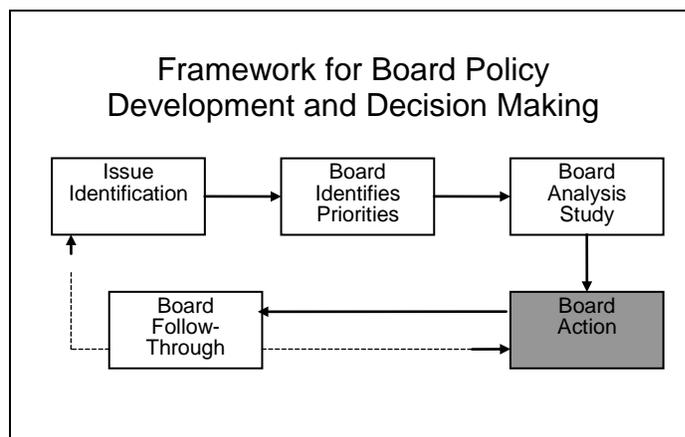


Iowa State Board of Education

Executive Summary

August 1, 2013



Agenda Item: Briar Cliff University – Teacher Preparation Program Accreditation

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
Bureau of Educator Quality

Attachments: 2

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

Background: Iowa Administrative Code section 281—79.5(256) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. The Briar Cliff University Teacher Preparation Program has met the program approval standards as approved by the State Board.

Attached is a summary of the accreditation review developed for the State Board, and the Team Report to Briar Cliff University for those who are interested in more detail.

Summary for Iowa Board of Education
Accreditation Review for
Briar Cliff University

Background:

The Iowa State Panel and Briar Cliff Site Visit Team conducted a preliminary review of the Briar Cliff Teacher Education Institutional Review documents, culminating with an online discussion of results on December 5, 2012.

The Briar Cliff Site Visit Team conducted an on-site review of the Briar Cliff program and institutional relationships on February 10-13, 2013.

Both the preliminary and on-site reviews involved examination of all required and requested supporting documents. The on-site visit involved interviews of institution and unit faculty, staff and students. Local community members and PK-12 teachers and administrators were also interviewed.

A complete report was finalized on July 11, 2013. This document offers a summary of the final report.

Site visit team members:

Dr. Kris Kilibarda, Central College
Dr. Deanna Stoube, St Ambrose University
Dr. Don Long, Faith Baptist University
Mr. Matt Ludwig, Iowa Department of Education
Dr. Pat Carlson, Iowa State University
Dr. Tim Van Soelen, Dordt University
Dr. Lawrence Bice, Iowa Department of Education (team chair)

Historical Perspective provided by BCU:

In 1930, Bishop Heelan of the Sioux City Diocese and Sister Mary Dominica Wieneke of the Sisters of St. Francis of Dubuque, Iowa, collaborated to establish Briar Cliff College with the purpose of providing a two-year postsecondary education for women. Their vision was supported by members of the Sioux City business community, who committed themselves to raising \$25,000 to support the establishment of the college. Twenty-five women started classes on September 22, 1930, in Heelan Hall, the only building on campus. In 1937, the education program was expanded to four years and a coeducational program was formalized in 1966. In 2001, the college became a university and a graduate program in education was initiated, which graduated four cohorts of students before ending due to low enrollments in a saturated market. In the spring of 2012, the institution invested money to hire someone to help the department with

a marketing research study that will enable us to reinstate the master's program in the near future.

What started out as a 175-foot hill covered with briars and located on the western outskirts of Sioux City, Iowa, has become a university located on a hill covered with buildings, students, and employees offering thirty-two undergraduate fields of study. Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, and Bachelor of Social Work degrees are conferred, as well as two, two-year Associate of Arts degrees in theology and liberal arts. Masters programs were added in education (2001), nursing (2005), and human resource management (2005). In November 2004, Briar Cliff University hosted a continuing accreditation visit by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools and received full accreditation.

The mission of the university, as stated in the catalog, says: "Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring and openness to all, Briar Cliff emphasizes quality education for its students, combining a broad intellectual background with career development. The University challenges its members to grow in self-awareness and in their relationships to others and to God" (p. 9). The institution values its Catholic Franciscan identity and challenging academic environment, its focus on the student and culture of service, its appreciation of diversity and respect for each person, and its commitment to shared governance, collaborative decision making, and innovative response to change (p. 9).

General Comments (from full report):

- Briar Cliff University (BCU) creates a welcoming, open environment in a clearly evident alignment to its Franciscan mission
- The university is engaging in long-range strategic planning and is taking advantage of an alternative accreditation model through the Higher Learning Commission focused on assessment.
- Facilities renovation and investments in technology meet the unique needs of the changing demographics of students.
- Expansion in graduate programs show the university is meeting local, regional, and national demands: Master of Arts in Education: Leadership and Learning, Applied Behavior Analyst, Doctor of Nurse Practitioner, and the future Doctor of Physical Therapy.
- Funding for professional development and scholarly activities is available through the Faculty Development Committee, unit faculty are encouraged to better take advantage of resources.
- The library continues to improve in alignment with the university's strategic plan and national trends in 21st Century learning.
- The Teacher Education Program (TEP) is well respected on campus and in the local community.
- The new Professional Development School (PDS) is well designed and can serve as a model in planning and execution to other institutions.

- The faculty handbook outlines procedures for faculty participation in governance, the tenure process, and descriptions for various institutional positions.
- The newly developed governance structure using division chairs has broad support and creates an opportunity for increased communication and innovative planning.
- The unit and university are moving forward in bringing assessment tools together to provide easier and more comprehensive access to candidate and program data.

Summary by Section:

1. 79.10 Governance and Resources

Strengths:

Organizational Structure/Values

- Clear core values aligned with university mission. Included in syllabi and instruction.
- Easily understood organizational structure.
- Data-based decision regarding establishing Masters program.

Collaboration

- Enhanced resources for clinical supervision.
- Mutually beneficial relationship between unit and library services.

Instructors

- Use of part-time faculty is limited and purposeful.

Technology

- Institutional commitment to classroom technology.
- The unit has adopted a university led 1:1 iPad project.

Concerns/Recommendations:

Conceptual Framework

1. Unit moving forward with updated Interstate New Teachers Assessment and Support Consortium (InTASC) standards. Conceptual framework must be central in change.
2. Recent syllabi must clearly reflect InTASC standards.

