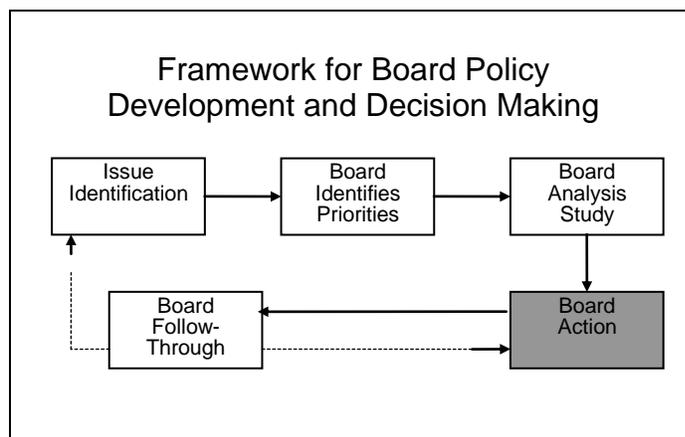


Iowa State Board of Education

Executive Summary

November 16, 2011



Agenda Item: University of Northern Iowa Practitioner Preparation Programs: Teacher Preparation, Principal and Superintendent Preparation, School Counseling, and Speech Pathology

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: Kris Crabtree-Groff, Consultant
Practitioner Preparation
Bureau of Accreditation and Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board issue continuing approval to the University of Northern Iowa practitioner preparation programs through the next state visit cycle scheduled for the 2016-2017 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. The University of Northern Iowa Practitioner Preparation Programs have met all of the program approval standards as approved by the State Board.

Recommendation for Continuing Approval of University of Northern Iowa Educator Preparation Programs

November 16, 2011

The University of Northern Iowa (UNI) was founded in 1886 as Iowa State Normal School for the purpose of training teachers for the State's common schools. In 1909, the school became Iowa State Teachers College, and in 1961 changed to the State College of Iowa. The Iowa Legislature changed UNI's status to a university in 1967, and the institution began offering undergraduate, master's, and doctoral degree programs.

A culture based on core values of intellectual vitality, intellectual and academic freedom, the well-being of its members, and service to others are outlined in the university strategic plan. Although known for teacher education, the institution seeks to expand its reputation to include a leading role in the use of technology, cutting edge research, and outreach to the State, to the nation, and to the world. The Malcolm Price Laboratory School renewed interest as a research and development school focused on Science, Technology, Engineering, and Mathematics (STEM) is just one example of how the institution responds to the changing needs of education.

At the present time, the institution offers sixty-five (65) initial and advanced level endorsements along with the principalship program, the school counseling program, the school psychology program, the superintendency program, and the speech-language pathology program. Each of these programs was under review.

A day-long preliminary review of the UNI educator preparation programs was conducted January 25, 2010, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the UNI programs for their response at the time of the review. The site visit occurred March 7-10, 2010. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students, and practitioners affiliated with the UNI. The team examined six (6) standard areas: Governance and Resources, Diversity, Faculty, Program Assessment, Clinical Practice, and Candidate Knowledge, Skills and Dispositions.

On May 12, 2011, the Iowa State Board of Education issued a conditional approval to the preparation programs at UNI. At that time, UNI had made substantive progress in complying with all requirements of the governance standard but needed more time to communicate revised policies and procedures, to appoint and/or to assign roles and responsibilities, and to provide evidence of implementation. Since the issue of Governance had been cited in the previous site visit, the Department insisted that implementation of new policies and procedures be evidenced before recommending the programs for full approval.

Actions required before the Department would recommend for continuing approval included:
1) **79.10(1-3)** At the time of the site visit, the professional education unit did not have primary responsibility for governance of all programs offered at the institution for the preparation of teachers. In order to address this situation, the institution must supply the Department with the following:

- a) a systems chart;
- b) policies that support coordination of the work of all colleges contributing to the preparation of teachers, including the use of interim administrative appointments;
- c) responsibilities of all entities involved, both individuals and groups, especially the Teacher Education Council;
- d) a demonstrated means for communication and coordination among the participating colleges to implement a shared vision of teacher preparation at UNI; and
- e) a policy clarifying who serves as recommending official for each licensure area with appropriate authority given to that official in order to fulfill licensure responsibilities.

2) **79.10(9-13)** The institution must supply the Department with a summary of criteria, protocol, and/or rationale for major changes in allocations for programming and services that are found to affect the quality of teacher preparation at UNI.

3) **79.10(11 and 13)** An assessment of course load/class size should be conducted to determine the maximum number of candidates that can be accommodated in all preparation programs while still maintaining quality instruction and a reasonable teaching load for faculty. A summary of findings and decisions shall be provided to the Department.

4) **79.10(5)** The program must provide the Department with an outline of a formal advisory group for teacher education of primarily educators that meets the intent of 79.10(5) “**input to inform the unit.**” Provide, as well, minutes of the meetings of this advisory group for the next two years.

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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After a year of deliberation and collaboration, the educator preparation programs have chosen a model of governance and have created a systematic structure for decision-making. The Department applauded the democratic inclusion of all voices in the decision-making process and received all requested documentation on October 17, 2011. The Department believes UNI has fully implemented a governance structure that not only meets the obligations of Chapter 79 but also will guide on-going program improvement efforts.

All six standards have been met by all programs and by the University as a whole. The University of Northern Iowa educator preparation programs are recommended for continuing approval. The Department commends UNI faculty, staff, and administration for their focused efforts in crafting and implementing a governance structure that reflects its quality educator preparation programs.