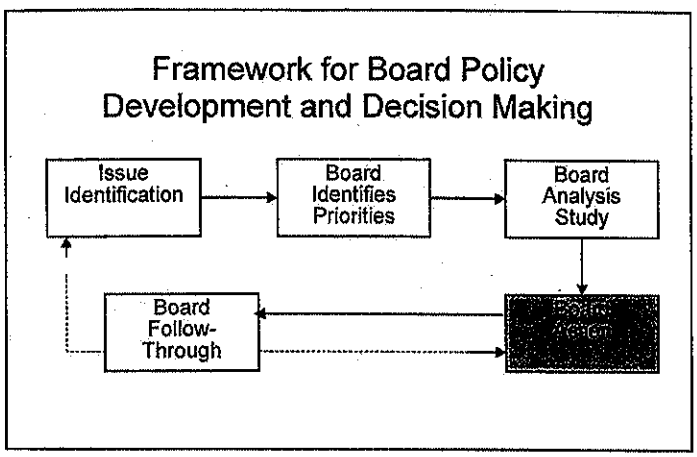
Iowa State Board of Education

Executive Summary

July 30, 2009



Agenda Item: Grinnell College Practitioner Preparation Program

Iowa Goal: Individuals will pursue postsecondary education in order to drive economic success.

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 for all students.

Presenter: Carole Richardson, Consultant
Practitioner Preparation
Bureau of Accreditation & Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board approve the Grinnell College Practitioner Preparation Program through the next state visit cycle scheduled for the 2015-2016 academic year.

Background: Iowa Code 282—14.102(272) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. The Grinnell College Practitioner Preparation Program has met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval
Of
Grinnell College
Teacher Preparation Program
(Under Chapter 79 of the Iowa Administrative Code)

July 30, 2009

Grinnell College is a private residential liberal arts college in Grinnell, Iowa. The college's beginnings are part of the history of the American West. Founded on the prairie, the college reflected the pioneering spirit common to the men and women who were part of the movement westward. Grinnell College dates from June 10, 1846, when a group of transplanted New Englanders with strong Congregational and social-reformer backgrounds organized as the Trustees of Iowa College. A few months later, Iowa joined the Union. The first 25 years of Grinnell's history saw a change in name and location. Iowa College moved farther west from Davenport, Iowa, to the town of Grinnell and unofficially adopted the name of its new benefactor: an abolitionist minister, Josiah Bushnell Grinnell.

The College began offering licensure programs in 1911 for both elementary and secondary teaching, and it has continued to offer secondary licensure since that time. The history of elementary licensure programs at Grinnell College has been more episodic. In 1958, the faculty voted to discontinue elementary licensure and to dissolve the education major. In 1971, the College voted to reinstate the elementary licensure program, but the college did not offer an elementary education major from that point on. Recently, the Executive Council and administration of Grinnell College again decided to eliminate the elementary program at Grinnell in order to allow faculty members in the department to focus on secondary licensure.

The College enrolls approximately 1,600 full-time undergraduate students, generally from all states and about 50 countries. The teacher education program at Grinnell has always been small, with approximately 30-35 candidates involved. In 2007-2008, Grinnell College graduated 416 students; nine of these were teacher education program completers.

A day-long preliminary review of the Grinnell College Teacher Education Program was conducted on July 25, 2008, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the Grinnell Teacher Education Program for their response at the time of the review.

The site visit occurred November 9-12, 2008. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Grinnell Teacher Education Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty, Clinical Practice, Curriculum, and Assessment. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:
It is evident that the Grinnell Teacher Education Program faculty members are dedicated to the mission of the institution. They exemplify and model for their students pedagogical approaches that reflect the goals of the program: excellent teaching, leadership, teacher research and ethical reflection. Their candidates admire their professors and are passionate about becoming teachers. The theme of critically reflective, liberally educated teachers as a vehicle for social justice is evident in every practice observable. As one of colleagues remarked, "The education department embodies the mission of Grinnell College." A second colleague stated, "They are such a service minded department, they are part and parcel of this institution."

