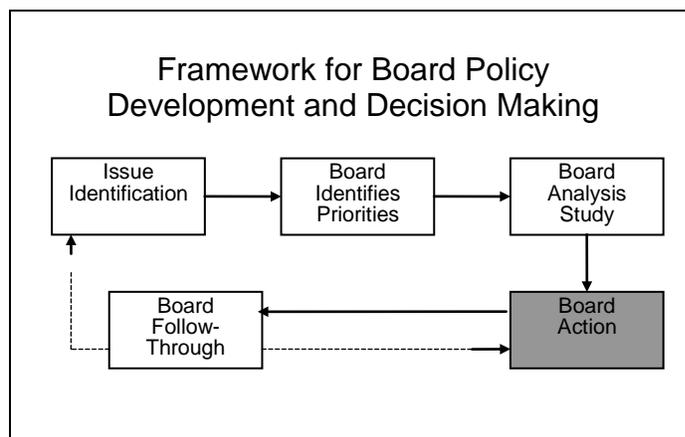


Iowa State Board of Education

Executive Summary

March 28, 2013



Agenda Item: University of Dubuque Teacher Preparation Program

Iowa Goal: All PK-12 students will achieve at a high level.

State Board Role/ Authority: The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and Iowa Administrative Code section 281-79.5.

Presenter: Lawrence R. Bice, Administrative Consultant
Practitioner Preparation
Bureau of Educator Quality

Attachments: 2

Recommendation: It is recommended that the State Board approve University of Dubuque Teacher Preparation Program through the next state visit cycle scheduled for the 2019-2020 academic year.

Background: Iowa Code section 256.7(3) and Iowa Administrative Code section 281-79.5 grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. The University of Dubuque Teacher Preparation Program has met the program approval standards as approved by the State Board.

University of Dubuque

Accreditation Review

SUMMARY REPORT

This summary report is provided to the Iowa State Board of Education as a supplement to the University of Dubuque Team Report.

This document provides a summary of the strengths and concerns of the University of Dubuque teacher preparation program. It also includes the suggestions and recommendations made by the review team.

The University of Dubuque response to each recommendation is included in this document to inform the State Board of Education on the results of the accreditation review.

Iowa Department of Education

State Board of Education

March 28, 2013

Note for State Board of Education members:

In this document, two terms are used in the description of concerns:

Suggestion: this is a non-binding suggestion from the team; University of Dubuque (UD) does not need to do anything before the board meeting.

Recommendation: This is a recommendation that must be addressed prior to submission of an accreditation recommendation to the Iowa State Board of Education

There are six sections in Chapter 79 of Iowa Administrative Code 281 that must be addressed by programs that prepare teachers. This document provides a summary for each of the six sections.

Governance

The mission of the university is clear and is central to the unit conceptual framework. The focus on mission extends to faculty evaluation. Faculty new to the university are evaluated in their first year on only two of the five criteria: alignment with mission and teaching quality. A function of the mission is to support students who may be challenged at the university level; many are first generation college students, some are at-risk, forty-two percent of the university students are eligible for Pell Grants. A number of programs and mechanisms are in place to support student challenges. One major mechanism is the Academic Success Center (ASC). ASC staff members develop individualized plans for students, particularly those considered at-risk, and work to support students across the university.

Monetary resources available to the unit are limited, but are equitable across the university. Minimal funding is provided for professional development, but a professional development support pool of money, in addition to grants managed by the Vice President for Academic Affairs (VPAA), is available to faculty.

The mission of the library is to encourage students to advocate for reading through use of library resources. The curriculum library contains a useful collection of books, materials, and other resources. There is adequate space dedicated to materials as well as a classroom space dedicated to teacher education students.

The teacher education program (TEP) unit faculty are involved in university wide policy and curriculum decision making. Unit faculty serve on a number of committees and have input into development of budgets and policy.

The team considers the content education of secondary education majors an issue demanding university wide attention. While a collaborative nature exists on the campus, there is a concern about systemic collaboration between the teacher education department and the faculty in the content departments, especially in regard to preparing secondary education majors. This concern is addressed in detail in the curriculum section of this summary.

Local administrators, when asked what the TEP could improve upon, cited two issues: classroom management and using technology in helping students learn. They stated that virtually all

beginning teachers struggle with classroom management. Further, they stated UD student teachers know technology, but are challenged to use technology toward student learning. The team suggests the unit incorporate these comments in their curriculum planning.

The input from local administrators leads to a unit wide concern regarding the use of feedback in making program improvements. Local administrators and other stakeholders are willing to provide input to the review team members and the unit faculty. There is little evidence of the use of this input in making improvements to program curriculum and structures.

Recommendation 1: Provide a written plan to incorporate feedback/input from stakeholders into program curriculum and structures. Stakeholders include advisory cmte, alumni, and employers.

UD Response:

The following has been inserted in Teacher Education Faculty-Adjunct Handbook, Page 5:

Curriculum in the Teacher Education Department is continually under review by a variety of stakeholders. The Teacher Education Advisory Board comprised of administrators, principals, teachers, faculty, alumni, students, and instructors from the content areas meet twice annually to provide comment and feedback regarding our courses, expectations, and requirements. Teacher Education Faculty meet twice each week and feedback from the Advisory Board, stakeholder surveys, and assessment data is reviewed and discussed. Changes or revisions are made to syllabi, requirements, and assignments if the faculty agrees that their implementation would enhance or improve the curriculum. Teacher Education Department minutes reflect discussions regarding Advisory Board suggestions and concerns. In this way, the Teacher Education Program remains a vital, growing entity.

Review Team recommendation to the State Board:

The UD response is adequate to meet the requirements of this recommendation. The recommendation was designed to have the program document the process of using feedback to the program. The change they made to the faculty handbook meets the requirement.

The team concludes this concern is addressed and recommends the State Board consider this recommendation accomplished.

Adjunct faculty reported they need better understanding of coursework taught by full-time/part-time (FT/PT) faculty. They expressed an inability to fully align courses and instruction between adjunct taught courses and FT/PT taught courses. The Department Head observes and collects information on teaching by adjuncts, but adjuncts do not have knowledge of teaching by FT/PT Faculty. The team recommends the unit develop a method to improve communication to allow all faculty to better plan courses and instruction to eliminate gaps and overlaps

Recommendation 2: Provide a written plan for documenting collaborative communication between FT/PT faculty and adjuncts to assure curriculum and teaching is coherent. This plan should also assure adjunct coursework is aligned with the unit conceptual framework.

UD Response:

The following has been inserted in Teacher Education Faculty-Adjunct Handbook, Page 5 and Annual Plan of Work:

In addition to regularly scheduled departmental meetings, and Advisory Board meetings specific meetings are scheduled at the beginning of each new semester to facilitate curricular collaboration and alignment. Adjuncts are expected to attend these two Teacher Education Departmental meetings each year. During these meetings, collaboration between FT/PT faculty and adjunct faculty will specifically address alignment of the conceptual framework with curriculum and teaching by all departmental faculty. (Note: the VPAA's office also has adjunct trainings scheduled each semester which address university procedures and logistics.)

Review Team recommendation to the State Board:

The UD response is adequate to meet the requirements of this recommendation. The changes to the faculty handbook document the work required in this recommendation.

The team concludes this concern is addressed and recommends the State Board consider this recommendation accomplished.

Diversity

The unit and the university specifically include diversity in their mission and goals. The unit maintains an active role in the community for diversity support and student opportunities. A primary mission of the University is to recruit and educate students who may not be accepted in other programs. This is strength for increasing diversity and the opportunities a diverse student population brings to the educational community. However, information provided indicates that a significant number students from diverse backgrounds begin an education program of study but do not remain in the program.

The unit and university has a clear definition of diversity and provides candidates with diverse clinical and professional development experiences. Students are required to perform a volunteer service learning in conjunction with their human relations course. An immersion experience in an urban Chicago elementary school is available for students during a January term. A significant number of students take advantage of this opportunity.

The team suggests the unit investigate strategies to increase candidates' interactions with more persons from cultures different than their own. The team suggests increasing opportunities for interaction with diverse faculty as well.

The tracking system to assure diverse placements has been updated (10/03/2012). The team recommends a clear, formalized documented structure for tracking candidate placements be developed. Further, the team recommends the staff in charge of placements strategically plan placements in advance to assure students know how to meet diverse experience requirements.

Recommendation 3: The unit must provide a written plan to provide a documented, formalized tracking system for the planning of and recording of candidate diverse placements.

UD Response:

Inserted to Teacher Education Faculty-Adjunct Handbook, page 10:

Methods of teaching courses, aka Practicum or clinical placements, are required of all education students.

These courses require the student to have a practicum experience (clinical placement), in a local classroom. Cooperating schools and teachers are assigned by the cooperating school district. Students may not “find their own” placement. The course instructor serves as the supervisor of the experience. All hours must be documented. It is the responsibility of the instructor working with the Director of Clinical Experiences to ensure that students are having a variety of experiences. Teacher Candidates should be working with students of diverse backgrounds. UD Teacher Candidates should work with a variety of grade levels. For example, elementary teacher candidates should have documented work with both primary and intermediate grades. In order to track the diversity of practicum experiences (clinical placements), the School-Based Experiences form is used for each student to summarize all practicum experiences. At a glance, the teaching methods practicum instructor can see the variety of experiences up to this point, and can determine next where to place each student in the best classroom available to enrich the diversity of the teaching experiences across grade levels and schools. This form is placed in each student’s file and data is recorded for each practicum experience.

