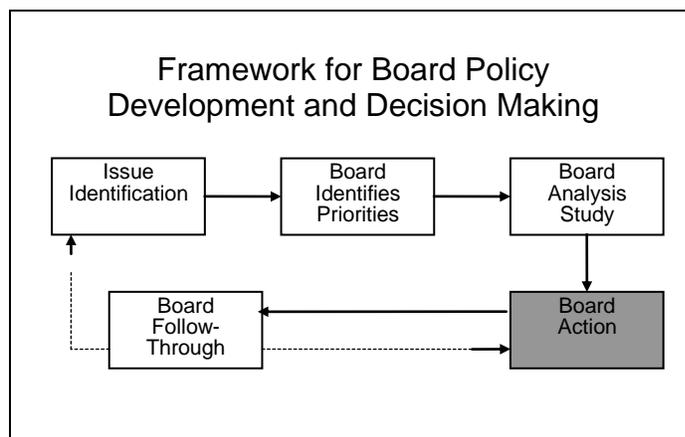


Iowa State Board of Education

Executive Summary

January 14, 2010



Agenda Item: Coe College Practitioner Preparation Program

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

Equity Impact Statement: Practitioner preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter: Arlie Willems, Administrative Consultant
Practitioner Preparation
Bureau of Accreditation & Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board approve the Coe College practitioner preparation program through the next state visit cycle scheduled for the 2015-2016 academic year.

Background: Iowa Administrative Code 281—79.5(256) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. The Coe College program has met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval
of
Coe College

January 14, 2010

Coe College, founded in 1851 in Cedar Rapids, is a private four-year co-educational liberal arts college. The university offers 40 programs of study. Coe is included in the recent editions of The Princeton Review's *371 Best Colleges*, *Peterson's Guide to Selective Colleges*, and Barron's *300 Best Buys in College Education*.

Coe College enrolls approximately 1,300 students who represent 33 states and over 15 countries. The Teacher Education Program offers forty-one endorsements. During the 2006-2007 school year, Coe recommended 52 undergraduates for initial licensure. Coe also provides a Professional Development Master's Degree for licensed teachers; this program was not reviewed because it does not result in licensure or endorsements.

A day-long preliminary review of the Coe College Teacher Preparation Program was conducted on August 11, 2009, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the Coe program for their response at the time of the review.

The site visit occurred November 11-19, 2009. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Coe Teacher Education Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty, Program Assessment, Clinical Practice, and Candidate Knowledge, Skills and Dispositions. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

- The team was impressed by the collegial atmosphere of the college and the teacher education program as well as the support for the teacher education program across campus.
- Numerous interviews with candidates, cooperating teachers, graduates and area school administrators indicated respect and appreciation for the Coe Teacher Education Program.

SECTION A: GOVERNANCE AND RESOURCES

Initial Team Finding

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

- 1) The Teacher Education Program (TEP) is standards-based as evidenced by the fact that significant numbers of candidates from various levels in the program were able to communicate to team members the state/unit standards which serve as the framework for their e-portfolio.
- 2) The academic departments work well together by either developing or building on the foundation of a liberal arts education. The teacher education program (TEP), other academic departments, and the administration all report a collegial and collaborative culture at the institution.
- 3) Program admission and continuation policies are determined by the department chair in consultation with the department faculty, teacher education committee, and the program's advisory committee.
- 4) The unit perceives that allocated financial resources are sufficient to meet their needs, and the department feels supported by the institution's administration.
- 5) The recent addition of faculty members in the unit provides a more equitable teaching and advising load for the department chair and faculty.
- 6) Curriculum materials and library resources/services provide adequate support to the teacher preparation program.

Concerns/Recommendations

- 1) In addition to the institution's tenured, tenure track, and adjunct faculty evaluation processes, the team recommends the department implement a formal peer-review evaluation process for its faculty to provide an additional means of enhancing teaching effectiveness.
- 2) Resources are available for professional development and may be requested by tenured and tenure track faculty. The team recommends that funds be strategically allocated to provide opportunities for ongoing networking and collaboration via membership and participation in professional organizations at the national level, especially for new faculty members.