STANDARD I: GOVERNANCE AND RESOURCES

Initial Team Finding

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

Strengths

- In addition to licensure programs, the unit also serves the college through enrollment of students interested in non-public school settings such as the Peace Corps, higher education, and non-public school settings.
- The teacher education programs' goals and practices align closely to the mission of the College.
- Full-time faculty members supervise student teachers, during which they are present in K-12 schools and interacting with the various community members present in each setting.
- Governance at Grinnell College includes a strong student driven component through a Student Education Policy Committee that provides input and feedback to the program.
- Financial resources are generous, but have been used judiciously and appropriately to ensure the delivery of a quality teacher preparation program.

Concerns/Recommendations

1) The education department consists of three full-time faculty members and one part time instructor. There is a possibility that the college will add an additional full-time faculty member to the department. The college needs to continue its commitment to the teacher education program in order to maintain the current scope of programs offered.
2) To maximize effective use of faculty time, additional clerical support could be assigned some of the recordkeeping tasks necessary for state licensure requirements.

Items that Must Be Addressed Prior to State Board Action:

RE: 79.10(5)
The advisory committee has not been an active body, nor have they met semi-annually. Please submit a plan that outlines the intent of the program to establish a more active advisory council. Such an outline should consider:

1) the composition of the council to reflect the scope of the teacher education program at Grinnell,
2) strategies for involving school administrators,
3) methods for effectively soliciting input from the council at least semi-annually, and

4) policies for maintaining notes from meetings and any other input so that such information is available for review.

Institution's Response
The Grinnell Teacher Education Program has developed and submitted an acceptable plan for soliciting membership for their education advisory council that will more closely reflect the scope of their program, and for meeting and soliciting input from the council on a more frequent basis. The Grinnell Teacher Education Program will submit copies of the agendas, attendance roster, and minutes from the education council advisory meetings for the next two academic years (2009-2010 and 2010-2011).

Final Recommendation: Now that the above items have been addressed, this standard area is met.

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

STANDARD II: DIVERSITY
Initial Team Finding

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

Strengths
- Grinnell College has implemented several specific and focused strategies in an effort to increase diversity in the faculty and student body.
- The mission of the teacher preparation program supports the development of preservice teachers who will strive to make schooling more equitable and engaging for all students.

Concerns/Recommendations
1) Field experiences occasionally include placements with a great deal of diversity. The tracking system needs to be used consistently to ensure that all candidates have experiences that include diverse settings.
2) It appears that many Grinnell College students interested in teaching bypass the teacher education program at Grinnell to become teachers through alternative routes. The teacher education program should investigate the reasons that this occurs and consider options that will encourage more students to seek licensure through the college.

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

STANDARD III: FACULTY
Initial Team Finding

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

Strengths
- A thorough and rigorous review system is in place for faculty members, and the institution places the highest value on teaching quality in the review process.

- Faculty members in the teacher education program collaborate regularly with colleagues and with area schools.
- Grinnell College builds its program around full-time faculty members; few adjunct faculty are used which allows for a high degree of consistency and strong collaborative relationships.
- Students hold the education department faculty in high esteem. Faculty members are devoted mentors who support their students significantly throughout their pre-professional development.

Concerns/Recommendations.

1) The time demands of the department chair for implementation and monitoring of state mandates is extensive. Consideration of the addition of a full-time administrative assistant for the education department is strongly encouraged.
2) As the department makes plans to hire new full-time faculty members, it should consider carefully the types of experience and background prospective faculty members could add to the program.

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

STANDARD IV: CLINICAL

Initial Team Finding

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

Strengths

- The ninth semester program allows students to complete a rich liberal arts program and to also devote their full attention to the student teaching experience.
- Student teachers are expected to be in full control of the classroom for an extensive amount of time.
- Student teachers have a strong foundation in content, philosophy, and theory.
- The support provided by college faculty members to student teachers and cooperating teachers is excellent.
- The students are very well trained in how to assess and use the data to develop teaching strategies.
- Student teachers participate in all pre-service training with the newly hired teachers in the district.

