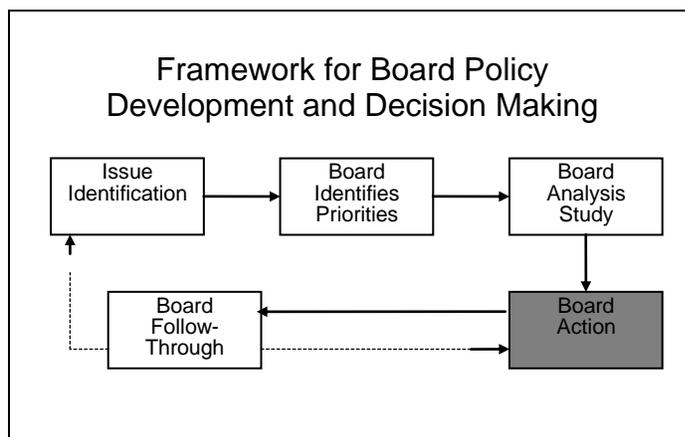


Iowa State Board of Education

Executive Summary

May 10, 2012



Agenda Item: Saint Ambrose University Preparation Programs (teacher, principal-in partnership with Loras College, school social worker, speech/language pathologist)

Iowa Goal: All PK-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.

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

Matt Ludwig, Consultant
Administrator Preparation
Bureau of Accreditation and Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board approve Saint Ambrose University Preparation Programs through the next state visit cycle scheduled for the 2018-2019 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 Saint Ambrose University Preparation Programs have met the program approval standards as approved by the State Board.

**Recommendation for Continuing Approval of
Saint Ambrose University Teacher Preparation Program**

May 10, 2012

Founded in 1882, Saint Ambrose University (SAU) is an independent, coeducational, Catholic university that offers undergraduate programs in liberal arts, pre-professional, and career-oriented programs along with master's and doctoral degrees. Located in Davenport, IA, SAU maintains a strong relationship with the Diocese of Davenport. The core mission values and guiding principles include: Catholicity, integrity, the liberal arts, life-long learning, and diversity.

SAU holds accreditation from the Higher Learning Commission since the 1920's. Specialized accreditations are also in place: the Association of Collegiate Business Schools and Programs, the Iowa Department of Education, Teacher Education Accreditation Council (TEAC), the Engineering Accreditation Commission of the Accreditation Board of Engineering and Technology, the Commission on Collegiate Nursing Education, the Iowa Board of Nursing, the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, and the Council on Social Work Education.

A long history of meeting community health and education needs have resulted in a variety of philanthropic awards and high rankings in the *Princeton Review* and *US News & World Report*. The Eastern Iowa Writing Project of the National Writing Project has been housed at SAU since 2002. Science, Technology, Engineering and Mathematics (STEM) experiences for elementary and middle school students include: Kids and Chemistry Camp, Racing into Engineering I, along with Health Careers Adventure Camps directly connect the institution with children. In 2010, the Center for Health Science Education at Genesis Medical Center was dedicated. The facility houses SAU's nursing, occupational therapy and physical therapy programs. A strategic planning process was launched in 2009 and includes a commitment to social justice, being a leader in service, community engagement, and reflection, strengthening the connection between the institution and the community, and sustaining the mission and core values of its Catholic founding.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

- Although there are a number of administrative unit reorganizations taking place at St. Ambrose University (SAU), including the creation of a School of Education, the overall governance of the university, college, department, and teacher education program is strong and presents indications of being strong in the future.
- The real strength of the university is the strategic, intentional nature of planning from capital improvements to program reviews to organizational restructuring. Multiple interviewees describe a transparency in communication and high levels of respect between administration, faculty, and staff. A common theme for decision-making is, “What’s in the best interest of the students for their time here as well as their future.”
- The president and vice-presidents have a great deal of savvy with regard to creating and sustaining a vision. Leadership at all levels promotes cohesive values and solicits the talents of individuals across campus. Decisions are not happening in a void.
- The teacher education program (TEP) is supported and respected by the president, vice presidents, and other administrators on campus. The TEP is considered an essential part of the St. Ambrose learning community.
- The holistic nature of the TEP and the sequence of courses foster a developmental induction of candidates into the education profession. One candidate said, “I’ve always had a passion for teaching, but St. Ambrose encouraged that passion to become a love for teaching and a love for students.”

SECTION A: GOVERNANCE AND RESOURCES

Team Finding: Exceeds

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- While the SAU budget is limited for new initiatives, there is a strong institutional commitment in providing resources to maintain a high quality teacher education program. Currently there is plan moving forward to renovate the section of Ambrose Hall that houses the School of Education.
- There have been significant retention and enrollment efforts including a newly funded position of Director of Student Concerns, a Student Seminar (optional 1 credit course) available to all students, tutoring and support opportunities through the Student Success Center (over 1000 students take advantage), mapping a work program during the first year experience, an Early Alert Service, a peer mentoring program, and a 6-week tracking system for athletes’ academic performance.