Inserted to Teacher Education Faculty-Adjunct Handbook, page 5 and Annual Plan of Work:

Content area department heads and/or their designees meet prior to scheduling and advising for the next semester, generally early October and February. The meetings address teacher candidate preparation requirements, schedules, programming, curriculum scope, sequence and rigor, and additional issues that may arise. Invitations to these meetings are issued via email. See School-Based Experiences Log, Teacher Education Faculty-Adjunct Handbook, page 15.

It should also be noted that the Teacher Education Department has been investigating an electronic process of tracking placements. Currently, the LiveText Field Experience Management System (FEM) is of interest. This more so as we have recently learned that they have a format for edTPA should we decide to replace our current portfolio.

Review Team recommendation to the State Board:

The UD response is adequate to meet the requirements of this recommendation. The unit has clearly made policy changes and is planning more changes to improve the clinical tracking

system.

The team concludes this concern is addressed and recommends the State Board consider this recommendation accomplished.

Faculty

Unit faculty members are adequately prepared for the positions in which they are assigned. All have rich PK-12 experiences. Teaching assignments within the unit are well matched with prior experiences and areas of expertise. Faculty members know how to effectively embed and align the work of clinical experiences with college courses and collaborate positively with educators in area elementary, middle, and secondary schools.

In 2001, the current president was brought in to restructure an institution in danger of closing. As a function of this restructuring, faculty employment consisted of term contracts, without a traditional promotion and tenure process. Faculty and administrators describe this process as successful in moving the university forward through the so-called transformation. The current VPAA has introduced a voluntary promotion and tenure process and describes intentions to standardized promotion and tenure in the future. The unit faculty members describe their satisfaction with the current process and the method of moving into the future.

Currently, term contracts are offered to unit faculty without terminal degrees. Initial contracts are short in duration (one to two years), and can evolve to longer terms; up to five years. Faculty who have completed a terminal degree can choose a tenure track appointment, with a clear process of advancement outlined in the faculty manual.

The team expressed concern about collaboration between FT/PT faculty and adjuncts. The purpose of this collaboration should be to produce a clear scope and sequence for all coursework. Collaboration should serve to align coursework and the conceptual framework with the curriculum map to assure that courses taught by adjuncts align with coursework taught by FT/PT faculty and with the scope and sequence of unit curriculum. (This suggestion is only listed here to illustrate the alignment with faculty; the recommendation for action is made in the governance and resource section.)

Collaboration between unit faculty and faculty in secondary education content departments is also a concern. The purpose of this collaboration is to assure faculty related aspects regarding secondary education are addressed in a proactive manner. Aspects include advising, program requirements, and common core implementation. The team considered the current collaboration between these groups is reactive rather than proactive.

Recommendation 4: Provide a written plan to provide collaborative coordination with content area faculty to include teacher preparation requirements/issues.

UD Response:

The following has been inserted to Teacher Education Faculty-Adjunct Handbook, page 5 and

Annual Plan of Work:

Content area department heads and/or their designees meet prior to scheduling and advising for the next semester, generally early October and February. The meetings address teacher candidate preparation requirements, schedules, programming, curriculum scope, sequence and rigor, and additional issues that may arise. Invitations to these meetings are issued via email.

Review Team recommendation to the State Board:

The UD response is adequate to meet the requirements of this recommendation. The team understands that collaboration has been conducted on an informal basis. This change to the faculty handbook documents the collaboration.

The team concludes this concern is addressed and recommends the State Board consider this recommendation accomplished.

The faculty member teaching the reading and writing in the content area has not accomplished the 60 hours of classroom work required for instructors of courses specifically preparing candidates. The rule (79.12(6)) does not specify by name the courses that prepare candidates, and the interpretation is usually applied to methods courses. The UD reading and writing course is not considered a methods course by UD; therefore the instructor has not documented completion of the hours (although completion of hours was described.) The team interprets the rule to apply to the reading and writing in the content area course and recommends the 60 hour rule be applied to this course from this point forward.

Recommendation 5: Provide a written plan to assure the instructor of the reading and writing in the content area course meets the 60 hour requirements of 79.12(6).

UD Response:

The following course was inserted in Teacher Education Faculty-Adjunct Handbook, page 5 (list of courses that require the instructor to complete the 60 hour requirement.)

EDU 303 Reading and Writing in the Content Areas.

Note: The current course instructor has continued working in local school classrooms and is documenting her completion of hours toward the 60 hour requirement.

Review Team recommendation to the State Board:

The UD response is adequate to meet the requirements of this recommendation. The recommendation required UD to adhere to the review team's interpretation. This has been accomplished.

The team concludes this concern is addressed and recommends the State Board consider this recommendation accomplished.

Assessment

The assessment system is well organized and aligned with required standards, including the conceptual framework and Interstate Teacher Assessment and Support Consortium (InTASC). A majority of assessment reports are also clearly aligned with standards. The assessment system is coordinated with and a component of the university assessment system and includes recommendations for change with subsequent changes implemented. (Recent examples of data based decision making include: the decision to allow only three takes of the Collegiate Assessment of Academic Proficiency (CAAP); the decision to add Math I and II courses in the elementary education program.) The Live Text ePortfolio system is used to disseminate, collect, aggregate, and report data which increases reliability and speed of completing data reports.

The team expressed concern about the use of the writing assessment. Students are guided through completion of the required Admissions Teacher Education Essay, the unit has a Teacher Education Writing Assessment Rubric, and the essay is identified as a source of program assessment. However, program data are not currently collected from the essay. Since the essay is an integral component of candidate assessment, data should be collected and aggregated from the essay to provide the program with additional information prior to admission to the teacher education program. Currently, the essay rubric does not clearly correlate with the unit's conceptual framework or teacher education goals. The team suggests that there be an identified correlation between the language of the essay rubric and the unit's goals.

The list of program assessment reports includes Teaching Units (units taught by students in practica) but, currently, data are not collected from Teaching Units even though candidates are required to complete the units. The team suggests the unit create an assessment tool and process for collecting, aggregating, and reporting Teaching Units data for analysis.

The team expressed concern with the current process for surveying employers and alumni. The current process is inadequate both in relation to schedule for dissemination of survey, content of survey, response rate, and format of final report. The team recommends the unit work closely with the director of institutional assessment to create policy and procedure for designing instruments and collecting data from licensed graduates and educational agencies employing licensed graduates.

Recommendation 6: The unit must provide a written plan to improve the process of obtaining and using survey data from licensed graduates and employing agencies.

UD Response:

The University of Dubuque has a plan to improve this university wide. Our plan in the past was for the Department of Teacher Education to survey stakeholders including employers and alumni every 3 years; the response was poor and data insignificant. The University of Dubuque Department of Institutional Assessment is in the process of implementing a survey software solution that will allow us to reach out to our alumni and employers on an annual basis. This will be an effective survey solution which will allow quick and easy access to the survey takers and allow our teacher education faculty and staff to access results in real time for a deeper

analytical opportunity and make decisions based on the results to continually enhance and improve our offering. In addition, we will promote the benefits of the survey to both the employer and alumni so they are aware of the benefit back to them in hopes of increasing our response rate.

Review Team recommendation to the State Board:

The UD response is adequate to meet the requirements of this recommendation. The University-wide survey instrument will allow the unit to obtain necessary data.

The team concludes this concern is addressed and recommends the State Board consider this recommendation accomplished.

Clinical

Work outlined in the Clinical section of Chapter 79 traditionally has not been the strongest area for the UD unit. In the past two to three years, they have worked hard to improve in this area. Stakeholders in the community remark favorably on the changes the unit has implemented. In partnership with the local school district and local institutes of higher education (IHE's) the UD unit is working collaboratively to improve the preparation of candidates while also improving learning for local PK-12 students.

The visit team, through the lens of Chapter 79 requirements, is offering a number of suggestions and recommendations for the unit to continue program improvements. A focus of suggestions (and the one required change) is around collaboration and documentation.

UD has worked with the other three IHE's in Dubuque and Dubuque Public Schools to create strong initial clinical experience. Each IHE is assigned several PK-12 schools for initial clinical placement. UD sends teacher preparation students to a specified school to partner with specific teachers and to assist in school duties with teachers. UD students experience lunch and recess duties, field trip duties, bus duties, and other opportunities to interact with children. This initial experience provides UD students with realistic information on the teaching profession for making a decision about a future in teaching. The IHE's and the school district are making plans to maximize the effectiveness of higher level clinical placements as well.

Practicum experiences are aligned with coursework using a purposeful schedule. Candidates spend time in the classroom learning to write lesson plans, followed by a clinical experience. This schedule of planning and teaching is repeated throughout the semester, providing candidates an opportunity to build confidence. The downside is that candidates are generally not allowed to teach their own plan in the practicum school. Rather they are required to follow the curriculum/sequence in the practicum school. The unit should consider developing a way to align the planning and practicum teaching to enhance this knowledge.

