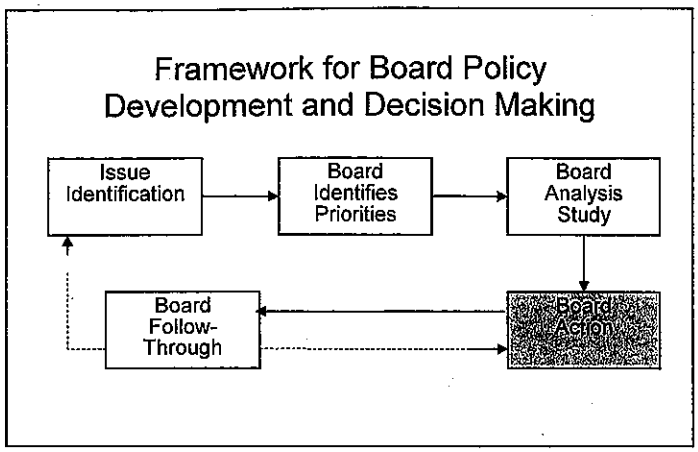
Iowa State Board of Education

Executive Summary

September 9, 2009



Agenda Item: Cornell 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 for all students.

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

Attachments: 1

Recommendation: It is recommended that the State Board approve the Cornell College practitioner preparation program through the next state visit cycle scheduled for the 2014-2015 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 Cornell College program has met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval
Of
Cornell College
Teacher Preparation Program

September 9, 2009

Cornell College is an independent, coeducational, residential liberal arts college in Mount Vernon, Iowa. The Iowa Conference Seminary, as the new institution was originally called, opened in September 1853. During that first academic year, there were 161 students, of whom 57 were women. Historically, Cornell was a pioneer in the cause of women's rights. The first student to enroll here in 1853 was a woman. The College was the first institution of higher learning west of the Mississippi to grant women the same rights and privileges as men and the first in Iowa to confer a baccalaureate degree on a woman. In 1855, the Board of Trustees resolved to organize the Seminary into a college and to name it the Mount Vernon College. The following year, the college was renamed Cornell College in honor of contributor William Wesley Cornell.

Today, Cornell's student body includes nearly 1,200 men and women from almost all 50 states and two dozen nations. The college operates on a distinctive block plan calendar, known as "One Course At A Time," which allows students to study one academic discipline during each of nine blocks.

Since 1859, the Cornell College catalogues have contained specific provisions for the preparation of teachers. Courses in education were offered for the first time in 1872; one of the earliest in the country to do so. The Cornell Teacher Education Program currently offers licensure programs in both secondary and elementary education, and recommends approximately 20 candidates a year for Iowa teacher licensure.

A day-long preliminary review of the Cornell College Teacher Education Program was conducted on January 8, 2009, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the Cornell Teacher Education Program for their response at the time of the review.

The site visit occurred March 8-12, 2009. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Cornell Teacher Education Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty, Clinical, Curriculum (Knowledge, Skills, and Dispositions), and Assessment. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

STANDARD I: GOVERNANCE AND RESOURCES

Initial Team Finding

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

Strengths

- The number of full-time faculty positions in the Cornell College Teacher Education Program (TEP) has doubled in the past five years (from two to four full-time faculty members). The institution has also reinstated the position of a full-time director of student teaching to manage the professional semester of candidates.
- The Education Department has the respect of the administration and many of the academic departments on campus. The education faculty is recognized for their expertise and commitment to students.

Concerns/Recommendations

1) We understand there is no course release credit for department chairs on Cornell's campus. It is recommended that Cornell College provide some type of credit and support to the education department chair/teacher preparation program director for the additional responsibilities encountered directing a licensure program.
2) In order to ensure consistent quality of the program, the process of hiring and evaluating part-time faculty should become integrated in a similar manner to the evaluation of full-time faculty.

