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**COLLEGE OF EDUCATION LICENSURE AND PROFESSIONAL ENDORSEMENT
PROGRAMS ACCREDITATION REPORT AT THE UNIVERSITY OF IOWA**

Action Requested: Receive the accreditation report from the College of Education for the licensure and professional endorsement programs at the University of Iowa.

Executive Summary: The College of Education licensure and professional endorsement programs (1) underwent a self-study that addressed the standards defined by the accrediting body; and (2) had an on-site visit by peer evaluators. In August 2011, the College of Education was informed that all of the licensure and professional endorsement programs were accredited for the maximum period of six years. This report, which addresses the Board of Regents Strategic Plan priority to provide “educational excellence and impact” as well as Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive,” was submitted to the Board of Regents in October 2012. This review is to discuss the program improvements that resulted from the accreditation visit.

Background:

- ◇ **Description of programs.** The mission of the College of Education is to develop reflective professionals and scholars informed by theory, research, and best practice.
 - ⇒ The **Educational Leadership Program** provides four non-degree licensure/endorsement programs for PK-12 principals, superintendents, and special education administrators/supervisors. The programs are designed for working professionals and classes are offered in the evening and during the summer so that students can complete the licensure requirements while working.
 - ☑ Students in the **Principal Licensure** program are required to take 24 semester hours of coursework and 12 semester hours of clinicals. The completion of this program, and at least three years of teaching at the K-12 level, allows students to obtain an Iowa Administration License and be eligible for K-12 school principal positions.
 - ☑ Students in the **Superintendent Endorsement** program are required to take 28 semester hours of coursework. Students are required to have the Iowa Administration License and at least three years of principal experience to obtain the superintendent endorsement.
 - ☑ Students in the **Supervisor of Special Education Endorsement** are required to take 24 semester hours of coursework to obtain the Iowa Professional Service license in a support area within schools or area education agencies (AEAs). Students must have at least four years of support service experience in special education and possess a master’s degree in school psychology, speech/language pathology audiology, or social work for this endorsement.
 - ☑ Students in the **Instructional Supervisor of Special Education Endorsement** program must complete 24 semester hours to obtain an instructional teaching license in special education (early childhood or K-12 special education). Students must have two years of teaching experience in special education, possess a master’s degree in education, and have a teaching license.

- ⇒ **Teacher Preparation Programs (TEP)** in the Department of Teaching and Learning prepare students for licensure to teach in elementary, middle, and secondary schools. Each year, the College of Education prepares approximately 450 teachers for licensure.
 - ☑ Students in the **Elementary Education Major/Teacher Education Program** must complete nine semester hours of foundation courses; 17 semester hours of methods courses; six semester hours of methods, practicum and classroom management courses; 13 semester hours of courses in areas such as arithmetic, special education, human relations, physical education and health, music and art; 24 semester hours in an area of specialization; and a semester (14 semester hours) of student teaching. Added endorsement programs in elementary education include art, language arts, mathematics, music, physical education, reading, science, special education, history/social science, and speech communication/theatre.
 - ☑ Students in the **Secondary (5-12) Teaching Education Programs** may add 5-12 licensure areas by completing additional endorsement programs in art education; journalism; mathematics; English; general science; physical science; biology; chemistry; earth science; physics; individual foreign languages; and social studies. Content requirements for most Teacher Education Program areas are met through courses offered by the College of Liberal Arts and Sciences.
- ⇒ To earn the **Special Education Consultant, Ages Birth - 21, Endorsement**, students are required to have a master's degree in special education or a master's degree in another area of education plus 30 graduate semester hours in special education (instructional); and hold a regular Iowa or out-of-state teaching license.
- ⇒ To earn the **School Counselor K-8 and/or School Counselor 5-12 Endorsement**, students must have a regular Iowa teaching license or have completed nine semester hours of required courses for licensure as a school counselor at the University; and must have completed all coursework for a master's degree in school counseling. The required course load of 54 semester hours includes such topics as educating gifted students; introduction to group counseling; career development; counseling children and adolescents in schools; multiculturalism in helping professionals; and characteristics of disabilities. Students must complete a minimum of 20 semester hours at the University of Iowa; they must also complete a practicum and internship.
- ⇒ The **Athletic Coach Endorsement** requires completion of an approved Teacher Education Program. Students must also complete 12 semester hours of coursework in human anatomy; basic athletic training; human growth and motor development; and theory of coaching.
- ⇒ Only students in a Teacher Education Program or a licensed in-service teacher can apply for the **English as a Second Language (ESL) Endorsement** program. Students must complete 18 semester hours of required ESL coursework. Secondary TEP students must complete all requirements for an Iowa endorsement in a secondary content area in addition to eight weeks of student teaching in ESL at the K-6 level; elementary TEP students must complete all requirements for an Iowa Endorsement for General Elementary Teacher and eight weeks of student teaching in ESL at the secondary level.