The team expressed concern with documentation of feedback to students from cooperating / supervising teachers. At the present time, it appears that only the midterm and end-term written assessments are required and documented. The verbal communications are in effect, but the

written comments are not consistently completed. A clear program of written feedback may provide beneficial formative assessment for student teachers.

An additional component of documented feedback should include a formal evaluation of cooperating teacher by the student teacher and/or university supervisor. This evaluation will inform unit faculty in the requirement in selection of cooperating teachers who demonstrate skills, knowledge, and dispositions of highly accomplished practitioners.

Recommendation 7: Develop a plan to obtain more documented feedback from cooperating teachers to inform students and to inform assessment of student progress and program.

UD Response:

The following has been inserted to Teacher Education Faculty-Adjunct Handbook, page 10:

Since the teaching methods-practicum instructor serves as the supervisor of the experience, regular feedback is a responsibility of the course instructor. At a minimum, feedback is gathered from each cooperating teacher at approximately 2-week intervals, allowing for any necessary formative adjustments to the student's teaching methods-practicum experience. Satisfactory progress is documented on the School-Based Experiences Formative Assessment form. The course instructor maintains the form and updates the feedback at regular intervals to inform assessment of student progress in the program.

See School-Based Experiences Formative Assessment Form, Teacher Education Faculty-Adjunct Handbook, page 20.

Review Team recommendation to the State Board:

The UD response is adequate to meet the requirements of this recommendation. The change to the faculty handbook documents substantial feedback for student growth.

The team concludes this concern is addressed and recommends the State Board consider this recommendation accomplished.

Chapter 79.13(11) requires the institution to offer workshops for cooperating teachers that meet specific objectives. The workshops must also meet a time requirement. The workshops are intended to provide professional development for cooperating teachers based on program information. The current workshop practice is minimally meeting this requirement. The team recommends the unit develop a written plan to provide quality cooperating teacher workshops that clearly meet the requirements of 79.13(11) and more importantly, meet the needs of the UD teacher preparation program.

Recommendation 8: Provide a written plan to improve cooperating teacher workshops to make them more useful and increase attendance.

UD Response:

Immediate change:

Our last cooperating teacher workshop was held on February, 5th from 4-6 pm on the University of Dubuque campus. The workshop was titled: Maximizing the Student and Cooperating Teacher Experience through Collaboration. Items covered included: Working Together: How, when and why? What is collaboration? What is the focus of collaboration?

The 35 participants who attended the conference were very engaged in the workshop and found the information to be useful in improving the collaborative relationships between cooperating teacher and student teacher, as well as other partnerships within the educational community.

Plan for 2013-1014 and Beyond:

Workshops for the future will be held twice per semester. The first 4-hour workshop will be shortly into the semester and the second one will be during the last quarter of the semester. Cooperating teachers will attend the semester they have a student teacher. This allows for the student teacher/cooperating teacher collaborative team to develop strategies and skills and to share back with the group. They will include a working dinner, dissemination of information, and opportunity to share strategies for application of the material. Cooperating teachers who attend all 8 hours of scheduled workshops will receive one point toward their license renewal credit (3 points=1 credit).

Along with receiving information about these workshops with their placement information, these workshops will be advertised to cooperating teachers at the beginning of each semester through email and personal invitation from their student teacher. We will encourage student and cooperating teachers to attend jointly. Dinner will be included and explanation of renewal credit to encourage attendance. Practical strategies to improve and encourage strong healthy relationships between student teachers and cooperating teachers will be the focus of the workshops. Creating web accessible workshops will be explored as an alternative option for those who are unable to attend due to scheduling conflicts.

Evaluations will be distributed and collected during the workshop to identify strengths and areas for improvement for the workshops.

The following topics will be offered on a rotating basis for future workshops:

Co-teaching and collaboration strategies

Maximizing the use of technology in my classroom

Ethical and legal aspects of teaching

Differentiation of instruction

Characteristics of Effective Mentors

Reflective Teaching

Maximizing the Student and Cooperating Teacher Experience through Collaboration

Creative Formative Assessment Strategies

Following is a tentative schedule of workshops for cooperating teachers for the 2013-2014 school year:

Week of Aug19:

University supervisors will meet with cooperating teachers individually and provide them with an orientation. Topics covered will include: Responsibilities of student teacher, cooperating teacher and university supervisor; short and long range plans for student teacher to assume teaching responsibilities; orienting student teacher to building, regulations, office machines, supplies and district policy; evaluation forms; communication and conferencing expectations; formal and informal observations and delivery of feedback; lesson plans, etc.

Week of Sept. 9:

Co-teaching and collaboration strategies

Week of November 18:

Reflective Teaching

Week of January 20th:

Maximizing the Student and Cooperating Teacher Experience through Collaboration

Week of March 24th:

Characteristics of Effective Mentors

Review Team recommendation to the State Board:

The UD response is adequate to meet the requirements of this recommendation. The unit has made clear plans to significantly improve the cooperating teacher workshop.

The team concludes this concern is addressed and recommends the State Board consider this recommendation accomplished.

Curriculum

The unit has completed considerable work to align curriculum across the program. A component of this work is to align the work in classroom courses with required practical clinical experiences. The team recognizes the work that the unit has completed regarding elementary education, and is suggestion specific work be accomplished regarding secondary education majors. Including the University of Dubuque Program Goals on the course syllabus adds clarity and alignment for the students. These goals align clearly with the InTASC Principles/Iowa Standards. The unit lesson plan format requires candidates to specifically plan using the essential concepts of the Iowa Core.

The unit infuses service opportunities within the curricular framework. These opportunities along with course work provide candidates opportunities to learn to meet the needs of diverse learners.

A reading endorsement is built into the elementary education program to assure all elementary education teacher graduates are not only marketable, they will be better prepared to meet the needs of all students using reading endorsement knowledge and skills.

The unit maintains an extensive collection of educational resources in the curriculum library. Educational technology is integrated through the university library system. The curriculum

library is accessible to students and the public; materials are available for check out by education majors only. In addition, curriculum library staff are knowledgeable in pedagogy and work closely with unit faculty and students to provide valuable support.

The team expressed concern with the curriculum for preparation of secondary teachers. There is no evidence of identified best practices or a collaboration among departments to determine the best way to prepare secondary education teachers. The content requirements for secondary teachers are either aligned with the Board of Educational Examiners (BoEE) state minimum requirements or minimums with some additions. The secondary education teachers will be competing for positions with candidates with majors and a greater content preparation. The team recommends the unit and the university administration examine the content preparation requirements for secondary teachers. While graduates technically meet the requirements of Highly Qualified Teachers under the Elementary and Secondary Education Act, their ability to compete against teachers with more depth of content knowledge may be negatively impacted. The unit should find ways to inform content faculty on the Iowa Core candidates will need to know in their teaching. This communication would provide consistency in the knowledge and use of standards. Collaboration and understanding of standards and requirements concerning content areas could also be enhanced by inviting content major faculty to participate in the TEP advisory committee.

The team recommends the unit investigate revisions in the secondary education program to assure secondary education majors have adequate content and pedagogical content knowledge. Specifically, the math program would benefit greatly by requiring secondary math education candidates complete a math major. As a component of this recommendation, the team is concerned that low level (100 level) courses in biology and chemistry do not prepare secondary candidates with the depth of knowledge to teach all courses they may be asked to teach (such as advanced placement courses). The team recommends that the TEP and content departments work together to strengthen the rigor of the program of study for secondary candidates.

Suggestion: Look at secondary education content major, can you add to the rigor/number of credits of the content to make them more marketable? Your program does meet the requirements of Chapter 79.

Recommendation 9: Examine the content coursework and program for secondary education majors. Much of the coursework is at lower division levels. The team suggests an attempt to provide content knowledge depth through increased upper division coursework.

UD Response:

The University of Dubuque is cognizant of the need for rigor and relevance in content area course work. To this end the UD administration has hired new math and chemistry faculty and is adding both math and chemistry majors, which will add to those departments depth of knowledge. Content areas have met with the Head of the Department and the Vice-President to discuss the rigor of both the secondary education majors and the core content for elementary education majors.

The current numbering system does not, in some cases, reflect the rigor or level of the course.

For example, a spring 2012 graduate had some difficulty receiving a license in a neighboring state as her transcript did not have enough 300-400 level courses. They simply requested course descriptions and learning outcomes for her course work. They did find that her course work indicated a curriculum that was rigorous and relevant and she was granted a license. The Head of Department of Education has discussed the numbering system of courses with the Registrar and content area departments. At this point, the numbering of the courses will remain consistent university wide.

Every one of our majors does meet the BoEE requirements.

Review Team recommendation to the State Board:

This recommendation is not supported specifically by Chapter 79. While it should be considered a suggestion, we wrote it as a recommendation to illustrate the need to address the rigor in preparation of teachers in two identified Iowa teacher shortage areas: math and science. The addition of a math and chemistry major is a significant change to meet this recommendation.

The team concludes this concern is addressed and recommends the State Board consider this recommendation accomplished.

Review Team Program Recommendation:

Based on the findings of the two-year process of this accreditation review, the team recommends the Iowa State Board of Education approve accreditation of the University of Dubuque teacher education program.

