Report on the State of Educator Preparation in Iowa

This report is intended to inform the State Board, stakeholders, and the public on the information that can be collected and analyzed by Iowa Department of Education consultants.

November 1, 2015

The data included is for the 2013-2014 academic year (the most recent for which complete data is available) unless otherwise reported.

The report is composed of four sections:

Section 1. Program Information

This section provides information on the number, type, and production of educator preparation programs in Iowa.

Specific information on each program can be found at several locations:
US Department of Education Title II Report: https://title2.ed.gov/Public/Home.aspx
The Iowa Association of Colleges for Teacher Education website features a link for each program: http://iowacte.org/

2013-2014	Programs and Degrees Offered						
Name and Location of Institution	Early Childhood Only	Elementary Education	Secondary Education	Secondary Intern	Educational Leadership	School Service Personnel	Highest Degree Granted In Education
Ashford University, Clinton		X	X				B
Briar Cliff University, Sioux City		X	X				M
Buena Vista University, Storm Lake		X	X			X	M
Central College, Pella		X	X				B
Clarke University, Dubuque		X	X				M
Coe College, Cedar Rapids		X	X				M
Cornell College, Mount Vernon		X	X				B
Dordt College, Sioux Center		X	X		X		M
Drake University, Des Moines	X	X	X		X	X	D
Emmaus Bible College, Dubuque		X	X				B
Faith Baptist Bible College, Ankeny		X	X				B
Graceland University, Lamoni		X	X				M
Grand View University, Des Moines		X	X				M
Grinnell College, Grinnell			X				B
Iowa Prof. Ldrshp Academy					X		
Iowa State University, Ames	X	X	X		X		D
Iowa Wesleyan U Mount Pleasant	X	X					B
Kaplan University, Des Moines			X	X			M
Loras College, Dubuque		X	X				B
Luther College, Decorah		X	X				B
Maharishi U of Mgmnt, Fairfield			X	X			M
Morningside College, Sioux City		X	X	X			M
Mount Mercy U, Cedar Rapids	X	X	X				M
Northwestern College, Orange City		X	X				B
Regents Alternative Pathway to Lic				X			
Saint Ambrose U, Davenport	X	X	X		X	X	M
Simpson College, Indianola		X	X				M
University of Dubuque, Dubuque		X	X				B
University of Iowa, Iowa City		X	X		X	X	D
U of Northern Iowa, Cedar Falls	X	X	X		X	X	D
Upper Iowa University, Fayette	X	X	X				M
Viterbo, Des Moines					X		M
Waldorf College, Forest City		X	X				B
Wartburg College, Waverly		X	X				B
William Penn U, Oskaloosa		X	X				B

Key: B-Bachelor's Degree M-Master's Degree D-Doctorate Degree

Table 1.1 Number of people prepared as educators in Iowa.

Total Educators Prepared in Iowa: 2602

Traditional Programs:

		# of completers					
	# of programs	Teachers	Change from last year	Admin*	Change from last year	Other**	Change from last year
Public	4	1115	-3%	113	+15%	61	+3%
Private not for profit	27	1090	-19%	64	-32%	88	+109%
Private for profit	3	49	+2%	0	0	0	0
Total		2254	-12%	177	-8%	149	+47%

* Principal and Superintendent
** School Counselor, School Psychologist, School Audiologist, School Social Worker, Speech-Language Pathologist, Supervisor of Special Education

Alternative Licensure Teacher Programs:

	# of programs	# of completers	Change from last year
IHE* based Intern	4	22	+64%

*IHE – Institutes of Higher Education

Table 1.2 Number of initial licenses issued by the Board of Educational Examiners

|	**Initial**	**Substitute**	**Total**
From Iowa Institutions	2158	179	2337
From Out-of-State Institutions	311	95	406

Section 2. Candidate Information

This section provides information on candidates in Iowa programs. Demographic information is self-reported by candidates. Information on endorsements and numbers of candidates prepared includes data self-reported by programs to the Iowa Department of Education and the US Department of Education, as well as endorsement/license counts from the Iowa Board of Educational Examiners (BoEE).

The first component of candidate information consists of general numbers and a breakdown of students and candidates by demographic categories.

Numbers of candidates, program completers, licenses, and endorsements are not the same.

- Candidates are college students admitted to an educator preparation program. Candidates are progressing toward program completion.
- Program completers are candidates who have successfully completed all program requirements including graduation (if an undergraduate program) and passing required assessments.
- A license is issued to a program completer by the Iowa BoEE once the program assures completion and recommends the program completer for licensure.
- An endorsement is an authorization to teach in a specific field. A teacher will have one license, but may have multiple endorsements. For instance, a teacher with a secondary science license may be endorsed in Biology, Chemistry, and Earth Science.

