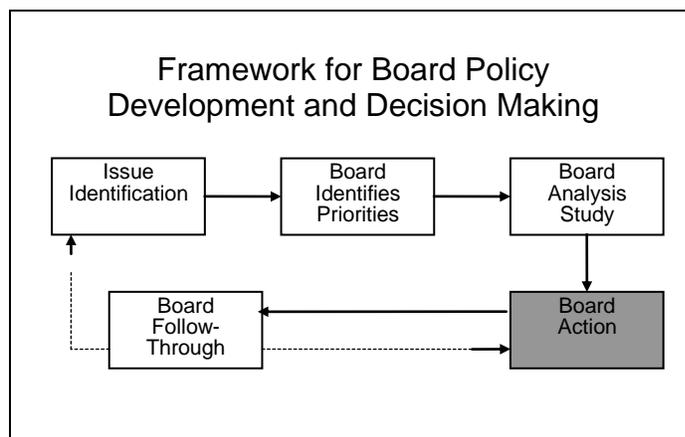


Iowa State Board of Education

Executive Summary

November 16, 2011



Agenda Item: Dordt College New Principal 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: Matt Ludwig, Consultant
Leadership
Bureau of Accreditation and Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board approve the new principal preparation program at Dordt College through the next state visit cycle scheduled for the 2017-2018 academic year.

Background: Iowa 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. Dordt College's new principal preparation program has met all of the program approval standards as approved by the State Board.

Principal Preparation Program Approval
Dordt College
(Under Chapter 79 of the Iowa Administrative Code)

November 16, 2011

The State of Iowa is committed to providing quality education to all students and to ensuring high levels of student performance across the state. This vision of excellence in education requires that each local, regional, and state education organization have effective leadership for student learning. Toward that end, the state legislature and state board of education have established policies governing administrator preparation and professional development.

In April 2009, the Iowa State Board of Education adopted a revised version of Chapter 79 – Standards for Practitioner and Administrator Preparation Programs. The intent of the standards is for new and existing programs to design and maintain quality school administrator programs in Iowa that will positively impact the whole Iowa educational system. In an effort to assist new and existing programs, the Iowa Department of Education provided the institutions with guidance in preparing their institutional report for examination by a review panel and approval by the State Board.

In early 2009, Dordt College began articulating plans for a potential principal preparation program by hiring faculty, reviewing educational leadership research, and outlining course work and clinical experiences for potential candidates. In May 2011, Dordt provided the Iowa Department of Education their initial program abstract to be reviewed by a review panel. Due to some unforeseen circumstances at the Department, the review was delayed a few months. However, a review panel was assembled in early October 2011 to read and critique the proposal. The panel met with the Dordt College representatives and drafted statements of strengths, recommendations, and requests for more information. This document summarizes the panel's review of the Dordt College's principal preparation proposal.

The proposal submitted by the Dordt College clearly communicates a conceptual framework of an educational leadership program that highlights and weaves together key aspects of leadership preparation – transformational, foundational, collaborative, and reflective. Dordt College and its education department continuously demonstrate efforts to connect locally, regionally, state-wide, and internationally to various educational organizations (e.g., Christian School International, Northwest AEA, Iowa Council of Professors of Educational Administration, etc.). As the new principal program at Dordt College evolves, the institution is committed to providing the necessary financial resources, facilities, faculty/staff, and the technology to create and sustain a quality principal preparation program.

The principal preparation program is designed for face-to-face and online interaction. The program developers are looking to take advantage of 21st Century learning tools to prepare 21st Century leaders. To capitalize on the online learning aspects of the program, the developers are looking to draw in influential people in the fields of instructional leadership, creative financial management, and community-based partnerships to teach alongside faculty members in

the education department. At the same time, the program is focused on what it means to lead Christianly and targeting potential school leaders who desire to guide from a faith-based worldview.

Dordt College continues to have a transparent and viable relationship with the local public schools. The undergraduate program is in the middle of creating Professional Development School (PDS) relationships with Sioux Center Community Schools, embarking on the first partnership year in 2012-13. The institution uses almost all of the public schools within 30 miles for undergraduate placements with every intention of building on those relationships in the principal preparation program.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

The Educational Leadership program abstract outlines and supports Dordt College's criteria for a new program initiative – centrality, quality, strategic advantage, and demand.

The knowledge base that supports the program proposal includes the research of Dr. Richard Elmore, Dr. Michael Fullan, Dr. Robert Marzano, Dr. Doug Reeves and other notable educational leadership professionals and leaders in Christian education.

The conceptual framework, *Leading Christianly*, highlights and weaves together key aspects of leadership – transformational, foundational, collaborative, and reflective. The framework also blends in the four parameters of curricular organization for all courses and programs at Dordt College – contemporary response, religious orientation, creational development, and creational structure.