Concerns/Recommendation

There was some concern expressed about the demands of the action research project that is required during student teaching. The program should investigate further to determine whether or not the action research project is restricting the student teacher's focus.

Comments by Students

- The professors at the college practice what they teach.
- The classes do a good job of not oversimplifying the issues of multiculturalism.
- The value of authentic assessment is learned.
- The teachers want us to self-evaluate constantly.

Comments by Cooperating Teachers

- Grinnell student teachers maintain excellent rapport and relationships with the students in the classrooms
- Students are well prepared to work with diverse populations in the classrooms.
- Students are prepared to use different types of assessment and know the rationale behind each type.

Comments by Area Administrators

- The student teachers I have encountered from Grinnell are highly effective in the classroom.
- The Grinnell student teachers come well prepared in classroom functions and prepared to take control of the class.
- I would hire both of the student teachers I have here. The level of concern for community service is impressive
- Professionalism is great; the student teachers fit in well with the faculty and staff. Content area knowledge is solid.

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

STANDARD V: CURRICULUM (Knowledge, Skills, and Dispositions)

Initial Team Finding

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

Strengths

- Iowa Board of Educational Examiners Licensure Standards, Iowa Teaching Standards, INTASC Standards, and Grinnell College Teacher Education Standards are all clearly aligned.
- Records of graduates of the teacher education program are complete with documentation to show that students have met the state requirements and practitioner preparation standards for Grinnell College.

Concerns/Recommendations

1) Candidates need more exposure to reading in the content area strategies. More significant attention to reading strategies should be included in coursework.
2) Candidates show a basic knowledge of technology, but it appears they need more preparation in the use of technology to enhance learning for students.

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

STANDARD F: ASSESSMENT

Initial Team Finding

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

Strengths

- The Student Performance Assessment via electronic folders (ePortfolio) is inclusive of the conceptual framework, as well as program, INTASC, and state standards.
- Unit and candidate assessment systems use multiple measures that encompass applications for admission to teacher education, the student performance assessment, field experience feedback, student teaching evaluations, alumni surveys, and administrator surveys.

Concerns/Recommendations

1. The data management system is currently in paper folders in the department office. The team recommends an electronic management system that enables maintaining data and analyzing data for trends.
2. It is not clear how the Teacher Education Committee and the Teacher Advisory Board participate in decision making for program/unit changes.
3. Written summaries and reports of data analysis (on a yearly basis) are not archived on file for long-term reference in decision-making.

Items that Must Be Addressed Prior to State Board Action: RE: 79.15(1)*a*

Please submit a plan that outlines the development of clearly defined management system for the collection, analysis, and use of assessment data. Such an outline should consider:

- An electronic data recording and archiving system (to replace paper folders)
- A written, yearly report that includes data analysis and a summary
- The development and communication of a written plan for sharing the yearly reports with vested stakeholders (e.g. the Teacher Education faculty, the Advisory Council, and possibly the Teacher Education Council and the Grinnell College Executive Council).

Institution's Response

The department has worked with the technology support department to develop an electronic system for collecting and maintaining comprehensive candidate and program assessment information. They have instituted an annual meeting for analyzing the compiled information and will develop a yearly report to be disseminated to internal and external stakeholders. Grinnell College Teacher Education Program will provide updated assessment system information to the Department of Education on its annual preparation program report.

Final Recommendation: Now that the above items have been addressed, this standard area is met.

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

All standards have been met. The Grinnell College Teacher Preparation Program is recommended for continuing approval.