Items that Must Be Addressed Prior to State Board Action:

79.10(5) The Advisory Council has met only once each of the past five years. Chapter 79 requires that the unit solicit input from the Advisory Council at a minimum of twice yearly. Cornell College TEP must submit to the Department of Education (DE) a plan for soliciting input from the Advisory Council on a regular basis, at least semi-annually.

Institutional Response: The Cornell Teacher Education Program has developed and submitted an acceptable plan for meeting and soliciting input from the council on a regular twice yearly basis. The Cornell 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).

79.10(2) and 79.10(6) Collaboration between the education department and all other departments on campus with certification programs needs to be a constant priority. There has been a history of discord between one of the arts/sciences departments and the teacher education program. Cornell College TEP must submit to the DE evidence of ongoing collaboration with this department, including actions taken to create a communication process that is functioning adequately for the effective preparation of all candidates.

Institutional Response: The Cornell Teacher Education Program has outlined a plan for systematic collaboration and communication with all departments involved in teacher education and licensure

programs. Responsibility has been assigned to an education department faculty member for implementing, facilitating, and monitoring this plan. The Cornell Teacher Education Program will provide yearly status reports on the plan's implementation via the Annual Practitioner Preparation 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

STANDARD II: DIVERSITY

Initial Team Finding

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

Strengths

- Cornell provides many opportunities for students to experience diversity both on and off campus. The program's broad definition of diversity helps students understand the true nature of this issue.
- The Education Department faculty members collaborate well with the Director of Intercultural Life and participate in the campus programs designed to broaden the understanding of issues related to diversity.

Concerns/Recommendations

The TEP has created a form to use for tracking field experiences of each candidate, but the form has not been effectively implemented.

Items that Must Be Addressed Prior to State Board Action:

79.11(3) The system for tracking student field experience placements needs to be used when making placement decisions, and used with the goal of having all candidates "experience clinical practice in settings that include diverse populations and students of different grade levels and of diverse learning needs." The Director of Student Teaching will need to be included in this process and be able to utilize the tracking form when making student teaching placements. Cornell College TEP must provide a written assurance that the tracking form will be utilized, and that a process will be put in place to meet the goal of diverse experiences for all candidates.

Institutional Response: The Cornell Teacher Education Plan has developed and submitted a plan for communication and tracking to be implemented by the administrative assistant and student teaching director for ensuring that all candidates experience diverse settings in their clinical experiences. The Cornell Teacher Education Program will submit a summary of the placements for individual candidates to the Department of Education for the next two academic years (2009-2010 and 2010-2011).

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

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

STANDARD III: FACULTY

Initial Team Finding

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

Strengths

- Candidates and graduates exhibit great respect for the education faculty and feel that faculty teaming, accessibility, and caring have provided a strong support network and greatly impacted candidate success.
- Candidates noted much practical previous classroom experiences of a majority of their education professors; they regard this as an important quality of authenticity.
- Cornell education faculty members collaborate with other colleagues across campus regularly as noted in faculty vitae and confirmed by interviews with college faculty and the academic dean.

Concerns/Recommendations

1) Full-time faculty members in professional education should be adequately prepared for responsibilities in teaching methods and supervising student teachers. These instructors should have had teaching experience in classrooms similar to those for which the practitioner preparation students are being prepared.
2) Part-time faculty should meet the licensure and experience requirements appropriate for their assigned responsibilities. The part-time faculty members of methods classes should have adequate teaching experiences, ideally including advanced degrees of study.

Items that Must Be Addressed Prior to State Board Action:

79.12(1) Currently, there are full-time and part-time faculty members assigned responsibilities for preparing candidates for situations which the faculty members have not had experiences nor have been adequately prepared. Cornell College Teacher Education Program must submit to the DE a plan for remedying this noncompliance.

Institutional Response: Since the review, changes in faculty have addressed this issue. Furthermore, the Cornell Teacher Education Program has developed a hiring policy and has shared it with the other departments involved in teacher preparation and with the Dean of the College. This policy will be used when departments hire full-time or part-time faculty to teach teacher preparation courses to ensure that faculty members have appropriate background and experiences for their assigned courses. The Cornell Teacher Education Program will provide yearly reports on the policy's implementation status for the next three years via the Annual Practitioner Preparation Report.