Figure 2.1 Number of people student teaching and completing programs in general categories.
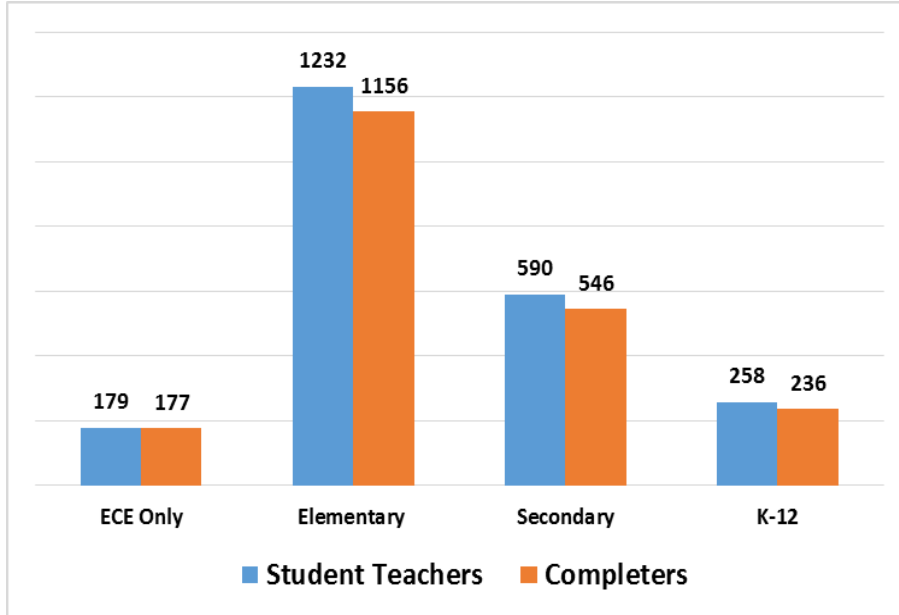
K-12 represents Art, Music and PE. Iowa does not have a true K-12 license in these areas, teachers actually have both K-8 and 5-12 endorsements.

ECE is Early Childhood Education only. The ECE category counts teachers with ECE but not elementary. The Elementary category includes teachers that may also have ECE.

Figure 2.2 Elementary education endorsements by specific content. Note that teachers may have multiple endorsements.
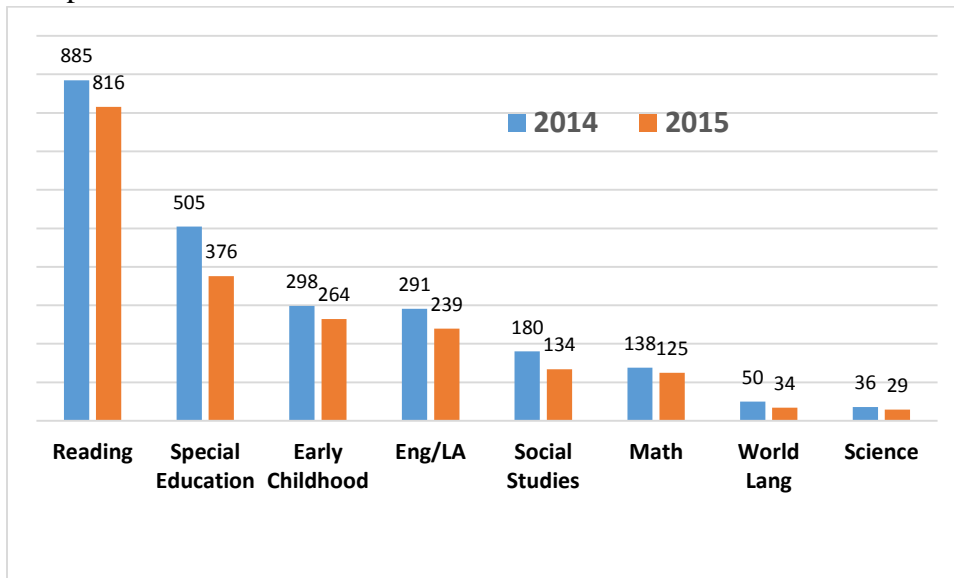
Elementary education classroom teachers must earn a content specific endorsement.

Figure 2.3 Numbers of people earning secondary endorsements.

This figure reports **persons, not endorsements**, each person could hold multiple endorsements.

