. 77.15(1) The team found no evidence that data on individual candidate performance is used to evaluate, refine and revise the program’s goals, content, delivery strategies, and candidate support. The team considers this standard not met. The team requires the program to develop and implement a system for using candidate data to evaluate and adjust the program.

2. 77.15(2) The team found no evidence that the program systematically collects, aggregates, and evaluates data about candidates’ content and pedagogical knowledge and performance, nor the level of support provided for interns. The team considers this standard not met. The team requires the program to develop and implement a system for collecting, aggregating and analyzing data on candidate performance and program support of interns.

3. 77.15(2) The team found no evidence that program has conducted follow up studies by collecting data from the employers of program graduates. The team considers this standard
not met. The team requires the program to develop and implement a system for collecting and analyzing data from employers of graduates.

Morningside must provide documented evidence that they are addressing concerns one through three in a way that will allow them to be in compliance within one year.

Resolution of Concern #1:
The program Teacher Intern Leadership Team documents the use of candidate data to evaluate the program goals, strategies and support. Evidence is seen in the Assessment Plan (pg. 51) and verified in minutes of the leadership team. **The team considers this standard MET.**

Resolution of Concern #2:
Updated rubrics provide categorical information for the unit to know how well candidates meet standards. All rubrics are aligned with program standards and assessments. An electronic assessment system, Task Stream, is used with common artifacts and common rubrics to collect and aggregate data for examination. **The team considers this standard MET.**

Resolution of Concern #3:
The program has implemented using required surveys in the required method. The leadership team has begun aggregating and analyzing survey data for program improvement. **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 implementation of resolutions is sustained.

Sources of Information:
Interviews with:
- Unit faculty
- Interns
- Candidates

Review of:
- Institutional Report
- Course syllabi
- Curriculum map
- Course assessments
- Assessment rubrics
- Student education files

Final Recommendation:

<table>
<thead>
<tr>
<th>Met or Met with Strength</th>
<th>Met Pending Conditions Noted Below</th>
<th>Not Met</th>
</tr>
</thead>
</table>

22
281—77.8(256) Governance and resources.

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

None

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

1. 77.8(2) This standard describes specific supports to be in place for interns provided by the LEA or AEA, including offering employment to the intern. By using student teaching or co-teaching without these supports, this standard is not met. The team requires Morningside to use only internships with necessary support as the method of completing this intern program.

Program’s Response:
Beginning with the cohort that will begin the Teacher Intern Program in the fall of 2016, Morningside College will require an internship to complete the second year of the intern program. This requirement will be communicated to all prospective candidates on the Morningside College website at https://www.morningside.edu/academics/undergraduate-programs/education/teacher-intern-program/ and to all candidates on page 5 of the Teacher Intern Program Policies and Procedures Handbook 2016-17. (Refer to Appendix A, page 26.)

The internship requirement is communicated again in the Teacher Intern Program Policies and Procedures Handbook 2016-17 on page 20. (Refer to Appendix B, page 27.)

2. 77.8(3) The team finds the intern program does not meet the standard of monitoring progress, examining data and recommending ways to address issues. Members of the teacher intern committee describe examining placement and retention data, but do not describe examining candidate formative and summative data to address program issues as required by this standard. The lead instructor has described making program changes without input from the committee or a collaborative examination of data. The team considers this standard not met. The team requires Morningside to document a plan to develop and convene a teacher intern committee in accordance with the requirements of this standard, and to document the work of this committee to meet this standard.
Program’s Response:
Morningside College has convened at Teacher Intern Committee that will regularly meet to monitor progress of the teacher intern program toward goals and examine formative and summative data about candidates, the program of study, the support system, and the assessment system. A subcommittee of the Leadership Team shall be appointed and be named the “Interview Team” to screen and select teacher interns. A description of the Teacher Intern Program Leadership Team is communicated to candidates on page 6 of the Teacher Intern Program Policies and Procedures Handbook 2016-17. (Refer to Appendix C, page 28.)