Iowa State Board of Education

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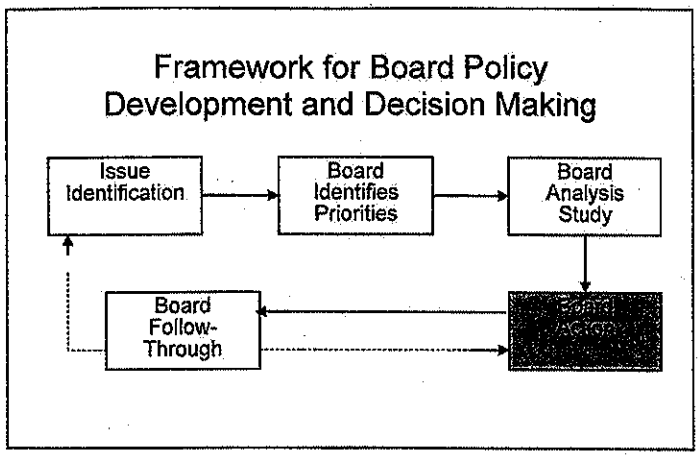

Agenda Item: Graceland University Practitioner Preparation Program

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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 for all students.

Presenter: Carole Richardson, Consultant
Practitioner Preparation
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Attachments: 1

Recommendation: It is recommended that the State Board approve the Graceland University Practitioner Preparation Program through the next state visit cycle scheduled for the 2015-2016 academic year.

Background: Iowa Code 282—14.102(272) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. The Graceland University Practitioner Preparation Program has met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval
Of
Graceland University
Teacher Preparation Program
(Under Chapter 79 of the Iowa Administrative Code)

July 30, 2009

Founded in 1895 as a non-sectarian coeducational institution, Graceland University is affiliated with the Community of Christ. The 170-acre, rural campus in Lamoni began as a four-year college and high school academy. However, Graceland eliminated its four-year program and transitioned to become Iowa's first officially accredited junior college in 1917. Graceland flourished as a residential junior college for well over forty years. In the late 1950's, Graceland re-instituted a four-year program that was fully accredited in 1960.

In 1992, the institution developed partnerships with community colleges to assist with the expansion of programs to new locations and audiences. The institution established Bachelor of Arts degrees in Elementary Education at Indian Hills Community College in Centerville, Iowa, and at North Central Missouri College in Trenton, MO. In 1999, a new campus building was opened in Independence, Missouri. In addition to traditional education programs at the Independence campus, the institution initiated a professional development school (PDS) agreement with the Independence, MO School District in 2001. Currently there are six PDS programs in seven buildings coordinated through the Independence campus.

Graceland University added graduate program offerings in the 1990s. A Master of Education degree in *Collaborative Learning and Teaching* was implemented in 1999, and is offered to currently licensed teachers at the Independence campus, at Des Moines and Cedar Rapids, as well as online. In addition, Graceland offers a Masters degree online: *Quality Schools and Special Education,* which allows teachers to add the Instructional Strategist I special education endorsement.

The total enrollment of Graceland University is 2,300 students; undergraduate enrollment is approximately 2,000 students. Graceland granted 431 bachelor's degrees in 2007-2008; 26 percent of these degrees (113) were awarded to students in the teacher education program. The university enrolls many international students; 10 percent of the students (16 percent of the Lamoni campus enrollment) in 2007-2008 were from countries other than the United States.

A day-long preliminary review of the Graceland University Teacher Preparation Program was conducted on November 7, 2008, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the Graceland Program for their response at the time of the review.

The site visit occurred February 22-27, 2009. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Graceland Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty, Clinical Practice, Curriculum, and Assessment. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

There is joy and a "spirit of goodness" among the entire campus community. This spirit also is felt in the satellite campuses. The members of the School of Education have maintained this spirit through strong, caring, respectful relationships among themselves, their students, and constituents across the region.

The leaders of the School of Education have advanced the Graceland Teacher Education Program in an exemplary way to meet state and national standards. The faculty and administrators have modeled their conceptual framework of collaboration, leadership, reflection, and caring with a strong spirit of camaraderie as they not only meet requirements, but anticipate unique needs of constituents.