- There is strong collaboration with the arts and sciences faculty. The TEP sponsors a reception for arts and sciences faculty each semester and uses this as an opportunity to support the exchange of information and to problem solve cooperatively. Arts and sciences faculty often attend TEP department meetings and candidate exit interviews.
- There is alignment in both mission and standards between the institution and the TEP. Program standards are clearly outlined and supported. Alignment between Danielson Model, Interstate New Teacher Assessment and Support Consortium (INTASC), Iowa Professional Core, and Iowa Teaching Standards are clearly presented.
- A key strength of the TEP is the strong conceptual framework. The framework includes the mission of the university and the program. There is a four-tiered conceptual framework with a foundation in the liberal arts, layered with pre-service teacher standards and “cross-cutting themes,” and leading to the development of caring, qualified, and competent teachers.
- Director White is a transparent leader who welcomes the “voice” of faculty and staff into decision making. She also has aptly led her faculty and staff through a strategic design process to create a basis for decision making with the new School of Education. Although she has announced her impending retirement, Dr. While is leaving the department in a very strong position.

Concerns/Recommendations:

1. Multiple interviewees expressed concerns related to technology:
 - a. At the time of the visit there are only two fully equipped classrooms available for student and faculty use.
 - b. The technology available on campus is not always reliable. There are instances of system crashes.
 - c. Increased training of technology as an instructional tool.
 - d. Candidates expressed concerns that they know the technology but don’t know how to use the technology as a teacher.

The visiting team recommends an investigation of technology needs and the development of a short-term plan to support candidates and faculty while Ambrose Hall is remodeled.

2. The visiting team would like to applaud university-wide efforts in controlling student costs, specifically related to debt load. Multiple interviewees mentioned discussions of flexibility (allowing financial aid into the fifth year) and innovative practices (inviting students to “work off their loans” through a summer-based work study program on campus clean-up or construction projects). The team encourages continued conversations and suggests the new plans become part of recruitment and retention policies.

SECTION B: DIVERSITY

Team Finding: Exceeds

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- SAU’s definition of diversity is both broad and inclusive: “At St. Ambrose University, diversity means honoring and celebrating a multiplicity of voices along with a thoughtful exploration of different perspectives and ideas.” Intentional connection to a well-rounded liberal arts education is evidenced in the campus newspaper, fliers and posters, speakers, and symposia. Students cite the importance of being able to function in a diverse society.
- The Diversity Team explores ways to deepen diversity on a campus-wide level including an annual international theme using a multi-disciplinary inter-departmental approach, this year focusing on China. The School of Business is hosting a panel of specialists at a university-wide February forum and the Education Department created a day of cultural exploration for children in January celebrating the Year of the Dragon.
- The university has sponsored an annual service and justice trip since 1998 to David, Kentucky, a coal town in the Appalachian Mountains to teach at the David School, in partnership with the University of Notre Dame, the University of Kentucky, and Virginia Tech.
- The visiting team acknowledges the TEP’s alignment to the university diversity goals through the semester study-abroad opportunity where SAU sends a TEP faculty member along with 2-5 candidates to Cuenca, Ecuador to live and learn. The TEP is currently exploring an additional study abroad opportunity through St. Mary’s University College in Twickenham, England, to begin Fall 2012. The TEP has added an early childhood education course that involves studying in Reggio, Italy for a week.
- A Veterans Affairs recruitment and retention specialist has just been hired to target a local need for returning veterans to connect with higher education opportunities.

Concerns/Recommendations:

1. Although the university has made strides in recruiting and retaining students of broad backgrounds, the same doesn’t hold for faculty. The visiting team recommends the university and the new School of Education continue conversations and planning for the recruitment and retention of faculty from diverse populations.

SECTION C: FACULTY

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- “They not only go above and beyond, I feel like they give you their hearts.” The visiting team has never experienced such positive, devoted praise for a teacher education department. Faculty are to be commended for their open door policy, willingness to help any student who walks by, serving as professional educator role models, and a dedication to what’s in the best interest of candidates and their future students.

- The generosity of spirit of the TEP is reflected in candidate comments, administrators’ knowledge of the progressive direction of the program, and respect from colleagues in other departments. Multiple interviewees commented on how faculty model and hold high expectations of professionalism.
- Faculty members see “collaboration” as a strength of the department. Also, faculty “feel supported” at St. Ambrose University. Several faculty members expressed the view that faculty “talk to each other” and “get along” with each other. Faculty describe problems as “opportunities and challenges.”
- The intellectual vitality of faculty is maintained through faculty development offerings, presenting at conferences, attending conferences or workshops, and keeping abreast of political issues that affect teacher education.
- Faculty are active members of the profession. Several faculty have published in peer reviewed journals and have presented at national conferences. The visiting team recognizes the professional impact these faculty leaders have on local and national education conversations.

Concerns/Recommendations:

1. As the School of Education evolves, the visiting team recommends direct communication and planning between all programs housed in the School of Education. Programs should develop a cohesive sense of how they align and support each other.

SECTION D: ASSESSMENT

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None
Strengths:

- The attention to assessment by the program and the university should be recognized as a model of continuous improvement and strategic planning based on data and evidence. The integral connection between institutional research, student enrollment, program effectiveness, and graduate satisfaction surveys demonstrate a holistic approach to evidence-based decision making.
- The TEP is fully accredited by Teacher Education Accreditation Council (TEAC). The visiting team commends the program for maintaining accreditation from a prestigious national organization.
- The TEP utilizes Charlotte Danielson’s (1996, 2007) Domains of Professional practice and the *Professional Teaching Dispositions*. Integration of the Danielson model demonstrates the unit’s current understanding of professional development and teacher evaluation in Iowa. A clearly articulated alignment between the Iowa Professional Core from Chapter 79, the INTASC Standards, and the Iowa Teaching Standards was provided.