- ⇒ Students seeking a **Talented and Gifted (TAG) Endorsement** must be licensed educators; they are required to take 12 semester hours of graduate coursework which includes psychology of the gifted, programming for the gifted, administration and supervision of gifted programs, and a practicum experience in gifted programs.
- ◇ Several preparation programs are offered in cooperation with units outside the College of Education. Units of the College of Liberal Arts and Sciences offering preparation programs with the College of Education are the School of Social Work and the Department of Communication Sciences and Disorders. One unit of the Graduate College, the School of Library and Information Science, offers a preparation program with the College of Education.
- ⇒ Students interested in the **Teacher-Librarian Endorsement** and initial teaching licensure complete the requirements for a master's degree in Library and Information Science and the requirements for a teaching license in the State of Iowa with endorsements for grades K-12. They must complete 36 semester hours of coursework in the School of Library and Information Science and 30 semester hours of coursework in the College of Education.
- ⇒ The **Deaf and Hard of Hearing Endorsement** is offered through the College of Education and the Department of Communication Sciences and Disorders. The University of Iowa is currently the only institution in the State of Iowa that offers this endorsement program. Applicants must hold or be in the process of completing a regular elementary or secondary teaching license. In addition, students must complete 60 semester hours of coursework for the deaf/hard of hearing endorsement program, a pre-student teaching experience in hearing impaired, and a student teaching experience spanning K-6 and 7-12 grade levels.
- ⇒ The **School Speech Pathology and School Audiology program** is offered through the Department of Communication Sciences and Disorders; the Teacher Education Preparation component is offered through the College of Education.
- ⇒ The **School Social Worker Endorsement program** is a "Field of Practice" for Master of Social Work (MSW) students. Students with a Bachelor of Arts in social work complete 48 semester hours in the MSW program; students with a Bachelor of Arts in another discipline complete 60 semester hours in the MSW program, including required courses for the School Social Work endorsement and a practicum in the schools. The School Social Work endorsement is available to MSW students only, and is overseen by the MSW program director and the program administrator.
- ◇ Licensed teachers who have completed an education professional service program in School Counseling, School Psychology, School Speech-Language Pathology, School Audiology, or School Social Work are eligible to apply for a Professional Service License.
- ◇ Purpose of Accreditation. An accredited educational program is recognized by its peers as having met national standards for its development and evaluation. To employers, graduate schools, and licensure, certification, and registration boards, graduation from an accredited program signifies adequate preparation for entry into the profession. In fact, many of these groups require graduation from an accredited program as a minimum qualification. Accreditation is also intended to protect the interests of students, benefit the public, and improve the quality of teaching, learning, research, and professional practice. Accreditation is critical for recruitment of new students.
- ◇ Accrediting Agency. The accrediting body is the Iowa State Board of Education (ISBE).

- ◇ Review Process. The self-study prepared by the College of Education contained the responses to the standards¹ required by the accrediting body. The accrediting standards include six areas – Governance and Resources; Diversity; Faculty; Assessment System and Unit Evaluation; Clinical Practice; and Curriculum (Candidate Knowledge, Skills, and Dispositions). There are standards for administrator preparation clinical practice and administrator candidate knowledge, skills, and dispositions as well as for practitioner preparation programs other than teacher of administrator clinical and knowledge, skills, and disposition. Details are included in Appendix A.
- ◇ On-Site Team Report. In April 2011, the visiting team identified strengths and weaknesses of the program. The team also indicated that all standards were met.

The following standards required institutional follow-up prior to final action by ISBE. The follow-up was sufficient to meet the requirements.