The membership of the Teacher Intern Leadership Team for the 2016-17 academic year follows:
Mrs. Paula Crandell, Program Coordinator
Dr. LuAnn Haase, Program Director
Mr. M. Larry Peterson, Lead Instructor
Mrs. Jill Risdal, FACS Teacher, Sioux City North High School
Mrs. Cindy Washinowski, Principal, Sioux City West Middle School
Mrs. Betty Wendt, Principal, Hinton Jr. Sr. High School

The Leadership Team met on April 25 and May 10, 2016 to begin their work. The Leadership Team has set the following meeting schedule for the upcoming year:

Leadership Team Meeting Dates, 2016-17
April 25, 2016, 4:00-6:00 p.m.
May 10, 2016, 4:00-6:00 p.m.
June 8, 2016, 11:30 to 1:00 p.m. (Joint meeting with Teacher Intern Advisory Team)
July 6, 2016, 1:00-3:00 p.m.
August 10, 2016, 1:00-3:00 p.m.
September 8, 2016, 4:00-6:00 p.m.
October 13, 2016, 4:00-6:00 p.m.
November 10, 2016, 4:00-6:00 p.m.
December 8, 2016, 4:00-6:00 p.m.
January 12, 2017, 4:00-6:00 p.m.
February 9, 2017, 4:00-6:00 p.m.
March 16, 2017, 4:00-6:00 p.m.
April 6, 2017, 4:00-6:00 p.m.
May 11, 2017, 4:00-6:00 p.m.

3. 77.8(6) The team notes that the Intern program director also serves as the chair of the undergraduate teacher preparation program and is responsible for the alignment of teaching endorsements in the graduate program. The team is concerned that, based on current assignment, the program director is not provided adequate time to accomplish the required work in a way that ensures consistent planning, delivery and quality of the teacher intern program. The team considers this standard not met. The team requires Morningside College to examine the function and capacity of faculty and administration to ensure adequate human resources to provide a quality teacher intern program.
Program’s Response:
The Teacher Intern Program Director’s teaching duties have been omitted since the spring 2016 semester, and her duties have been reconfigured to include service as the .5 FTE Teacher Intern Program Director and the .5 FTE Undergraduate Education Department Chair. The Teacher Intern Program Director’s revised job description can be found on pages 31-32 of the *Teacher Intern Faculty and Staff Handbook 2016-17*. (Refer to Appendix D, pages 29-30.)

Additional documentation to support Morningside College’s commitment to the reconfiguration of the Director’s duties can be found in the memo from Dr. William Deeds, Provost, in Appendix E, page 31.

4. 77.8(7) The team is concerned that one unit faculty member is providing virtually all instruction in the program, teaching 28 of the 30 program credits. Further, this faculty member is categorized as part time, yet, because of the overlapping cohort schedule, teaches 28 credits per year. The team considers this standard not met. The team requires Morningside to examine and adjust the management of resources to ensure quality instruction.

Program’s Response:
The lead instructor of the Teacher Intern Program will be made a full-time faculty member in the fall of 2016 and will be assigned a twelve-credit load per semester, comparable to other non-tenure track faculty in the undergraduate programs at Morningside College. The lead instructor’s course assignments are illustrated in the table below.

**Lead Instructor Course Assignments**  
2016-17 Academic Year

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 300I</td>
<td>Instructional Design and Assessment &amp; Field Experience</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>EDUC 4221</td>
<td>Internship Seminar I</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Field Experience Supervision</td>
<td>1.32</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>(4 interns @ .33 credit/intern)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internship Supervision</td>
<td>2.64</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>(4 interns @ .66 credit/intern)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 3211</td>
<td>Methods of Teaching in the Secondary Schools &amp; Field Experience</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>EDUC 4221</td>
<td>Internship Seminar II</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Field Experience Supervision</td>
<td>1.32</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>(4 interns @ .33 credit/intern)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internship Supervision</td>
<td>2.64</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>(4 interns @ .66 credit/intern)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A revised job description of the Teacher Intern Program Lead Instructor can be found on page 33 of the *Teacher Intern Faculty and Staff Handbook 2016-17*. (Refer to Appendix F, page 32.)
Morningside College’s commitment to this full-time, permanent faculty position is documented in a memo from Provost Dr. William Deeds in Appendix E on page 31.