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

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

STANDARD IV: CLINICAL
Initial Team Finding

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

Strengths

- The education program exceeds the number of hours required for pre-student teaching field experiences. The program is to be commended for insuring that students have extensive experience in clinical settings.
- The program, based on the block system, provides opportunity for students to concentrate on one content course at a time which allows for immersion into that specific area. This is especially valuable for methods courses.
- Cooperating teachers expressed appreciation for the extensive communication and support from the education faculty with their practica and student teaching candidates.
- The full-time education department faculty members who teach education core courses on campus also supervise teacher education candidates in the field. The continuity and support provided by this system are in part responsible for the success of Cornell student teachers.
- The student teachers are visited weekly by their supervisor. This practice results in strong support for student teachers and cooperating teachers; it also demonstrates a dedication to graduating well-prepared teachers.

COMMENTS FROM COOPERATING TEACHERS/PRINCIPALS:

- "My student teacher jumped right in and went above and beyond her requirements."
- "The program has strong communication with schools."
- "I feel like part of a team at Cornell; as a cooperating teacher, you should be."

COMMENTS FROM STUDENTS/STUDENT TEACHERS:

- "With our block system, we can totally immerse ourselves in what we are currently taking."
- "I like the constructive criticism I receive because it is always given with ideas of what to do and things to try."
- "The faculty prepares us for the real world."
- "Teacher education professors are creative and model good instruction."

Concerns/Recommendations

1) The fall student teaching seminars are held on Tuesday evenings during the fall student teaching term. While the upcoming spring student teachers are invited to attend specific sessions in the fall, the support received through the seminars is not comparable to the fall student teachers' experience. The program should consider ways of providing equitable support for all student teachers.
2) The team commends the fact that education professors supervise students during clinical experiences. However, the program needs to ensure that every student is observed by a supervisor who has a teaching background at the level that the observation is taking place.

Item 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 Teaching Standards, INTASC Standards, dispositions, and program-created "Intellectual Objectives" are aligned and referenced in course syllabi. Students appear to be exposed to standards and dispositions early with consistent reinforcement throughout the program. One candidate stated, "Standards, oh yeah, we hear about them everywhere, every course. We **know** about standards"!
- Candidates and alumni perceive that faculty consistently provide real world application of course curriculum and model good instruction.
- The "One Course at a Time" model allows students to effectively connect theory to practice. One alumnus stated, "Teaching has deadlines. Going through block courses taught me how to organize and plan ahead to meet deadlines. It also makes you learn to think smarter not harder."

Concerns/Recommendations:

1) Different faculty members teach some of the unit courses on a rotating basis. Faculty members in the education department should collaborate and share ideas when teaching shared courses in order to solidify overall goals and to guarantee the delivery of the defined objectives of the courses.
2) The team encourages examination of candidate exposure to technology. While there is evidence that students are exposed to basic technology, the program is encouraged to increase a focus on providing candidates with skills to effectively integrate technology into instruction to positively impact K-12 learning.

Items that Must Be Addressed Prior to State Board Action:

79.14(1) Iowa Code requires candidates to pass a basic skills exam prior to program admission, with the score determined by the program. Alternative admission criteria are not appropriate. The Cornell College TEP must provide a revised policy to the DE.

Institutional Response: The Cornell Teacher Education Program has developed and submitted a policy for admission that includes the requirement for attaining the program's cut scores on a basic skills examination. The Cornell Teacher Education Program will provide yearly reports on the policy's implementation and monitoring status via the Annual Practitioner Preparation Report.

79.14(7) Rules require that candidates receive instruction on the methods of teaching with emphasis on both the subject area and grade level of the endorsement being pursued. The secondary education methods classes are taught together; this does not allow specific content pedagogy to be a significant part of their experience. Feedback from cooperating teachers, graduates, and student teachers affirmed this

concern. The program must submit to the Department a plan to incorporate more specific content pedagogy into the secondary education program.