University of Dubuque

Team Report

Iowa Department of Education

November 25-28, 2012

Review Team Members:

Dr. Janet Kehe, Upper Iowa University
Dr. Lorie Long, Graceland University
Dr. Dawn Behan, Mount Mercy University
Dr. Mark Stupka, Faith Baptist Bible College
Dr. Cynthia Martinek, Ashford University
Joanne Tubbs, Board of Educational Examiners
Dr. Lawrence Bice, Department of Education

Acknowledgements

Team members would like to express their gratitude to the University of Dubuque community for their hospitality and assistance in facilitating the team's work. The tasks associated with the review process necessitate intense focus by reviewers during a concentrated period of time. Everyone we encountered graciously responded to our questions and requests for materials. We interacted with a wide variety of individuals who demonstrated enthusiasm, professionalism, and dedication to this program.

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit. Some of those people are:

Dr. Jeffrey Bullock, President
Dr. Mark Ward, VPAA
Dr. Gail Hodge, Associate Dean
Debra Stork, Head, Teacher Education Department
Liz Olsen, Registrar
Jesse James, Dean of Admissions
Angie Brandel, Teacher Education Department
Chaminda Prelis, Co-Chair, Cultural Advisory Committee
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 Advisory Board
 Local Administrators
 Student teachers
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Michael Phillips, Interim Director, ASC
Dr. Marta Abele, TEP Faculty, Director of Bridge Program
Sue Ann Marino, Professional Tutor, CORE instructor
Dr. Amy Baus, Director of Career and Life Services

NOTES ABOUT THIS REPORT

1. The sections are in a different numbering order than the current version of Chapter 79. When the University of Dubuque (UD) began working on their self study and writing the Institutional Review (IR), a version of Chapter 79 with mis-numbered sections was posted on the Iowa Department of Education (DE) website. UD faculty used that version when preparing their IR. A thorough study of the version used by UD and the properly ordered version was conducted. All information and requirements from the correct version of Chapter 79 are contained in the mis-numbered version. To simplify the work of the review team and subsequent report, the mis-numbered version was used for this report. The correct version of Chapter 79 is currently available on the Iowa DE website.
2. The report basically consists of two narrative sections for each of the six sections of Chapter 79: a description of strengths and a description of concerns/recommendations. For this report, the concerns/recommendations section is divided into two distinct sections based on the degree of importance placed on the concern by the review team. Concerns/recommendations are termed either suggestion or recommendation. A suggestion is made when the team has determined that the program has met the requirements of Chapter 79, but improvements could be made by implementation of the suggestion. A recommendation is made when the team has determined the program has minimally met the requirements of Chapter 79 and **must** make recommended changes before the team recommends the State Board of Education approve program accreditation.

This report contains seven recommendations throughout the six sections.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

SECTION A: GOVERNANCE AND RESOURCES

I. **281—79.10(256) Governance and Resources Standard: Governance and resources adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions.**

79.10(1) A clearly understood governance structure provides guidance and support for the practitioner preparation program(s).

79.10(2) The professional education unit has primary responsibility for all programs offered at the institution for the initial and continuing preparation of teachers, administrators and other professional school personnel.

79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.

79.10(4) The work climate, policies, and assignments promote intellectual vitality, including best teaching practice, scholarship and service among faculty.

79.10(5) The unit provides evidence of ongoing collaboration with the professional community including evidence that there is an active advisory committee that is, at a minimum, semi-annually solicited for program input to inform the unit.

79.10(6) When a unit is a part of a college or university, the unit provides evidence of ongoing collaboration with the arts and sciences departments of the institution, especially regarding content endorsements.

79.10(7) Procedures for an appeals process for candidates and faculty are clearly communicated and provided to all candidates and faculty.

79.10(8) The unit administers a systematic and comprehensive evaluation system designed to enhance the teaching competence and intellectual vitality of the professional education unit.

79.10(9) The institution provides the commitment and resources necessary to support a quality clinical program for all practitioner candidates.

79.10(10) Institutional commitment to the unit includes financial resources, facilities, appropriate educational materials, library services, and equipment to ensure the fulfillment of the institution's and unit's missions, delivery of quality programs, and preparation of practitioner candidates.

79.10(11) The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver quality practitioner program(s).

79.10(12) Resources support professional development opportunities for faculty.

79.10(13) Resources support technological and instructional needs to enhance candidate learning.

79.10(14) The use of part-time faculty and graduate students in teaching roles is purposeful and managed to ensure integrity, quality, and continuity of programs.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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The team notes the mission and adherence to that mission at the University of Dubuque (UD). The mission of UD is to educate students who may not be accepted at other colleges or universities. The adherence to this mission by the Teacher Education Program (TEP) unit is commendable. At the same time, this mission is a challenge for the TEP. Students who are challenged academically may struggle with the accountability requirements of the TEP. This makes the academic work of the TEP very important and challenging.

Strengths

- The mission of the university is clear and is central to the unit conceptual framework, course work and work with students. The focus on mission extends to faculty evaluation. Faculty new to the university are evaluated in their first year on only two of the five criteria: alignment with mission and teaching quality.
- A function of the mission is to support students who may be challenged at the university level, many are first generation college students, some are at-risk, and forty-two percent of the university students are eligible for Pell Grants. A number of programs and mechanisms are in place to support student challenges.
- A number of people interviewed reported a positive environment of collaboration across the university. The team has found clear evidence of collaboration; however, we will make a recommendation for focusing collaboration below.
- The academic management of the university is evolving. Committees are examined for relevance and changed as needed. The university underwent a serious transformation in 1999 and has been cognizant of adjusting to meet the needs of stakeholders since that time.
- Monetary resources available to the unit are limited, but are equitable across the university. Regarding funding for professional development, each faculty member is allotted \$250, but a pool, in addition to grants, managed by the Vice-President for Academic Affairs (VPAA), is available to supplement requirements.
- Several faculty members have been on overload for some time. This year, a new faculty line was added to the unit, which has reduced or eliminated overload. We encourage the unit and university administration to monitor and adjust in the future to avoid a return to a state of overload.

- Curriculum and minor program changes are managed in a clear and equitable manner. The university-wide curriculum committee, working with the Associate Academic Dean, has clear parameters for evaluation and approval of changes and updates. Membership in this nine member committee is equitable, including representatives from the unit.
- The unit is one of several professional programs at the university. The administration and faculty work to honor the commitment to professions while including the liberal arts core. There are a number of interdisciplinary core courses and programs are encouraged to work together.
- The library is well supported in resources and by staff. The mission of the library is to encourage students to advocate for reading through use of the library. The bulk of the operating budget is spent on electronic resources, which are well used. The circulating and available materials, both hard copy and electronic, are adequate and current. The library director uses a formula for budget allocation based on a number of factors, including library use by department. The teacher education department, under this allocation process receives a percentage of the allocated budget larger than their percentage of students in the university. This illustrates both a strong support of the unit, and a strong use of the library by education students. The library hours are extensive and the library appeared to be well used throughout the time of this visit. Students illustrated their preparedness to use technology in teaching due to instruction received through the curriculum library.
- The curriculum library contains a useful collection of books, materials, and other resources. There is adequate space dedicated to materials as well as a classroom space dedicated to teacher education students. There is a library staff person dedicated to the curriculum library who manages the curriculum library, including working with students on information literacy. She often works with students in various courses or projects to help them use materials in a practical manner.
- Local administrators discussed the change in UD student teachers over the past several years. They candidly talked about not wanting UD student teachers a number of years ago, while they encourage UD to send them student teachers now.
- Local administrators applaud the requirement of all elementary education majors to earn a reading endorsement. They are also encouraged by the large number of candidates earning special education endorsements at the elementary and secondary levels.
- Local administrators commended the unit on the requirements that candidates participate in professional development and community service as components of their pre-service education.

- The advisory board members spoke of the unit faculty listening and using their input toward program improvements.
- The Academic Success Center (ASC) is well managed. ASC staff members develop individualized plans for students, particularly those considered at-risk, and work to support students across the university. The ASC is a strong resource to fulfill the university mission of educating underserved populations.
- The Vice-President for Finance outlined a budget development and allocation process that is equitable for the unit and all programs in the university. The unit has budgetary input to the VPAA, who in turn collaborates with the other cabinet members to develop a university budget. A standard budget component determined before collaboration is an allotment for faculty promotions. Cost of Living Allowances (COLA) and operating budgets are determined through the cabinet's collaborative budgetary process. While not able to provide a COLA in current tight budget constraints, the university provided all employees a monetary bonus last year.
- The university academic administration hierarchy appears confusing to members of the team, with a VPAA and an Associate Academic Dean. The outline of the academic administration structure provided to the team showed apparent overlaps. In practice, these two administrators have distinct roles and the unit Head and faculty clearly understand their roles and how to work within the structure.
- A number of students, faculty, and staff commended the unit administrative assistant for providing quality support to the unit and students.
- Adjunct teachers teach a variety of courses including technology, children's literature, middle school methods, special education (SPED), physical education courses, secondary English, and middle school methods. The majority of the adjunct professors are current or recently retired PK-12 teachers or administrators. This provides students with the opportunity to work with professionals in the PK-12 field. They are able to access experts for specific topics during coursework, such as counselors, speech pathologists, Cognitively Guided Instruction (CGI) math trainers, etc. The adjunct professors feel that communication with UD faculty is effective and positive. Many expressed their feeling of inclusion as faculty members.