- There is clear infusion of the competencies throughout the TEP (syllabi, portfolio reviews, advising, and written materials for students and cooperating teachers). The unit has aligned program expectations to outcomes, goals, and values.
- The exit interview and portfolio presentation is commendable. Multiple faculty, adjunct instructors, cooperating teachers, and administrators mentioned the power of the exit process in preparing candidates for job interviews and completing their probationary period.
- The Assessment Coordinator is well-respected as a vital part of program review and is mentioned often as integral to the continued success of the TEP. The data collection process is organized, electronic, and readily available to faculty and the Director.
- The data collection, review processes, reporting, and focus on reliability, validity, and fairness are impressive. The TEP is a model for other programs searching for ways to collect, analyze and report candidate and program data.

Concerns/Recommendations:

1. As the TEP investigates a new student management system, the visiting team recommends conversations with the graduate programs (teacher and principal) to find data points and processes that could be common across the School of Education. Long-term data collection could be beneficial to program review as undergraduates move through graduate programs. A continuous system may also help improve graduate survey response rates.

SECTION E: CLINICAL

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None
Strengths:

- Candidates have many varied clinical experiences before student teaching. Clinical requirements far exceed the number of hours required as a minimum by the state. The field experience hours are sequential and well-integrated into the program. SAU candidates participate in 70 hours of field placement before they are accepted into the program. They experience 100-240 hours of field placement before student teaching.
- The Children’s Campus is an exemplary model for effective and best practice early childhood education. The university design and utilization of this resource for the development of early childhood educators is innovative and defines a “gold standard” in developmental preparation of candidates through a progression of meaningful clinical experiences.
- The communication between SAU and the local schools is commended by all stakeholders. The placement director has done an exemplary job of developing and enhancing partnerships with K-12 schools in the area. Principals and cooperating teachers

stated very collaborative partnerships, organized arrangements, and noted the service given back to their schools and the support provided by SAU. “Give me more! I’d love more student teachers from SAU!”

- Cooperating teachers and principals consistently stated that SAU candidates are especially well-prepared. Student teachers interviewed also felt that their preparation at SAU gave them the confidence and skills necessary to be successful in the student teaching experiences. Specifically, comments from interviews showed the following consistent attributes of SAU student teachers:
 - They know their content area.
 - They know how to problem solve (take initiative; try new things).
 - They care about the students and work to get to know the students.
 - They know teaching means working hard.
- Candidates in SAU classes demonstrated clear understanding of assessment. Cooperating teachers and student teachers addressed knowledge of assessment as a strength of the program. Many student teachers could articulate a sophisticated understanding of types of assessment and the assessment process.

Concerns/Recommendations:

1. Feedback candidates receive from the pre-student teaching clinical experience varies by program (elementary vs. secondary) – some candidates receive feedback from cooperating teachers (in these clinical experiences) on professional dispositions, but no feedback on development in the Danielson standards model. The TEP is encouraged to consider more consistent structure to activities and expectations of the clinical experiences along with a monitoring system to ensure equity across all programs.

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

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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**Items that Must Be Addressed Prior to State Board Action: None
Strengths:**

- Content, pedagogical knowledge and dispositions are infused throughout the program and in the different checkpoints of the program.
- There is intentional spiraling of program expectations, the conceptual framework, and critical content across the educational core. Candidates described how content in one class “is integrated” in other classes. “What we learn in one class shows up in other classes. They [faculty] are on the same page, with common beliefs.” “Tests and content overlap. We are well-rounded. There is consistency in expectations.”
- Faculty in the TEP are viewed by students to be "on top of their game." The students feel that the faculty model that and expect them to be that in return.

- Students, administrative support, and faculty all stated that TEP faculty go out of their way to provide resources to students. "If they don't have the resource or know how to get it, they will find someone who does."
- Candidates in SAU classes demonstrated sophisticated understanding of assessment during the interviews. Cooperating teachers and student teachers addressed assessment without prompting. Candidates have a strong understanding of the types and uses of assessment for instructional planning, "We were taught to think of assessment in all different ways; we need to ask ourselves – how is it you really know that learning is happening?" In interviews with student teaching supervisors, they stated that they were impressed with how well the student teachers were able to assess.
- Candidates report they observe what they are being taught about knowledge, dispositions, and skills. This observation allows them to think about how they would apply this learning. "We are up on the Iowa Core, the national core and our pros keep us up on educational issues and politics."
- There is much documentation for student observation and reflection opportunity. The visiting team is impressed by the critical thinking skills displayed by SAU teaching candidates.
- The Children's Campus is a place where TEP students can make connections between the curriculum they are learning in class and the applications of the curriculum. The students stated that at the Children's Campus, "We can see best practice in action." Other students stated that they learn best from "the repetition of information at the Children's Campus and in our classes."

Concerns/Recommendations:

1. The visiting team noticed a significant difference between the satisfaction of secondary candidates and elementary/early childhood candidates. Although this isn't a compliance issue, the team recommends the TEP have focused conversations to improve the secondary education program.
 - a. In advising, secondary candidates cited multiple examples of inconsistent advising between education and content faculty. Candidates were unsure of which advisor they should believe. Several described overloaded semesters of practica hours or falling out of sequence and having to take an extra semester to graduate.
 - b. Secondary candidates noted saturation in observation with little opportunity for application of their learning until student teaching as compared to their elementary or early childhood peers. They felt their experiences in the 70-hour initial practicum as well as the methods practicum were dependent on the cooperating teacher rather than the course instructor. Depending upon the cooperating teacher, a student may or may not participate in the classroom and engage in some teaching.
 - c. Secondary candidates need more opportunity for application of their pedagogical learning, including lesson planning, in both their methods class and in their observation field placements. In addition, variation exists in the content specific methods courses. Some content area methods courses are aligned to the conceptual framework and make clear connections from theory to practice. The one credit content specific course is not providing candidates with sufficient opportunity to develop or apply specific pedagogical skills. Secondary candidates

need more than the one-credit course to help them learn the pedagogy associated with their particular discipline.