SS=Social Studies
PE – Physical Education
ELA – English Language Arts
WL – World Languages
Bus – Business
AG – Agriculture
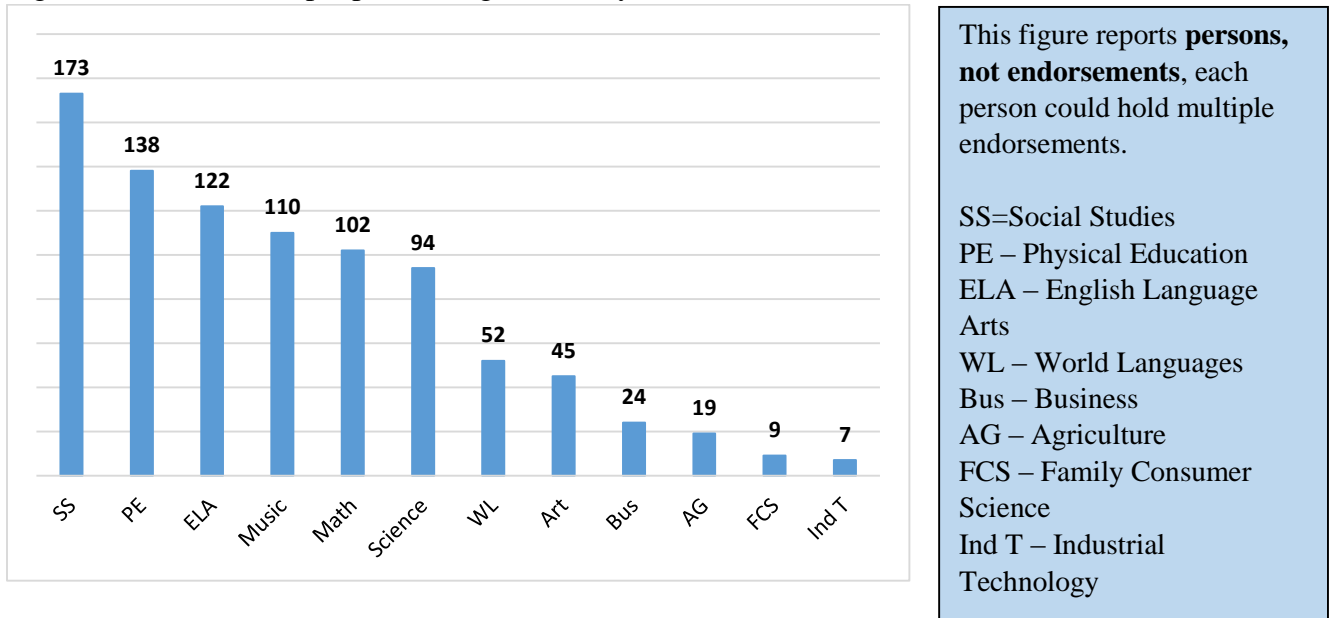FCS – Family Consumer Science
Ind T – Industrial Technology

Figure 2.4 Gender distribution of Iowa P-12 students and enrolled teacher preparation candidates.
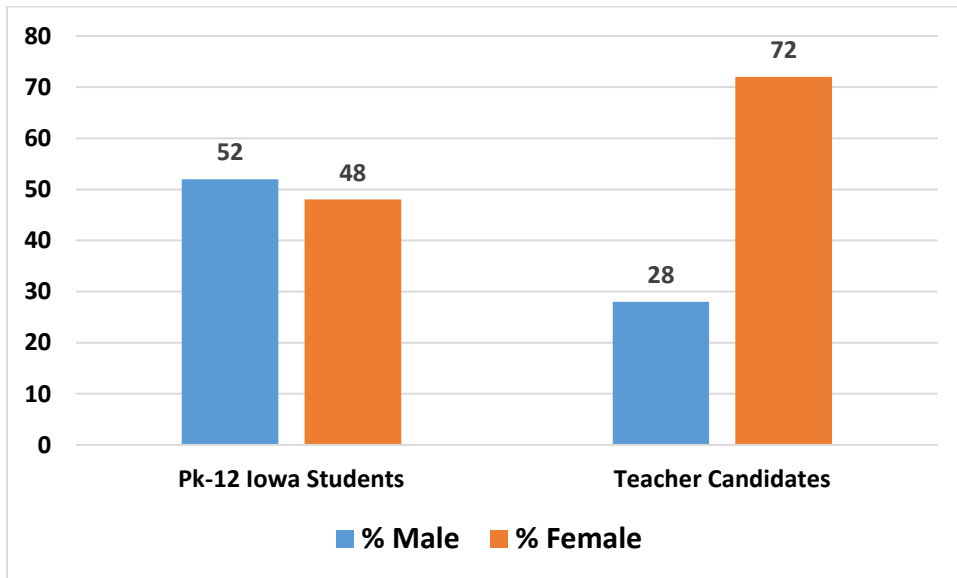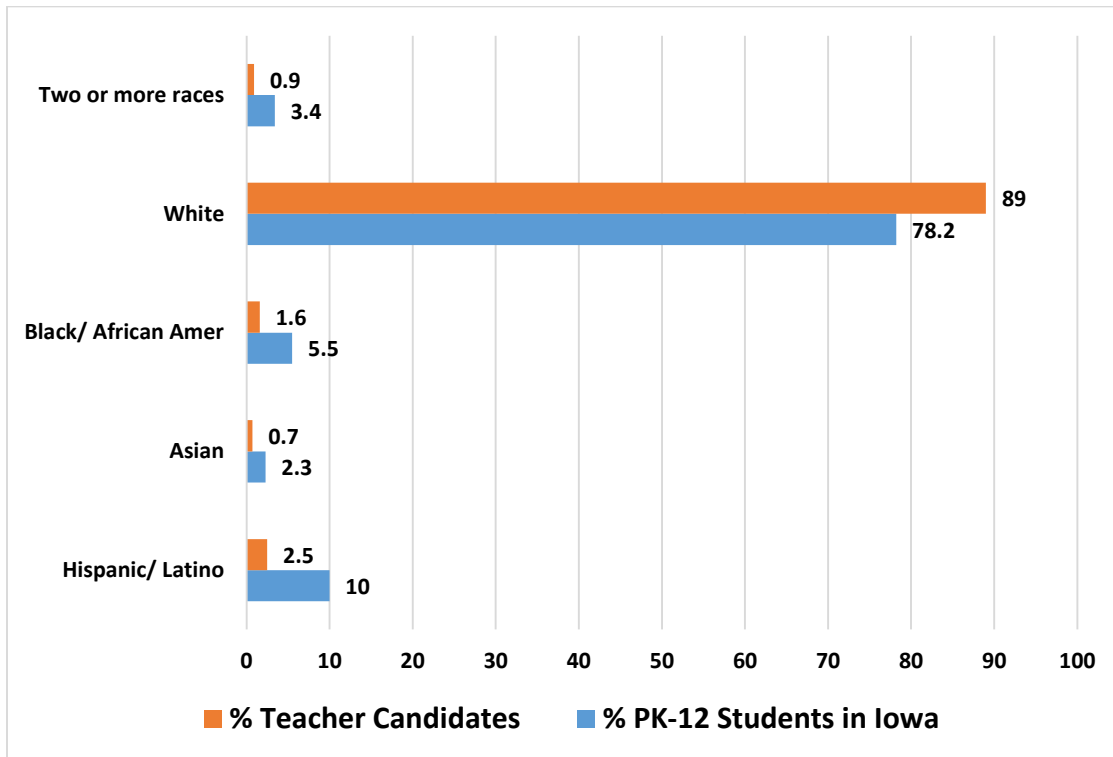
Figure 2.5 Race/ethnic distribution of Iowa P-12 students and enrolled teacher preparation candidates.