281—77.9(256) Diversity.

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

1. 77.9(1), 77.9(2) Within the institutional report and college handbook, the team found evidence of a policy that addresses recruitment, admissions, hiring, and retention of diverse faculty and teacher interns. However, the team only located evidence of gender diversity within the program. The team recommends the unit work to increase diversity of intern candidates.

Program’s Response:
The Teacher Intern Program continues to work to increase the diversity of the intern candidates through the use of emails and mailings to the Human Resource Directors and Equity Directors in the Urban 8 school districts across Iowa as well as to area superintendents and secondary principals.

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

None

281—77.10(256) Faculty.

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

None

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

77.10(1) Review of instructor CVs illustrates that the lead instructor does not hold an advanced degree in education. The lead instructor has experience in teaching at the secondary level, but does not have the preparation for teaching college level coursework. The team considers this standard not met. The team requires the program to determine ways to provide adequately prepared faculty.

Program’s Response:
Although the lead instructor does not hold an advanced degree in education, the Morningside College Administration and the Teacher Intern Leadership Team believe that because of the instructor’s successful multiple-decade experience as a nationally board certified secondary history teacher and his own ongoing professional development throughout his entire career, this instructor brings a valued perspective to the program. The lead instructor’s teaching duties have been adjusted to include supervision of Interns and field experience supervision as a portion of his teaching load. In addition, the lead instructor will teach one four-credit course each semester to year one interns and one four-credit internship seminar course each semester to year two interns.

Additional coursework in the Teacher Intern Program will be delivered by full-time graduate faculty and part-time faculty who have demonstrated expertise in the course content assigned through advanced coursework and/or experience in the field. Refer to Appendix G, pages 33-38 for a table that provides an overview of faculty qualifications.

Faculty vitae are provided in Appendices H-Q:
Appendix H, page 39: Brenda Bormann
Appendix I, page 40: Paula Crandell
Appendix J, pages 41-44: Carolyn Glackin
Appendix K, page 45: Stephen Gray
Appendix L, pages 46-49: LuAnn Haase
Appendix M, page 50-52: Paula Hamp
Appendix N, pages 53-61: Dharma Jairam
Appendix O, page 62: Karl Kaemingk
Appendix P, pages 63-66: Steven McHugh
Appendix Q, page 67-68: Martin (Larry) Peterson

The job descriptions for part-time and adjunct faculty and field supervisors can be found beginning on page 34 of the Teacher Intern Program Faculty and Staff Handbook, 2016-17.

Refer to the following Appendices for job descriptions:
Appendix R, page 69: Part-time Program Instructor
Appendix S, page 70: Field Supervisor

2. 77.10(2) The team is concerned that the information/materials/practices presented are not based on research validated practices. Curricular changes are being made by the lead instructor without apparent research or vetting, which is not aligned with Morningside policy. The team is concerned that the program cannot provide faculty that reflect an appropriate balance of theory, experience and knowledge given use of only two instructors. More importantly, one of the two faculty members provides 93% of the program instruction. The team considers this standard not met. The team requires the program to determine ways to provide faculty and curriculum that reflect a balance of theory, experience and knowledge.

Program’s Response:
Faculty assignments have been assigned to include faculty who possess a balance of theory, experience, and expertise as described in standard 77.10 (1).
The entire curriculum of the Morningside Teacher Intern Program is currently under revision by the Leadership Team with clear consideration given to research-validate practices and aligned to the Iowa Teaching Standards and the InTASC Model Core Teaching Standards. These curricular revisions to the Teacher Intern Program will undergo the curriculum revision process aligned with the Morningside College policy which is described on page 15 of the Teacher Intern Program Faculty and Staff Handbook, 2016-17. (Refer to Appendix T, page 71.)