Institutional Response: The Cornell Teacher Education Program has submitted a plan for restructuring methods coursework for secondary level candidates, and for staffing this revised plan for the 2090-2010 academic year. At the conclusion of the 2009-2010 year, the program will provide an updated plan showing how the methods coursework will be staffed for 2010-2011 and ensuing academic years.

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 VI: ASSESSMENT
Initial Team Finding

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

Strengths

- The unit provides evidence that the assessment system is congruent with the institution's mission and the unit's framework for preparation of effective teachers. The unit demonstrates an alignment of unit standards with INTASC standards, as well as Iowa Teaching Standards, Iowa preparation core professional standards, and Iowa Board of Educational Examiners' licensing standards.
- The unit has clear admission criteria for each level. Students are not allowed to progress through the program unless program gates are met.
- An electronic data management system is in place. The database is responsive to the unit's needs, and can be changed to reflect current practice. It is possible to collect data to evaluate trends over time.

Concerns/Recommendations

1) The unit does not collect consistent data throughout the program. Program outcomes are often course based and change from term to term.
2) The levels of performance for individual candidates are not collected in a consistent manner over time in order to provide feedback and facilitate progress for each candidate.
3) The data management system is not currently used for program evaluation and systematic program improvement.
4) The rubrics being used should be reviewed. Rubrics need to be standards-based to reflect candidate progress on program standards.

Items that Must Be Addressed Prior to State Board Action:

79.15(256) The unit must develop a more systemic, coherent method to clearly assess and evaluate candidate performance on teaching standards. The unit must define how candidate performance is to be

collected and aggregated to be used in program evaluation and program improvement. A cycle for examining aggregate performance data and making program decisions must be articulated. The unit must submit a plan for a systemic assessment system with implementation dates to the DE for approval.

Institutional Response: The Cornell Teacher Education Program has developed a detailed, comprehensive assessment plan based on program and teaching standards. The assessment plan describes how data will be collected and used to for candidate assessment and development. The assessment plan also describes how data will be collected, aggregated, and evaluated for program assessment and improvement. Cornell 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 item has 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 Cornell College Teacher Preparation Program is recommended for continuing approval.

Iowa State Board of Education

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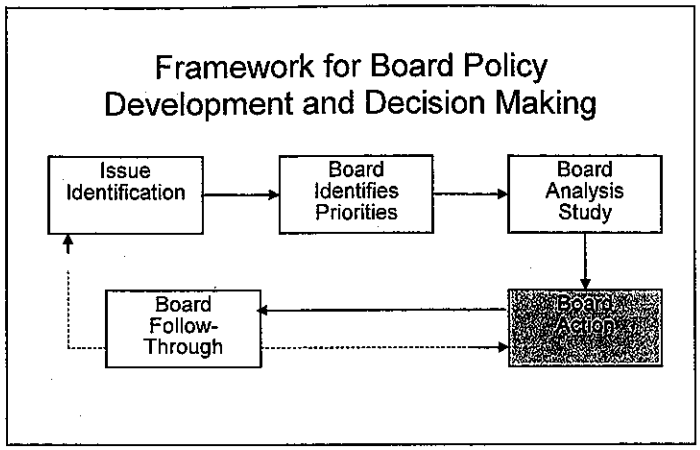


Agenda Item: Iowa Wesleyan College Practitioner Preparation Program

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 for all students.

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

Attachments: 1

Recommendation: It is recommended that the State Board approve the Iowa Wesleyan College practitioner preparation program through the next state visit cycle scheduled for the 2014-2015 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 Iowa Wesleyan College program has met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval
of

Iowa Wesleyan College

September 9, 2009

Iowa Wesleyan College, located in Mount Pleasant, is a liberal arts college affiliated with the United Methodist Church. The college opened in January of 1846 as Mount Pleasant Literary Institute; in 1855 its name was changed to Iowa Wesleyan University and, in 1912, became Iowa Wesleyan College. The college provides a community-based focus of learning to combine the "development of the intellect with adaptive life skills." The college is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Iowa Wesleyan College currently enrolls approximately 850 students each year. In the past five years the percentage of students graduating in education has varied from 21 percent to 48 percent of the total number of graduates. In the 2007-2008 academic year, 89 students completed an education degree in one or more of the 30 endorsements that are offered. Teacher preparation is offered on campus as well as through the Extended Learning Program at Southeastern Community College in West Burlington and Muscatine Community College in Muscatine.