Section 3. Assessment

Section 3.a Candidate Assessment Requirements

Candidate Progress through Program

Iowa Administrative Code 281 specifies standards for educator preparation programs. Regarding candidate assessment, programs are required to assess student progress at multiple decision points using multiple assessments that are aligned with standards. Students are required to pass a standardized assessment to be admitted into a preparation program. Each program determines their own passing score requirement. Because programs can use different tests at different cut scores, descriptive information is not recorded.

Candidate Program Completion

In 2012, Iowa law established the requirement that teacher candidates must pass a test of content and pedagogy in order to be considered a program completer and be recommended for licensure. Policy was established and implemented on January 1, 2013.

This section provides information on candidates' success on these assessments in a number of content and grade levels. Not all content areas are reported since many content areas have a small number of graduates, making statistics not useable.

Iowa Department of Education staff are preparing reports for individual programs that include significant information for consumers, including program completer passing rates. These reports are not yet available.

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Section 3.b Candidate Assessment Results

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Table 3.1 Program completion assessment passing rates by subject area with n > 25.

Subject Area	Iowa Pass Rate %	% Change from last year	National Pass Rate %	% Change from last year
Pedagogy Assessments:				
Elementary Education Pedagogy	93	+1	81	-3
Secondary Education Pedagogy	95	+7	81	+3
Elementary Education Content	92	+1	78	-1
Secondary Content Assessments:				
Art	93	*	86	
Biology	98	+4	82	+4
Business	85	*	74	
English Language Arts	90	*	83	
Family Consumer Science	91	*	76	
General Science	100	*	81	
Math	93	+8	82	+4
Music	93	+9	79	+8
Physical Education	93	*	82	
Spanish	71	*	77	
History	88	*	77	

 * n was too small for comparison

Section 3.d Program Assessment Results

Table 3.2 Employment status.

	Number of program completers (all programs)	employed in a position for which they were prepared	employed in an education position outside of their preparation	enrolled in higher education	employed outside of the education field	not employed	employment status unknown
Teachers	2260	1363 (63%)	70(3%)	34(2%)	61 (3%)	42 (2%)	584 (27%)
Admin	177	92 (64%)	41 (29%)	0 (0%)	2 (1%)	0 (0%)	9 (6%)
Other*	149	106 (71%)	2 (1%)	10 (7%)	3 (2%)	2 (1%)	11 (7%)

*Other includes: School psychologist, speech language pathologist, school social worker, school nurse, and audiologist.

Surveys: All programs are required by IAC 281 to survey graduates and the employers of those graduates. Four standardized, standards-based surveys have been developed. The four surveys are:
- Teacher preparation graduates
- Employers (principals) of teacher preparation graduates
- Principal preparation graduates
- Employers (superintendents) of principal preparation graduates

1. **Examination of survey data.**

In the following figures, results of surveys are illustrated. Note that figure 3.4 provides information from only nine superintendents and should be read with consideration for this small number.

Figure 3.1 Results of survey of recent teacher preparation graduates (employed as teachers).

New Teachers' Self-Perception on Performance

- Standard 1 - Enhance Academics
- Standard 2 - Content Knowledge
- Standard 3 - Planning/Preparing
- Standard 4 - Delivers Instruction for Multiple Needs
- Standard 5 - Assessment
- Standard 6 - Classroom Management
- Standard 7 - Professional Growth
- Standard 8 - District Responsibilities

0   50   100   150   200   250   300

■ Very Well   ■ Well   ■ Somewhat   ■ Not Well

Figure 3.2 Results of survey of supervisors (principals) of recent teacher preparation graduates.