The visiting team recommends the TEP undertake a needs assessment of secondary candidates to monitor progress of recent changes as part of the ongoing strategic planning process. The data could show which candidates have benefitted from the changes and which have not. It is important that all candidates have equity in their preparation to ensure they are as comfortable and prepared as early childhood and elementary education.

All standards have been met. The St. Ambrose University Teacher Preparation Program is recommended for continuing approval. The site team commends the program for the focus on assessment data to make program improvement and for the cohesive structure of the program.

**Recommendation for Continuing Approval of
Principal Preparation Program Approval
Loras/Saint Ambrose Consortium for Educational Leadership (LSACEL)
(Under Chapter 79 of the Iowa Administrative Code)**

May 10, 2012

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

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

In early 2006, Loras/St. Ambrose Consortium for Educational Leadership (LSACEL) initiated a collaborative effort to create and sustain an educational leadership preparation program for Iowa and Illinois schools. The institutions began articulating plans for a preparation program that aligns with the missions, visions, and philosophies of Loras College and Saint Ambrose University. The program leadership characterized the preparation program as having a cohesive and comprehensive view of school leadership; nurturing a strong mentor/mentee relationship; and meeting the needs of school administrator candidates that are bound by geography.

The proposal submitted by LSACEL clearly communicates a conceptual framework of an educational leadership program that highlights and weaves together key aspects of a leadership preparation – reflective, self-directed, and transformational leadership. Throughout the program educational leadership candidates are engaged in investigations, case studies, insightful discussions, reflective writing, and connected clinical experiences. As the program continues to build and sustain itself, LSACEL's program director and instructors have become critical members of state-wide leadership efforts supported by School Administrators of Iowa (SAI) and the Iowa Council of Professors of Educational Administration (ICPEA). LSACEL is also fostering relationships with area public/nonpublic schools/districts, area education agencies (AEAs), and the Davenport and Dubuque Dioceses. The following report summarizes the visiting site team's document review and highlights of numerous interviews with students, instructors, and administration at Loras College and Saint Ambrose University.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

Although there are a number of administrative unit reorganizations taking place at Saint Ambrose University (SAU), including the creation of a School of Education, the overall governance of the university, department, teacher education program and the educational leadership program is strong and appears to have all indications of being strong in the future.

The SAU president and vice-presidents have a great deal of savvy with regard to creating and sustaining a vision. Leadership at all levels promotes cohesive values and solicits the talents of individuals across campus. Decisions are not happening in a void.

The continuous theme – authentic generosity of spirit – emulates not only in the teacher preparation program but is clearly evident in LSACEL faculty and candidates.

LSACEL has built and sustained this program since January 2006. Its fundamental principles are aligned with and parallel to the mission, vision, and philosophy of Loras College and St. Ambrose University. The two institutions have worked collaboratively to create and sustain a school leadership program for Iowa and Illinois schools.

LSACEL characterizes the educational leadership program in two ways: 1) meeting the needs of school administrator candidates that are bound by geography; 2) nurturing a strong mentor/mentee relationship to enable the knowledge, skills and dispositions of an effective educational leader.

LSACEL director and instructors site the program's cohesive and comprehensive view of school leadership as critical attributes of the ongoing implementation and growth. The instructors note a high degree of collegiality within the program. The director and instructors recognize that there is "professional development every day" and decision making is shared not only among faculty but also with students.

LSACEL candidates identify various reasons for choosing the program - flexibility in joining cohorts; little if any delay in becoming part of the program; alumni recommendations; consistent scheduling of courses (class on one day during a weekend rather than two days); a two year commitment for program completion; desire to attend a Catholic institution; convenient; user-friendly; affordable tuition (one-third discount for members of the Dubuque and Davenport Diocese). Candidates articulate the impact of their efforts in their day-to-day work in classrooms and eventually in leadership efforts at the school or district level.

LSACEL director, instructors, and candidates report that the strong relationships built during the program's cohort experience extend well past graduation and into the field.

LSACEL instructors model collegiality and bring a background in the field of education as teachers and school leaders. The program leader and instructor are a part of state-wide leadership efforts supported by School Administrators of Iowa (SAI) and the Iowa Council of Professors of Educational Administration (ICPEA). These connections support recruitment efforts in neighboring area education agencies (AEAs) and local education agencies (LEAs).

SECTION A: GOVERNANCE AND RESOURCES

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

While the SAU budget is limited for new initiatives, there is a strong institutional commitment in providing resources to maintain a high quality teacher education and school leadership program.

LSACEL includes a conceptual framework that articulates the efforts of the program to develop knowledgeable and skillful instructional leaders. The framework includes - reflective, self-directed, and transformational leadership; incorporates investigations, reflection, framing, leveraging; and integration embedded within clinical experiences; and infuses the core curriculum, case studies and collaboration. LSACEL articulates a vision, beliefs, and practices that are represented in policy and procedures.

Communication between and among constituent groups is ongoing and occurs through formal meetings and whenever needed and appropriate.

A letter of understanding was established between upper level administration of both Loras College and SAY. The established Governing Board consists of upper level administrators from both institutions. Decisions and modification to the program can only be made with support from all members of the Governing Board. The diploma is issued by institution accepting the student application. The percent of financial responsibility is dependent on the number of candidates at the respective institution.