A day-long preliminary review of the Iowa Wesleyan College program was conducted on January 9, 2009, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the Iowa Wesleyan Program for their response at the time of the review.

The site visit occurred March 29-April 1, 2009. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Iowa Wesleyan Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty, Assessment, Clinical, and Curriculum (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 college and its atmosphere; the culture exhibited a combination of a proud tradition and a dynamic indicating that Iowa Wesleyan College is a community moving forward.
- Candidates and graduates report a high degree of satisfaction with the Iowa Wesleyan program.
- In numerous interviews, both on campus and with local area educators, the team consistently heard comments regarding the great positive strides made by the Iowa Wesleyan Teacher Education Program (TEP) in recent years. Documentation verified comprehensive changes that have occurred in the three years prior to the site visit.
- Because of limited access to faculty and candidates in the Extended Learning Program, the State Team cannot be confident that the findings apply to that program. In fact, evidence indicates that many of the strengths noted in the following report are limited to the campus-based teacher education program, also referred to as the day program.

SECTION A: GOVERNANCE AND RESOURCES

Initial Team Finding

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

Strengths

- Guidance and support for full time education division faculty is sound.
- The work climate for unit faculty is collaborative and professional.
- The institution supports the unit financially in a manner consistent with support for other departments.
- The Extended Learning Program (EL) serves students who may not be able to attend daytime courses on the IWC campus.

Concerns/Recommendations

1) The professional education unit clearly has primary responsibility for the program curriculum, assessment and instruction of the courses and students in the Teacher Education Program (TEP), referred to as the daytime program. However, the unit does not have the same responsibility or management of the teacher education program offerings in the Extended Learning (EL) Program. This situation results in a lack of consistency and opportunities available to candidates in the two programs. Areas of concern include the following:
    - Faculty: extensive use of adjuncts in the EL program
    - Limited collaboration among EL education faculty and between EL and TEP faculty
    - Hiring and evaluation of faculty in EL program
    - Advising of candidates in EL program
    - Curriculum development and professional development in EL program
    - Consistency in course requirements between TEP and EL programs
    - Consistency in clinical experiences between TEP and EL programs
    - Resources for EL program

2) Faculty load needs to be addressed.
3) The unit faculty is not large enough currently to provide professors to teach in and oversee both the TEP (daytime) and EL (evening) programs.
4) Faculty office space is inadequate.
5) The TEP Advisory Committee meets and conducts meaningful work. However, the advisory committee only meets once a year. Best practice of bi-annual meetings would provide better continuity and use of the committee.

Items that Must Be Addressed Prior to State Board Action

1) **79.10(2) As detailed in #1 above, the professional education unit does not have primary responsibility for all programs offered at the institution for the initial preparation of teachers. The institution must submit to the DE a plan that provides common governance of the preparation of teachers within the TEP and the Extended Learning Program.**
2) **79.10(11) As detailed in # 2 and #3 above, additional resources will be needed to meet the requirements of these rules. The institution must assess needs and resources, especially regarding the recommendation of faculty lines. The institution must submit to the DE findings of such a review with plans for addressing those findings.**

Iowa Wesleyan Response

At the time of the visit, Iowa Wesleyan offered teacher preparation in a cohesive, successful campus program. Additionally teacher preparation was provided through the Extended Learning Program (EL) at Southeastern Community College in West Burlington and Muscatine Community College in Muscatine.

Iowa Wesleyan has submitted a detailed plan to integrate the off-campus education programs, formerly offered through the Extended Learning Program, with the campus teacher education program with common governance and oversight of resources.