Changes/Policy

3. Document selection to advisory committee.
4. Develop formal, documented policies, and procedures for curricular changes and to assure administrative consistency.
5. Document and communicate new role of division chair, internally and externally to unit.

Professional Development

6. Work with institution for resources for teaching and learning professional development (PD).
7. Work internally and with institution to maximize availability and use of resources for faculty professional development.

Facilities/Library Resources

8. As construction is completed assure centralized availability of teaching and learning materials for candidates. This is especially important with instruction taking place in a local school PDS setting.

2. 79.11 Diversity

Strengths/Comments

Mission

- The unit and the institution understand the relationship between its mission and the diversity of society.
- The Franciscan tradition propels the institution in having a climate that embraces diversity in all of its facets.

Climate

- The institution has a clear definition of diversity. The unit incorporates this definition into candidates' exposure and experiences and with campus life.
- The unit documents the many ways the institution and the unit support a climate of diversity.

Efforts

- There is evidence of strong institutional efforts to attract diverse students and faculty.
- Candidates participate in and experience diverse clinical environments.
- The unit developed the "Differentiation of Instruction Handbook" to assist candidates with differentiation instruction.
- The SOURCE (Students for Openness, Understanding, Respect, Compassion, and Equality) is an active student campus organization that seeks to create a safe and accepting environment for all students.

Concerns/Recommendations

None

3. 79.12 Faculty

Strengths/Comments

Experienced Faculty

- Unit faculty are adequately prepared for the responsibilities assigned to them.

- Faculty are engaged in regular and meaningful experiences.
- All faculty members who teach methods courses and/or supervise students have met the 60 hour collaboration requirement.

Best Practices/Professional Development

- There is adequate evidence (syllabi, classroom visits, student Q and A) that unit faculty model best practices in their teaching.
- All faculty members are engaged in professional development activities.
- The unit faculty's scholarly and service activities relate to their roles and responsibilities in the unit.

Evaluation/Data

- Faculty utilize course evaluations and peer observations for feedback and evaluation of instruction and effectiveness.

Collaboration

- Faculty collaborate regularly and in significant ways with colleagues in the unit, the institution, area education agencies, professional organizations, and local community.

Concerns/Recommendations

Best Practices/Professional Development

Take advantage of university wide professional development funds available through the Faculty Development Committee, and work with university administration to seek additional funds if necessary to attend national-level PD.

4. 79.13 Assessment

Strengths

Collaboration

- The unit faculty members meet to analyze and react to academic data.
- The unit collaborates well with the Faculty Advisory Board.

Alignment

- The assessment forms for clinical work are aligned with curriculum and unit goals.
- Much attention is given to the professional teaching dispositions.
- Unit faculty advisors meet with candidates routinely to review progress in the program.

Data Collection/Analysis

- The unit has evaluated the data collection analysis system, has found it to be lacking and is developing plans for correction.

Concerns/Recommendations

Data Collection

- 1) There is a need to collect and analyze data from the newly implemented PDS.
- 2) The team encourages the unit to develop a system to gather meaningful data from graduates and administrators.
- 3) The team recommends the unit clarify descriptors for candidate evaluation forms.

Tracking

- 4) Develop a system to document and collect data on dispositions survey.
- 5) The team recommends the unit develop a coherent system of tracking and analyzing data to inform candidates and program.

Alignment

- 6) The team recommends the unit bring the current assessment strategies into a coherent systematic assessment program, including alignment with the institutional assessment system.
- 7) The team suggests the unit develop a crosswalk to show connection between InTASC and the eight Iowa teaching standards.
- 8) The team recommends the unit develop a coherent system of tracking all pertinent students.

Items that Must Be Addressed Prior to State Board Action:

The unit assessment system consists of a number of components, some are strong, some are lacking in clarity that can provide validity and reliability. The team recommends the unit document the development of a plan for an assessment system. The unit's assessment system shall appropriately monitor individual candidate performance and use those data in concert with other information to evaluate and improve the unit and its programs. This plan must address the recommendations in concerns 1, 3, 5, 6 and 9 above. System components are connected by division chair, administrative assistant, or advisors. The team recommends making connections electronically into one system. While the current assessment system does track candidate performance, data and reports are not quickly accessible and data cannot easily be aggregated.

BCU Response:

The unit has developed an action plan (attachment 1) to address the issues outlined by the visiting team. The unit will use Faculty Development Funds to bring a Datatel expert to campus to demonstrate how the unit can utilize this program for all assessment tracking. Included in the action plan will be training for faculty and staff and University IT personnel.

5. 79.14 Clinical

Strengths

Collaboration

- Continuous, supportive, and reflective communications between unit faculty and stakeholders.
- Enthusiasm among unit faculty and partner school faculty for newly created PDS partnership.
- Plans for data collection and analysis of PDS effectiveness.

Dispositions

- Constituents consistently commented on the professionalism and quality dispositions of unit students during practica and student teaching.

Concerns/Recommendations

Data/Tracking

- 1) See concern in Assessment section regarding tracking of data on candidate's clinical work.
- 2) BCU and the Education Department needs to continuously monitor, reflect on the impact, and possibly modify the Professional Development School partnership with Leeds Elementary School.
- 3) The team suggests the unit examine the structure of the PDS to assure candidates are working with elementary students as intended.

Evaluations

- 4) The team recommends assessment of content knowledge be clearly addressed on evaluation forms and discussed with the student, the cooperating teacher, and the university supervisor.
- 5) The team suggests that the unit conduct an examination of supervisor experiences when matching supervisors with candidate placements in K-12 programs.

Items that Must Be Addressed Prior to State Board Action

None

6. 79.15 Curriculum

Strengths:

PDS/Practica

- Practica experiences are built into the program and individual courses in meaningful ways.

Best Practices

- The Differentiated Instruction Handbook, collaboratively created by the BCU Education Department Faculty is a useful tool for candidates.
- Human relations is well documented and an intentional focus of the department and university.
- The team acknowledges the early adoption and implementation of InTASC standards.

- The standard lesson plan that the entire education program has researched and adopted is an acknowledged strength.

Concerns/Recommendations:

Course sequence

- The team suggests the unit examine **elementary education** program curriculum to see if efficiency can be increased.

Goals/curriculum

- The team suggests the unit department curriculum map be updated to reflect InTASC goals/department goals.
- The team suggests the unit and other departments working with K-12 majors seek opportunities to enhance collaboration.

Initiatives

- The team suggests the unit and university explore options for resources to better support initiating and maintaining the 1:1 initiative.