STANDARD I: GOVERNANCE AND RESOURCES

Initial Team Finding

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

Strengths

- Education candidates at Graceland University experience first-hand a program that "nurtures personal growth and prepares [them] for productive, rewarding, and responsible lives," elements of the Graceland University mission statement.
- The new university president is supportive and eager for the School of Education to become a "Center of Excellence" in the University's strategic planning process. The School of Education leadership team is eager to accept this charge and move forward.
- Support for the educator preparation program, and for faculty development is perceived by students and faculty to be ample for meeting needs. The technological resources and support are outstanding and a model for other programs within the campus and across the country.
- Graceland University provides opportunities for non-traditional students to become involved in the education profession.
- Resources devoted to the program in Independence have allowed for excellent support, oversight, and cohesion; an especially effective Professional Development School (PDS) model has been implemented at this site.

Concerns/Recommendations

1) The School of Education has a history of serving and responding to the needs of the community. Demands for teachers and requests from nontraditional students who wish to become teachers have flowed into Graceland's School of Education. The responsive spirit of the School of Education has answered these calls. However, in several cases, the cost to the program and university in dollars and the cost to personnel in energy and time have exceeded the resources necessary to maintain this direction.
2) It is essential to create and articulate a system of policies, procedures, and protocols so that continuity can be maintained during shifts in personnel.

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

STANDARD II: DIVERSITY

Initial Team Finding

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

Strengths

- Graceland University attracts a diverse student population for this part of the nation.
- The importance of honoring diversity and promoting diversity-related experiences seems to permeate School of Education policy and practice.
- A variety of campus locations in Iowa and Missouri provide ready access to diverse environments.
- Field experiences and practica are monitored and structured to maximize the opportunity for candidates to experience diversity within these settings.

Concerns/Recommendations

1) In 2006-07, a curriculum review for the elementary education program focused on 'Curriculum Strands', including diversity. It is recommended that the program continue to identify ways that both elementary and secondary education candidates are provided ample preparation for working with diverse populations.
2) Results from a diversity literacy pre-test/post-test provide rich data about candidates' knowledge. Analysis of these data show lower knowledge gains in the history of cultural groups, gay and lesbian lifestyles, religions other than one's own, civil rights legislation, immigration laws, and lower income lifestyles. The team suggests consideration of added emphasis in the curriculum regarding these topics.

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

STANDARD III: FACULTY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions	Not Met

Strengths

- Faculty portfolios document teaching, scholarly activity and service, and also include evidence of effective teaching products, self assessment, and assessment by others.
- Evidence of service to the profession and community is widespread and includes varied service to local school districts.
- Many of the courses in the 'satellite' programs (Independence, Trenton, and Centerville) are taught by full-time faculty members. Others are taught by well-qualified adjunct faculty.
- Adjunct and probationary faculty are assigned mentors. Interviews with adjunct faculty indicate they feel supported, appreciate invitations to attend unit professional development, and are kept up to date on program and course changes and revisions.
- Faculty members participate in ongoing professional development at the local, state and national levels.

Concerns/Recommendations

The unit may want to consider realignment of evaluation and communication responsibilities to ensure that the faculty evaluation process can be maintained and used for faculty and program improvement.

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

STANDARD IV: CLINICAL

Initial Team Finding

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

Strengths

- The strong connection between Graceland University and the surrounding communities benefits both the university and the community at-large.
- The evaluation forms for field experience and student teaching demonstrate a link among INTASC, NCATE, and the Iowa Teaching Standards.
- Student teachers use formative assessment to inform and improve future instruction. In the required unit lesson plan student teachers use pre- and post-test, work samples, photography and videotaping to differentiate lessons.
- The Professional Development School (PDS) structure being used in Independence is innovative and effective. It could be an excellent model site for others looking to develop PDS programs.

Concerns/Recommendations

1) At one location, an individual plays the dual role of principal and supervisor. It is strongly recommended that this type of arrangement be discontinued.
2) The team suggests that unit continue to refine the uses of the current e-Portfolio, especially regarding clinical work.