The plan addresses the above issues with a timeline of completion of fall semester, 2010. Areas of improvement of governance addressed in detail within the plan include the following: administration, full time and adjunct faculty, advising, collaboration, and evaluation. Areas addressed regarding resources include the following: library, admissions, registrar, publications, technology, and financial aid.

Many of the changes discussed during the site visit were begun in the weeks immediately following the on-site review. One administrator from the Extended Learning Program has moved to the Teacher Education Program. To facilitate the needed changes and to reduce the dependency on adjunct faculty, the college has included in the plan the addition of two full time faculty in education.

The president and dean have been involved in and supportive of the restructuring of the education program. The chair leading this work has led the significant changes that have occurred in the campus program in the past four years.

The Iowa Wesleyan Program will submit a report to the Department by December 31, 2010, regarding the implementation of the plan that has been submitted.

3) **79.10(5) Regarding #5 above, the program must submit a plan to the DE that outlines a means to meet the current advisory requirements.**

Iowa Wesleyan Response: The Teacher Education Program faculty will schedule two TEP Advisory Committee meetings during each academic year. The Program will submit to the Department copies of the agendas, attendance roster, and minutes from the advisory committee meetings for the next two academic years (2009-2010 and 2010-2011).

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

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

SECTION B: DIVERSITY

Initial Team Finding

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

Strengths

- This standard is met with strength.
- The institution is committed to diversity as evidenced by continued initiatives and programs that recruit and support students of color and engage students and faculty members in experiences that take them out of "their comfort zones." The importance of diversity expressed in the vision and mission of the institution are seen across campus.
- The field experience planning form completed for each student in the Teacher Education Program allows the Director of Field Experiences to ensure the students are placed in settings that allow them to interact with a variety of diverse populations.

Recommendation: The team recommends continued efforts in recruiting high quality faculty members from diverse populations.

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

Strengths
This standard is met with strength in the campus program.

- The education faculty has experienced a near total turn-over in the past four years with an accompanying impact on the Teacher Education Program (TEP). The resulting current faculty is vibrant and cohesive.
- Unit faculty members on campus are well regarded and respected throughout the College. Administrators and faculty members in virtually all departments the team interviewed touted the professionalism and hard work of the education division faculty.
- Students confirmed that unit faculty members model the best practices they teach, especially in the areas of content knowledge, differentiated instruction, collaboration, research-based strategies, and reflective teaching.
- The amount of K-12 experience on the part of veteran professors/instructors enhances instruction and results in genuine, practical and credible teaching.
- Faculty members in the TEP unit collaborate with area schools in a variety of ways.
- Full time TEP faculty members are engaged in scholarly activities in their area(s).
- Professors are readily available to help candidates.

Comment: Greater consistency in faculty between the campus program and the Extended Learning Program will be realized when issues in the Governance/Resources section of this report are addressed.

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

Strengths

- A review of current candidate folders in the TEP revealed a detailed record keeping system and a systematic process for assessing whether or not candidates are ready to move to the next level.
- Portfolio presentations at the end of student teaching provide opportunity for consensus judgments by faculty.
- The program emphasizes the fostering and monitoring of professional dispositions.
- Faculty involvement and engagement in the development of the assessment system make assessment within the program more meaningful and accurate.
- The program exhibits a clear intention to identify candidate problems early and provide needed supports and/or guidance as appropriate.
- The program, particularly through the chair, has provided leadership for assessment on the campus. This provides a strong connection between the assessment conducted throughout the program and that done campus-wide.

Recommendation: The program should continue work to refine the assessment system. Some suggestions include:

- Carefully choose a few data sources that will be most useful in program/unit assessment.
- Not all assessment data may be useful for program/unit assessment. Some pruning may be helpful with respect to system storage of data so that data will be useful.
- The assessment plan may need to be refined to more clearly assign responsibilities as well as content and timing of reports.