The LSACEL Governing Board meets once a semester and is hosted by one of the institutions. The Governing Board addresses procedural issues (e.g., billing, tuition, enrollment, recruitment, etc.) and other aspects of the leadership program (e.g., candidates, clinical experiences, assessment, etc.).

In an effort to promote collaboration and communication with other programs, students, and alumni, the LSACEL program newsletters are distributed three times each year, and the program director and faculty members participate in college meetings held at St. Ambrose and division meetings held at Loras. The program director is a member of the Graduate Council at both Loras and St. Ambrose and attends those meetings ensuring that program information is made available to shareholders representing both institutions.

Concerns/Recommendations:

Program sustainability is an issue. The unique nature of the program - balancing the potential differences in priorities/policies/procedures of two institutions; monitoring diverse and geographically scattered internship sites; travel to a rotating set of class origination sites - all require, “a unique individual skilled in building relationships” among colleagues, students, and other constituencies. The dedication and ownership of the current program leadership may be difficult to duplicate in the future program. The institutions must develop a succession plan for future program leaders and instructors.

There appears to be a disconnect between the institutions’ faculty/staff - Chuck’s program vs. instructors, students, and advisory. LSACEL leadership and instructors need to be more overt how the two institutions can support and sustain the leadership program. The mock interview link at Loras appears to

be appropriate; however, the program is encouraged to find other links to School of Education at both institutions.

The program’s acronym - “LSACEL” may, on occasion, become a visibility issue. Although Loras and SAU are well known institutions in the state, “LSACEL” may not connect with potential students who have been known to ask, “Where’s LSACEL”? Instructors have a concern regarding the maintenance and growth of LSACEL enrollment. Given limited resources for recruitment and public relations, “word of mouth” becomes a major recruiting tool. Given the relatively small number of program graduates around the state, this method of “putting out the word” about the high quality of student experience becomes problematic. Program leaders, instructors, and alumni need to be visible in regional and state-wide efforts.

SECTION B: DIVERSITY

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

SAU’s definition of diversity is both broad and inclusive: “At St. Ambrose University, diversity means honoring and celebrating a multiplicity of voices along with a thoughtful exploration of different perspectives and ideas.”

A wholehearted commitment to fostering an understanding of and respect for diversity in whatever form is present, and candidates can identify various aspects of diversity. Candidates cite the importance of being able to function in a diverse society.

Candidates have diverse clinical experiences in the local area, completing the required clinical hours in a variety of settings (e.g., socio-economic status, special education, English Language Learners, public, private, urban, suburban, and rural).

The LSACEL program has served international students. Three priests assigned to the Davenport Diocese and were international students from Africa, have fully participated in the program. Following graduation, these LSACEL graduates assumed expanded leadership roles within the Davenport Dioceses.

Concerns/Recommendations:

Although the university continues to make strides in recruiting and retaining students of broad backgrounds, the visiting team recommends the university and the School of Education continue conversations and planning for the recruitment and retention of faculty and candidates from diverse populations. The leaders at both institutions indicated that the LSACEL program would be well served to actively recruit and encourage a more diverse student population.

The visiting team recommends that LSACEL work toward the creation of a database to track clinical placements in diverse settings, possibly collecting impact data, and using those data for program review purposes.

SECTION C: FACULTY

Met Or Met with Strength	Met Pending Conditions	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

Instructors in the LSACEL program are highly respected and enthusiastically lauded by their students and colleagues. The level of mentoring, coaching, and individual attention provided by the faculty is a pervasive theme in conversations with students and graduates. There is genuine rapport between students, graduates, and the instructors. There is also a high level admiration for the expectation of excellence in the program. Students explained the program as “hard” and “challenging,” however, these attributes were seen as positives, particularly given the scaffolding and shared problem-solving embedded in the program. The students that were interviewed are unanimously “cheerleaders” for the LSACEL program and particularly its instructors.

Given that LSACEL is maintained by three instructors, they assume expanded responsibilities for ensuring that candidates gain the administrative experience needed to be successful administrators. The clinical experiences are aligned with every course in the program and the focused conversations are held twice a month with each candidate. LSACEL garners the strengths of each instructor and collectively provides instruction.

The generosity of spirit of the LSACEL is reflected in candidate comments, administrators’ knowledge of the progressive direction of the program, and respect from colleagues in other departments.

All three LSACEL instructors have pre-college teaching and leadership experience. Instructors’ course assignments are reflective of their terminal degrees and areas of expertise.

The faculty actively seeks opportunities to collaborate with local schools, other institutions of higher education, the Iowa Department of Education, and the AEAs.

Concerns/Recommendations:

Since its inception, LSACEL has been a quasi-autonomous entity, not closely aligned with the rest of the Education Department. Its creation can be largely attributed to the hard work and dedication of its leader. As the program continues and possibly grows in enrollment and geographic reach, faculty and oversight entities may want to examine a more shared model of leadership. The visiting team recommends that LSACEL continues to build and enhance a relationship with School of Education at both institutions to develop a cohesive sense of how they align and support each other. Additional faculty support for LSACEL may be created by tapping the knowledge, skills, and expertise of the faculty at both institutions to promote connections between LSACEL and the School of Education.

