



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

February 17, 2011

Dr. Alan G. Walker, President
Upper Iowa University
Parker-Fox Hall – 2nd Floor
Fayette, IA 52142-1857

Dear President Walker:

I am pleased to inform you that on January 27, 2011, the State Board of Education granted approval of the teacher preparation program offered by Upper Iowa University. This action follows an on-site review and evaluation of how the program meets Iowa's Standards for Practitioner Preparation. The approval continues until the next full accreditation visit during the 2016-2017 academic year.

Congratulations to the entire Upper Iowa University community for offering and sustaining a high quality teacher preparation program.

Sincerely,

A handwritten signature in cursive script that reads "Kevin Fangman".

Kevin Fangman, Administrator
Division of PK-12 Education

KF:KCG:rg

cc: Dr. Gail Moorman Behrens, Director of Teacher Education & Division Chair
Dr. Kris Crabtree-Groff, Teacher Preparation Consultant

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

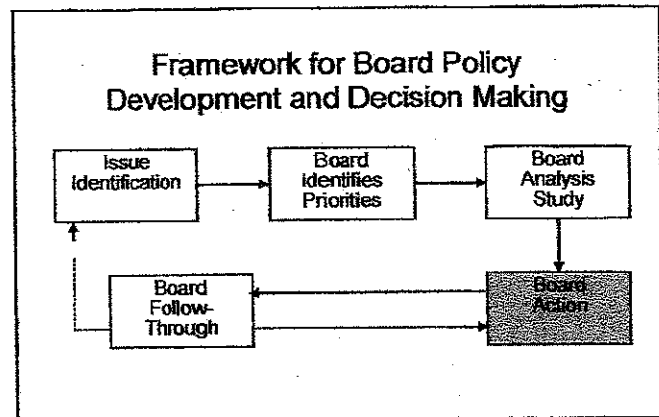
www.iowa.gov/educate

Championing Excellence for all Iowa Students through Leadership and Service

Iowa State Board of Education

Executive Summary

January 27, 2011



- Agenda Item:** Upper Iowa University 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.
- Presenter:** Kevin Fangman, Administrator
Division of PK-12 Education
- Kris Crabtree-Groff, Consultant
Practitioner Preparation
Bureau of Accreditation and Improvement Services
- Attachments:** 1
- Recommendation:** It is recommended that the State Board approve the Upper Iowa University practitioner preparation program 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 Upper Iowa University program has met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval of

Upper Iowa University

January 27, 2011

The largest private and independent university in Iowa, Upper Iowa University's home campus is located in Fayette with centers in Waterloo and Des Moines. Since 1857, Upper Iowa University has created accredited, quality programming through multiple delivery systems worldwide. The University has graduated one of the founders of the YMCA, a Nobel Peace Prize winner, the first Speaker of the House of Representatives west of the Mississippi River, an archaeologist and scholar of the Dead Sea Scrolls, and a founder of Target Stores. Accreditation through the Iowa State Board of Education has been maintained since 1953 and the Higher Learning Commission since 1913. Upper Iowa University is a member of North Central Association.

Upper Iowa University provides undergraduate and graduate degree programs to over 6,600 students at the Fayette campus and worldwide. The Teacher Education Program (TEP) recommended sixty-seven (67) teacher candidates for licensure in fifty-three (53) endorsement areas from the three centers. At the time of the site visit in the spring of 2010, Upper Iowa University served 308 teacher candidates as well as six (6) Master's degree students. Program offerings and numbers of students continue to grow as Upper Iowa designs flexible, multiple delivery systems to meet the differing needs of learners.

A day-long preliminary review of the Upper Iowa University TEP was conducted on January 26, 2010 by the State Review Panel and the State Review Team. Comments and questions from the preliminary review were sent to the Upper Iowa University program for their response prior to the site visit.

The site visit occurred April 11-15, 2010. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Upper Iowa University programs in teacher education. The team examined six standard areas: (1) Governance and Resources; (2) Diversity; (3) Faculty; (4) Program Assessment; (5) Clinical Practice; and (6) Candidate Knowledge, Skills and Dispositions. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

- Strong leadership is evident at the department and university levels.
- The Upper Iowa Teacher Education Program, as seen at the Fayette campus, is a model statewide in many ways: the experienced and dedicated faculty and leadership; the attention to standards; and especially the integration of the Iowa Core and the Teacher Work Sample (TWS) throughout the program.
- The Teacher Education Program and University leadership have provided additional resources since the site visit to ensure equity and access across all centers in areas of full-time faculty, curriculum lab materials, technology tools and support, as well as implemented a coordinated communication plan. It is believed that the changes provide a common, quality experience across the three centers.