Principals' Perceptions of New Teachers' Performance

- Standard 1 - Enhance Academics
- Standard 2 - Content Knowledge
- Standard 3 - Planning/Preparing
- Standard 4 - Delivers Instruction for Multiple Needs
- Standard 5 - Assessment
- Standard 6 - Classroom Management
- Standard 7 - Professional Growth
- Standard 8 - District Responsibilities

0   20   40   60   80   100   120   140

■ Very Well   ■ Well   ■ Somewhat   ■ Not Well
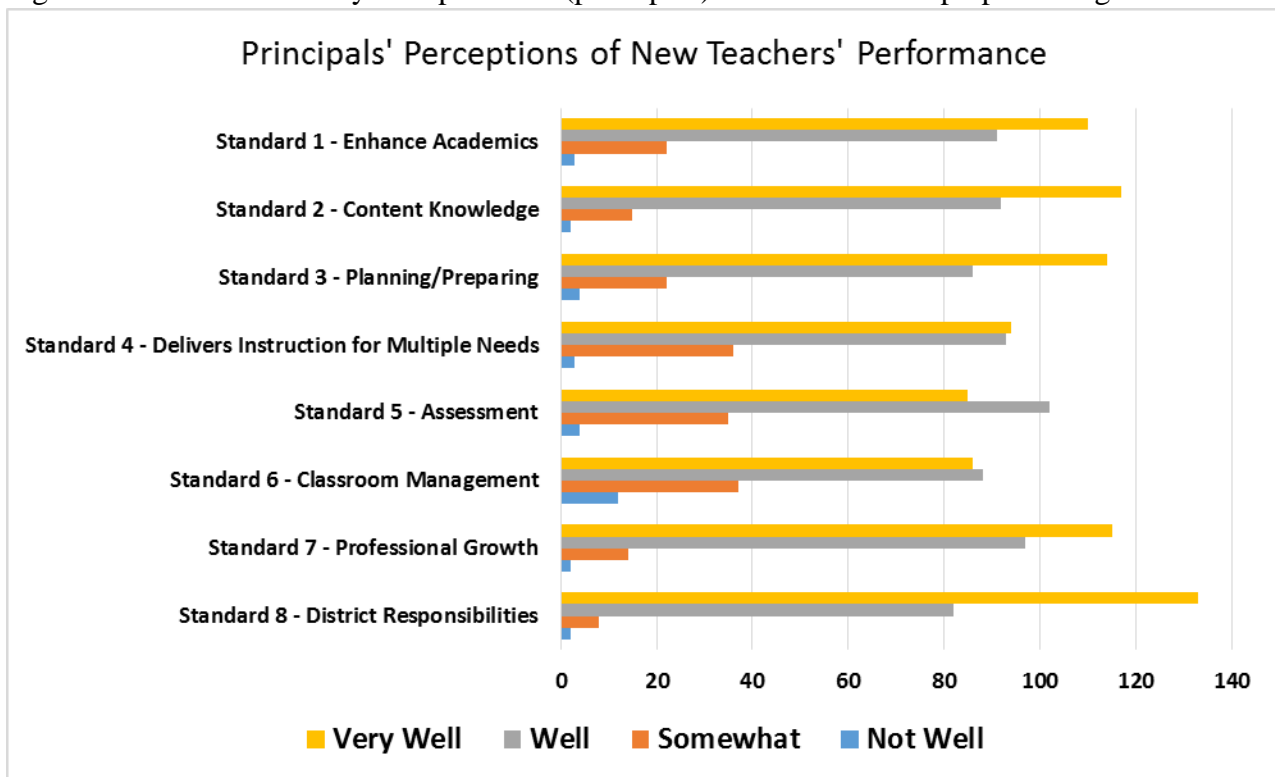
Figure 3.3 Results of survey of recent principal preparation graduates.