- ⇒ The College was asked to provide the missing biographies on faculty in the Educational Leadership program to ensure that the faculty responsible for evaluator approval (Principal and Superintendent) have been appropriately trained and approved by the Department of Education. *All missing faculty biographies were provided.*
- ⇒ Biographies of part-time faculty and graduate assistants, when employed, also were requested to ensure they meet the licensure and experience requirements appropriate for their assigned responsibilities. *All missing biographies were provided.*
- ⇒ The College was asked to provide a document listing the missing faculty members or provide an action plan for those faculty to meet the co-teaching requirement that they spend a minimum of 60 hours in team teaching. *The data were updated and corrected information on nine faculty members was included.*
- ⇒ The mathematics teacher education program only reported 60-70 hours in the field instead of the required minimum of 80 hours in the field. *A chart of field experiences for each teacher education program was submitted.*
- ⇒ The number of different clinical experiences and the number of hours in the field vary greatly across specific programs, some even sharing hours, such as the elementary education major with a special education endorsement. *A chart of field experience for each teacher education program was submitted.*
- ⇒ Concern was raised about how well candidates were matched with their content area preparation, such as a student with specialization in science doing a practicum in which science was rarely taught. *A chart of field experiences for each teacher education program was submitted.*
- ⇒ The PK-12 school and the institution professionals share responsibility for the selection of cooperating administrators who demonstrate skills, knowledge and dispositions appropriate for administrator practitioners. *The College clarified the selection procedures and/or revised as appropriate to ensure quality placements of candidates with mentor teachers/administrators.*

¹ The complete text of standards and provisions is available at [http://search.legis.state.ia.us/NXT/gateway.dll/ar/iac/2810_education%20department%20_5b281_5d/0790_chapter%2079%20standards%20for%20practitioner%20and_2e/_c_2810_0790.xml?f=templates\\$fn=default.htm](http://search.legis.state.ia.us/NXT/gateway.dll/ar/iac/2810_education%20department%20_5b281_5d/0790_chapter%2079%20standards%20for%20practitioner%20and_2e/_c_2810_0790.xml?f=templates$fn=default.htm).

◇ Sample Strengths Identified by the Visiting Team.

- ⇒ “Educator preparation programs take leadership roles in state and national initiatives in research and advocacy. Programs have received national and regional awards and are continually positioned in the top 25 programs in *U.S. News and World Report* rankings, often within the top 5-10.
- ⇒ Educator preparation programs have made a concerted effort to hire both researchers and practitioners so candidates receive balance between theory, pedagogy, content, and practice. Candidates benefit from collaboration between leading scholars in the professional fields as well as clinicians who bring real-world application to curricula.
- ⇒ Assessment practices and program review processes ensure that candidates are knowledgeable, resourceful, and highly qualified to enter their professional careers.
- ⇒ Programs have forged a number of partnerships with other local, state, or national organizations to foster strategic use of limited resources.
- ⇒ Advisory groups praise programs’ continuing innovation and connection with community and constituency needs.
- ⇒ Preparation programs are using a blended delivery model to connect candidates and faculty across the state, country, and world. The institution uses technology to reach place-bound candidates and to broaden the outreach of the programs and services.
- ⇒ Facilities are state-of-the-art facilities and promote a culture of scholarship and innovation.”

◇ Sample Team Concerns/Recommendations. (These did not require an institutional response.)

- ⇒ Governance and Resources. “The allocation of professional development funding is not equivalent across all programs. The team wondered if advisory committees are fulfilling a significant role in program improvement planning.
- ⇒ Faculty. It is not clear in faculty evaluation information how faculty self-assess or are evaluated for their own classroom effectiveness once they have been tenured other than the peer review each five years.
- ⇒ Assessment. Assessment practices focus on candidate achievement of expectations. The team recommends programs use candidate assessment data and tools in program review process. The e-portfolio has not taken hold in the principal preparation program. When reporting program survey data, the team recommends reporting data in multiple forms, not just percentages, and including participation rates.
- ⇒ Clinical. If the TEP program values the 10 hours of volunteer work in schools before admission, the review team would recommend improving the communication regarding the expectations and how it is used in the admissions process. The superintendent program must ensure that all candidates encounter the AEA and school-based administrative experiences since the endorsement includes the superintendent and AEA administrator certification.”

- ◇ Accreditation Status. In August 2011, the Iowa State Board of Education granted the approval of all of the licensure and professional endorsement programs offered by the College of Education at the University of Iowa. The next full accreditation visit will occur in the 2017-2018 academic year. All accredited programs are presumed accredited unless the Iowa State Board of Education takes formal action to remove accreditation. The standard time between site visits is 6-7 years.

ISBE accrediting standards.

◇ All programs.