Items that Must Be Addressed Prior to State Board Action

None

Briar Cliff University

Team Report

July 11, 2013

Iowa Department of Education

Review Team Members:

Dr. Kris Kilibarda, Central College
Dr. Deanna Stoube, St Ambrose University
Dr. Don Long, Faith Baptist University
Mr. Matt Ludwig, Iowa Department of Education
Dr. Pat Carlson, Iowa State University
Dr. Tim Van Soelen, Dordt University
Dr. Lawrence Bice, Iowa Department of Education

Acknowledgements

Team members would like to express their gratitude to the Briar Cliff University 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:

Beverly Wharton, President
Dr. William Mangan, Vice-President Academic Affairs, Academic Dean
Dr. Kris Crabtree-Groff, Chair, Education Division
Dr/Sr. Ruth Schock, Education Division Faculty
Dr/Sr. Kathy Knipper Education Division Faculty
Dr. Kenneth Berg, Education Division Faculty
Mrs. Theresa Engle, Education Division Faculty
Mrs. Rhonda Kneebone, Administrative Assistant, Education Division
Ms. Nan Wilson, Art Department Faculty
Dr/Sr. Mary Day Music Department Faculty
Dr. Jay Gunnels, HPER Faculty
Mr. Rory Jackson, HPER Faculty
Members of the External Advisory Committee
Education Division Students
Ms. Beth Grigsby, Vice-President of Finances
Dr. Steve Janowiak, Vice-President of Student Development

GENERAL COMMENTS

- Briar Cliff University (BCU) creates a welcoming, open environment in a clearly evident alignment to its Franciscan mission.
- The university is engaging in long-range strategic planning and is taking advantage of an alternative accreditation model through the Higher Learning Commission focused on assessment.
- Facilities renovation and investments in technology meet the unique needs of the changing demographics of students.
- Expansion in graduate programs shows the university is meeting local, regional, and national demands: Master of Arts in Education: Leadership and Learning, Applied Behavior Analyst, Doctor of Nurse Practitioner, and the future Doctor of Physical Therapy.
- Funding for professional development and scholarly activities is available through the Faculty Development Committee, unit faculty are encouraged to take advantage of resources.
- The library continues to improve in alignment with the university's strategic plan and national trends in 21st Century Learning.
- The Teacher Education Program (TEP) is well respected on campus and in the local community.
- The new Professional Development School (PDS) is well designed and can serve as a model in planning and execution to other institutions.
- The faculty handbook outlines procedures for faculty participation in governance, the tenure process, and descriptions for various institutional positions.
- The newly developed governance structure using division chairs has broad support and creates an opportunity for increased communication and innovative planning.
- The unit and university are moving forward in bringing assessment tools together to provide easier and more comprehensive access to candidate and program data.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

SECTION A: GOVERNANCE AND RESOURCES

281—79.10(256) Governance and resources standard. Governance and resources shall adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

79.10(1) A clearly understood governance structure provides guidance and support for the practitioner preparation program(s). Programs offered by various delivery models, including distance learning and off-campus models, are integrated appropriately into the governance structure of the institution.

79.10(2) The professional education unit has primary responsibility for all programs offered by 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 aligned with appropriate professional standards and best practice in classroom instruction and school leadership.

79.10(4) The work climate, policies, and assignments promote intellectual vitality, including best practices in teaching, 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, at a minimum, is solicited semiannually for program input to inform the unit.

79.10(6) When a unit is part of a college or university, the unit provides evidence of ongoing collaboration with other 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, and the delivery of quality programs, regardless of delivery model.

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

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

79.10(13) Resources are available to 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 is managed to ensure integrity, quality, and continuity of all programs, including those delivered by distance learning, off-campus, and other delivery models.

Initial Team Finding

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

Organizational Structure/Values

- The team commends the unit for a strong guiding statement and a set of clear core values that are linked to the Franciscan tradition. This statement is included on syllabi so candidates are familiar with the statement and values. It is obvious in talking with students and stakeholders that the unit and candidates model guiding statement and values on campus and in their clinical settings.
- Organizational charts and job descriptions provide a clear delineation of the relationship between the unit, the division, and the rest of the institution. Although the written description of the structure is still developing, faculty members were able to describe the changing structure and its impact on the unit.
- The unit gathered and used data in a meaningful way in researching the feasibility of re-establishing a Masters program.

Collaboration

- The unit conducted a market analysis and established the need to increase compensation for supervision of field experiences and implemented the increased compensation this year. The team commends the unit on the analysis and the administration on the financial support.
- In conversations with librarians and faculty, it is clear there is a planned, mutually beneficial relationship between the unit and the library.

Instructors

- There is limited use of part-time faculty but when they are used (most often to teach secondary methods courses) the decision is purposeful and instructors are clearly selected for their expertise.

Technology

- The unit identified a need for additional use of educational technology. The institution installed SmartBoards in classrooms, among other technology advancements. Faculty and candidates indicate this has allowed for more modeling of technology in courses and for the candidates to have an increased level of comfort in using interactive white boards in their practicum and student teaching experiences.
- The unit has adopted a university led 1:1 iPad project. The team commends the unit for bringing this technology into the preparation of teachers for their students' learning. The team suggests the unit continue to communicate to BCU administration resource needs to assure the project is well supported and successful.

Concerns/Recommendations:

Conceptual Framework

1. 79.10 (3) In the Institutional Report, in meetings with the faculty and in the opening presentation, the unit shared that the conceptual framework is tied to new Interstate New Teachers Assessment and Support Consortium (InTASC) standards but there were references in the conceptual framework to the old INTASC standards. The team commends the unit on the move to InTASC and recognizes that there is more work to be done to develop a current conceptual framework that is based on research and shows the links to the new InTASC standards.
2. 79.10(3) In unit syllabi recently developed for fall 2013 courses, it is not always clear which particular InTASC standards are being addressed in the course and how these standards are aligned with course, departmental, and university outcomes. The team suggests the unit and university consider a stronger alignment university wide for better educator preparation outcome attainment and in preparation for Higher Learning Commission accreditation review.

Changes/Policy

3. 79.10(5) Evidence supports that the unit has an active and engaged external advisory board. The team suggests the unit determine a policy on how to select members and replace members to ensure representation from a variety of stakeholder that are representative of your current majors.
4. 79.10(1) The governance structure of the unit meets chapter 79 requirements. The team offers a suggestion that the unit works to establish formal, written policies for making changes in curriculum based on input from multiple sources, for initiating changes in the unit, for selecting advisory board members, etc. to guide work and assure consistency.
5. 79.10(2) The team commends the vast knowledge and experience of the unit faculty members. In particular, the department chair has a great deal of institutional knowledge. The team encourages the unit to establish documented

policies and procedures to assure this institutional knowledge is documented and understood by all unit faculty.