The program clearly communicated the rationale, licensure requirements, and curriculum details. This information not only informs the institution but will be valuable to potential candidates.

As a faith-based institution, the program uniquely weaves in attributes of servant leadership, being an active member of the Sioux Center community, and supporting school improvement efforts in the public and non-public schools.

The Dordt Principal Preparation Program continuously addresses the conceptual framework, the program vision/goals, and the Iowa Standards for School Leaders (ISSL).

Dr. Zonnefeld, Dr. Van Soelen, and other members of the faculty and staff prepared a well-organized and consistent principal preparation program proposal. The developers identified three features of the program:

- a) Online by design – The program wants to take advantage of 21st Century learning tools to prepare 21st Century leaders.

- b) Co-teaching Pedagogical Strategies – The program is online by design. It is intentional about drawing in influential people in the fields of instructional leadership, creative financial management, community-based partnerships, etc. to teach alongside faculty members.
- c) A focus on what it means to lead Christianly – The program is targeting those who desire to lead from a faith-based worldview.

SECTION A: GOVERNANCE AND RESOURCES

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

In an effort to meet the needs of students and improve the governance structure at Dordt College, a new organizational structure was adopted and put into place in August 2010. The new structure provides the institution an opportunity to increase its distributed responsibility and investment.

The Dordt College Education Department and its programs have demonstrated continuous efforts to connect locally, regionally, state-wide, and internationally to educational organizations. Examples include Christian School International (CSI), Northwest AEA, Iowa Council of Professors of Educational Administration (ICPEA), etc.

Faculty members annually prepare professional development plans in a collaborative effort with other faculty and administrative colleagues. The plans encourage collaboration, are need-based, and promote participation in professional associations, and reading professional journals. (p. 25)

Throughout the Dordt College Educational Leadership program, the mission statement of the college and the education department, the conceptual framework of the program, and the Educational Framework of Dordt College are woven into the proposal, the program requirements, and the course work.

Dordt College is committed to the development, implementation, monitoring, and continuous improvement efforts of the Educational Leadership. The college demonstrates this by providing the necessary financial resources, facilities, faculty/staff, and the equipment necessary for a quality administrator preparation program.

Concerns/Recommendations:

With the addition of new members to the Graduate Education Advisory Committee (GEAC) representing principal preparation, it is imperative that school leadership issues/topics are regularly addressed by the whole committee.

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

SECTION B: DIVERSITY

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

Dordt Colleges is intentional in its efforts to support diversity as it works with and supports faculty, staff, and students in meeting the institution’s mission and goals and supports the unit’s conceptual and educational framework.

The Dordt College Education Department and the Educational Leadership program are deliberate about infusing topics like poverty, English language learners (ELL), and minorities into course content and providing clinical experiences that are valuable and timely for candidates.

Dordt College hosts the home office for the International Association for the Promotion of Christian Higher Education (IAPCHE) in an effort to foster the development of integral Christian higher education worldwide. The college has also forged international partnership efforts to include countries like Canada, Ethiopia, Germany, Haiti, the Netherlands, Vietnam, etc. in an effort to support the mission and goals of the institution.

Concerns/Recommendations:

Sioux Center is one of the communities in Iowa that has a quickly changing demographic due to the arrival of new community members, many from Hispanic cultures. Dordt College embraces the new community members in many ways – providing educational opportunities for learning English, hosting events (celebrations, Immigration conference) on the campus, and inviting community members to be guest speakers in classes. The program is encouraged to provide leadership and build relationships with the entire community as it has the potential to serve as a model for the changing demographics in Iowa.

Dordt College and its Education Department are encouraged to support Dr. Zonnefeld and his efforts to ensure candidates have broad exposure to public and private schools, to urban and rural schools, and to schools that represent diverse demographic makeup (SES diversity, ethnic diversity, and religious diversity).

Due to the location of the institution, size of the local community, and religious holdings, it is difficult to recruit diverse faculty and students to the campus. The program builds on collaborative efforts with IAPCHE’s network, other institutions, and the online aspects of the program to attract and maintain faculty and students. Again, these efforts and relationships have the potential of providing models to other institutions.

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

SECTION C: FACULTY

Met Or Met with Strength	Met Pending Conditions	Not Met
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Strengths:

Of the eight potential Educational Leadership faculty members, six members have terminal degrees and two are working on accomplishing the same. The institution has also provided the necessary evidence that the Educational Leadership faculty are qualified to teach for the program because of their experiences in PK-12 teaching, PK-12 administration, educational leadership, curriculum and instruction, etc.

Faculty members take advantage of numerous local, regional, and national faith-based conferences (e.g., Christian Schools International Leadership Conferences, Heartland Christian Schools Principal Club, Kuyers Institute for Christian Teaching and Learning, etc.).