- 3) The chair is granted only one course release to compensate her time for the many responsibilities that accompany the position. The team recommends that the institution address this need, whether by increased compensation for the chair or by division of responsibilities with accompanying compensation.

Items that Must Be Addressed Prior to State Board Action: None

SECTION B: DIVERSITY

Initial Team Finding

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

- 1) Candidates at all levels in the program consistently articulated a program culture of preparing candidates who value diverse student populations as well as a commitment to meet the diverse needs of all learners.
- 2) The percent of student teachers rated proficient or distinguished regarding their knowledge of students’ interests and cultural heritage, range from 84 to 100. This program evaluation data is consistent with the program climate experienced by the team.
- 3) The TEP is fortunate to have one of its faculty members chair the college committee on diversity, demonstrating the dedication of the TEP to this important aspect of preparation.

Concerns/Recommendations: The program is encouraged to continue efforts to increase the diversity of full time faculty and candidates.

Items that Must Be Addressed Prior to State Board Action: None

SECTION C: FACULTY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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This standard is met with strength.

Strengths

- This is a strong faculty with knowledge, skills, and passion to provide teacher education candidates with solid learning in academic and field experiences and with the desire to grow as professionals.
- Full-time faculty report they have distinct and different styles and, yet, compatible philosophies.
- Candidates report that the faculty members build professional relationships with them throughout the program, during advising, and into the real workplace. Professors are available outside of class time.

- Two recently hired faculty members bring depth and diversity of expertise to the elementary program.
- Students report appreciation that all faculty members have classroom experience; they bring rich background to the TEP classroom and demonstrate the best practice that they teach. Part-time faculty members provide a strong addition of deep and recent or current experience in the K-12 classroom.
- Students express that the faculty are preparing them to teach “anywhere,” not only in area schools used for clinical experiences.
- Adjunct and part-time faculty are included in semi-annual faculty retreats; adjuncts receive stipends for attending. Adjuncts report that they receive solid support from full-time faculty and are valued for their contributions to the program.

Concerns/Recommendations

- 1) Full-time faculty members are encouraged to move beyond the local/state level for scholarly activity.
- 2) The program is encouraged to open a discussion about more flexibility of class assignments and times.
- 3) The program is encouraged to hire a student advisor who could handle routine advising, such as course assignments and general education requirements.

Items that Must Be Addressed Prior to State Board Action: None

SECTION D: ASSESSMENT

Initial Team Finding

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

- 1) The program has established both a candidate and unit assessment system that informs the work of the program.
- 2) Each course has a rubric that clearly defines candidate performance on the Coe Competencies and dispositions. These rubrics are used to evaluate all candidates at the conclusion of each education course.
- 3) Evaluation forms and weekly observations used during the student teaching semester allow for candidate ownership of practice through the self-evaluation process.

Concerns/Recommendations

In general, the team has no concerns regarding candidate and unit assessment, but rather a variety of recommendations to strengthen the existing system.

- 1) The program is encouraged to determine the essential questions it has about its program and its candidates and to use those questions to refine and grow the assessment system.
- 2) At this time, the program needs to ensure data collection and analyses are systematically approached in a timely manner.
- 3) The program may want to look at current data to consider if the evaluation tools and their scales are providing the information needed.
- 4) The program has clearly defined program standards. The standards move from general standards to specific application standards and then back to general standards in order to

- accommodate candidate development and program assessment. However, further curriculum mapping of the standards and important concepts needs to be done.
- 5) It is recommended that the program implement a system that ensures that candidates receive copies of all evaluations in a timely manner.