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

Strengths

- Many administrators and cooperating teachers noted the vast improvements in the student teacher preparation and the program overall in recent years.
- A high level of organization contributes to the ability of the program to run smoothly.
- Cooperating teacher workshops are designed to promote attendance; activities and discussions are authentic and meaningful. Cooperating teachers described workshops as extremely helpful.
- Reflection is infused into every phase of the clinical process.
- The placement process is well run, and the coordinator works well with the area schools.
- Expectations and developmental progression of field experiences are solid.
- Student teachers teach a minimum of two weeks "bell to bell" in each of two placements, twice the state requirement.
- Cooperating teachers, administrators, and student teachers all felt communication and support from IWC was very positive during the student teaching assignments.
- The majority of cooperating teachers and administrators interviewed by the team noted as strengths the preparedness of student teachers in content knowledge, current pedagogical strategies, use of technology, and classroom management.
- Student teachers reported that they were well-prepared.

Concerns

1) The placement director/coordinator makes many placements, coordinates supervisors, and enters clinical assessment data in addition to a teaching load; this is a workload that should be reviewed.
2) As addressed in the Governance /Resources section, pre-student teaching field experiences are not as strong in the evening EL program as in the daytime TEP.

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

Strengths

- The Education Department will have a representative on the committee that will be reviewing general education requirements.
- While the human relations course is only one credit hour, human relations components are integrated throughout the program, and multiple assignments assess the candidates' knowledge, skills and dispositions in this area.
- Candidates are familiar with differentiated instruction and are required to provide adaptations in their lesson plans.
- Candidates feel confident and empowered in the program.
- Candidates have strong preparation in the area of technology.
- Candidates report that preparation is strong in the areas of literacy, special education, differentiation, formative assessment, and pedagogy.

Concerns/Recommendations

1) The early childhood endorsement currently requires few early childhood courses that are taught in the education department.
2) Candidates report that inconsistencies exist with course content, requirements, and the level of expectations between the day and night sections. In conjunction with governance changes, the program must determine what differences exist between day and night classes and then make appropriate changes.

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

SAMPLE COMMENTS BY INDIVIDUALS INTERVIEWED DURING THE SITE VISIT

Comments by Administration/Campus faculty

- "The education department has changed – it is night and day from what it was. There is such a level of professionalism. They are incredibly dedicated and have a whole different level of commitment."
- "The faculty is highly qualified and credentialed."

Comments by Cooperating Teachers

- "My student teacher has very good content knowledge."
- "My student teacher knows the content better than I do. I turned over my physical science to him. His technical expertise is really strong."
- "My student teacher knows lots of techniques, teaching techniques and classroom techniques."
- "My student teachers have had comfort with technology. Not only do they know cutting edge technology, they know about having backup plans."
- "Student teachers from Iowa Wesleyan are very technologically savvy. More than I am."

- "I have an overview from 27 years ago until now and Iowa Wesleyan is much better prepared now. Their student teachers are stronger; they are ready to get out of the gate and run."
- "IWC student teachers have been up to date on current issues. They come ready to JOIN the profession rather than being ready to LEARN about the profession."

Comments by Candidates/Student Teachers

- "The professors had a personal approach. They also modeled and taught us strategies. They made the classes practical."
- "All IWC students are required to participate in 160 hours of service learning."
- "The key to the program is relationships."
- "The professors have a lot of knowledge. The program has high expectations."

Comments Regarding Student Teaching

- "My supervisor was great. She gave me great information in my evaluations and was always there to support me in whatever way I might need it."
- "Even with very young children, their writing and drawing helped guide me from lesson to lesson." (Assessment for Learning, a focus of the Iowa Core)
- "Classroom management is really good. I use proximity control in my classroom."
- "I felt very prepared to deal with a diverse student population and to make modifications and accommodations to instruction."
- "I feel very well prepared to teach."

Comments by Graduates

- "We can still contact our professors for help even after we graduate."