- ⇒ Governance and Resources (79.10). Governance and resources shall adequately support the preparation of practitioner candidates to meet professional, state and institutional standards. The provisions for meeting this standard include having a clearly understood governance structure; shared vision; a work climate, policies and assignments that promote intellectual vitality; ongoing collaboration with the professional community and other departments of the institution; procedures for an appeals process for candidates and faculty; a systematic and comprehensive evaluation system; the commitment of resources to support a quality program; financial resources, facilities, library services, and equipment to deliver a quality program; sufficient faculty, administrators, clerical and technical staff; professional development opportunities; and the use of part-time faculty and graduate students in teaching roles is purposeful and managed to ensure quality.
- ⇒ Diversity (79.11). The environment and experiences provided practitioner candidates shall support candidate growth in knowledge, skills, and dispositions to help all students learn. The institution and unit must maintain a climate that supports diversity, must document their efforts in maintaining and increasing a diverse faculty and include teacher education candidates in plans, policies, and practices as required by the HLC; and practitioner candidates must experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs.
- ⇒ Faculty (79.12). Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions: the faculty are adequately prepared and modeling best practices in teaching; faculty are engaged in professional development, scholarly and service activities; faculty collaborate regularly with colleagues in other units, schools, agencies, associations and the community; part-time faculty and grad assistants meet the same requirements as faculty assigned with the same responsibilities; faculty who prepare practitioner candidates maintain meaningful involvement in PK or K-12 or AEAs activities with a minimum of 60 hours of such activities in team teaching or collaborative experiences.
- ⇒ Assessment System and Unit Evaluation (79.13). 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. Provisions for meeting this standard include unit assessment criteria; performance assessment systems; annually reporting data to the department as required; and periodically surveying employers of licensed graduates to ensure the graduates' needs are met by their programs and the approval process.
- ⇒ Clinical Practice and Curriculum (Knowledge, Skills, and Dispositions). These are applicable only to initial practitioner preparation programs for teacher candidates and teacher-librarian candidates.

- Teacher preparation clinical (79.14). The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers. Provisions for meeting this standard include (1) candidates 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 occurring prior to acceptance in the program; (2) the clinical practice supports the development of knowledge, disposition and skills, and the program ensures that clinical experiences are well-sequenced, supervised, monitored and integrated; (3) programs document clinical expectations at various developmental levels and share them with the candidates, supervisors, and cooperating teachers; (4) environments for clinical practice support learning; (5) PK-12 school and UI personnel share responsibility for selection of cooperating teachers identified as highly accomplished practitioners; (6) cooperating teachers and UI supervisors share responsibility for supervising the candidate's achievement of unit standards; (7) the program is responsible for defining qualifications for practitioner candidates entering clinical practice, providing quality supervision, responding to specific needs of cooperating schools, implementing an evaluation process that helps with selecting quality cooperating teachers; (8) candidates develop and demonstrate capacity to utilize assessment data in effecting student learning in the classroom; (9) accountability for student teaching experiences is demonstrated by the involvement of the cooperating teacher in evaluation and support, involvement of the university supervisor in the evaluation via minimum of biweekly observations/consultations; collaboration in determining areas for improvement and implementing plans for improvement; written evaluation procedures are used with forms included in candidate's permanent institutional record; (10) defines the student teaching experience to include a minimum of 14 consecutive weeks during student's final year, taking place in the classroom of an appropriately licensed cooperating teaching in the subject area and grade level endorsement desired; consists of interactive experiences, includes prescribed minimum expectations and responsibilities for the student teacher, the cooperating teachers, the school, the supervising faculty; requires the student to become knowledgeable about the Iowa teaching standards and to bear primary responsibility for planning and instruction within the classroom for a minimum of 2 weeks, involves the student teacher in professional meetings and other school-based activities.
- Teacher preparation candidate knowledge, skills and dispositions (79.15). Teacher candidates shall demonstrate the content knowledge and the pedagogical and professional knowledge, skills and disposition necessary to help all students learn. The provisions for meeting this standard include (1) prior to admission to the teacher preparation program, the teacher candidates attain a qualifying score on a basic skills test of reading, writing, and mathematics; (2) each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge; (3) completes specific, dedicated coursework in human relations and cultural competency and thus demonstrates acquisition of knowledge and skills in these areas; (4) demonstrates, within specific coursework dedicated to understanding exceptional learners, and within clinical experiences, the necessary knowledge, skills and dispositions toward meeting the learning needs of all students; (5) all teacher candidates in elementary education demonstrate

acquisition of knowledge about and preparation in elementary reading programs; (6) candidates in secondary education demonstrate acquisition of knowledge about and received preparation in the integration of reading strategies into secondary content areas; (7) exhibit competency in all of the following professional core curricula – content/subject matter specialization; student learning; diverse learners' instructional planning; instructional strategies; learning environment/classroom management; communication; assessment; foundations, reflective practice and professional development; collaboration, ethics and relationships; technology; methods of teaching; (8) meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended; (9) candidates in elementary education attain the state's designated criterion score on a content knowledge assessment; (10) candidates seeking an initial Iowa teaching license demonstrate competency in coursework directly related to the Iowa core curriculum.