Concerns/Recommendations

Faculty Load:

1. Regarding faculty load, at least one faculty member is working on a terminal degree. The team recognizes the benefit to the unit and university of faculty with terminal degrees. We encourage the administration to look for ways to support the faculty working toward a doctorate.

Incorporating Input to Improve Program Elements:

2. Local administrators, when asked what the TEP could improve upon, cited two issues: classroom management and using technology in helping students learn. They stated that virtually all beginning teachers struggle with classroom management. Further, they stated UD student teachers know technology, but are challenged to use technology toward student learning. The team recommends the unit incorporate these comments in their curriculum planning.
3. The local administrators encouraged the unit to provide meaningful learning and experiences in team teaching and collaboration. There is a strong focus on Response to Intervention (RtI) in Iowa, which requires teachers and staff in schools to work together in teams for best student results.

Border State Licensure:

4. Administrators from Illinois and Wisconsin urge the unit faculty to be cognizant of the requirements for licensure in both border states and help assure students can meet requirements as well as possible.

Secondary Education Content Coursework:

5. The team considers this an issue demanding university wide attention. While a collaborative nature exists on the campus, there is a concern about systemic collaboration between the teacher education department and the faculty in the content departments, especially in regard to preparing secondary education majors. There is no evidence, or profession of a collaboration to determine the best way to prepare secondary education teachers. The content requirements for secondary teachers are either aligned with the Board of Educational Examiners (BoEE) state minimum requirements or minimums with some additions. The secondary education teachers will be competing for positions with candidates with majors and a greater content preparation. The team recommends the unit and the university administration examine the content preparation requirements for secondary teachers. While graduates technically meet the requirements of Highly Qualified Teachers under the Elementary and Secondary Education Act, their ability to compete against teachers with more depth of content knowledge may be negatively impacted.

Communication:

6. Adjunct faculty reported they need better understanding of coursework taught by full-time/part-time (FT/PT) faculty. They expressed an inability to fully align courses and instruction between adjunct taught courses and FT/PT taught courses. The department head observes and collects information on teaching by adjuncts, but adjuncts do not have knowledge of teaching by FT/PT faculty. The team

recommends the unit develop a method to improve communication to allow all faculty to better plan courses and instruction to eliminate gaps and overlaps.

Items that Must Be Addressed Prior to State Board Action

The unit must provide a written plan to address:

- A. Incorporating feedback/input from stakeholders into curriculum/program.
(concerns 2 and 3 above)

- B. Documenting collaborative communication between FT/PT adjuncts and faculty
(concern 5 above)

Sources of Information

Meetings with:

- President
- VPAA
- Associate Academic Dean
- Vice-President of Finance and Auxiliary Services
- Head, Teacher Education Department
- Head, Department of natural and Applied Sciences (DNAS)
- Head, Mathematics Department
- DNAS Faculty
- Liberal Arts faculty
- University Librarian
- Director of Curriculum Library
- Assistant Director of Library Systems and Technical Services

Members of groups:

- Advisory Board
- Local Administrators
- Student teachers
- Cooperating teachers and supervisors
- Recent graduates

Course syllabi

Visits to classrooms and discussions with students

Institutional Report

Program Response to Review Team’s Initial Report

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION B: DIVERSITY

281—79.11(256) Diversity Standard: The environment and experiences provided practitioner candidates support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions.

79.11(1) The institution and unit maintains a climate that supports diversity.

79.11(2) The institution and unit document their efforts in maintaining and increasing a diverse faculty and teacher education candidates in plans, policies, and practices as required by the Higher Learning Commission.

79.11(3) Practitioner candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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The unit and the university specifically include diversity in their mission and goals. The unit maintains an active role in the community for diversity support and student opportunities.

A primary mission of the university is to recruit and educate students who may not be accepted in other programs. This is strength for increasing diversity and the opportunities a diverse student population brings to the educational community. However, information provided indicates that a significant number of students from diverse backgrounds begin an education program of study but do not remain in the program.

Strengths:

- Students self-report that their human relations course equips them well to work with diverse learners. The team has not ascertained how well this preparation works without observation of teaching. The team suggests the unit assess the success of the human relations course when surveying graduates and administrators.
- The unit and university have a clear definition of diversity and provide candidates with diverse clinical and professional development experiences. Students are required to perform volunteer service learning in conjunction with their human relations course.
- An immersion experience in an urban Chicago elementary school is available for students during a January term. A significant number of students take advantage of this opportunity.

Concerns/Recommendations:

1. The tracking system to assure diverse placements have been updated (10/03/2012). The team recommends a clear, formalized documented structure for tracking candidate placements be developed. Further, the team recommends the staff in charge of placements strategically plan placements in advance to assure students know how to meet diverse experience requirements.
2. The team suggests the unit investigate strategies to increase candidates' interactions with more persons from cultures different than their own. The team suggests increasing opportunities for interaction with diverse faculty as well.

Items that Must Be Addressed Prior to State Board Action

The unit must provide a written plan to address concern #1 above: A documented, formalized tracking system for the planning of and recording of candidate diverse placements.

Sources of Information

Interviews with:

- VPAA
- Registrar
- Head, Education Department
- Faculty in various departments
- Teacher Advisory Council members
- Alumni
- Co-chair of the University Cultural Advisory Committee
- Candidates
- Unit Faculty

Documents:

- Course syllabi
- Student files
- Faculty CV's
- Program Handbooks
- Visits to classrooms and discussions with students
- Institutional Report
- Program Response to Review Team's Initial Report

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION C: FACULTY

281—79.12(256) Faculty Standard: Faculty qualifications and performance facilitate the professional development of practitioner candidates in accordance with the following provisions.

79.12(1) Faculty members in professional education are adequately prepared for responsibilities assigned to them, and have had experiences in situations similar to those for which the practitioner preparation students are being prepared.

79.12(2) Faculty members instruct and model best practices in teaching, including the assessment of their own effectiveness as related to candidate performance.

79.12(3) Faculty are engaged in professional development as well as scholarly and service activities that relate to teaching, learning, and practitioner preparation.

79.12(4) Faculty members collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, the department, area education agencies, and professional associations as well as community representatives.

79.12(5) Part-time faculty and graduate assistants, when employed, are identified as such and meet the licensure and experience requirements appropriate for their assigned responsibilities.

79.12(6) Faculty members preparing practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools, elementary, middle, or secondary schools. A minimum of 60 hours of activities of such activities shall include team teaching during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising pre-service candidates in P-12 classroom settings.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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The University of Dubuque implemented significant changes in 1999 to avoid a possible closing of the university. One component of these changes is a unique faculty management system, without traditional promotion and tenure. This produced unique opportunities and challenges for faculty. The administration is currently making efforts to re-incorporate the traditional promotion and tenure system.

The UD unit faculty are all experienced PK-12 teachers. There is a concerted effort to assure faculty experience is aligned with curriculum needs. This requires some courses to be taught by adjuncts. Adjuncts are well qualified for the courses they teach. The faculty evaluation system is adequate. Collaboration among university wide faculty and unit adjunct faculty is vital to assure candidates are learning the depth of knowledge required to teach in Iowa. The unit will be working to improve collaboration.

Strengths

- UD has a unique faculty management system. Faculty members can choose term contracts or tenure track (if qualified). Term contracts are offered to faculty without terminal degrees. Initial contracts are short in duration (one to two years), and can evolve to longer terms; up to five years. Faculty who have completed a terminal degree can choose a tenure track appointment, with a clear process of advancement outlined in the faculty manual.

- In 2001, the current president was brought in to restructure an institution in danger of closing. As a function of this restructuring, faculty employment was determined to consist of term contracts, without a traditional promotion and tenure process. Faculty and administrators describe this process as successful in moving the university forward through the so-called transformation. The current VPAA has introduced a voluntary promotion and tenure process and describes intentions to standardized promotion and tenure in the future. The unit faculty members describe their satisfaction with the current process and the method of moving into the future.
- Faculty evaluations are completed within a clearly defined structure. Students evaluate faculty in each course, regardless of rank or seniority. Faculty are observed by the VPAA and the Unit Head. It is not clear the parameters the Head uses in evaluating faculty. The VPAA outlines five categories for evaluating faculty effectiveness. He stated that in their first year, faculty are only evaluated on the two considered most important; alignment with mission and teaching quality. The other categories are added to the evaluation process in following years. In the administrative structure of a VPAA and Associate Dean, faculty evaluation is performed exclusively by the VPAA.
- Faculty members received favorable feedback from students regarding their advisory work.
- Adjunct teachers teach a variety of courses including technology, children's literature, middle school methods, SPED, physical education courses, secondary English, and middle school methods. A majority of the adjunct professors are current or recently retired PK-12 teachers or administrators. This provides students with the opportunity to work with professionals in the PK-12 field. They are able to access experts for specific topics during coursework, such as counselors, speech pathologists, CGI math trainers, etc. Specifically, methods courses in the secondary content areas of science, math and English are being taught by current teachers in their respective fields. This provides an authentic instruction opportunity from a master educator current in the field. Faculty regularly bring experts/teachers in the field to speak at university based courses.
- Unit faculty members are adequately prepared for the positions in which they are assigned. All have rich PK-12 experiences. Teaching assignments within the unit are well matched with prior experiences and areas of expertise.
- Faculty members know how to effectively embed and align the work of clinical experiences with college courses and collaborate positively with educators in area elementary, middle, and secondary schools.
- The faculty driven Multicultural Advisory Committee promotes diversity among the campus community and greater Dubuque community. This active community includes unit faculty as members.