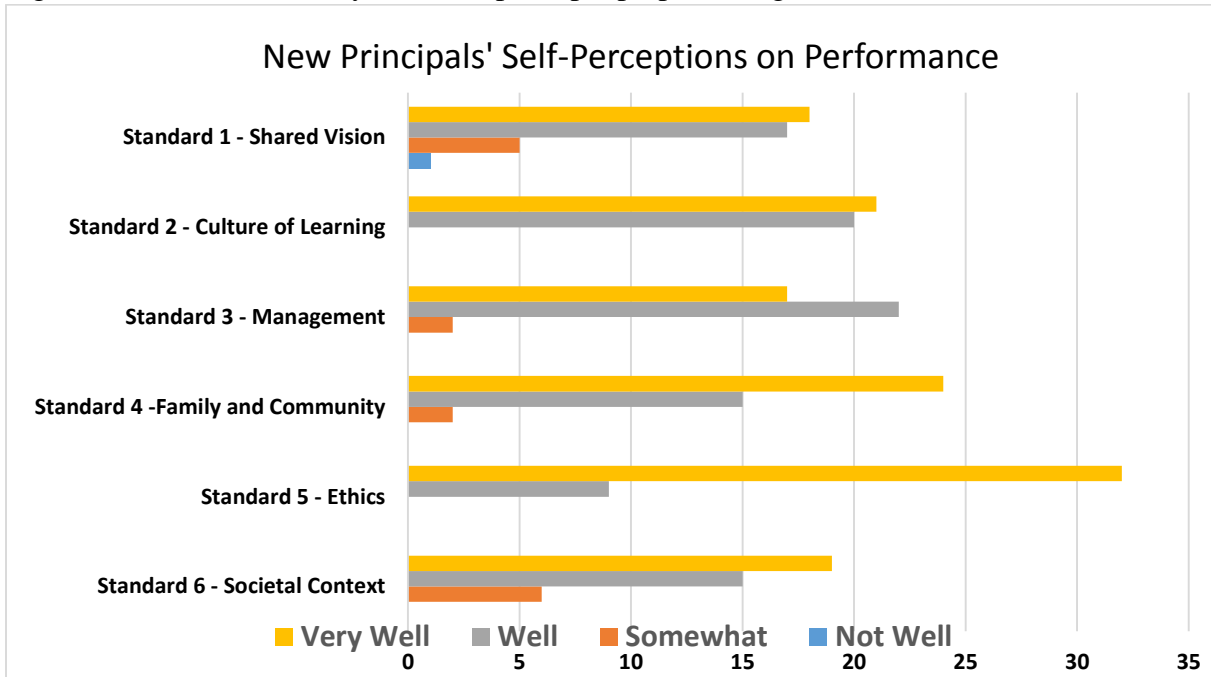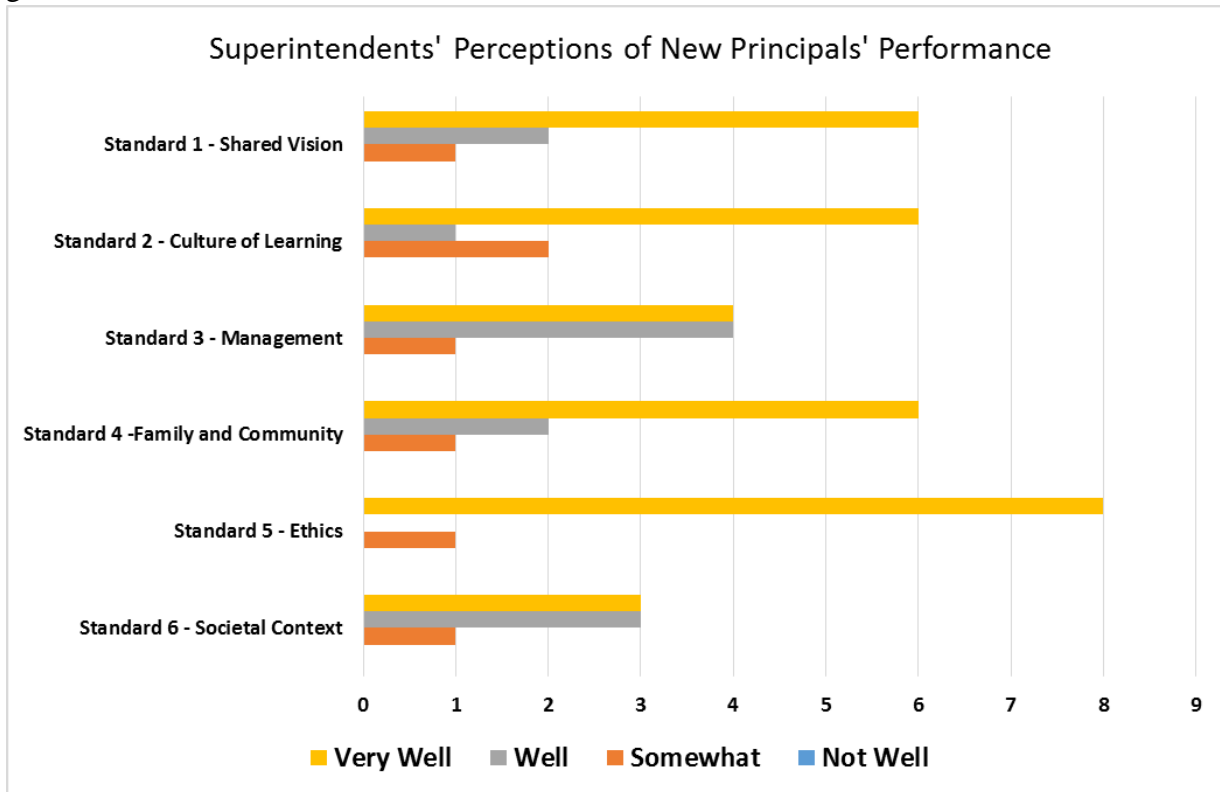New Principals' Self-Perceptions on Performance

Figure 3.4 Results of survey of supervisors (superintendents) of recent principal preparation graduates.

Superintendents' Perceptions of New Principals' Performance

Survey data analysis findings.