6. 79.10(2) While the job description of the division chair is clear, it will be a challenge for the entire institution to change the communication process. The team suggests the unit establish procedures and documented membership in university structure so all members of the campus community know the unit management structure and where to go to get information about each aspect of the unit.

Professional Development

7. 79.10(10) All faculty members in education departments are practitioners but they must also be academics. Therefore, professional development (PD) and scholarship are essential for the intellectual vitality of the faculty and to ensure best practices are modeled in courses. 79.10(10) requires institutional support of unit mission. According to institution's Director of Instructional Technology (IT), the IT department provides support for hardware, network, and wiring. It is not clear that there is support for best practices in instructional technology. The unit is working to improve technology use in learning and teaching. The team suggests the university designate support for an instructional technologist to help implement best practice of educational technology in education courses.

BCU Response: The university hired an Instructional designer in January of 2013 and is developing plans to use this person to assist faculty in designing courses using best practices. The unit revised the education technology course to better match new technology on campus and in schools.

8. 79.10(4), 79.10(12) The team acknowledges the unit's commitment to Iowa Association of Colleges for Teacher Education (IACTE) and strong attendance at IACTE meetings has been the predominate means of PD. Considering the unit's move to PDS based instruction and clinical work, planning for PD is important. The team notes that unit faculty members engage in PD in a way that meets the standard. The team encourages the unit consider coming needs in developing PD plans. As the unit is changing its methods of preparing teacher candidates, IACTE attendance alone may not meet the needs of informing best practices in evolving curriculum. The team encourages the unit to find ways to provide more pertinent avenues for faculty scholarship that are clearly aligned with the PD needs of the unit.

BCU Response: The unit administration and faculty are planning future PD opportunities based on development needs. While IACTE is moving back to a model of PD instead of policy, the unit will continue to rely on IACTE for PD and a networking opportunity.

Facilities/Library Resources

9. 79.10(10) Many of the materials in the curriculum library are dated. There is evidence that faculty have newer materials (including manipulatives) in their

offices or in classroom spaces. Faculty members also borrow materials from local schools and have local school leaders such as the Sioux City School District Literacy coach bring in materials to model various reading assessments with students. Interviews with candidates revealed that candidates do not appear to be aware that these current materials are available for check out and exploration. It will be especially important for materials to be available at the PDS for candidates to use in designing and implementing lessons. The team suggests the unit works to centralize materials and to work with administration to find funding sources for updating materials and for providing materials for student use.

BCU Response: Curriculum materials are available for all students. Because of recent construction, materials have been housed in decentralized offices. With completion of construction, materials will be centrally available in the locations necessary. PDS specific materials match teaching and assessment materials in public and Diocesan schools and are updated annually. The reading courses use the same content and assessment materials as the local schools. The unit spends approximately \$1000 annually to purchase materials.

Items that Must Be Addressed Prior to State Board Action

None.

Sources of Information

- Interview with: President, VPAA, VP for Finances, VP for Student Development, Division Faculty, External Advisory Committee members, Candidates, Information Technology Director Library Assistant Director
- Course syllabi
- Visits to classrooms and discussions with students
- Institutional Report (IR)
- 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 shall support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated IAC 8/26/09 Education[281] Ch 79, p.5 appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

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

79.11(2) The institution and unit document their efforts in maintaining and increasing a diverse faculty and include 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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Strengths/Comments

Mission

- The team found clear evidence that the unit and the institution understands the relationship between its mission and the diversity of society. BCU addresses its role in a multicultural society. Its processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.
- The Franciscan tradition propels the institution in having a climate that embraces diversity in all of its facets. The institution lives out its values as detected from policies, practices, and personal observations and conversations with staff and students during the team visit.

Climate

- The institution has a clear definition of diversity. The unit incorporates this definition into candidates’ exposure and experiences and with campus life. “Diversity” as defined at BCU and with the unit spans ethnic, racial, socio-economic status, culture-language-religion, rural-urban, gender-sexual orientation, traditional-nontraditional, and grade levels.
- The unit documents the many ways the institution and the unit support a climate of diversity. Taken as a whole, it gives solid evidence that BCU and the unit understand diversity issues for teachers in the United States today. Through its policies, organizations, courses, etc. BCU students appear to be in an institutional and unit climate that supports diversity. It is commendable that 29.5 percent of the BCU enrollment is minority and the unit minority is 10 percent.

Efforts

- There is evidence of strong institutional efforts to attract diverse students and faculty.
 1. Diversity is in the strategic/vision plan which reflects the values of the Franciscan tradition.
 2. The institution has made strong international efforts: There are 11 countries reflected in the BCU student body all which are the results of

intentional outreach/efforts to get them to BCU. These countries include: Rwanda, South Korea, Honduras, Ecuador, Spain, the United Kingdom, the Congo, Taiwan, etc.

3. The athletic department is a key player in pursuing students from diverse backgrounds. The unit and institution works collaboratively with the athletic department in support of diverse student athletes.

- An examination of the tracking system confirms candidates’ experience in diverse settings and with a variety of demographic groups. Sioux City Community Schools reflect a diverse population. Unit also places candidates in rural, suburban, and parochial schools. Candidates are exposed to diverse populations in practica and student teaching.
- The unit has created, and uses in instruction, the “Differentiation of Instruction Handbook” to assist candidates in their methods courses and practica with differentiation instruction to meet the needs of students of varying learning difficulties and challenges.
- The SOURCE (Students for Openness, Understanding, Respect, Compassion, and Equality) is an active student campus organization that seeks to create a safe and accepting environment for all students and welcomes all students as members, regardless of their sexual orientation. SOURCE attempts to live out the Catholic tradition of acceptance for all people through respect, compassion, and increased understanding of others.

Concerns/Recommendations

None

Items that Must Be Addressed Prior to State Board Action

None

Sources of Information

- Interviews with: Division Chair, Vice President of Student Development, Director of Multicultural Department, Vice President for Admissions, Registrar, Director of SOURCE, Education Department Faculty, Administrative Assistant to the Education Department, Constituent Meetings (local principals, cooperating teachers, current candidates, alumni)
- Course syllabi
- Electronic databases and student files tracking candidates’ diverse classroom experiences
- Local schools’ diversity data
- Visits to classrooms and discussions with students
- Institutional Report- charts, statistics
- 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 shall facilitate the professional development of practitioner candidates in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

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 candidates are being prepared. Faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities.