- The unit has a process of evaluating full-time and adjunct faculty for the purpose of improving teaching and learning. Faculty members prepare a portfolio during their first year. The department chair visits the classroom to observe teaching. There is an informal process of mentoring new faculty. Faculty in their first year of teaching are supported in their work and are evaluated on only two of the five university mission aspects: teaching quality and alignment with mission.

Concerns/Recommendations

Collaboration:

1. The team suggests the unit put in place systematic, documented procedures to outline and accomplish goals for improvement:
 - A. Collaboration between FT/PT faculty and adjuncts. The purpose of this collaboration is to produce a clear scope and sequence for all coursework. The purpose is to align with the curriculum map to assure that courses taught by adjuncts align with coursework taught by FT/PT faculty and with the scope and sequence of unit curriculum. (This suggestion is only listed here to illustrate the alignment with faculty; the recommendation for action is made in the governance and resource section.)
 - B. Collaboration between unit faculty and faculty in secondary education content departments. The purpose of this collaboration is to assure faculty related aspects regarding secondary education are addressed in a proactive manner. Aspects include advising, program requirements, and common core implementation. The team considered the current collaboration between these groups is reactive rather than proactive. (This suggestion is only listed here to illustrate the alignment with faculty; the recommendation for action is made in the curriculum section.)

Sixty Hour Requirement:

2. The faculty member teaching the reading and writing in the content area has not accomplished the 60 hours of classroom work required for instructors of courses specifically preparing candidates. The rule (79.12(6)) does not specify courses that prepare candidates, and the interpretation is usually applied to methods courses. The UD reading and writing course is not considered a methods course for UD; therefore, the instructor has not documented completion of the hours (although completion of some hours was described.) The team interprets the rule to apply to the reading and writing in the content area course and recommends the 60 hour rule be applied to this course from this point forward.

Unit Faculty

- 3. Only one faculty member is tenured. Others are on yearly contracts or term contracts. One faculty member is currently actively engaged in work toward a doctorate.

Items that Must Be Addressed Prior to State Board Action

Provide a written plan to assure the instructor of the reading and writing in the content area course meets the 60 hour requirements of 79.12(6). This will meet recommendation #2 above.

Sources of Information

Interviews with:

- Unit faculty
- TEP Department Head
- Candidates
- Cooperating teachers
- Recent graduates
- General education/liberal arts faculty
- Members of the Teacher Education Committee

Documents:

- Institutional Report
- Course syllabi
- Curriculum exhibits,
- Rubrics
- Program handbooks
- Catalog

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION D: ASSESSMENT

281 – 79.15(256) Assessment System and Unit Evaluation Standard. The unit’s assessment system appropriately monitors individual candidate performance and uses that data in concert with other information to evaluate and improve the unit and its programs.

79.15(1) Unit assessment system.

- a. The unit utilizes a clearly defined management system for the collection, analysis, and use of assessment data.
- b. The unit provides evidence that the assessment system is congruent with the institution’s mission and the unit’s framework for preparation of effective teachers.
- c. The unit demonstrates an alignment of unit standards with INTASC standards, as well as Iowa Teaching Standards, Iowa preparation core professional standards [79.14(7)], and Iowa Board of Educational Examiners’ licensing standards [282—14.123(4)(5)].
- d. The unit clearly documents candidates’ attainment of the unit standards.
- e. The unit demonstrates propriety, utility, accuracy and fairness of both the overall assessment system and the instruments used, and provides scoring rubrics or other criteria used in evaluation instruments.
- f. The unit documents the quality of programs through the collective presentation of assessment data related to performance of teacher candidates. This shall include:
 - (1) Data collected throughout the program
 - (2) Evidence of evaluative data collected from teachers who work with the unit’s candidates.
 - (3) Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.
- g. The unit explains the process for reviewing and revising the assessment system.
- h. The unit demonstrates how the information gathered via the unit and candidate assessment system is shared with faculty and other stakeholders and used for program improvement.

79.15(2) Performance assessment system for teacher candidates.

- a. The system is an integral part of the unit’s planning and evaluation system.
- b. The system has multiple admission criteria and assessments to identify candidates with potential for becoming successful teachers.
- c. The system includes the administration of a basic skills test with program admission denied to any applicants failing to achieve the institution’s designated criterion score.
- d. The system has multiple decision points. (Minimum: Admission to professional education program, approval for student teaching, and recommendation for licensure.)
- e. The system includes a coherent, sequential assessment system for individual teacher candidates that is shared with faculty with guidance for course and program improvement, as well as assessment criteria (e.g. rubrics) and a process for ongoing feedback to teacher candidates about their achievement of program standards with guidance for reflection and improvement, and is drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional assessment of content, professional, pedagogical knowledge and their applications, and teaching performance including the effect on student learning.

79.15(3) The unit annually reports to the department such data as is required by the state and federal governments at dates determined by the department.

79.15(4) The department shall periodically conduct a survey of educational agencies employing licensed graduates of approved programs to ensure that the graduates’ needs are adequately met by their programs and by the approval process herein.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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The University of Dubuque was a leader in the statewide move to ePortfolio several years ago. The understanding and use of assessment in the unit and the university is well

organized and useful. The unit needs to improve the solicitation and use of feedback from graduates and employers in order to inform program work.

Strengths

- The assessment system is well organized and aligned with required standards, including the conceptual framework and Interstate Teacher Assessment and Support Consortium (InTASC). A majority of assessment reports are also clearly aligned with standards. The assessment system is coordinated with and a component of the university assessment system and includes recommendations for change with subsequent changes implemented. (Recent examples of data based decision making include: the decision to allow only three takes of the Collegiate Assessment of Academic Proficiency (CAAP); the decision to add Math I and II courses in the elementary education program.)
- The Live Text ePortfolio system is used to disseminate, collect, aggregate, and report data which increases reliability and speed of completing data reports.
- The practice of requiring multiple admission criteria and placing potential teacher education students into the classroom early in the program increases the ability to appropriately screen out students who are not suited for teacher education.
- Use of two readers, one a unit faculty member and one “other” (who receives a \$100 stipend), to evaluate the Entry Essay and portfolios --with a third reader for artifacts when the first two readers are not in agreement-- increases the reliability of performance data. The use of this data, however, is subject of a concern below.
- Course instructors use a rubric to evaluate every student’s overall performance in their respective courses in relation to InTASC standards. (The unit uses a curriculum matrix to identify appropriate InTASC standards.) This method of collecting program assessment data from students provides a rich source of data in relation to candidates’ understanding content, professional, and pedagogical knowledge.
- Teacher education candidates complete multiple practica and are engaged in 16 weeks of clinical practice that include opportunities to teach lessons; each candidate’s performance is assessed for both dispositions and performance on appropriate InTASC standards. This practice to assess teaching performance enhances the quality of the program assessment package, ultimately enhancing knowledge of candidate pedagogical knowledge for faculty and students.
- The practice of having cooperating teachers, unit instructors, and university supervisors input evaluation data into Live Text is commendable in that it reduces the load on unit administration, improves reliability of data input, and increases a sense of ownership of stakeholders.

- The unit adopted a quality portfolio assessment tool (LiveText) where teacher education candidates are introduced to and create a template for the portfolio during EDU100. Students take a portfolio course that meets a couple times each semester to guide them through to completion of their portfolio. The portfolio is evaluated at least twice – once prior to student teaching (April) and once in the early stages of student teaching (October). Student teachers are required to revise the portfolio if it does not meet unit requirements.
- The unit has thoughtfully created a plan to allow instructors, cooperating teachers, university supervisors (and candidates themselves) to educate and assess candidates multiple times on professional dispositions as candidates progress through their program. (A shortened version is used early in the program.)
- The department head has developed a positive, working relationship with the university director of institutional assessment. In response, the director of institutional assessment is offering her support, expertise, and time to assist the unit to create policies and procedures to improve the unit's collection of data from stakeholders (e.g., employers and alumni) both in relation to quality of data collected and response rate.