Items that Must Be Addressed Prior to State Board Action: None

SECTION E: CLINICAL

Initial Team Finding

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

- Student teachers are supervised weekly.
- Clinical experiences are provided throughout the program in various settings with diverse populations. Methods courses are coordinated with clinical experiences.
- The institution has developed a strong professional and collaborative relationship with the schools involved in the clinical experiences of the candidates, as exemplified in the following quotes:
 - We are “pleased with a relationship with Coe College.”
 - They “want to be a partner rather than someone that wants to use you.”
- The Foundations of Education course includes an observational placement in elementary, middle school, and secondary education.

Concerns/Recommendations

- 1) The committee recommends a more focused effort to prepare candidates to differentiate instruction to meet the needs of diverse learners.
- 2) The program should review the means of communicating specific expectations of pre-student teaching field experiences.
- 3) It is recommended that loads for some student teaching supervisors be reduced to allow for appropriate attention to student teacher needs.

Items that Must Be Addressed Prior to State Board Action: None

SECTION F: CURRICULUM (Knowledge, Skills, and Dispositions)

Initial Team Finding

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

- 1) The current department chair served for over three years on the task force that changed the college liberal arts requirements, providing input as well as solid communication for the TEP in this important college work.
- 2) Students receive direct instruction and diverse field experiences in order to develop cultural competency.
- 3) Elements of the Iowa Core are already addressed throughout the curriculum.
- 4) Secondary candidates are required to complete field experience hours equivalent to those required for elementary candidates, all of which exceed state requirements.
- 5) Education department faculty encourage their advisees to design a four year plan and work closely with secondary content professors to assure the successful completion of all requirements for those future teachers.

Concerns/Recommendations

- 1) The team encourages a close examination of syllabi, especially those of part-time faculty, to assure that each accurately reflects what is actually being done and that clear connections are made to standards.
- 2) Keeping pace with effective use of technology tools demands intentional, ongoing training and experimentation.
- 3) The team encourages, that once content reading issues have been addressed, the program continue training, on-going supports, and documentation of candidate performance in this area.

Item that Must Be Addressed Prior to State Board Action: Please provide the Department of Education with a plan and timeline for efforts in strengthening the integration of reading strategies into the secondary content areas through the methods courses. Provide clear evidence of what strategies for reading in the content area will be addressed and where/how they will be provided.

Coe College’s Response: The Coe Teacher Education Program has provided the Department an appropriate plan and timeline for the strengthening of the reading in the secondary content areas. Specific strategies have been identified and integrated into the plan.

Final Team Recommendation: Item of concern has been adequately addressed and requirements have been met.

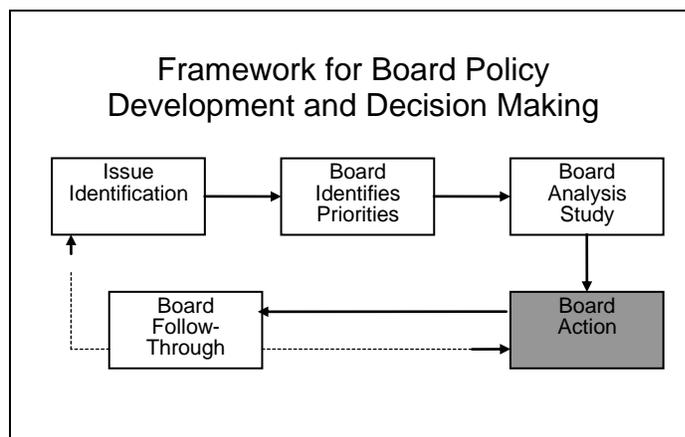
Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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All standards have been met. The Coe College Teacher Preparation Program is recommended for continuing approval and is commended for its fine work.

Iowa State Board of Education

Executive Summary

January 14, 2010



Agenda Item: Drake University Practitioner Preparation Program

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

Equity Impact Statement: Practitioner preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter: Arlie Willems, Administrative Consultant
Practitioner Preparation
Bureau of Accreditation & Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board approve the Drake University practitioner preparation program through the next state visit cycle scheduled for the 2015-2016 academic year.