SECTION A: GOVERNANCE AND RESOURCES

Team Finding

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

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

Strengths:

- The work climate on the residential campus is professional and collaborative. Faculty members are serious educators who display a high regard for their candidates and their responsibility as teacher educators. Unit faculty members are assigned to courses congruent with background and training.
- Many decisions that are being made regarding governance and resources are based on the university-wide strategic plan. The administration has worked under the strategic plan to create "seamless movement," across sites; the result will be a strengthening of programs for the large number of candidates located at centers.
- UIU plans to hire twenty-four (24) new faculty members overall in the next fiscal year. Their goal for students is that fifty-one percent (51%) of all upper division courses will be taught by full time faculty, regardless of the location of the classroom or students. This commitment is especially important to the success of teacher preparation in the centers.
- University-level decisions regarding the TEP are made collaboratively with the input from the Education Division director.

Concerns / Recommendations:

- 1) **79.10(1-3)** The institution must provide the Department with a summary of criteria, protocol, and responsibility of entities involved to plan for equity in oversight of curriculum in all three sites that provide teacher education.
- 2) **79.10(11)** The institution must provide the Department with plans to assure equity of faculty, student support and advising, and faculty oversight and collaboration for student learning across the three sites that provide teacher education. Include in the plans those changes and/or additions that have been put in place since the site visit.

Upper Iowa University Response:

Upper Iowa University requires each education course syllabus to be written by the full-time faculty member. Coordination and monitoring occurs with Teacher Education Coordinator, the adjunct instructors, and the original full-time on-campus faculty member. Approval of the center course syllabus is required from all levels. Full-time faculty members are required to maintain contact with adjunct faculty.

Alignment of campus and center curricula occurs through the Teacher Education Assessment System and the Program Standards Matrix by Core Courses. Equity across the professional educational core courses on-campus and off-campus is maintained through consistent communication including a rehearsal of the Teacher Work Sample task, prompt, and rubric. Professional development of center faculty occurs in the fall and spring. The Director of Teacher Education will increase on-site contact with the centers. Training of new coordinators and faculty includes examples of acceptable performance on essential assessment tasks.

Funds for Curriculum Labs at Waterloo and Des Moines centers totaling thirty thousand dollars (\$30,000.00) were appropriated by summer 2010. An additional two thousand dollars (\$2,000.00) will be available annually for updating materials at each center. Resources were allocated from a FIPSE grant to improve interactive video capabilities to increase student access to full-time faculty. A full-time Teacher Education faculty member for each center was hired. An additional full-time faculty member is approved for the Des Moines Center 2011-2012 academic year. Technology upgrades for classrooms in all three locations will allow all faculty to teach via interactive video. Other updates include ELMO's, DLP projectors, computers, and wireless access.

SECTION B: DIVERSITY

Team Finding

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

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

Strengths:

- The University mission statement illustrates a clear institutional commitment to diversity.
- Minority students represent twenty-one percent (21%) of the University's total population, providing all students, including those in the teacher education program, the opportunity to live and to learn with persons from culturally and linguistically diverse backgrounds.
- At the institutional level, initiatives are in place to recruit, to admit, and to retain students from culturally and linguistically diverse backgrounds. This has the potential to increase the diverse candidate population within the unit.
- Regardless of their location of enrollment, candidates can student-teach in northeast Iowa, in proximity to the Fayette campus, or in the Waterloo or West Des Moines areas, allowing candidates from the Fayette campus the opportunity to student teach in a more culturally and linguistically diverse community.

Concerns / Recommendations:

- 1) The team drew the institution's attention to the requirement to develop a tracking system to ensure that all candidates have diverse clinical experiences, including candidates at the Waterloo and West Des Moines centers. The program must be responsible for making clinical placements for candidates in the centers, assuring diverse placements for all candidates.

Upper Iowa University Response:

The Director of Teacher Education has developed such a system since the site visit was conducted. Evidence of the system and its uses has been provided to the Department.