3. 77.10(3) The team was unable to locate evidence of a policy that is used to address concerns about faculty effectiveness. In addition, there is not a plan in place that outlines how often instructors are evaluated. It was noted in the Institutional Report that, “Morningside College has no requirement for the evaluation and professional development of part-time faculty.” The team was also unable to locate documentation for ongoing instructor professional development activities used to enhance teaching competence and intellectual vitality. **The team considers this standard not met. The team requires the program to develop and implement a system of evaluation and professional development to enhance teaching competence and intellectual vitality of all program faculty.**

**Program’s Response:**
The Leadership Team has developed a policy for evaluation of all faculty and staff who serve the Teacher Intern Program that includes ongoing faculty professional development as a requirement of the evaluation process. This policy will be fully implemented beginning in the fall of 2016. This policy is communicated to all Teacher Intern faculty and staff on pages 9-10 of the Teacher Intern Program Faculty and Staff Handbook. Refer to Appendix U, pages 72-73.

**281—77.11(256) Teacher intern selection.**

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

None

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

None

**281—77.12(256) Curriculum and instruction.**

**Recommendations:**
(Recommendations are made to inform the program for continuous improvement only. No action is required.)
Clinical experiences are not clearly aligned with the coursework being taught, thus are not providing experiences designed to provide context to learning. The team recommends the unit align clinical experiences with coursework to help candidates apply learning.

Program’s Response:
In the Teacher Intern Program curriculum currently under revision for implementation in the fall of 2016, all clinical experiences will be aligned with learner outcomes of specific coursework to assist candidates in applying their learning to their work in the field:
EDUC 300I: Instructional Design and Assessment & Field Experience (25 hours)
Special Topics EDUC 322I: Diverse Students and Educational Studies & Field Experience (15 hours)
EDUC 321I: Methods of Teaching in the Secondary Schools & Field Experience (40 hours)

Very rough drafts of syllabi for the above named courses are included in Appendices V, W, and X. These syllabi will continue to be refined by the faculty, and rubrics will be developed during the summer of 2016 to assess the field experience outcomes. The revised field experience requirements and assessments will be fully implemented in the fall of 2016.

Appendix V, pages 74-78: EDUC 300I: Instructional Design and Assessment & Field Experience
Appendix W, pages 79-95: Special Topics EDUC 322I: Diverse Students and Educational Studies & Field Experience
Appendix X, pages 96-100: EDUC 321I: Methods of Teaching in the Secondary Schools & Field Experience

2. 77.12(1) The team finds no clear evidence that the program requires enough coursework time to learn the material presented. The time allotted for each course does not align with commonly held understanding of coursework related to credits earned. The team recommends the program examine the coursework structure to ensure candidates have adequate time to develop a depth of understanding of curriculum.

Program’s Response:
The revision of program coursework to be implemented in the fall of 2016 will include altering the structure of the coursework time to ensure meeting credit hour calculations for all courses in the Teacher Intern Program.

Four Teacher Intern faculty (Peterson, Jairam, Hamp, Glackin) and the Program Director (Haase) are registered for training in course development that will be completed by mid-June, 2016. The focus of the training, provided by Quality Matters and financially supported by Morningside College’s Center for Online Learning, will be to build online and/or hybrid courses for the Teacher Intern Program. Quality Matters is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. The Quality Matters process is 1) based on national standards of best practice, research
findings, and instructional design principles, 2) designed to promote student learning, 3) integral to continuous quality improvement, and 4) part of an inter-institutional, faculty-driven, peer review process.

Follow-up training and support for the Teacher Intern faculty will be provided on an as-needed basis by the Director of the Center for Online Learning and the Morningside College Educational Technology specialist. The new credit hour calculations will be included in the program syllabi and on Moodle, Morningside’s course management system.

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

77.12(2) Curriculum for the intern program started as the same curriculum for the traditional undergraduate program approved using the standards in IAC 281 chapter 79. Interviews with program faculty indicate this was to allow candidates not able to obtain an internship to student teach. Using the same curriculum is not compliant with this standard since the preparation and support to student teach compared to that for an internship is markedly different. The team is concerned that the curriculum is not research based, does not apply adult learning theory, and does not properly prepare and support interns. The team considers this standard not met. The team requires the program to reconfigure the curriculum to meet the preparation and support needs of interns.