Background: Iowa Administrative Code 281—79.5(256) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. The Drake University program has met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval

of

Drake University

January 14, 2010

Drake University, located in Des Moines since 1881, is a fully accredited, private and independent university. The university offers more than 70 programs of study through its six colleges and schools. Degrees are offered at the baccalaureate, masters, and doctoral levels. Drake is ranked by the *U.S. News and World Report* and the *National Study on Student Engagement* and is included in Barron's *300 Best Buys in College Education*, and *Peterson's Guide to Competitive Colleges*.

Drake University enrolls approximately 4,500 students; a quarter of these students study in one of the graduate programs. The School of Education offers sixty-three endorsements. During the 2006-2007 school year, Drake recommended 80 undergraduates for initial licensure and 202 graduate students for licensure (teaching, administration, or school counseling).

A day-long preliminary review of the Drake University programs was conducted on August 10, 2009, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the Drake programs for their response at the time of the review.

The site visit occurred October 11-15, 2009. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Drake programs in teacher education, educational leadership, and school counselor education. The team examined six standard areas: Governance and Resources, Diversity, Faculty, Program Assessment, Clinical Practice, and Candidate Knowledge, Skills and Dispositions. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

- The team was impressed with the school of education and the university; the culture exhibited a combination of a proud tradition and a collaborative dynamic that indicated that the Drake School of Education is a community with a desire to positively affect education in the state of Iowa and the nation.
- Candidates and graduates report a high degree of satisfaction with Drake programs.
- In numerous interviews, both on campus and with local area educators, the team consistently heard comments regarding the positive strides made by the Drake School of Education in recent years.

SECTION A: GOVERNANCE AND RESOURCES

Initial Team Finding

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

- Decision-making processes are transparent. All administrators interviewed, including the president, provost, deans and department chair, practice decision-making that includes input and reciprocal information in major decisions.
- The president and provost both commented on the ability of the Dean of the School of Education (SOE) to integrate the SOE into the community of the university.
- SOE administrators and faculty work well with administrators and faculty in the Arts and Sciences to assure content courses are relevant and rigorous for students planning to teach.
- The conceptual framework (CF) is well thought-out and integrated.
- The SOE receives adequate financial resource support from the university.
- The SOE enjoys strong and competent technology support for faculty and candidates as well as for online instruction.
- Library and curriculum lab resources are strong.
- The Dean recognizes the importance of building and supporting programs that are valued in rural, suburban, and urban areas.

Concerns/Recommendations

- 1) The SOE is currently planning two hires in secondary education that are dual placements with The School of Arts and Sciences. However, this is a replacement hire. Because of state requirements regarding secondary methods courses and a shortage of secondary faculty, the team suggests an additional secondary education faculty position be established.
- 2) SOE faculty members have large student advising loads. The team recommends the SOE clearly examine faculty load, including advising.
- 3) Considering the number of programs and candidates, the number of faculty lines is minimal and stretches a conscientious faculty to the max. The team recommends two

- additional positions to support faculty, one to support technology and one to coordinate field experiences.
- 4) Because of the critical need for counselor education programs within the state, the team encourages growth of the counselor education program which would require at least one additional faculty line.

Items that Must Be Addressed Prior to State Board Action: None

SECTION B: DIVERSITY

Initial Team Finding

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

- The SOE and university maintain a climate that supports and encourages diversity.
- Recently, the TEP completed participation in a program to prepare minority teachers for Des Moines schools.
- All constituency groups noted that the diversity of field experiences is a strength in the teacher preparation program.
- The SOE enjoys a diverse faculty. The team acknowledges the work of the SOE administration in achieving this.

Items that Must Be Addressed Prior to State Board Action: None

SECTION C: FACULTY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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This section is met with strength.