The principal preparation program is beginning to build a relationship with Iowa Council of Professors of Educational Administration (ICPEA) and School Administrators of Iowa (SAI).

Full-time educational leadership faculty are members and/or attended national conferences hosted by the Association of Supervision and Curriculum Development (ASCD), National Middle School Association, Iowa Association of Colleges for Teacher Education (IACTE), National Council of Teachers of Mathematics (NCTM), National Association for Professional Development Schools, ICPEA, Iowa Core, etc. Faculty have also presented at various conferences and written for various Christian/educational organizations (e.g., Conclave of Annapolis Area Christian Middle School, Heartland Christian Educators’ Convention, Christian Learning Center, etc.).

Concerns/Recommendations:

As online learning progresses, faculty needs will increase, and 21st Century learning needs will take center stage. The institution/program must address the need for professional growth for faculty and must be deliberate in linking the content, pedagogy, and technology so candidates see the learning as purposeful.

The institution's efforts centered on co-teaching with adjunct faculty are recognized and are commended by the review panel. However, the panel recommends that the program continually monitor syllabi, student evaluations, assessments, faculty professional development efforts, etc. to prevent fragmentation.

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

SECTION D: ASSESSMENT

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

The principal preparation program evaluation timeline includes program evaluation four times annually and regular candidate evaluation to include pre-admission, Level 1 (introductory EdAd courses), Level 2 (internship-level courses), and Level 3 (Approval Licensure).

The principal preparation program has been intentional in aligning the assessment standard of the program to the college's and program's mission, goals, conceptual frameworks, Iowa Standards for School Leaders (ISSL), and licensure requirements.

The program has developed growth-oriented rubrics that will be used throughout courses to assist candidates in improving leadership knowledge, skills, and dispositions.

The Educational Leadership program uses multiple admission criteria and assessments. Entrance requirements include initial degree in education or education endorsement from an accredited college/university; current teaching certificate; employed at least .5 FTE in an accredited school; letters of reference; Graduate Record Examination (GRE); minimum of one year of full-time teaching experience; and a signed form committing to the two-year cohort schedule/procedures.

The principal preparation course syllabi demonstrate the program efforts to embed the knowledge, skills, and dispositions in cross course work and assessment.

In the Educational Leadership program proposal, the program states its commitment to gathering data through candidate assessment and program assessment that leads to evidence-based discussions for the continuous improvement in the program and the institution as a whole.

Concerns/Recommendations:

Given that this is a new program and some rubrics used for assessment purposes may change, the program needs to communicate with and work with all faculty members and the advisory committee to ensure understanding of the changes made and how the changes will be used to impact the program.

The review panel understands that the principal preparation program has woven together the conceptual framework, ISSL, mission, vision, and BoEE standards to provide a quality program. It is crucial that the program reviews are based on criteria established through those components. Also, the principal preparation program may be somewhat small, but as it evolves and participant numbers increase, plans for gathering, analyzing, and reporting the data may need to be adjusted.

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

SECTION E: ADMINISTRATOR PREPARATION CLINICAL

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

The Educational Leadership program has the necessary clinical handbooks in place and ready to use with participants and collaborating schools/districts. The program has an application for potential mentors and lists the necessary criteria for becoming a mentor for the candidates.

The Educational Leadership program has created course work in conjunction with clinical experiences in an effort to ensure the alignment to the program’s conceptual framework, mission, vision, goals, and ISSL. Candidates will also have diverse clinical placements in public and non-public schools to provide a broad experience.

The Educational Leadership syllabi identify selected assignments that are required to successfully meet the standards. The candidates are able to select additional assignments to illustrate and solidify an understanding of standard.

Concerns/Recommendations: None

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

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

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

The principal preparation program syllabi have a similar format and include the conceptual framework, ISSL, BoEE standards, reference to the National Policy Board of Educational Administration, learning goals/objectives and assessments. Syllabi identify active and engaged learning: presentations, collaborative projects, read/respond activities, case studies, etc.

In an effort to embed aspects of the Iowa Core into the principal preparation program, faculty members have participated in regional Iowa Core training and collaboratively working with program faculty to ensure the Iowa Core is appropriately embedded into the related coursework.

The principal preparation program establishes a high expectation of scholarship by requiring students to create a portfolio linked to ISSL, incorporating professional writing assignments, linking participants to clinical experiences in diverse settings, using learning tools that prepare 21st Century leaders, and meeting the institution’s requirements on the GRE. Candidates who complete this master program are well-positioned to move towards a doctoral program and/or advance to a superintendency.

Concerns/Recommendations: None

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

All standards have been met. The Dordt College principal preparation program is recommended for approval.