Programs were required to analyze their survey data and report on themes that emerged from their analysis. Five emergent themes were identified through aggregation of survey data analysis. As expected, the concern identified most often for teacher preparation was classroom management. Of the 31 programs providing a summary of their analysis of survey data, 15 identified classroom management specifically as a major concern. Programs identified teaching diverse learners as a major concern 14 times. Eleven programs identified learning to use assessment strategies as a concern. Eight programs identified the use of technology for learning as a concern.

Programs' plans to address survey concerns.

Programs were also required to identify how they will address emergent themes/concerns identified in survey data analysis. All 31 programs providing analysis of survey findings identified proposed or completed update of curriculum. All programs identified one course in need of curriculum update, and half identified at least two courses to be updated. Twelve programs described plans to update their assessment of candidates through adoption of new assessments/strategies and through faculty professional development for integration of new assessment strategies. Five programs identified plans to update student teaching requirements, five plan to add technology equipment and learning to their curriculum, three plan to change (improve) pre-student teaching clinical experiences, and two have hired additional faculty.

2. Student Teaching Assessments.

Programs were required to analyze assessments of student teachers and report the results of this analysis along with plans to address concerns identified in their analysis. Programs used assessment through direct observation of student teachers based on program standards and also based on dispositional standards.

The analysis of student teacher evaluations illustrated a number of concerns for programs to work with in modifying curriculum and clinical supervision strategies.

- The concern identified most often is classroom management. Assessments illustrate student teachers have more difficulty mastering classroom management than other student teaching requirements. This findings is verified in surveys of beginning teachers and their supervisors, who also provide evidence that classroom management is a challenge.
- Assessment was also identified as a concern in student teacher assessments in two ways: candidates learning to use assessment strategies and data for student learning; and the program using multiple methods to assess student teachers.
- A third concern identified by a number of programs is student teachers meeting the needs of diverse learners.

Programs were required to describe how they will address concerns identified in student teaching evaluation. Programs consistently identified three methods of program improvement:

- Examining and modifying curriculum of coursework to improve instruction and learning in the areas identified in assessment analysis.
- Examining and modifying requirements and expectations for clinical experiences to strengthen candidates' opportunities to practice teaching in the areas identified in assessment analysis.
- Meeting as faculty to professionally develop their teaching in coursework for the concerns identified in assessment analysis.

3. Unit Assessment.

Programs were required to analyze unit assessment data and report the results of that analysis and plans to address themes/concerns identified in their analysis. Data sources identified for analysis included:
- Candidate assessment results, both within coursework and from program completions assessments (Educational Testing Services Praxis II, edTPA).
- Student teacher evaluations completed by program supervisors and cooperating teachers
- Surveys of graduates and their employers.
- Advisory committee input.

The analysis of unit assessment findings illustrated a number of concerns consistently identified:
- The concern identified most often is developing and/or improving a comprehensive assessment system (program and candidate).
- The broad area of clinical standard issues was identified, consisting of identifying, completing and supervising diverse clinical placements for candidates (teacher and administrator).
- The third concern most often identified is for candidates (teacher and administrator) to learn strategies in working with exceptional and diverse learners.

Programs were required to identify methods they will employ to address concerns. All programs identified bringing groups (primarily faculty) together to collaboratively develop and implement solutions. All programs identified timelines for this work.
- The effort identified most often is to evaluate and improve the candidate and program assessment system. This includes alignment of standards with coursework and assessments and revisions of assessment rubrics.
- About one-fourth of the programs identified efforts to update curriculum to better prepare candidates in classroom management and to improve learning through clinical experiences.

4. Innovations.

In the updated annual report, programs are asked to report on innovations. They reported:
- Implementing the Year-Long Student Teaching Pilot (two programs).
- Developing or expanding Professional Development Schools (multiple programs).

- Requiring elementary education majors to earn a reading endorsement (three programs).
- Restructuring curriculum to improve learning (eight programs).
- Adding coursework in Science, Technology, Engineering and Mathematics (STEM) or developing a STEM endorsement (five programs).
- Adding service learning requirements (three programs).

Section 4 Accreditation

Section 4.a. Accreditation Requirements/Resources

Table 4.1 Outline of the Iowa Educator Preparation Program Accreditation System

Standards:	IAC 281 Chapter 79 (Traditional Programs) IAC 281 Chapter 77 (Alternative Programs) IAC 282 BoEE rules for licensure (curriculum exhibits)	

Process:	Two years for accreditation:
	  • Self-study – Document in Institutional Review (IR)
	  • Preliminary review by State Panel and Site Visit team
	  • Site Visit
	  • Resolution of issues (if appropriate)
	  • Decision by Iowa State Board of Education
	
	Annual Reports:
	  • Iowa Department of Education
	  • US Department of Education Title II	

Reviewers:
  Iowa Department of Education Staff
  IHE Faculty (state panel + visit teams)
  BoEE Staff
  Teacher of the Year
	Information Reviewed:
	  Self-Study Report (Institutional Review)
	  Curriculum Exhibits
	  Documentation/Exhibits
	  Site Visit – interviews, facilities, systems	

Oversight:	Director, Iowa Department of Education Administrative Consultant, Iowa Department of Education Program Consultants (2), Iowa Department of Education State Panel Iowa State Board of Education	

Table 4.2 Accreditation review process.