Concerns/Recommendations

1. Students are guided through completion of the required Admissions Teacher Education Essay, the unit has a Teacher Education Writing Assessment Rubric, and the essay is identified as a source of program assessment. However, program data are not currently collected from the essay. Since the essay is an integral component of candidate assessment, data should be collected and aggregated from the essay to provide the program with additional information prior to admission to the teacher education program. Currently, the essay rubric does not clearly correlate with the unit's conceptual framework or teacher education goals. The team suggests that there be an identified correlation between the language of the essay rubric and the unit's goals.
2. The list of program reports includes Teaching Units but, currently, data are not collected from Teaching Units even though candidates are required to complete the units. The team suggests the unit create an assessment tool and process for collecting, aggregating, and reporting Teaching Units data for analysis.
3. The team suggests the unit make modifications to data reports to make compilation and interpretation more efficient:
 - A. The usefulness and accuracy in interpretation of data reports will be strengthened by the identification of number of participants, use of consistent color coding, and

- consistent placement of level of performance (i.e., whether “superior” is identified first or last in the chart/graph) on graphs.
- B. The usefulness of data reports will be strengthened by identifying detailed criteria and sorting by categories where appropriate rather than creating an umbrella summary of data evidence (e.g., final evaluations of student teachers, Praxis II, and dispositions).
 4. In order to reduce the department head’s load and to increase ownership by unit faculty, the team suggests that the unit create a unit assessment committee to assist with evaluation, decisions, and process of unit assessment.
 5. Current process for surveying employers and alumni is inadequate both in relation to schedule for dissemination of survey, content of survey, response rate, and format of final report. The team recommends the unit work closely with the director of institutional assessment to create policy and procedure for designing instruments and collecting data from licensed graduates and educational agencies employing licensed graduates.

Items that Must Be Addressed Prior to State Board Action

The unit must provide a written plan to improve the process of obtaining and using survey data from licensed graduates and employing agencies. The recommendation is described in concern #5 above.

Sources of Information

Interviews with:

- Institutional Assessment Director
- Unit faculty,
- TEP department head
- Candidates
- Cooperating teachers
- Graduates
- Advisory panel
- General education/liberal arts faculty

Documents:

- State Institutional Report
- Program response to preliminary report
- Course syllabi
- Department meeting minutes
- Student artifacts
- Artifact rubrics
- Surveys from employers
- Surveys from graduates
- Student education files

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION E: CLINICAL

281—79.13(256) Clinical Practice Standard: The unit and its school partners provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions.

79.13(1) Candidates admitted to a teacher preparation program participate in field experiences including both observation and participation in teaching activities in a variety of school settings and totaling at least 80 hours' duration, with at least 10 hours occurring prior to acceptance into the program. A maximum of 40 hours of previous experience as a teacher or teaching associate may be credited toward the 80 hours if a program chooses to implement specific criteria for this option.

79.13(2) Clinical practice for teacher and other professional school personnel candidates supports the development of knowledge, dispositions, and skills that are identified in the unit standards.

79.13(3) Programs document clinical expectations at various developmental levels throughout the program. These expectations are shared with candidates, supervisors, and cooperating teachers.

79.13(4) Environments for clinical practice support learning in context, and include all of the following:

- a. Scheduling and use of time and resources to allow candidates to participate with teachers and other practitioners and learners in the school setting.
- b. Teacher candidate learning that takes place in the context of providing high quality instructional programs for children in a state-approved school or educational facility.
- c. Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on practice.
- d. The involvement of teacher candidates in assessment, planning and instruction as well as activities directed at the improvement of teaching and learning.

79.13(5) P-12 school and college/university personnel share responsibility for the selection of cooperating teachers who demonstrate skills, knowledge, and dispositions of highly accomplished practitioners.

79.13(6) Cooperating teachers and college/university supervisors share responsibility for supervising the candidate's achievement of unit standards.

79.13(7) The unit is responsible for all of the following:

- a. Defining qualifications for practitioner candidates entering clinical practice.
- b. Providing quality supervision that includes primary responsibility for communication/collaboration with cooperating teacher and candidate.
- c. Responding to specific needs of cooperating schools.
- d. Implementing an evaluation process that assists in selecting quality cooperating teachers.

79.13(8) Teacher candidates develop and demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms.

79.13(9) Accountability for student teaching experiences is demonstrated through all of the following:

- a. Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.
- b. Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of bi-weekly observations and consultations.

c. Collaboration of the cooperating teacher and the college/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.

d. Use of a written evaluation procedure with the completed evaluation form included in practitioner candidates' permanent records.

79.13(10) The student teaching experience for initial licensure meets all of the following:

a. Is a full-time experience for a minimum of 14 consecutive weeks in duration during the student's final year of the practitioner preparation program?

b. Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.

c. Consists of interactive experiences that involve the college or university personnel, the student teacher, the cooperating teacher from the cooperating teacher's school district.

d. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.

e. Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.

f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.

g. Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days);

h. Involves the student teacher in professional meetings and other school-based activities directed at the improvement of teaching and learning.

i. Involves the student teacher in communication and interaction with parents or guardians of students in their classrooms.

79.13(11) The institution annually offers one or more workshops for cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops shall be a day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered via feedback from workshop participants.

79.13(12) The institution enters into a written contract with the cooperating school providing clinical experiences, including field experiences and student teaching.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Work in the Clinical section has not been the strongest area for the UD unit. In the past two to three years, they have worked hard to improve in this area. Stakeholders in the community remark favorably on the changes the unit has implemented. In partnership with the local school district and local institutes of higher education (IHE's) the UD unit is working collaboratively to improve the preparation of candidates while also improving learning for local PK-12 students.

The visit team, through the lens of Chapter 79 requirements, is offering a number of suggestions and recommendations for the unit to continue program improvements. A focus of suggestions (and the one required change) is around collaboration and documentation.

Strengths

Enhancement of Clinical Experiences:

The unit has recently implemented a number of improvements in the area of clinical experiences. These improvements are cited by stakeholders as a factor in the improved quality of preparation of UD candidates:

- The unit has worked to align the curriculum in courses with experiences in associated practica. Strategies for use in practica are embedded in course requirements providing practical knowledge with academic learning. At the same time, the faculty expressed a significant increase in the rigor of coursework.
- Practicum experiences are supervised by the same faculty who teach the associated methods courses, providing a coherent learning experience for candidates.
- Cooperating teachers are asked to assess candidates' dispositions using a standard form in use by FT/PT faculty, aligning the dispositional expectations across coursework and practica.
- The amount of time candidates are required to participate in clinical experiences and student teaching exceed state minimum requirements.
- In addition to completing additional hours in clinical experiences, the practica expectations increase as the candidate progresses through the program. Student teachers and cooperating teachers are provided written expectations to be completed during student teaching.
- Students are required to adhere to a documented, strict dress code while completing practica and student teaching requirements in the schools.
- Portfolios are due prior to acceptance to teacher education and during student teaching. The portfolio includes both InTASC and Iowa Teaching Standards. Collaboration between cooperating teachers and unit professors takes place to provide guidance and opportunities for students to gather artifacts and create learning opportunities for portfolio completion.
- Midterm and final evaluation of each student teacher is completed collaboratively by the cooperating teacher, the university supervisor and the student teacher. The final grade for student teaching is determined by the cooperating teacher and the university supervisor, based on the final evaluation.
- Practicum experiences are aligned with coursework using a purposeful schedule. Candidates spend time in the classroom learning to write lesson plans, followed by a clinical experience. This schedule of planning and teaching is repeated throughout the semester, providing candidates an opportunity to build confidence.

The downside is that candidates are generally not allowed to teach their own plan in the practicum school. Rather they are required to follow the curriculum/sequence in the practicum school. The unit should consider developing a way to align the planning and practicum teaching to enhance this knowledge.

- UD has worked with the other IHE's in Dubuque and Dubuque Public Schools to create strong initial clinical experience. Each IHE is assigned several PK-12 schools for initial clinical placement. UD sends teacher preparation students to a specified school to partner with specific teachers and to assist in school duties with teacher. UD students experience lunch and recess duties, field trip duties, bus duties, and other opportunities to interact with children. This initial experience provides UD students with realistic information on the teaching profession for making a decision about a future in teaching. The IHE's and the school district are making plans to maximize the effectiveness of higher level clinical placements as well.

Stakeholders have provided positive comments to the team to inform the review: (note: only comments provided by multiple stakeholders are included in this list.)

Student teaching cooperating teachers and supervisors offered:

- Student teachers are better prepared, pedagogically, and in their content knowledge, for their student teaching experience.
- Student teachers demonstrate a strong commitment to professionalism.
- Issues with students in practica can be shared with unit faculty are quickly addressed.
- There are good partnerships for clinical experiences between UD and local schools.

Local Principals offered:

- Positive relationships have been recently developed with cooperating schools. Clear and efficient communications between the unit and the schools is greatly improved.

Clinical Requirements clearly described

- The Student Teacher Handbook is considered an evolving document by the unit. Recent updates are designed to give candidates a thorough overview of the student teaching responsibilities and requirements.

- Students' clinical experience records are well-organized and properly filed in the department administrative office.

Concerns/Recommendations

Communication:

1. The team suggests the unit document requirements to provide more written feedback to student teachers from cooperating / supervising teachers. At the present time, it appears that only the midterm and end-term written assessments are required. The verbal communications are great, but the written comments sometimes carry more weight and may serve as helpful documentation sources. A clear program of written feedback may provide beneficial formative assessment for student teachers.

An additional component of these requirements should include a formal evaluation of cooperating teacher by the student teacher and/or university supervisor. This evaluation will inform unit faculty in the requirement in selection of cooperating teachers who demonstrate skills, knowledge, and dispositions of highly accomplished practitioners.

