

Contact: Diana Gonzalez

**UNIVERSITY TEACHER EDUCATION PROGRAM
ACCREDITATION REPORT AT IOWA STATE UNIVERSITY**

Action Requested: Receive the accreditation report for the University Teacher Education Program in the Colleges of Agriculture and Life Sciences, Human Sciences, and Liberal Arts and Sciences at Iowa State University.

Executive Summary: The program (1) underwent a self-study that addressed the standards for practitioner and administrator preparation programs contained in Chapter 79 of the Iowa Administrative Code [281]; and (2) had an on-site visit by peer evaluators. The program received accreditation and continuing approval for the maximum five-year period through 2011. This accreditation report addresses the Board of Regents Strategic Plan objective (1.1) to “offer high-quality programs through ongoing program improvement for undergraduate, graduate, professional, and non-degree students and special school students.”

Background:

- ◇ Description of practitioner preparation program. The University Teacher Education Program (UTEP) is offered through three colleges but is directed by the Dean of the College of Human Sciences. The UTEP prepares competent, caring, and certified teachers and is designed to serve Iowans through effective teaching, scholarship, and outreach. The fundamental program goal is to prepare educators who can meet the current and future needs of students, schools, and society.
- ◇ Purpose of accreditation. An accredited educational program is recognized by its peers as having met state and national standards for its development and evaluation.
- ◇ Accrediting Agency. The accrediting body is the Iowa State Board of Education.
- ◇ Review Process. The self-study prepared by the University Teacher Education Program contained the responses to the appropriate standards required by Iowa Administrative Code – unit governance and resources; diversity; practitioner preparation faculty performance and development; practitioner preparation clinical practice; practitioner preparation candidate performance; administrator preparation faculty performance and development; administrator preparation clinical practice; and administrator preparation candidate performance.
- ◇ On-Site Team Report. In October 2005, the visiting team determined that the University Teacher Education Program at Iowa State University met the requirements for accredited status, although several standards were met pending conditions noted.
- ◇ Sample Strengths Identified by the Visiting Team.
 - ☑ “The University Teacher Education Program is emerging as a university-wide program in the preparation of teachers at ISU. It is clear from interviews with the President and Provost that they are committed to the success of the reorganization of UTEP.”
 - ☑ “Many elements for institutionalizing UTEP, such as plans for relocation, staff, budget, policies, and administration, are already in existence. Equally important, faculty enthusiasm for creating this program is high.”

- ☑ “The George Washington Carver program is a promising inter-collegiate collaborative program for increasing the diversity of the teaching force in central Iowa. The percentage of students of color in UTEP has increased to an even greater extent when the George Washington Carver program is considered.”
- ☑ “Excellent communication exists between the field office and student teacher supervisors. Concerns are addressed quickly.”
- ☑ “Students report that professors model their theories and are supportive, responsive, caring, and prompt.”
- ☑ “Technology courses and support, especially through the Center for Technology in Learning and Teaching, are exemplary.”
- ☑ “Strong content background is provided for elementary education candidates through general education requirements; especially strong are the multiple courses in science, math, and social science.”

◇ Standards met pending conditions noted.

- ☑ Unit governance and resources. “Convene an advisory committee. UTEP must submit to the state a roster of members and a date for the first meeting prior to approval. Minutes of meetings should be submitted to the state for the first two years of the committee’s existence.”

UTEP established an External Advisory Subcommittee. The following were submitted to the state for the first meeting – list of nominations, draft invitations, and draft agenda. This standard is now met.

- ☑ Faculty. “Conduct an internal review of all faculty in UTEP regarding qualifications (scholarly and teaching experience) and assignments.”

The UTEP Administration Team worked with department chairs to conduct an internal review of all faculty in UTEP. A chart was submitted and reviewed by the state. This allowed UTEP to monitor more closely the qualifications of teacher education faculty in this university-based system. This standard is now met.

- ☑ Assessment – candidate performance. “Present a plan to assure that all candidates have an adequate background to educate students with exceptionalities (especially the gifted and talented and students with disabilities). Present a plan to improve the consistency of the program overall, with attention, especially, to the use of standards, designated performance indicators, and other program requirements.”

The Department of Curriculum and Instruction created a new three-credit course targeting secondary teacher education candidates. (Elementary education candidates are currently required to complete a course focused on exceptionalities.) This course will be taken concurrently with the second methods course. The lecture component of the course is linked to a lab where candidates are required to adapt lessons for exceptional learners. The lab component will incorporate the co-teaching/collaborative teaching model currently required in K-12 under the federal Individuals with Disabilities Education Act (IDEA). The syllabus was submitted and reviewed by the state. The new course became available in Spring 2007 and has become a requirement for all secondary education candidates. For 2006 juniors and seniors who were unable to include this course in their schedules, a workshop focused on exceptionalities was delivered beginning in Fall 2006. This standard is now met.

A proposal was submitted to the Iowa Department of Education for funding from the Teacher Quality Enhancement Grant to help clarify and provide ready access to standards assessment (designated performance indicators) on the part of candidates and advisors. The project provided a database that can track the progress of teacher education candidates from admission to alumni. Implementation occurred during the 2006-07 school year. A copy of the proposal was reviewed by the state. This standard is now met.

- ☑ Assessment – unit evaluation and planning. “Submit a comprehensive plan for program assessment throughout the University Teacher Education Program prior to recommendation. Implementation should be well underway within two years.”

The database system addressed through the Teacher Quality Enhancement Grant allows UTEP to compile and disseminate information to the UTEP committee for program improvement. The new External Advisory Subcommittee will provide feedback and review of the University Teacher Education Program. The UTEP committee assessment subcommittee will provide additional program review. The subcommittee worked with the coordinator of the Research Institute for Studies in Education to revise upcoming assessments of graduates and employers of graduates. A systematic follow-up five-year plan for UTEP graduates will provide feedback on the effectiveness of the program. This standard is now met.

◇ Sample concerns/recommendations.

- ☑ “College administration is encouraged to employ the expertise and enthusiasm of the UTEP committee in successfully implementing the new organization of teacher education at ISU. It is suggested that resources be allocated to support such work.”
- ☑ “Teacher education faculty perceive teacher education to have been undervalued at ISU as evidenced by insufficient staffing resources in some programs as well as in some clinical practice supervision. UTEP should take a close look at the use of clinicians, lecturers, and graduate students in critical teaching areas. New faculty lines should be considered.”
- ☑ “Although the percentage of students and faculty of color has increased, the percentage in UTEP remains lower than campus-wide numbers.”
- ☑ “A number of current methods instructors appear to have no PK-12 teaching experience. These include adjuncts, teaching assistants, lecturers, and probationary faculty members.”
- ☑ “Because of the size of the program, a need exists for a website for student teacher candidates – expectations, requirements, deadlines, schedules, explanation of designated performance indicators, and portfolios, etc. Cooperating teachers suggested that templates and information be placed online.”
- ☑ “More consistency throughout the program is recommended, especially among the secondary offerings. Especially important to review are orientation of candidates to the program; the purpose and structure of practicum experience; the use of consistent standards, competencies and performance indicators; and evidence in syllabi of national content and state teaching standards.”

◇ Accreditation Status. In May 2006, the Iowa State Board of Education granted continuing approval to the practitioner preparation program offered by Iowa State University through 2011.