SECTION D: ASSESSMENT

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

During the final field experience semester, candidates are required to demonstrate what they have learned through a Masters Research project. Topics include: Reading and Writing Improvement, Comprehensive School Improvement Plan and Schools in Need of Assistance Project, Transition to a 1:1 Laptop Campus, Freshman Academy Night, School Math Lab Program, etc.

Rubrics have been created and implemented to assess standards. Data from the scoring rubrics used to determine whether the candidates have adequately demonstrated leadership are entered in a spreadsheet with individual student data aggregated to represent program evidence.

Feedback has been provided to LSACEL through end-of-the-course evaluations and other means. LSACEL is in the process of developing a coordinated assessment based on a leadership scenario. Students will be pre-assessed on the scenario upon entry to the program, and again at their exit. The assessment is designed to show the application of concepts, skills, and dispositions implemented in the program and then applied to the scenario.

The development of the electronic portfolio begins early in the program with the candidate selecting specific artifacts which demonstrate leadership linked to each of the ISSL standards. Working with the student’s internship supervisor to select artifacts, the evidence from the portfolio projects are presented and assessed by program faculty and invited others during the public presentation of the portfolio.

Evidence reveals that greater than 99 percent of the LSACEL program completers have met expectations at the highest level (exemplary) with the remaining completers meeting expectations at the acceptable level of performance.

Concerns/Recommendations:

LSACEL leadership and instructors are encouraged to link to SAU Assessment Coordinator, faculty, and staff, determine necessary data points, develop a continuous improvement data system that will enhance the program, and formalize the assessment plan with all stakeholders linked to LSACEL. The rubrics are a good start; however, students should experience continuous growth (Not you have it or you do not.).

Survey of graduates is underway and is supported by the Advisory Council and the Governing Board. LSACEL is encouraged to use the results of the survey to gauge future development and to enhance the program.

SECTION E: ADMINISTRATOR PREPARATION CLINICAL

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

LSACEL candidates have a strong sense of reflection and practice it effectively. The reflections allow candidates to sort out who they are as leaders and how they will approach instructional leadership and support student learning.

LSACEL requires that students participate in administrative field experiences aligned with each course in the program. Candidates experience individual attention throughout the program with special emphasis during the field experience (internship).

Expectations and guidelines for candidates, cooperating administrators, and LSACEL instructors are clearly stated and aligned with program standards. Responsibilities of candidates, instructors, and cooperating administrators are detailed and explained. LSACEL has clear policies and procedures regarding this relationship. Candidates are not only mentored by a school site administrator, they hold focused conversations twice a month with the LSACEL faculty supervisor who oversees and guides the field experience.

All field experiences are evaluated. The instructors take personal interest in clinical experiences by meeting with students twice a month during the field experiences. The visits provide students and instructors an opportunity to visit about the highlights of their experience, ask questions, reflect on experiences, provide personal guidance to candidates, and plan next steps.

Program internships are regarded as a strength. Students see the link between course work and internships. The internships allow candidates to immediately apply their learning in the school setting.

Candidates are responsible for logging and journaling their clinical experiences. Candidates commented the challenge of completing clinical hours but also viewed them as extremely valuable.

Concerns/Recommendations: None

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

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

Instructors work collectively to deliver curriculum. Instructors described the curriculum and instruction of LSACEL as a blended practitioner applied model.

Instructors and candidates indicated through multiple interviews that LSACEL was about preparing instructional leaders (i.e., decision makers, reflective, resourceful, feedback, facilitator, collaborative, etc.) Candidates were encouraged to model and apply the skills necessary to balance management tasks and instructional leadership.

LSACEL curriculum had a defined sequence and content, provided discussion and challenges, differentiated assignments, embedded relevant and real life scenarios, and posed powerful questions for potential future instructional leaders. LSACEL candidates and instructors often mentioned the acronym (I.R.L.F.) – Investigate, Reflective, Leverage, Frame – when discussing course work and internship experiences.

“Deal breaker skills” are mentioned throughout the document. “Deal breaker skills,” developed by research from the New York City Leadership Academy and the Leadership Performance Planning Worksheet (LPPW) with funds supported by the Wallace Foundation, represent threshold expectations linked to administrator success. LSACEL students initially experience the concepts and research behind the LPPW when they participate in the 530 research course. After that information and the research base is introduced, the program focuses on three specific dimensions (Personal Behavior, Resilience, and Communication) and those are discussed through the program and used as a formative assessment measure during the two semester internship.

Concerns/Recommendations: None

All standards have been met. The Loras/Saint Ambrose Consortium for Educational Leadership is recommended for approval.

**Recommendation for Continuing Approval of
Saint Ambrose University School Social Worker and
Speech/Language Pathologist Programs**

May 10, 2012

The School of Social Work (SSW) was granted initial accreditation by the Council on Social Work Education (CSWE) in October 1999. The program is currently accredited through 2019. The program has graduated 13 classes of students totaling 421 professionals entering the field of social work. The Masters of Social Work program is the only program in the School of Social Work (SSW) under the College of Education and Health Sciences.

Centered on the practice of empowerment, where professionals focus on the strengths of clients and collaborate as partners, the program prepares candidates to work at micro-clinical levels as well as macro-administrative levels. The empowerment methodology is fully incorporated into the competency-based program. Achieving a paradigm shift from a deficit model of practice to the empowerment model establishes the Saint Ambrose University (SAU) SSW program as a national leader in the field of social work preparation.

In 2009, a program director was hired to prepare for and receive candidacy status through the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Candidacy status afforded the Masters of Speech-Language Pathology (SLP) the opportunity to enroll the first cohort of students. In May 2011, the first cohort graduated from the program with 95 percent of graduates employed as speech-language pathologists. Application for full CAA accreditation will occur August 2013.