2. The team suggests the unit, particularly the department head, continue to expand the work with the other Dubuque preparation programs and the Dubuque Community Schools regarding clinical placements. Making diverse and beneficial clinical placements is difficult in any community; it is exacerbated in a community the size of Dubuque with four teacher preparation programs. The collaborative work between the four teacher preparation programs and the Dubuque School District is commendable. Further refinement and expansion can improve the quality of teacher preparation for the University of Dubuque. Any collaborative work to provide an alignment of lesson plans developed by candidates with curriculum in practicum schools could certainly prove beneficial to candidates' preparation.

Program Adjustments

3. The team suggests the unit consider enhancements to the curriculum for preparing candidates. These suggestions are based on input the team received from candidates, student teachers, cooperating teachers, university supervisors, and administrators.
 - A. Working with adults in the classroom. Consider helping candidates learn to how to collaborate/communicate with other adults in the classroom/school, like paraprofessionals, volunteers, etc. This skill will be vital for providing the best learning for each student when working as a beginning teacher.

- B. Consider the timing of the student teacher portfolio due date. If the portfolio is due too early in the student teaching placement, a student teacher may not have had an opportunity to develop an artifact that illustrates his/her best teaching. If the portfolio is due while the student teacher is bearing primary responsibility for planning and instruction within the classroom, the stress of responsibility may negatively impact the quality of portfolio submission.

Cooperating Teacher Workshops

4. Chapter 79.13(11) requires the institution to offer workshops for cooperating teachers that meet specific objectives. The workshops must also meet a time requirement. The workshops are intended to provide professional development for cooperating teachers based on program information. The current workshop practice is minimally meeting this requirement. The team recommends the unit develop a written plan to provide quality cooperating teacher workshops that clearly meet the requirements of 79.13(11) and more importantly, meet the needs of the UD teacher preparation program.

Items that Must Be Addressed Prior to State Board Action:

The unit must provide a written plan that shows how the cooperating teacher workshops will be conducted in the future to meet Chapter 79 requirements and the needs of the unit. This plan will address the recommendation in #4 above.

Sources of Information

Interviews with:

- Unit faculty
- TEP department head
- Candidates
- Cooperating teachers
- PK-12 teachers
- PK-12 administrators
- Graduates
- Advisory panel
- General education/liberal arts faculty

Classroom visits

Documents:

- State Institutional Report
- Program response to preliminary report
- Course syllabi
- Department meeting minutes
- Student artifacts
- Artifact rubrics
- Portfolio template and rubrics
- Student education files

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION F: CURRICULUM (Knowledge, Skills, and Dispositions)

281—79.14(256) Candidate Knowledge, Skills and Dispositions Standard: Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.14(1) Prior to admission to the teacher preparation program, each teacher candidate attains the qualifying score determined by the unit on a basic skills test of reading, writing, and mathematics.

79.14(2) Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities.

79.14(3) Each teacher candidate completes dedicated coursework in human relations and cultural competency and thus demonstrates acquisition of knowledge about and skill in interpersonal and inter-group relations that contributes to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society.

The unit shall provide evidence that the human relations and cultural competency coursework is designed to develop the ability of participants to:

- a. Be aware of and understand the values, life styles, history, and contributions of various identifiable subgroups in our society.
- b. Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.
- c. Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.
- d. Recognize human diversity and the rights of each individual.
- e. Relate effectively to other individuals and various subgroups other than one's own.
- f. Have an awareness of federal and state civil rights legislation as it impacts students.

79.14(4) Teacher candidates demonstrate within specific coursework dedicated to understanding exceptional learners, in other coursework, and in clinical experiences the necessary knowledge, skills, and dispositions toward meeting the learning needs of all students, including students from diverse ethnic, racial and socioeconomic backgrounds, students with disabilities, students who are gifted and talented, English language learners, and students who may be at risk of not succeeding in school.

79.14(5) Each teacher candidate in elementary education demonstrates acquisition of knowledge about and receives preparation in elementary reading programs, including but not limited to reading recovery.

79.14(6) Each teacher candidate in secondary education demonstrates acquisition of knowledge about and receives preparation in the integration of reading strategies into secondary content areas.

79.14(7) Each teacher candidate demonstrates acquisition of the knowledge, skills and dispositions designated by the unit standards and aligned with the INTASC Standards embedded in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher. Each candidate exhibits competency in all of the following professional core curricula:

- a. Content/Subject matter specialization. The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches, and creates learning experiences that make these aspects of the subject matter meaningful for students.

This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least twelve semester hours.

b. Student learning. The candidate demonstrates an understanding of human growth and development, how students learn, and receives learning opportunities that support intellectual, career, social and personal development.

c. Diverse learners. The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

d. Instructional planning. The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

e. Instructional strategies. The candidate demonstrates an understanding and use of a variety of instructional strategies to encourage students' development of critical and creative thinking, problem-solving, and performance skills.

f. Learning environment/classroom management. The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management, and is prepared to address behaviors related to substance abuse and other high-risk behaviors.

g. Communication. The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.

h. Assessment. The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.

i. Foundations, reflection and professional development. The candidate develops knowledge of the social, historical, and philosophical foundations of education. The candidate continually evaluates the effects of the candidate's choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.

j. Collaboration, ethics and relationships. The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

k. Technology. The candidate effectively integrates technology into instruction to support student learning.

l. Methods of Teaching. Methods of teaching have an emphasis on the subject area and grade level endorsement desired

79.14(8) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

79.14(9) Candidates seeking an endorsement in elementary education attain the state's designated criterion score on a content knowledge assessment as a condition precedent to successful program completion and recommendation for licensure.

79.14(10) Candidates seeking an endorsement in elementary education demonstrate competency in content coursework directly related to the curricula commonly taught in Iowa elementary schools.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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The unit has completed considerable work to align curriculum across the program. A component of this work is to align the work in classroom courses with required practical clinical experiences. The team recognizes the work that the unit has completed regarding elementary education, and is suggestion specific work be accomplished regarding secondary education majors.

Strengths

- Including the University of Dubuque Program Goals on the course syllabus adds clarity and alignment for the students. These goals align clearly with the InTASC Principles/Iowa Standards.
- The unit infuses service opportunities within the curricular framework. These opportunities along with course work provide candidates opportunities to learn to meet the needs of diverse learners.
- A reading endorsement is built into the elementary education program to assure all elementary education teacher graduates are not only marketable, they will be better prepared to meet the needs of all students using reading endorsement knowledge and skills.
- The unit lesson plan format requires candidates to consciously plan using the essential concepts of the Iowa Core.
- The unit is represented on the institution's Curriculum Committee.
- The unit maintains an extensive collection of educational resources in the curriculum library. Educational technology is integrated through the university library system. The curriculum library is accessible to students and the public; materials are available for check out by education majors only. In addition, curriculum library staff are knowledgeable in pedagogy and work closely with unit faculty and students to provide valuable support.
- Members of the TEP advisory committee stated that their recommendations are valued in making curriculum and program improvements.

Concerns/Recommendations

Communication

1. The team suggests the unit find ways to communicate with content faculty concerning candidate preparation requirements and best practices. The TEP should find ways to inform content faculty on the Iowa Core candidates will need to know in their teaching. This communication would provide consistency in the knowledge and use of standards. Collaboration and understanding of standards and requirements concerning content areas could also be enhanced by inviting content major faculty to participate in the TEP advisory committee.

Secondary Education

2. The team recommends the unit investigate revisions in the secondary education program to assure secondary education majors have adequate content and pedagogical content knowledge. Specifically, the math program would benefit greatly by requiring secondary math education candidates complete a math major. As a component of this recommendation, the team is concerned that low level (100 level) courses in biology and chemistry do not prepare secondary candidates with the depth of knowledge to teach all courses they may be asked to teach (such as advanced placement courses). The team recommends that the TEP and content departments work together to strengthen the rigor of the program of study for secondary candidates.

Update Curriculum

3. The team suggests that the program identifies and selects more current supporting texts and resources. The team noted that some texts used in the program are ten to twelve years old and may not reflect current best practices and research. It was also noted that references in the conceptual framework could be updated.
4. The team discovered that Dubuque Community Schools utilizes co-teaching in a number of settings and situations. The team suggests the unit consider more inclusion of co-teaching models within methods courses and practica.
5. Multiple interviewees reported that candidates need more training and experience in understanding the Individualized Education Program (IEP's). The team suggests the unit examine the curriculum map and course syllabi for opportunities to improve candidate knowledge of specific methods of working with students with special needs and special education teachers.

Items that Must Be Addressed Prior to State Board Action

Document a plan to address and enhance the rigor of content work for secondary education candidates. This plan will address recommendation #2 above.

Sources of Information:

Interviews with:

- Unit faculty
- General education/liberal arts/content faculty
- Teacher Education Advisory Cmte members
- Candidates
- Cooperating teacher
- Graduates
- Advisory panel members

Documents:

- Curriculum map
- Portfolio template and rubrics
- Program handbooks
- Program Standards and Outcomes
- State Institutional Report
- Program response to preliminary report
- Course syllabi
- Department meeting minutes,
- Student files

Final Recommendation

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