79.12(2) Faculty members in all program delivery models instruct and model best practices in teaching, including the assessment of their own effectiveness as it relates to candidate performance.

79.12(3) Faculty members in all program delivery models 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 in all program delivery models 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 with community representatives.

79.12(5) Part-time faculty members and employed graduate assistants in all program delivery models are identified as faculty members and meet the background and experience requirements appropriate for their assigned responsibilities.

79.12(6) Faculty members preparing in all program delivery models who prepare practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools or elementary, middle, or secondary schools, in AEAs, or in appropriate facilities. A minimum of 60 hours of such activities shall include team teaching or appropriate collaborative experiences during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising candidates.

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths/Comments

Experienced Faculty

- As a whole, unit faculty are adequately prepared for the responsibilities assigned to them.
- Faculty have teaching experience in elementary, secondary, and administrative levels. Faculty are assigned courses according to their teaching experience and areas of expertise.
- The primary (main) methods teacher in the elementary education program has significant experience in teaching elementary grade levels. As the methods instructor for the PDS, her knowledge is especially beneficial to the success of the model. She is now focusing her 60 hours experiences on teaching in the middle levels to enhance the range and availability of qualified methods instructors in the unit. Limited range of classroom grade level experiences.
- All faculty members who teach methods courses and/or supervise students have met the 60 hour collaboration requirement.

Best Practices/PD

- There is adequate evidence (syllabi, classroom visits, student Q and A) that unit faculty model best practices in their teaching. The document, “Characteristics of Effective Instruction” explains the START approach which faculty use in their courses (START = Student Centered Classroom, Teaching for Understanding, Assessment for Learning, Rigorous and Relevant Curriculum, Teach for Learner Differences). The unit faculty is moving away from START and is mapping characteristics of effective instruction across the curriculum in the coming fall. The unit will also add experiences into curriculum to solidify the teaching and learning using best practices. As part of the unit’s annual fall PD retreat, faculty reviewed the Iowa Core facilitated by one member who attended a summer inservice, reviewed where the “Characteristics of Effective Instruction” were currently taught, and mapped additional learning opportunities for candidates to better understand the expectations.
- All faculty members are engaged in PD activities. PD work is often matched to curricular needs. Faculty continue to modify courses to meet changes to InTASC as well as the recent move of the university from trimesters to semesters.
- The unit faculty’s scholarly and service activities relate to their roles and responsibilities in the unit. The unit has defined scholarly activity to include activities in these areas: 1) synthesizing and interpreting knowledge about teaching and learning; 2) understanding, seeing, and re-seeing how students learn; and 3) developing and/or enriching of the teaching/learning experience. An examination of the faculty scholarship exhibit appear to bear this out.

Evaluation/Data

- Faculty utilize course evaluations and peer observations for feedback and evaluation of instruction and effectiveness. There is adequate evidence (personal interview and in the faculty professional development plans) that such activities are used for professional improvement.

Collaboration

- There is ample evidence (e.g., Table 20, p. 30, IR) that faculty 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 with community representatives.

Concerns/Recommendations

Best Practices/Professional Development

- 1) 79.12(3) The team observed that unit faculty are engaged in numerous and diverse scholarly activities. The team also observed that all PD for full time faculty during the accreditation period has taken place in Iowa or through electronic means (such as webinars). The team encourages unit faculty to continue to take advantage of PD opportunities available locally, but suggests that regional and national site based opportunities may provide a more extensive range of professional learning. The team suggests unit faculty take advantage of university wide PD funds available through the Faculty Development Committee, and work with university administration to seek additional funds if necessary.

Items that Must Be Addressed Prior to State Board Action

None

Sources of Information

- Interviews with: unit faculty, candidates, cooperating teachers, recent graduates, general education/liberal arts faculty, VPAA
- Institutional Report
- Exhibits: Course syllabi, curriculum exhibits, rubrics, program handbooks, curriculum vitae, profiles of full-time faculty, observation schedules, program review documents, faculty scholarship activities, evidence of collaboration, faculty service and scholarly activity, evidence of the 60-hour requirement.

Final Recommendation

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

281—79.13(256) Assessment system and unit evaluation standard. The unit’s assessment system shall appropriately monitor individual candidate performance and use those data in concert with other information to evaluate and improve the unit and its programs. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

79.13(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 practitioners.
- c.* The unit demonstrates an alignment of unit standards with INTASC standards for teacher preparation, ISSL standards for administrator preparation, and appropriate standards for other professional programs, as well as with Iowa teaching standards, Iowa preparation core professional standards in subrule 79.15(7), and the Iowa board of educational examiners’ licensing standards in 282—subrules 13.18(4), 13.18(5), 18.4(1), 18.4(2), and 18.9(1) and rule 282—18.10(272).
- 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 practitioner candidates. Documentation shall include:
 - (1) Data collected throughout the program, including data from all delivery models;
 - (2) Evidence of evaluative data collected from practitioners 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 by the unit and from the candidate assessment system is shared with faculty and other stakeholders and used for program improvement.

79.13(2) Performance assessment system for 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 who have the potential to become successful practitioners.
- c.* For teacher preparation programs, the system includes the administration of a basic skills test, with program admission denied to any applicant who fails 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, administrative field experience, or other culminating clinical experiences; and recommendation for licensure.)
 - e. The system includes a coherent, sequential assessment system for individual practitioner candidates. The assessment system is shared with faculty with guidance for course and program improvement, as well as assessment criteria and a process for ongoing feedback to practitioner candidates about their achievement of program standards with guidance for reflection and improvement. Data are drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional assessment of content knowledge, professional knowledge, and pedagogical knowledge and their applications, and teaching or leadership performance including the effect on student learning.
 - f. Practitioner candidate performance is assessed at the same standard regardless of the place or manner in which the program is delivered.
- 79.13(3)** The unit annually reports to the department such data as are required by the state and federal governments at dates determined by the department.
- 79.13(4)** The department shall periodically conduct a survey of schools, agencies, or facilities that employ 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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Strengths

Collaboration

- The unit faculty members meet together to discuss data collected during the academic year in the spring. This opportunity to review the year's data and analyze results and plan changes is vital and useful.
- The team acknowledges the unit for sharing program summaries with the Faculty Advisory Board and for implementing changes to program based on these summaries and board input.