The St. Ambrose University SLP is also housed under the College of Education and Health Sciences. The program mirrors the university mission with the basic concept of the inherent dignity of every person. SAU's relationship with the community with an onsite clinic and partnerships with other community agencies distinguishes it from other SLP programs across the country. A summary of the program can be seen in one of the program goals: To provide opportunities for students to develop a greater understanding and awareness of human cultures, capabilities, and limitations.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

- The SSW and SLP programs function under the same organizational structure of SAU. Like the other preparation programs, these programs operate at all levels through transparent and distributed communication and decision-making systems.
- The leadership of the programs are enthusiastic, mission-driven individuals who model the expectations of their programs and support faculty and candidate access to resources and opportunities on campus and in the community.
- Faculty in the programs are experts in their fields and bring distinctive expertise in research and clinical practice. Candidates benefit from a diverse set of faculty backgrounds and experiences.
- The coursework and clinical experiences are intertwined so candidates see direct connection between theory and practice. Knowledge, skills, and dispositions are integrated throughout program expectations and assessment requirements.
- Candidates are well-versed in ethical practices. The level of professionalism of candidates and faculty were articulated by multiple interviewees.
- The programs are well-known for the continuing education conferences they host, their membership in community boards and committees, and their strength as instructors and researchers.

SECTION A: GOVERNANCE AND RESOURCES

Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

School Social Worker (SSW)

Strengths:

- The mission statement directly aligns with the empowerment model and is infused throughout the program. Candidates are immediately aware of program values and expectations.
- There are two functioning advisory boards that provide feedback on curriculum and field experiences. The program implements program changes based on comprehensive qualitative and quantitative data.

- All faculty teach and supervise clinical placements. This is uncommon in many SSW programs across the country.
- Faculty report that candidates receive individual attention because of the size of the program. The program has maintained a strong balance between available resources and enrollment. Professional Development money from the university is generous for training and conferences.

Speech/Language Pathologist (SLP)

Strengths:

1. Candidates reported the strengths of this program are the faculty participation and clinic experiences. “The clinic experience provided by the program was extremely valuable in preparing us as students for our internship placements. I felt that I was able to interact with a range of disorders, and it was also helpful to get practice counseling families when it came time to provide progress reports. We learned a very useful structure for taking and reporting data, which I will continue to use throughout my practice.”
2. The program has established a partnership with Scottish Rite because of the shared interest in children’s speech needs. Funding has been provided to build two onsite observation rooms, materials and equipment for the clinic and program, and have kept the clinic operating at low cost to clients. This Catholic university-Scottish Rite partnership is unique.
3. Although the St. Ambrose Rite Care Clinic has only been operating for three years, the director said there are referrals regularly coming in. Grant money has provided services to people who would not be able to have those services because they exhausted insurance coverage.
4. The SLP loans out assessments to professionals in local schools, “we make it known that if they need a particular test they can borrow” it from us.

Concerns/Recommendations:

1. Multiple interviewees expressed concerns related to technology:
 - a. The technology available on campus is not always reliable. There are instances of system crashes.
 - b. Increased training of technology as an instructional tool for faculty.

The visiting team recommends an investigation technology needs and the development of a long-term plan.
2. Multiple interviewees mentioned the cost of enrolling in a graduate program. The team recognizes the burden and applauds the creative thinking of the university. The team recommends continued conversations of how SAU programs are unique and worth the cost as part of the marketing message.
3. As enrollment continues to grow, the visiting team recommends the university provide additional resources to sustain the quality and integrity of the programs.

SECTION B: DIVERSITY

Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Employers and field supervisors are impressed with the increasing diversity in candidates enrolled in the programs.
- Candidates have a wide variety of clinical experiences both with diverse populations and diverse settings within their respective fields. Opportunities for international placements are available.
- Elective courses have been added to broaden the opportunities for individual candidate interests and changing community needs.
- Candidates articulated how the program prepares them to work with clients from diverse backgrounds; for example, finding an appropriate assessment normed for a Hispanic client.

Concerns/Recommendations:

1. The visiting team recommends the university and the programs continue conversations and planning for the recruitment and retention of faculty and candidates from diverse populations.

SECTION C: FACULTY

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

School Social Worker (SSW)

Strengths:

1. Faculty and staff are described as knowledgeable, committed resources. Serving as speakers, clinicians, as well as providing continuing education conferences were mentioned.
2. Faculty are approachable and vested in the success of candidates. “Professors are always available to talk to you. They email back to you really fast. If you don’t understand in class they help explain.”

3. SSW faculty have expertise in diverse fields of research and practice. Their leadership and engagement in the community is commendable, and SAU benefits from their staunch reputation in empowerment and social justice.
4. Multiple SSW interviewees described a comprehensive consistency in communicating the empowerment model by faculty. Faculty infuse empowerment through coursework, assessments, and feedback.
5. An SLP candidate said, faculty “are concerned with us knowing how to use materials and apply to a real world setting. We feel like as a student we’re a number one priority to them. They will stop to help.”
6. SLP candidates describe faculty feedback as formative and encouraging. They appreciate that faculty make suggestions but allow candidates to make their own decisions. “You might want to work with Phonemic Awareness with this child. We’ll discuss a plan. They’re very supportive without telling us what to do.”