Who does the work?	
State Panel	Site Visit Team
12 members • 3 Iowa Department of Education staff - permanent • 9 IHE faculty – three year terms Participate in all preliminary reviews IHE faculty participate in one site visit/year Review proposed IAC 281 changes	5-10 members • Iowa Department of Education staff – chair • IHE faculty members Participate in preliminary review Conduct site visit review Write report
The work:	
Preliminary Review	Site Visit +
State Panel and Visit Team Review Self Study Institutional Review (IR) • Compliance • Continuous improvement Standards Guiding Questions Inform preliminary review report	3-5 days Site visit team • Compliance • Continuous improvement Interviews Examine documents Facilities Resources Student experiences Write report Program response Final report to the Iowa State Board

Table 4.3 State Review Panel 2015-2016:

Name	Institution
Dawn Behan (Year 3)	Mt Mercy University
Kris Kilibarda (Year 3)	Central College
Deb Stork (Year 3)	University of Dubuque
Melissa Heston (Year 2)	University of Northern Iowa
Jill Heinrich (Year 2)	Cornell College
Shawna Hudson (Year 2)	Iowa Wesleyan College
Marcy Hahn (Year 1)	Simpson College
Angela Hunter (Year 1)	Buena Vista University
Cindy Waters (Year 1)	Upper Iowa University
Larry Bice	Iowa Department of Education
Matt Ludwig	Iowa Department of Education
Carole Richardson	Iowa Department of Education

Section 4.c Accreditation Review Results

2013-2014 Academic year.

Four institutions were reviewed this year. Common issues identified for program improvement:

Assessment: Programs have assessment components in place, need to bring all components together into a coherent, systematic assessment system to inform candidate and program.

Secondary Content Methods instruction. Programs were not consistently providing instructors with specific knowledge and experience. Coursework was not consistently aligned with program goals. To resolve concerns, programs restructured curriculum and hired qualified instructors.

Workload concerns. In three programs, faculty workload was cited as a concern. While workload in itself is not regulated in IAC 281, the availability of faculty time and resources necessary to provide quality instruction is regulated. Institution administration was required to adjust load and/or hire additional faculty to ensure quality instruction.

Appendix A Accreditation Process Flowchart

1. The Educator Preparation Program conducts a self-study and writes an Institutional Report (IR).
The IR shows how the program meets all Chapter 79 Standards

2. State Panel reads IR; uses preliminary review worksheet to organize notes. (State Panel: 12 members, serve 3 year terms)

2. Site Visit Team reads IR; uses preliminary review worksheet to organize notes.(Site Visit Team: 6-8 members, includes DE consultant as team facilitator)

3. PRELIMINARY REVIEW MEETING
This meeting is held electronically.
State Panel and Site Visit Team synthesize initial findings to provide feedback to the Educator Preparation Program.

4. Preliminary Review Feedback Report is compiled by Team Chair, reviewed by State Panel and Site Visit team, and then sent to Educator Preparation Program.

5. Response to the Preliminary Review Feedback is prepared by the Educator Preparation Program.

6. ON CAMPUS SITE VISIT
The Site Visit Team spends 3-4 days on Educator Preparation Program campus gathering information to validate the IR. The Site Visit Team analyzes information and writes drafts of assigned sections in the Final Report Template.

7. Final Report is drafted, sent to Site Visit Team for review/revisions, and then sent to Educator Preparation Program.

8. Educator Preparation Program responds to Final Report, takes necessary actions to address any standards that are unmet.

9. A report is written to the **State Board of Education** with a **recommendation** concerning approval/re-approval of the program.

10. State Board of Education makes final decision on program approval.

11. DE Consultant conducts a follow-up meeting to assess implementation of any necessary actions planned by Educator Preparation Program.

Appendix B Accreditation Review Schedule

2014-2015 Academic Year

Institution	IR Due	Prelim Review	On Site Visit
Buena Vista University	January 19, 2015	February 3, 2015	April 12-16, 2015
Maharishi University (Ch. 77 + 79)	August 21, 2014	September 4, 2014	October 19-22, 2014
Cornell College	August 13, 2014	August 27, 2014	November 16-20, 2014
Wartburg College	December 19, 2014	January 7, 2015	March 22-26, 2015
Kaplan University (Ch. 77+ 79)	January 21, 2015	February 10, 2015	April 26-29, 2015
RAPIL (Ch. 77)	November 14, 2014	December 3, 2014	February 22-25, 2015

2015-2016 Academic Year

Institution	IR Due	Prelim Review	On Site Visit
Northwestern College (NCATE)	November 9, 2015	December 9, 2015	March 20-24, 2016
Grinnell College	November 2, 2015	December 2, 2015	February 28 – March 3, 2016
William Penn University	October 5, 2015	November 4, 2015	February 7-11, 2016
Graceland University (NCATE)	December 7, 2015	January 13, 2016	April 10-14, 2016
Iowa Wesleyan (extension from 2014-2015)	July 13, 2015	August 18, 2015	November 16-19, 2015
Morningside (Ch. 77)	September 14, 2015	September 23, 2015	October 18-22, 2015