Comments by Students

- The professors are so enthusiastic and filled with joy that their energy radiates through the class.
- They (the faculty) were so critical about how we wrote lesson plans, but now I understand why. My plans are useful. I don't just write them to write them.
- Our professors model best practice and strategies for classrooms. They also model collaboration.
- The faculty tell you what you've done well and where you can improve. They are wonderful; they have pushed me to do my best. It is a phenomenal experience. I feel well prepared to do what is expected.

Comments by Cooperating Teachers

- Graceland student teachers are open to criticism, changes, and new ideas.
- Graceland student teachers go the extra mile. They attend music events and professional activities.
- I have had ten Graceland student teachers in my career. I always learn a lot from them, and they bring energy to my work.
- Student teachers from Graceland University have very strong background in literacy, problem solving, content knowledge, and curriculum.

Comments by Area Administrators

- Graceland student teachers are very professional. I will be truthful. I wish I had more of them.
- Our contact with Graceland by email, phone, etc. is strong. We know each other. There is no trouble communicating because they select and support kids really well.
- The Graceland University Teacher Education Program is held in high regard; they have a stellar reputation.

STANDARD V: CURRICULUM (Knowledge, Skills, and Dispositions)

Initial Team Finding

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

Strengths

- Graceland students are able to articulate the mission and the conceptual framework of education department and connect them to their course work.
- The initial program for teacher education has clear policies on Pre-Admission Basic Skills Tests and PRAXIS II tests.
- Human relations and diversity are addressed in three classes, and interwoven in methods, practicum and student teaching.
- Students receive current research-based information about effective teaching strategies and have multiple opportunities to practice them.
- The well-articulated curriculum addresses the professional knowledge, skills and dispositions delineated in both INTASC and unit standards. There is clear alignment between curriculum, assessments, and related standards. It is evident that Graceland has established standards-based expectations for high quality teachers.
- Preparation in elementary and secondary reading strategies is a strength of the program. Reading instruction is well-represented in coursework and integrated throughout the program.
- The coursework in the Master of Education in Special Education is framed on National Board Standards. The coursework is rigorous and well grounded in current research.

Concerns/Recommendations

1) In 2006-07, a curriculum review for the elementary program found some inconsistencies in alignment of content across campuses. The program should continue to address these findings.
2) An analysis of the course syllabi for different sections of EDUC *3580 Psych of Exceptional Learner* showed inconsistencies on the amount of emphasis given to diverse learner groups. The program should monitor the content of coursework to ensure that all candidates receive adequate preparation in meeting the needs of English language learners, students who are talented and gifted students, students at risk for school failure, as well as students with disabilities.
3) Results of an employer survey indicate a need for further emphasis on providing students an opportunity to develop impromptu oral communication skills in challenging school environments.

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

STANDARD VI: ASSESSMENT
Initial Team Finding

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

The team considers this an area of strength for Graceland University. The resources, time, and attention devoted to the assessment system at Graceland has resulted in a system that could be viewed as a model for the field.

Strengths

- The assessment system is comprehensive with the use of multiple decision points and multiple criteria to ensure that the monitoring of candidate progress occurs in a systematic manner.
- Monitoring of the assessment system is clearly communicated with stakeholder. Annual syntheses of all assessments occur in the late spring and are disseminated to stakeholders in the early fall; recommendations for program improvement are implemented in a timely manner and substantial manner.
- Commendable services from the informational technology expert are integrated throughout the assessment system, including ratings for supervisors and cooperating teachers which are used to inform future placements.
- A high level of consistency has been attained in unit and candidate evaluations used on the Lamoni campus and satellite sites.
- It is commendable to have a director of accreditation, assessment and curriculum to complete, implement, and monitor this exemplary assessment system.

Concerns/Recommendations

Candidates select and reflect upon artifacts from coursework to demonstrate their understanding of each of the INTASC principles. Instructors of all educational coursework are encouraged to continue to embed course-based artifacts to further integrate the assessment portfolio into the overall candidate assessment system and to enhance the system's relevancy in the perspective of the candidates.

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

All standards have been met. The Graceland University Teacher Preparation Program is recommended for continuing approval.