Concerns/Recommendations:

1. Although the visiting team commends faculty engagement in teaching, supervision, and advising, concerns were raised regarding having enough time to conduct scholarly activities. The SSW and SLP programs are known for the academic expertise of faculty and the visiting team recommends the university discuss flexibility so faculty may continue to conduct and disseminate research.

SECTION D: ASSESSMENT

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

School Social Worker (SSW)

Strengths:

1. The competency assessment and measurement plan identifies multiple measures for each assessment category – student course outcomes measures, field experience outcomes measures, graduate/alumni outcomes measures, and program outcome measures. With each measure, the program highlights the measures, implementation procedures, and analysis procedures.
2. The program actively collects, organizes, analyzes, and makes decisions about the program linked to the assessment and measurement plan. With each category, the program has identified several key findings and recommendations to enhance the program.

- Candidates and graduates valued the opportunity to self-evaluate and reflect on their practice. The self-evaluation and reflection was encouraged and supported by the field placement supervisors and faculty. These reflective opportunities allowed candidates an opportunity to evaluate their experiences, articulate their learning, and determine next steps.

Speech/Language Pathologist (SLP)

Strengths:

- The mission of the SLP program is to prepare highly competent speech-language pathologists who are guided in their practice by clinical reasoning, evidence-based decisions and client advocacy.
- In the Fall 2012, SLP will annually evaluate the congruence of the program and the institutional goals – Catholicity, Integrity, the Liberal Arts, Life-long Learning, and Diversity. With each goal area, source indicators have been identified and a rubric has been developed.
- The Council on Academic Accreditation (CAA) standards also require the SLP program to provide national exam pass rates (95 percent pass rate for SAU MSLP candidates), graduation rates (100 percent of graduates graduated in published timeframe), and employment data on an annual basis (100 percent of graduates are employed.).

Concerns/Recommendations:

- As the SLP program continues to grow and sustain itself, it is encouraged to develop a comprehensive assessment plan that will use various measurements and information to update and refine a quality program.

SECTION E: CLINICAL

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

School Social Worker (SSW)

Strengths:

- Empowerment is foundational to the clinical portion of the SSW program. Supervisors are chosen because of their knowledge and their different work environments. Candidates and supervisors meet weekly to discuss concerns and to reflect on candidate strengths and areas for improvement.
- Field placements occur at micro and macro levels so candidates see the wide-range of possibilities within the social work profession. Examples of field placements include:
 - a nonprofit that provided home and community-based services for older clients.

- an agency administrative internship focused on marketing, grant writing, and community collaboration.
 - the Rock Island Arsenal working under military policies and culture.
3. Candidates discuss clinical experiences in a seminar setting. They share what they're doing, what issues they are encountering, and what they are learning.

Speech/Language Pathologist (SLP)

Strengths:

1. SLP candidates learn to hone their practice in multiple clinical settings with a differentiated set of clientele. "There's a variety of different clients we see in our clinic and we go out in schools. We get experience in the real world." "We have to create materials or if in a situation with a person from another culture, we have to adapt our materials and be sensitive."
2. Candidates experience a variety of clinical opportunities in school and community settings and across lifespans. Examples of clinical experiences include:
 - a school district with Response to Intervention (RtI) implementation.
 - a preschool team of teacher and clinician on early literacy skills.
 - a hospital with patients who have swallowing issues.
3. The SLP program encourages candidates to be resourceful and independent. They are able to make decision by themselves as well as ask for advice if needed from field supervisors.

Concerns/Recommendations:

1. Candidates requested a description of clinical experiences in order to make more informed choices.

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

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

School Social Worker (SSW)

Strengths:

1. Employers commented on the strong commitment to clinical skills the program provides. "They produce informed and educated students who go on to a successful career."

2. Coursework focuses on the context of a client's setting. Candidates are taught to look at policy and politics as part of planning for client services. A constituent from the community mentioned the program offers "hands-on experiences that other programs don't have."
3. The SSW program allows candidates to hone in on area of interest: mental health, child welfare, aging, family therapy, management, and spirituality are a sampling of empowerment elective choices.
4. Candidates are able to make direct connections between coursework and clinical experiences. Supervisors describe their ability to hear evidence of application of knowledge in weekly meetings with candidates. They learn how to influence systems and advocate for community change.

Speech/Language Pathologist (SLP)

Strengths:

1. Candidates felt prepared with knowledge to provide therapy for various types of clients. They talked about being "able to adapt for any situation" and appreciate hand-on practice in administering assessments, writing reports, and filling out forms.
2. The program integrates research and content classes with clinical experiences for a holistic approach to SLP preparation. Candidates are taught to use evidence-based research in creating treatment plans.
3. All candidates take a Multicultural Assessment and a Multicultural Intervention course. The SLP program has been intentional in adhering to national standards of nondiscrimination and the practice of accountability and transparency in reporting.
4. The curriculum includes exposure to resources, materials, and information available to candidates once they are practicing professionals.

Concerns/Recommendations:

1. Candidates discussed difficulty in scheduling with such tightly condensed programs. Flexibility is limited and a few courses are offered at conflicting times. The visiting team recommends continued conversations on program goals and course offerings to determine a schedule that balances student and program expectations.
2. Multiple interviewees mentioned the importance of collaboration with other candidates and services housed in the College of Education and Health Sciences. Although some collaboration and sharing has occurred with Children's Campus, the visiting team encourages more collaboration across the college so candidates see connections across their professions.

All standards have been met. The Saint Ambrose University School Social Worker and Speech/Language Pathologist Programs are recommended for continuing approval. The site team commends the programs for their commitment to their candidates and their professions.