Program’s Response:
The Leadership Team and Teacher Intern faculty are in the process of redesigning the curriculum and assessment system to prepare and support the needs of the interns with a strong focus on research-based practices and adult learning theory. The new curriculum, described beginning on page 16 of the Teacher Intern Program Policies and Procedures Handbook, 2016-17 and beginning on page 10 of the Teacher Intern Program Faculty and Staff Handbook, 2016-17, will go through the Morningside College curriculum approval process and be implemented in the fall of 2016. (Refer to Appendix Y, pages 101-105.)

281—77.13(256) Candidate support.

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

77.13(1) Current interns and program completers reported to the team that assistance in securing internships would be helpful and much appreciated. The team recommends that the program work to help candidates find internships. This is especially important with internship being the only option for program completion.

Program’s Response:
The Director of the Teacher Intern Program spent four hours with the current cohort during the spring 2016 semester to assist interns in the development of their resumes and cover letters. In
addition, interns were introduced to the Teach Iowa website and encouraged to begin looking for positions. Interview practice was held with Teacher Interns to introduce them to the general protocol for an interview for a teaching position as well as the types of questions that may be asked. The Program plans to include the support described above for all future interns during the spring semester of year one of the program. This support is communicated on page 20 of the *Teacher Intern Program Policies and Procedures Handbook, 2016-17*. (Refer to Appendix Z, page 106.)

**Concerns:**
(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)  
None

**281—77.14(256) Candidate assessment.**

**Recommendations:**
(Recommendations are made to inform the program for continuous improvement only. No action is required.)  
None

**Concerns:**
(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)  
None

**77.14(1)** The unit has adopted InTASC as program standards. However, candidates are not systematically assessed on attainment of these standards. Program standards are listed on some of the candidate assessment rubrics, but no criteria are included that provide information for candidates on how to meet standards and for evaluators to assess attainment of standards in a valid and reliable way. **The team considers this standard not met. The team requires the program to clearly align program standards with assessments. Further, the program must provide descriptors for rubrics that inform the candidate and evaluator how to meet standards.**

**Program's Response:**
The Teacher Intern Program has adopted the Iowa Teaching Standards (aligned to the InTASC Standards) as the new program standards beginning in the fall of 2016. Assessment of each standard will be based on selected artifacts at multiple points in the program.

Rubrics will be developed for assessment of the artifacts during the summer of 2016 with initial implementation in the fall of 2016. Interns will submit their artifacts in the TaskStream assessment portfolio where they will be assessed by multiple faculty members to ensure validity and reliability.
2. **77.14(2)** The team does not find evidence of a coherent, sequential assessment system for individual candidates. Candidates are provided feedback on a number of course assignments. However, there is no evidence these assignments are aligned with program standards. The team finds no evidence that candidates are provided feedback on their developmental performance toward attainment of program standards. **The team considers this standard not met. The team requires the program to develop and implement a coherent, sequential assessment system aligned with program standards.**

**Program’s Response:**
The Leadership Team and Teacher Intern faculty are in the process of developing a coherent, sequential assessment system aligned with the program standards (Iowa Teaching Standards) for individual candidates. Interns will submit multiple artifacts for each standard to the TaskStream assessment portfolio where they will be assessed using rubrics that are currently under development but will be ready for implementation in the fall of 2016. Interns will have ongoing access to their portfolios in order to monitor their individual progress toward attainment of each standard.

A draft of the Morningside College Teacher Intern Assessment Plan is included in Appendix AA, pages 107-109.

3. **77.14(2)** The team finds no evidence that the unit uses multiple assessments of candidates’ knowledge. The team also finds no evidence of assessment of candidates’ effect on student learning and achievement. The team finds no evidence of assessment of performance toward meeting the Iowa Teaching Standards. **The team considers this standard not met. The team requires the program to develop and implement a candidate assessment system that meets the requirements of this standard.**

Teacher Intern candidates will be assessed according to the program standards (Iowa Teaching Standards) through course assessments and through multiple program assessments. Each Intern will submit specific artifacts to the TaskStream electronic assessment portfolio that will be assessed by multiple program faculty. Individual candidate assessment data will be compiled in reports generated by the TaskStream assessment system to quantitatively exhibit the level of candidate performance on meeting the Iowa Teaching Standards.