Alignment

- The assessment forms for clinical work – practicum and student teaching – are aligned with curriculum and unit goals. In addition, the alumni surveys and employer surveys also match the same assessment areas/language. This consistency should allow for triangulation of data.
- Much attention is given to the professional teaching dispositions. The Disposition Survey is used to foster reflection and self-assessment by the candidates. The process for this begins early in the Educational Foundations course, is continued in practicum placements, and used as part of the e-portfolio and final assessment in the student teaching seminar course.

- The unit meets with advisees at least once each semester to review their grade point average and progress in the program.

Data Collection/Analysis

- The unit has evaluated the data collection analysis system and has found it to be lacking. The team commends the unit for striving to improve their use of technology to manage/streamline the data collection/analysis process.

Concerns/Recommendations

Data Collection

- 1) 79.13(1) Table 22 shows the data collection points. PDS data collection is missing, yet the unit has informed the site team that the school district is collecting this information. While the team believes this is important data (the impact on students in the PDS) to collect/analyze, it is equally important to collect and analyze data concerning the impact of PDS on the teacher candidates. The team recommends the unit develop a method of collecting and analyzing and using data from PDS to inform candidate progress and program.
- 2) 79.13(4) The team had difficulty ascertaining the response rate is for employer and graduate surveys. The unit states it is low and would like suggestions on how to improve. The team suggests the unit might consider having students nearing the completion of the program complete an exit tracking form. This form would have contact information, employment location (if available) and permanent contact information (for example, parents address/email). The unit could also address this question to other practitioner preparation programs as well. Data from the Basic Educational Data Survey (BEDS) report will inform the unit of contact information for graduates working in Iowa. The team encourages the unit to develop a system to gather meaningful data from graduates and administrators.
- 3) 79.13 (1) 19.13(2) The unit evaluation forms have a rating scale of 1 to 6 with 1 being "low" and 6 being "NA". There are no descriptors provided for a person completing the form to know what a "1" should look like compared to any other number. Without descriptors or exemplars, it is difficult to establish a coherent evaluation system. Using the same form for both students and supervisors is a good systematic step, but a lack of a common interpretation of the scale yields results that are difficult to justify in terms of validity and reliability. The team recommends the unit determine descriptors for candidate evaluation forms.

Tracking

- 4) 79.13(1) In the unit's response to the preliminary report, the unit illustrated the use of the Disposition Survey. At this time, it appears there is no tracking of where the students began and how/if they improved. Also, at the program level there doesn't seem to be information collected/analyzed for this Disposition Survey. The unit will find tracking this information beneficial to evaluate student growth and to inform program decisions.
- 5) 79.13(1) The unit states "***The unit documents candidates' attainment of the unit standards through rubrics used on assignments in courses in the program***".

Upon examination of the rubrics, it appears that this is not the case in all instances. If coursework is to be used as evidence of candidates' ability with the unit's stated standards, it would be helpful to have the rubrics reflect this. Additionally, it does not appear that candidates' attainment of unit standards during coursework is tracked at either the individual or program level. The team recommends the unit develop a coherent system of tracking and analyzing data to inform candidates and program.

Alignment

- 6) 79.13(1) The unit is developing a management system for the collection/analysis/use of data using GoogleDocs. At this point, it seems to be at the student level and spread across documents. Tracking of individual student performance on assessments – especially the similar clinical work forms – was not found. While Exhibit 17 shows data at the program level, it is unclear where this is housed/who does the program level data collection. The unit may find it more effective/efficient to have a system that not only collects individual data, but organizes the data by program type. For example, what were the average Praxis I scores? The ability to streamline the data collection and analysis process would prove beneficial for both individual candidates, program, and faculty. The team recommends the unit bring the current assessment strategies into a coherent systematic assessment program.
- 7) 79.13(1) E-portfolios are based on Iowa Teaching Standards and program uses InTASC Standards. The team recognizes the need for students to be familiar with the Iowa Teaching Standards, but InTASC is used throughout the program. The team suggests a set of standards is used throughout the program, with a crosswalk to show connection between the two sets of standards.
- 8) 79.13(1) In Preliminary Review the unit was asked: “What is the relationship of the unit's assessment system to the overall institutional assessment of effectiveness?” The unit responded, “None.” The team encourages the unit to explore this statement and the connections they have with the institution as a whole. Given that many requirements of the unit's majors are met by courses taught outside the education division, a link to institutional assessment of effectiveness probably exists. Especially consider how the general education requirements meet program outcomes and how is course selection determined? The team recommended a coherent system of assessment.
- 9) 79.13(2) When reviewing a random sample of student files, some information seemed to be missing/unclear. K-12 folders didn't have Praxis I scores or any evidence of the Faculty Advisory recommendation for admission. One K-12 folder revealed that the student had not declared a major at time on the admission slip. In the remaining sample of folders, the faculty advisory recommendation was either absent, had no indication of status/recommendation, and/or signature of chair. The team recommends a coherent system of tracking student data that includes evidence of their achievement of admission requirements.

Items that Must Be Addressed Prior to State Board Action:

The unit assessment system consists of a number of components, some are strong, some are lacking in clarity that can provide validity and reliability. The team recommends the unit document the development of a plan for an assessment system. The unit’s assessment system shall appropriately monitor individual candidate performance and use those data in concert with other information to evaluate and improve the unit and its programs. This plan must address the recommendations in concerns 1, 3, 5, 6, and 9 above. System components are connected by division chair, administrative assistant, or advisors. The team recommends making connections electronically into one system. While the current assessment system does track candidate performance, data and reports are not quickly accessible and data cannot easily be aggregated.

BCU Response:

The unit has developed an action plan (attachment 1) to address the issues outlined by the visiting team. The unit will use Faculty Development Funds to bring a Datatel expert to campus to demonstrate how the unit can utilize this program for all assessment tracking. Included in the action plan will be training for faculty and staff and university IT personnel.

Sources of Information

- Interviews with: unit faculty, candidates, cooperating teachers, graduates, advisory panel, and general education/liberal arts faculty
- Institutional Report
- Program response to preliminary report
- Exhibits (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—79.14(256) Teacher preparation clinical practice standard. The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

79.14(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.

79.14(2) Clinical practice for teacher candidates supports the development of knowledge, dispositions and skills that are identified in the unit standards. The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit, and integrated into the

79.14(3) Programs document clinical expectations at various developmental levels throughout the program. These expectations are shared with candidates, supervisors, and cooperating teachers.