Comments by Area Principals

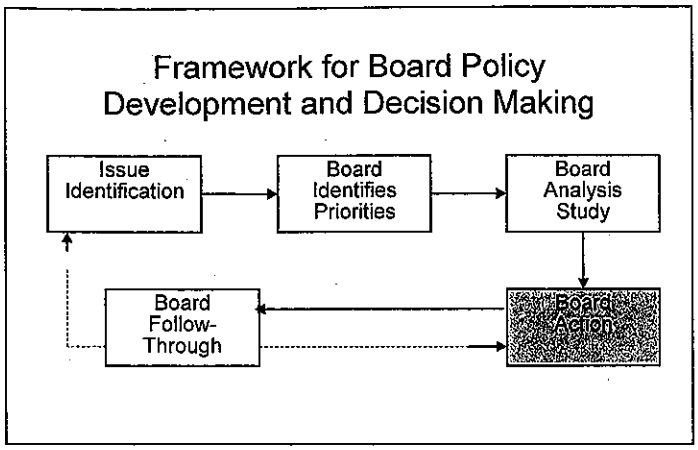
- "Student teachers from IWC are well-prepared."
- Several administrators: "I hire IWC graduates and am very pleased with them."
- "The ed department makes an honest attempt to match up our needs and their abilities. It's a good fit. They are cultivating our future employees."

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

Iowa State Board of Education

Executive Summary

September 9, 2009



Agenda Item: Ashford University's Master of Arts in Education Degree

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 for all students.

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

Attachments: 1

Recommendation: It is recommended that the State Board approve Ashford University's Master of Arts in Education program through the next scheduled full accreditation visit, tentatively scheduled for 2010-2011 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. Ashford University met the program approval standards as approved by the State Board.

Recommendation for Approval
of
Ashford University's Master of Arts in Education Program

September 9, 2009

Ashford University is a proprietary private university with a campus in Clinton, Iowa, and an extensive online component. Total university enrollment is 42,000; 98 percent are online students. Currently, Ashford University enrolls approximately 627 students on campus. The University is approved by the Higher Learning Commission to offer graduate work. The College of Education offers a Masters in Teaching and Learning with Technology which has an enrollment of 195 students. This program is not approved by the Iowa Department of Education because it does not result in licensure or endorsement. Currently, Ashford offers five other masters level graduate programs: four in Business and Professional Studies and one in Health Care Administration.

The proposed Master of Arts in Education (MAED) program will focus on enhancing the knowledge and skills of the teaching professional. Candidates will utilize research, personal learning, and application of knowledge in enhancing their skills to differentiate instruction in order to address the diverse learning needs in an educational setting. Candidates are expected to complete the program in two to five years. Coursework can include on-site and/or online instruction. Of the 34-40 hours required, 22 credit hours are required in core courses and 12-18 hours in a concentration.

The following three areas of emphasis do not result in licensure or endorsement and, therefore, do not require approval:

- Curriculum and Instruction
- Higher Education
- Teacher Leadership

The special education concentration is the single component that results in an endorsement and, thus, requires State Board approval. This endorsement, the Strategist I, has already been approved at the undergraduate level. Requirements of the MAED with special education concentration include:

- Candidates must hold a current Iowa teaching license
- Clinical experience and supervision mirror the approved Ashford undergraduate offering
- Clinical placements will be done by the Ashford College of Education Placement Director
- Supervision of clinical will be done by College of Education on-ground faculty

Reduced tuition will be offered to area K-12 teachers.

General requirements for admission include:

1) A Bachelor's Degree from a regionally accredited or approved nationally accredited college or university with a grade point average of 2.0. Students with a grade point of 2.0 to 2.74 would be placed on first-term academic probation.
2) At the conclusion of the first academic period or the first nine attempted credits, any student who does not meet the requirements for satisfactory academic progress will be dismissed from the University.
3) Graduate courses up to nine credits from other institutions can be transferred into the graduate degree program under Ashford University guidelines.

An Iowa Department of Education team has reviewed the application. The Master of Arts in Education program at Ashford University is recommended for approval by the State Board of Education.