281—**77.15(256) Program evaluation.** The institution shall:

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

None

**Concerns:**
(Concerns are made to inform the program for continuous improvement. However, the program is required to address concerns before State Board action.)
1. **77.15(1)** The team found no evidence that data on individual candidate performance is used to evaluate, refine and revise the program’s goals, content, delivery strategies, and candidate support. **The team considers this standard not met. The team requires the program to develop and implement a system for using candidate data to evaluate and adjust the program.**

**Program’s Response:**
Beginning in the fall of 2016, Interns will submit multiple artifacts for each program standard (Iowa Teaching Standards) to the TaskStream electronic assessment portfolio where they will be assessed using rubrics that are currently under development. The Teacher Intern faculty and the Leadership Team will regularly evaluate aggregated candidate data by program standard during the monthly Leadership Team meetings and use this data to refine the program goals, content, delivery strategies, and candidate support. Aggregated candidate data will also be reported at least annually to the Teacher Intern Advisory Team to solicit feedback from this broader group of stakeholders for program improvement.

2. **77.15(2)** The team found no evidence that the program systematically collects, aggregates, and evaluates data about candidates’ content and pedagogical knowledge and performance, nor the level of support provided for interns. **The team considers this standard not met. The team requires the program to develop and implement a system for collecting, aggregating and analyzing data on candidate performance and program support of interns.**

**Program’s Response:**
Although the Teacher Intern Program has been using the TaskStream platform for collecting, aggregating, and evaluating candidate data about pedagogical knowledge over the past year, the Teacher Intern faculty and Leadership Team members realize the need for the creation of more detailed rubrics that will support assessment of multiple artifacts for each of the program standards and aggregation of the data gleaned from these assessments, in addition to providing more detailed and timely feedback to individual candidates. The rubrics used to assess the artifacts that demonstrate the Intern’s level of learning in each standard will be developed during the summer of 2016 and implemented during the 2016-17 academic year. During planned monthly Leadership Team meetings, candidate performance data will be analyzed on a regular basis and areas of additional support will be identified and addressed.

3. **77.15(2)** The team found no evidence that program has conducted follow up studies by collecting data from the employers of program graduates. **The team considers this standard not met. The team requires the program to develop and implement a system for collecting and analyzing data from employers of graduates.**

**Program’s Response:**
The Teacher Intern Program Director developed and implemented a system for collecting and analyzing data from program completers and their employers beginning in the spring of 2015. Because the previous Program Director had not conducted follow-up studies of the Teacher Intern Program completers and their employers, surveys were administered to program completers from the previous three years and their employers in the spring of 2015.
Below is a table that summarizes the number surveys sent and the return rate for surveys conducted during the May of 2015.

<table>
<thead>
<tr>
<th></th>
<th># of Surveys Sent</th>
<th># of Surveys Returned</th>
<th>% of Surveys Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Interns</td>
<td>5</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Year 2 Employers</td>
<td>5</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>Year 2 Interns</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Year 2 Employers</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Year 3 Interns</td>
<td>3</td>
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<td>33.3%</td>
</tr>
<tr>
<td>Year 3 Employers</td>
<td>3</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Refer to Appendix BB, pages 110-114 for the “First-Year Graduate Survey Teacher Intern Program” survey template and to Appendix CC, pages 115-123 for the “First-Year Graduate Survey for Employers, Teacher Intern Program” survey template. The same templates are used for second- and third-year graduate and employer surveys.

Specific data gleaned from these surveys was included in the May 1, 2016, Morningside College Chapter 77 Annual Report to the Department of Education.

The Teacher Intern Program will continue to use this system for collecting data from graduates and their employers, which utilizes an electronic survey that allows for easy aggregation of results. Surveys have been sent to first-, second-, and third-year interns and their employers during the spring of 2016 with identifiers attached so that follow-up contacts can be made with interns and employers who do not respond during the first request for survey information in an attempt to increase the response rate.