79.14(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 clinical practice.
- d.* The involvement of teacher candidates in assessment, planning and instruction as well as in activities directed toward the improvement of teaching and learning.

79.14(5) PK-12 school and college/university personnel share responsibility for the selection of cooperating teachers who demonstrate skills, knowledge, and dispositions of highly accomplished practitioners.

79.14(6) Cooperating teachers and college/university supervisors share responsibility for supervising the candidate's achievement of unit standards.

79.14(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 teachers and candidates.
- c.* Responding to specific needs of cooperating schools.
- d.* Implementing an evaluation process that assists in selecting quality cooperating teachers.

79.14(8) Teacher candidates develop and demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms.

79.14(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 biweekly 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 written evaluation procedures, with completed evaluation forms included in practitioner candidates' permanent institutional records.
- 79.14(10)** The student teaching experience for initial licensure meets all of the following:
- a. Includes full-time experience for a minimum of 14 consecutive weeks 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 college or university personnel, the student teacher, and the cooperating teacher.
 - 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 toward the improvement of teaching and learning.
 - i. Involves the student teacher in communication and interaction with parents or guardians of students in the student teacher's classroom.

79.14(11) The institution annually offers one or more workshops for all 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 one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.

79.14(12) The institution shall enter into a written contract with each cooperating school providing clinical experiences, including field experiences and student teaching, as stipulated in Iowa Code section 272.27.

Initial Team Finding

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

Collaboration

- The team interviewed candidates, cooperating teachers, and administrators. These interviews illustrated the appreciation of continuous, supportive, and reflective communications with the TEP faculty.
- Faculty, both from the public school and BCU, university students, and the public school administrators who are involved with the PDS partnership with Leeds Elementary School (Sioux City Community School District) are enthusiastic about this new approach to practicum experiences. All partners expressed how it benefits BCU students and faculty and Leeds Elementary School. The PDS appears to be well-planned and effectively implemented. Although there are certainly changes to be made as the partnership evolves (in the area of assessment in particular), the unit and the partner school district have begun a significant step in improving teacher preparation at BCU.
- The PDS coordinator has plans for data collection and analysis of the PDS model of learning from the initial semester. Further, the analysis is designed to lead to a perpetual model of assessment of the PDS. It is commendable that the Sioux City Community School District has created a tracking mechanism for the PDS into their interventions database.

Dispositions

- Constituents consistently commented on the professionalism and quality dispositions (e.g., appropriate professional dress, punctuality, responsibility, dedicated, passionate, flexible, resourceful, collaborative, etc.) of BCU students during practicum and student teaching.

Concerns/Recommendations

Data/Tracking

- 1) See concern in Assessment section regarding tracking of data on candidate's clinical work.
- 2) BCU and the Education Department needs to continuously monitor, reflect on the impact, and possibly modify the PDS partnership with Leeds Elementary School. The team suggests the unit identify how effectiveness of the PDS should/could be measured. Since the PDS has only been in operation for one semester, this is not written to be a concern for immediate action, rather a suggestion from the team for continuous improvement with PDS.
- 3) According to the brochure on the PDS, participation in this program allows students majoring in elementary education to spend "direct contact with elementary school students for a minimum of 225 hours." The students currently are in classrooms from 9:45 a.m. until 1:30 p.m. on Tuesdays and Thursdays. If the practicum students spend this time interacting and/or teaching students, then the team has no concern; HOWEVER, it appears (according to interviews with faculty) that students may be spending more time with teachers and not as much

with students. If this scenario is the case, then students are NOT getting a minimum of 225 hours with elementary students. The team suggests the unit examine the structure of the PDS to assure candidates are working with elementary students as intended. Although some interviews illustrate candidates do not spend “enough” time with students, there is no evidence to support any deficiency.

Evaluations

- 4) After reviewing evaluation forms used for practicum and the student teaching internship and interviewing cooperating teachers, the evidence indicates that BCU students’ understanding of the content being taught is not specifically assessed. The team recommends this assessment be clearly addressed on the forms and discussed with the student, the cooperating teacher, and the university supervisor.
- 5) 79.14(9), 79.14(10). The team is concerned supervision for the students majoring in secondary education and K-12 areas are done by faculty members who are not endorsed in that content area. The team suggests that the unit conduct an examination of supervisor experiences when matching supervisors with candidate placements.

Items that Must Be Addressed Prior to State Board Action

None

Sources of Information

- Interviews with: unit faculty, candidates, cooperating teachers, recent graduates, faculty and administrators at Leeds Elementary School, PDS coordinator, and general education/liberal arts faculty
- Classroom visits
- Contracts with school districts
- Institutional Report
- Program response to preliminary review
- Exhibits: Course syllabi, department meeting minutes, student artifacts, artifact rubrics, surveys from employers, PDS documents, curriculum exhibits and surveys from alumni
- Education student files
- Review)

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—79.15(256) Teacher preparation candidate knowledge, skills and dispositions standard. Teacher candidates shall demonstrate the content knowledge and the pedagogical and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.

79.15(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.

79.15(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.

79.15(3) Each teacher candidate completes specific, dedicated coursework in human relations and cultural competency and thus demonstrates acquisition of knowledge about and skill in interpersonal and intergroup relations that contribute 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.

79.15(4) Each teacher candidate demonstrates, 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.

79.15(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.

79.15(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.

79.15(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 12 semester hours.

b. Student learning. The candidate demonstrates an understanding of human growth and development and of how students learn and participates in 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 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 of and an ability to use a variety of instructional strategies to encourage student 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 and collaboration and to 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, reflective practice 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 student learning and teaching, including the role of boards of education and education agencies; and demonstrates knowledge of 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 and grade level endorsement desired.

79.15(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.

79.15(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.

79.15(10) Candidates seeking an initial Iowa teaching license demonstrate competency in coursework directly related to the Iowa core curriculum.

Initial Team Finding

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

PDS/Practica

- Practica experiences are built into the program and individual courses in meaningful ways. Students are very appreciative of their early practicum experiences. Students are also appreciative of PDS opportunities.