Strengths

- Area administrators view faculty members within the Teacher Education Program as skilled and knowledgeable. Candidates appreciate the fact that faculty members implement and model current and best practice and expect them to do the same.
- Faculty vitas indicate research, publications in refereed journals, and many international, national, regional, and state presentations as well as numerous honors and awards.
- Educational leadership faculty members are practitioners who blend theory and practice. The full-time faculty is augmented by a strong cadre of adjunct faculty who are grounded in valuable building and district leadership experience.
- The counselor education faculty is well published and involved in local, state and national organizations.

Concern/Recommendation: Full time faculty members are all involved extensively in professional associations. The team would encourage this talented faculty to take leadership roles in their respective professional associations/organizations.

Items that Must Be Addressed Prior to State Board Action: None

SECTION D: ASSESSMENT

Initial Team Finding

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

- The assessment system for teacher preparation is developed to the point where it is paying dividends for program improvement and justifying investments in the development phase.
- Integration of the assessment system into the teacher education program shows careful design and thoughtful implementation.
- Support provided to students and faculty in using the LiveText data system is evident from comments from candidates and faculty.
- The assessment of dispositions provides a clear focus for expectations from the beginning to end of the program and engages students in self-assessment of these expectations at appropriate times.
- A philosophy of continuous improvement is evident within the Educational Leadership Program.
- In part because of the requirements of vocational rehabilitation funding, the counselor education program conducts follow-up contacts with graduates for five years following graduation. These data can provide rich information for program improvement.

Concerns/Recommendations

- 1) The team recommends continued refinement of the teacher education assessment system.
- 2) The Educational Leadership Program currently employs a variety of assessment practices at the candidate, course, and program level. An assessment plan has been developed for the master’s level and the Ed.S. level. The further implementation of that plan will provide data for continuous and comprehensive improvement.
- 2) Generally, American School Counselor Association (ASCA) Standards provide the foundation for the Counselor Education Program. However, the program needs to develop a system to document candidate and program assessment mapped to the ASCA Standards in a system that will allow for use of data for program review and improvement.

Items that Must Be Addressed Prior to State Board Action: None

SECTION E: TEACHER PREPARATION CLINICAL

Initial Team Finding

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

- Candidates as well as several constituency groups expressed an appreciation of the quality, diverse practicum experiences at multiple points in the education program.

- Area administrators and mentor teachers report that the Teacher Education Program does a skillful job with placements and support of student teachers. Area administrators indicate that Drake hires college supervisors who are highly qualified.
- Interviews with mentor teachers and college supervisors indicate that teacher candidates possess strong knowledge and skills in both content and pedagogy.
- Area administrators, college supervisors and mentor teachers say that teacher candidates are responsible, reflective, and open to critique.

Concerns/Recommendations

- 1) Area administrators and mentor teachers expressed the need for increased emphasis on being prepared to work with students with diverse learning and behavioral needs as well as students who are ELL and those considered gifted/talented.
- 2) The program should consider additional professional development for field-based school adjunct faculty who supervise clinical experiences for students.

SECTION F: TEACHER PREPARATION CURRICULUM (Knowledge, Skills, and Dispositions)

Initial Team Finding

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

- The National Survey of Student Engagement (NSSE) means indicate education students are experiencing best practices.
- The data from the Multi-institutional Study on Leadership indicates the Drake education majors had higher scores compared to other Drake undergraduate majors on several leadership attributes (including consciousness of self, commitment, collaboration, and citizenship) and compared to other education majors nationally in every area of the report.
- Candidates articulate a strong commitment to social justice which includes a desire to differentiate and to be student advocates.
- Discussions with arts and sciences faculty members indicate long-standing, supportive collaborations with the School of Education.
- The music education program hosts a summer institute for in-service professional development and offers the courses to Drake pre-service teachers at no cost.
- The team commends the program’s work on measuring dispositions.
- The program faculty has participated in introductory work regarding the Iowa Core.