◇ Administrator preparation programs.

⇒ Administrator preparation clinical practice and administrator candidate knowledge, skills, and dispositions. These are applicable only to administrator preparation programs.

- Administrator preparation clinical practice (79.16). The unit and its school partners shall provide clinical experiences that assist candidates in becoming successful school administrators. (1) Clinical practice supports the development of knowledge, disposition and skills identified in the unit standards. (2) Each candidate participates in field experiences that include observation and involvement in management and leadership responsibilities. Clinical expectations are documented and directly linked to coursework, and shared with candidates, supervisors and cooperating administrators. (3) Environments for clinical practice support learning in context and include all of the provisions listed. (4) The field experience component for initial administrator licensure meets all of the requirements (i.e., minimum of 400 hours of experience, diverse populations, appropriately licensed cooperating administrators). (5) PK-12 school and institution professionals share responsibility for the selection of cooperating administrators who demonstrate skills, knowledge and dispositions appropriate for administrator practitioners. (6) The unit defines qualifications for candidates entering clinical practice and for cooperating administrators who mentor them; provides quality supervision; responds to specific needs of cooperating schools; selects trains, evaluates and supports both the institutions faculty members who supervise candidates and the school administrators who mentor the candidates. (7) Each candidate develops and demonstrates the capacity to utilize assessment data in effecting student learning. (8) Accountability for field experiences is demonstrated. (9) The institution annually delivers one or more professional development opportunities for cooperating administrators that address specific objectives, responsibilities, skills. (10) The institution enters into a written contract with each cooperating school district or AEA that provides field experiences.

- Administrator preparation candidate knowledge, skills, and disposition (79.17). Administrator 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: (1) to meet the Iowa Standards for Schools Leaders (ISSL) at the novice administrator level; (2) to successfully complete the appropriate evaluator training based on the Iowa teaching standards and ISSL standards provided by a state-approved evaluator trainer; (3) to support the implementation of the Iowa core curriculum; (4) to contribute to the development of sensitivity to and understanding of the values, beliefs, cultures, and attitudes of individuals and the diverse groups found in a pluralistic society; (5) to meet the learning needs of all students, including students from diverse ethnic, racial and socioeconomic backgrounds, with disabilities, gifted and talented, English language learners, and students at risk of not succeeding; (6) to meet all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs must submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

- ◇ Other preparation programs.
 - ⇒ Practitioner preparation programs other than teacher of administrator clinical (79.20) and knowledge, skills, and disposition (79.21). These contain the specific education standards applicable to programs preparing individuals seeking a license based on school-centered preparation (other than teacher of administrator) for employment as a school guidance counselor, a school audiologist, school psychologist, school social worker, speech-language pathologist, or supervisor of special education.
 - Clinical practice (79.20). The unit and its school, AEA, and facility partners shall provide clinical experiences that assist candidates in becoming successful practitioners in accordance with the following provisions: (1) supports the development of knowledge, dispositions, and skills that are identified in the unit standards; (2) candidates participate in clinical/field experiences that include both observation and involvement in professional responsibilities. (3) Environments for clinical/field practice support learning in context and include appropriate scheduling and use of time and resources; high-quality instructional programs in a state-approved school, agency, or educational facility; opportunities to observe and be observed and to engage in discussion and reflection on clinical practice; involvement in relevant responsibilities directed toward the work for which they are preparing. (4) PK-12 school, AEA, or facility professionals share responsibility for the selection of appropriate cooperating mentors. (5) The unit is responsible for defining qualification for candidates entering clinical practice and for cooperating mentors, providing quality supervision, responding to specific needs of cooperating schools and agencies, selection, training, evaluation and support of institution faculty members who supervise candidates. (6) Accountability for clinical experiences is demonstrated through collaboration and use of appropriate authentic performance measures. (7) Institution has a written contract with each cooperating school district, AEA, or facility providing field experiences.

- Candidate knowledge, skills, and dispositions (79.21). Candidates demonstrate acquisition of knowledge about and skill in interpersonal and intergroup relations and the program provides evidence of candidates' attainment of such knowledge and skills. (2) Candidates meet all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, including the professional service license and programs submit curriculum exhibit sheets for approval by the board of educational examiners and the department.