Best Practices

- The *Differentiated Instruction Handbook*, collaboratively created by the BCU Education Department faculty is an impressive document and a useful tool across most of the curriculum. Students stated that they implement differentiated instruction in every lesson they create and that this handbook is a good resource. The team suggests this document can be enhanced by including strategies for differentiation for students without documented special needs.
- Human relations is well documented and an intentional focus of the department and university. EDUC 450 as a capstone class fits the vision of the unit and university.
- The team acknowledges the early adoption and implementation of InTASC standards. This required challenging and thoughtful work.
- The standard lesson plan that the entire education program (elementary, secondary, and vertical) have adopted is an acknowledged strength. The collaboration and research that went into developing this standard plan was impressive.

Concerns/Recommendations:

Course sequence

- 79.15(7) 79.15(8) The size of the elementary major and sequencing of courses seems to be an issue for certain students/majors. Several comments were made by students who were taking two courses at the same time or taking courses out of sequence. The team suggests the unit examine program curriculum to see if efficiency can be increased. Specifically, the team suggests the program consider whether elementary education majors need to take 3 (3.0) credit courses for PE methods, Art methods, and Music methods. There are other models that meet the new elementary education endorsement that would allow the overall major to be reduced. While the course sequence meets the requirements of chapter 79, the team wants to make note for the unit in future collaboration with administrators of programs that control these courses.

Goals/curriculum

- 79.15(7) Department goals are not clearly identified on all syllabi. The team suggests the unit examine all syllabi for departmental goals. Specifically, the most recently developed courses need alignment.

BCU Response: The unit has updated these syllabi. The team notes this is completed, rendering this concern sufficiently addressed.

- 79.15(7) The team suggests the unit department curriculum map be updated to reflect InTASC goals/department goals.
- 79.15(7) Vertical majors (Art, Music, PE) stated that there is a disconnect between their content area(s) and the education core program. Students gave examples “holes” in the areas of assessment and instructional strategies. The team suggests the unit and other departments working with K-12 majors seek opportunities to enhance collaboration.

Initiatives

- 79.15(7) The transition to teaching and learning in a 1:1/iPad environment does not appear to have the support needed. Promising practices such as this need to be shared with time and resources dedicated to take full advantage of this initiative. The team suggests the unit and university explore options to better support of initiating and maintaining the 1:1 initiative. The team also notes the hiring of a university wide instructional designer as an increase in resources for improving teaching and learning in the 1:1 environment. This concern parallels the concern in 79.10(10) in which the team suggests the unit work with the university in addressing resources to support the unit mission. Although this concern may be considered redundant, it is noted in 79.15(7) because of the importance of the 1:1 initiative in the unit’s continuous improvement of best practices.

Items that Must Be Addressed Prior to State Board Action

None

Sources of Information

- Interviews with: unit faculty, candidates, cooperating teachers, graduates, advisory panel, unit faculty, external advisory committee, secondary education faculty, K-12 program education faculty and general education/liberal arts faculty
- Institutional Report
- Program response to preliminary report
- Exhibits (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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Briar Cliff University Action Plan
February 28, 2013

Goal: To create a cohesive, systematic assessment system to track program and candidate data.

Rationale: Currently, faculty and staff must search multiple databases and paper files to collate candidate progress and program improvement data.

Task	Timeline	Roles & Responsibilities	Resources	Evaluation
<p>Datatel Training Learn what Datatel can do</p> <p>Determine where data are currently housed</p> <p>Determine reporting requirements and needs: candidate and program</p>	<p>Fall 2013 faculty inservice training</p> <p>Follow-up training in January</p> <p>New system created by August 2014: data transferred from previous databases to new</p>	<p>Kris hire trainer</p> <p>Kris communicate process to VP of Academic Affairs and other division chairs</p> <p>Faculty participate in training sessions and incorporate new data collection into candidate assessment practices</p> <p>IT Datatel primary contact support unit faculty in implementation</p>	<p>Datatel trainer</p> <p>Faculty Development Funds</p> <p>IT Datatel primary contact</p> <p>Current Excel, Googledocs, Datatel, and paper files</p> <p>IACTE colleagues</p> <p>Department meetings</p> <p>Research literature</p>	<p>A systematic method of collecting and reporting candidate progress through program is developed and used by unit</p> <p>Report generation is expeditious and can be conducted by all unit faculty and staff</p>
<p>PDS data added to system Establish a system to collect candidate impact of PDS</p>	<p>Fall 2013 faculty inservice training</p> <p>Preliminary pilot data collected in Fall 2013 semester</p>	<p>Theresa take the lead for process</p> <p>Kris will ensure PDS discussion infused into overall assessment discussions</p>	<p>Datatel trainer</p> <p>IT Datatel primary contact</p> <p>Unit faculty</p>	<p>PDS data collection is infused in systematic assessment system</p> <p>Data are used for candidate assessment and program</p>

	Final data collection process determined and implemented in Fall 2014			improvement
Task	Timeline	Roles & Responsibilities	Resources	Evaluation
<p>Write Policy Develop common understanding of data collection process, analysis, use</p> <p>Review what we collect and for what purpose: Examine inconsistencies and consistencies in current reports</p> <p>Explore connection between candidate assessment and program assessment</p> <p>Align to theme statement (conceptual framework) and University Strategic Plan</p>	<p>Department meetings in Fall 2013 semester determine what needs to be collected and how should be used.</p> <p>Policy written and student handbook revised for Fall 2014.</p>	<p>Kris facilitates discussion and writes policy statement</p> <p>Unit faculty participate in policy generation</p> <p>External Advisory Committee approves new policy.</p>	<p>IT Datatel primary contact</p> <p>IACTE colleagues</p> <p>VP of Academic Affairs</p> <p>Vision 2020 (strategic plan)</p> <p>Research literature</p>	<p>Student handbook is revised and policy is implemented</p> <p>Policy is communicated to University, candidates, and advisory committees</p>

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<p>Review of Assessment Tools Review common program assessments: where used, inter-rater reliability, alignment to program expectations</p> <p>Examine assessments and tools (rubrics) Look for consistency across program: rubrics, assignments, observation notes</p> <p>Train secondary methods instructors in an changes</p> <p>Re-examine student teaching portfolio: purpose, timing, edTPA</p> <p>Plan new method of collecting graduate data</p>	<p>At least one department meeting a month will be devoted to assessment discussions.</p>	<p>Kris will facilitate discussions.</p> <p>Ken will be lead for edTPA.</p> <p>Faculty will share what is assessed in each course.</p>	<p>Current candidate and program assessments</p> <p>EdTPA resources</p> <p>Research literature</p>	<p>Assessment tools are reliable and valid.</p> <p>Assessment tools are integrated into revised comprehensive system.</p>