Concerns/Recommendations

- 1) Student teachers and mentor teachers indicated the need for improved special methods courses at the secondary level in some content areas; science and math were notable exceptions. It should also be noted that new courses are currently being developed in several areas.
- 2) Because of a current and increasing statewide need for quality science educators, the Drake program is encouraged to maintain and even increase a consistently strong emphasis in science education.

Items that Must Be Addressed Prior to State Board Action: None

SECTION G: ADMINISTRATOR PREPARATION CLINICAL

Strengths

- The requirement that at least one-half of the required 400 clinical hours be outside a candidate's own school district ensures greater variety in experiences and exposure to different leadership styles.
- Clinical experiences actively engage students in case studies that are real issues in schools where they need to problem-solve, make decisions, and access resources.

Concerns/Recommendations

- 1) The program should consider additional professional development for field-based school administrators who mentor clinical experiences for students.
- 2) In order to consistently identify high quality mentors, a set of written criteria for mentor selection should be developed.

SECTION H: ADMINISTRATOR PREPARATION CURRICULUM (Knowledge, Skills, and Dispositions)

Strengths

- The faculty has spent the past year redesigning the master's program to align program content, ISSL standards, and the new requirements of Ch. 79 as evidenced by curriculum mapping.
- Faculty has been intentional in the alignment of standards and competencies with courses and seminars in order to determine each candidate's readiness as an educational leader.
- Field-based learning experiences are designed to link coursework with practical application in educational settings to enhance knowledge, skills, and dispositions.
- The faculty has participated in leadership module training in order to support implementation of the Iowa Core.

SECTION I: COUNSELOR PREPARATION CLINICAL

Strengths

- Candidates are visited on site by a supervisor who is a full time faculty member.
- The student progress evaluation model is clearly defined and includes useful benchmarks. Candidates have a clear understanding of the model.

Concerns/Recommendations

- 1) The site supervisor does not have appropriate school counseling background.
- 2) More systematic candidate assessment in field experiences would provide increased valuable feedback to candidates as well as data for program review.

SECTION J: COUNSELOR PREPARATION CURRICULUM (Knowledge, Skills, and Dispositions)

Strengths

- Courses are organized to meet guidelines of state and national counselor education models.

- Drake's guiding principles and mission of belief in academic reflection, collaborative learning and social justice are reflected in curriculum.
- The faculty is committed to training school counselors to be leaders, advocates for all students, collaborators, and system change agents.
- A strong emphasis on research and program evaluation results in candidates prepared to use empirically supported intervention strategies and data in decision-making.
- A vocational rehabilitation counseling scholarship opportunity has leveled the field for students to obtain their masters in school counseling as well as other counseling areas.
- The part-time evening and weekend format allows practicing professionals to complete the program.

Concerns/Recommendations

- 1) Advisor/student loads are over 1:35. Candidates mentioned needing more support in the area of advising.
- 2) Current candidates graduate with knowledge of the ASCA model and research. Of concern, according to interviews with candidates and graduates as well as syllabi reviews, were the need for more practical applications specific to school counseling.
- 3) The full-time faculty lacks appropriate work experience in school settings.
- 4) Review of syllabi and reports from candidates established the concern that blending of three vocational rehabilitation, mental health and school counseling strands limits the depth of area-specific content in some courses.
- 5) The requirement of 51 credit hours for the program is higher than some other masters programs and may prohibit individuals from entering the program.
- 6) Considering the current and growing need for school counselors in Iowa, the team encourages the institution and school to consider growing the program and eventually adding a faculty line to provide instruction as well as supervision of internships.

Final General Comments

The constituent focus groups held during the review were consistent in their responses to questions about strengths of their Drake experiences. Among the areas enumerated were strong support for faculty, the close relationships among students and faculty, and the feeling of community and collaboration among the faculty. The groups also voiced support for high standards expected of students as well as the support provided to candidates.

All standards have been met. The Drake University Educator Preparation Programs are recommended for continuing approval. The School of Education is commended for its fine work.