SECTION C: FACULTY

Team Finding

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

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

Strengths:

- The modeling of practice of differentiated instruction and formative assessment in so many courses helps assure that those important skills are mastered by candidates. Candidates and alumni praised the faculty for best practices and rigor in course design and delivery.
- Faculty preparation reflects varied experiences and backgrounds that enrich the program.
- Faculty members maintain an on-going involvement in schools, and many greatly exceed the 60-hour requirement of activities.
- Faculty are engaged in regular scholarly activities that enrich their teaching and preparation.

Concerns / Recommendations:

- 1) Because collegiality is a cornerstone of the TEP, the faculty seems poised to begin using a Professional Learning Community model to engage in more concrete analysis of teaching and learning. The team suggests the faculty of all three sites establish time(s) to look at student work (TWS or course assignments) collaboratively in order to inform the program and instruction.

Upper Iowa University Response:

Since the site visit, the unit has created an action plan to maintain cohesion across all centers. Evidence of the implementation of the action plan has been submitted to the Department.

SECTION D: ASSESSMENT

Team Finding

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

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

Strengths:

- Candidates are clearly introduced to and understand the “check point” assessment process. In *Foundations* they receive a packet of the Assessment Process including the program standards. They follow this packet to track their progress through out their program.
- Evidence from surveys of alumni, cooperating teachers and principals indicates candidates are prepared to teach.
- The TWS provides a strong component for candidate and program assessment. The program continues to hone the use of this valuable tool.

Concerns / Recommendations:

- 1) Data are available in abundance. The team suggests these data should be aggregated, shared, and used in decision-making to a greater extent, especially in the centers. UIU is encouraged to share data with department faculty and advisory boards in order to base program decisions on evidence. Data and associated reports are managed in a department outside of Education; these responsibilities should be moved to the TEP, with appropriate support.
- 2) The team is concerned about the use of candidate and program assessment data at the off-campus centers. The team recommends closer attention to the use of the data from admission assessments, TWS assessments and course assessments in the centers.

Upper Iowa University Response:

The new coordinated communication plan will support a continuous application of data analysis across the entire TEP. The communication plan and its implementation have been submitted to the Department.

SECTION E: TEACHER PREPARATION CLINICAL

Team Finding

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

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

Strengths:

- Continuity of programming and student expectations is enhanced by the fact that full-time education faculty also supervise student teachers in the campus program. This function allows for faculty to be more informed about the entire continuum of the candidates' education careers.
- Frequent comments from cooperating teachers and administrators indicate dramatic, positive improvement of the program over the past five years.
- Anecdotes from candidates and cooperating teachers indicate that reflection is an important formative component of the clinical experience.
- Additional practicum experiences in literacy and special education courses add greater depth to content knowledge.

Concerns / Recommendations:

- 1) **79.14(2); 79.14(5)** The program must show evidence to the Department that they are taking responsibility for making clinical placements for all candidates, especially at the centers. The team is concerned about scheduling and tracking of clinical experiences at the centers. Candidates expressed that they make their own placements, although the *Guide to Student Teaching and the Field Experience Handbook* state the unit is responsible for all placements.
- 2) While experiences in economic diversity clearly exist, the team recommends Upper Iowa University explore ways to provide and document a broader range of diversity within the clinical experiences. The team suggests data regarding the diversity of field experience placements (SES, ethnicity, GLBT, special education, rural / urban, etc) should be tracked carefully for each student for each field placement classroom to ensure that candidates are receiving the most diverse experience possible and to enable the data to be extrapolated.

Upper Iowa University Response:

The program has implemented coordinated communication to eliminate any misunderstanding of policies. Evidence has been provided to the Department.

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

Team Finding

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

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

Strengths:

- The articulation of best practices and the matching of delivery models with courses are impressive.
- Rubrics are developed and used for dispositions and standards in courses and assignments.
- Candidates are aware of INTASC standards and the Iowa Teaching Standards and can discuss how they see them embedded during their program of study. Faculty introduce content standards early and build on the knowledge gained. Candidates integrate standards into lesson plans and illustrate their understanding in the Teacher Work Sample assessment.
- Lesson plan design requires candidates to differentiate each lesson.
- Formative and summative assessments are embedded in the work required of candidates in methods courses.
- Curriculum exhibits meet the expectations of Iowa licensure.

Concerns / Recommendations:

- 1) A curriculum map / overlay of how all elements of the TEP relate to each other including program standards, assessments, and dispositions would help clarify the scope of the program.

All standards have been met. The Upper Iowa University Teacher Preparation Program is recommended for continuing approval. The unit is commended for its program innovations and immediate response to feedback from the visiting team.