Iowa State University
Educator Preparation Program
Accreditation Report

Pamela White
Dean’s Chair, College of Human Sciences
Marlene Strathe
Director, School of Education
Denise Crawford
Associate Director of Educator Preparation

June 3, 2015
Accreditation Overview

- Full Accreditation (through 2019-2020)
- National Accreditation
  - National Council for Accreditation of Teacher Education (NCATE)
  - Teacher Education Accreditation Council (TEAC)
  - Council for Accreditation of Educator Preparation (CAEP)
- State Accreditation
  - 2012-2013 Study
  - May 2013 – State Board reaffirmation
Educator Preparation @ ISU

- Prepares educators for Iowa licensure in the following areas
  - Early Childhood Education (PreK-3)
  - Elementary Education (K-6)
  - Secondary Education (K-12) (5-12)
  - Principal & Superintendent Licensure

- Shared responsibility across campus
  - College of Agriculture and Life Sciences
  - College of Liberal Arts and Sciences
  - College of Human Sciences
  - School of Education
Background

- All colleges and universities engaged in practitioner preparation in Iowa are subject to approval by the State Board of Education as provided in the Code of Iowa.

- Program must meet standards outlined in Iowa Administrative Code, Chapter 79, Standards for Practitioner Preparation Programs.

- Strategically aligned with National Accreditation Programs (e.g., CAEP) and National Standards (e.g., INTASC, ISLLC)
# Enrollment Numbers (2013-2014)

<table>
<thead>
<tr>
<th>Major</th>
<th>Enrollment</th>
<th>Dept/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Education</td>
<td>87</td>
<td>Agriculture - CALS</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>176</td>
<td>HDFS/SOE - HS</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>713</td>
<td>SOE - HS</td>
</tr>
<tr>
<td>English Education</td>
<td>109</td>
<td>English - LAS</td>
</tr>
<tr>
<td>Family &amp; Consumer Science Education</td>
<td>51</td>
<td>HDFS - HS</td>
</tr>
<tr>
<td>History/Social Studies Education</td>
<td>157</td>
<td>History - LAS</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>72</td>
<td>Math - LAS</td>
</tr>
<tr>
<td>Music Education (K-12)</td>
<td>79</td>
<td>Music - LAS</td>
</tr>
<tr>
<td>Physical Education (K-12)</td>
<td>79</td>
<td>Kin - HS</td>
</tr>
<tr>
<td>Science Education</td>
<td>21</td>
<td>SOE-HS</td>
</tr>
<tr>
<td>World Languages &amp; Cultures Education</td>
<td>8</td>
<td>WLC - LAS</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>54</td>
<td>SOE - HS</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>1610</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Candidates Recommended for Teacher Licensure

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>276</td>
<td>↑ 8.0%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>292</td>
<td>↑ 5.5%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>276</td>
<td>↓ 5.5%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>282</td>
<td>↑ 2.0%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>347*</td>
<td>↑ 19.0%</td>
</tr>
</tbody>
</table>

* Application to licensure in progress
## Employment Data (2013-2014)

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Administrators (GDM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Completers</td>
<td>264</td>
<td>22</td>
</tr>
<tr>
<td>Employed (Prepared)</td>
<td>216</td>
<td>8</td>
</tr>
<tr>
<td>Employed (educ. related)</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Enrolled in grad program</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Employed (outside)</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Not employed</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Highlights
Educator Preparation @ ISU

- Impacting education across Iowa – 98% of the districts employ ISU educators!

- Increasing emphasis on urban education (e.g., School equity audit, ISU 4U Promise)

- Implementing innovative projects directly impacting area K-12 schools (e.g., Cyclone Learning Zone, Fred Dufflemeyer Reading Clinic, Technology Internships)

- Providing diverse opportunities for student teaching

- Renovating facilities in Lagomarcino Hall – impact on research and instructional activities
The Accreditation Process
(conducted by Iowa Department of Education)

- EPP prepares a self-evaluation, the Institutional Report (IR)
  - Review Team selected
  - Review Team provides preliminary feedback on the IR
  - EPP prepares response to preliminary feedback on the IR
  - Review Team visits ISU (3 days), report out the last day
  - Review Team submits Final Report
  - EPP submits a Final Report Response (i.e., Action Plan)
  - EPP recommended to Iowa Board of Education
  - 1-year follow-up meeting with Iowa DE personnel for reporting progress made on ISU Action Plan

Quality = self-assessment + evidence-based analysis + continuous improvement
# Chapter 79 Standards

<table>
<thead>
<tr>
<th>Practitioner Preparation</th>
<th>Administrator Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance &amp; Resources</td>
<td>Governance &amp; Resources</td>
</tr>
<tr>
<td>Diversity</td>
<td>Diversity</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment</td>
</tr>
<tr>
<td>Teacher Education Clinical</td>
<td>Educational Leadership Clinical</td>
</tr>
<tr>
<td>Teacher Education Curriculum</td>
<td>Educational Leadership Curriculum</td>
</tr>
</tbody>
</table>

(Revised Chapter 79 – 01/07/2015)
Standard 1: Governance and Resources
Met or Met with Strength

- **Actions Required:**
  - ELP meeting with external advisory committee at least twice a year as a source for curricular and assessment information (completed)

- **Actions Beyond Recommendations:**
  - Developing a EPP Handbook of written by-laws, policies and procedures (in process)
  - Developing a Teacher Education Services (TES) Handbook of policies, procedures, and processes that address admittance to the Teacher Education program. (in process)
  - Providing systematic training for all program clinical supervisors (in process)
Standard 2: Diversity
Met or Met with Strength

- Actions Required:
  - None

- Actions Beyond Recommendations:
  - Examining and revising of course, Multicultural Foundations of School and Society, to enhance planning and instruction (ongoing)
  - Tracking and documenting clinical placements is consistent across all programs (in progress)
Standard 3: Faculty Met or Met with Strength

- Actions Required:
  - Addressed faculty shortages in the PreLEAD and CAS programs (Completed)
  - Developing plan to assure all faculty preparing candidates complete required collaborative teaching experience hours (in progress)
Standard 4: Assessment
Met or Met with Strength

- Actions Required:
  - Developing a coherent assessment system for all programs (in progress)
    - Develop EPP goals and outcomes (completed)
    - Using new data management system (TK20) (in progress)
    - Hiring additional staff in assessment and program evaluation (in progress)

- Actions Beyond Recommendations:
  - Adopting new InTASC standards + 1 modification by allTE programs for consistent assessment (completed)
Standard 5: Teacher Education Clinical
Met or Met with Strength

- Actions Required:
  - Implemented plan to assure all teacher education candidates receive information about expectations in ethical behavior (completed)

- Actions Beyond Recommendations:
  - Tracking diverse experience for candidates across all programs (in progress)
  - Developing new clinical experience evaluation tool that addresses the evaluation of candidate’s competency in using assessment data to develop and modify lessons (in progress)
**Standard 6:**
Teacher Education Curriculum
Met or Met with Strength

- **Actions Required:**
  - None

- **Actions Beyond Recommendations:**
  - Monitoring how the teaching of reading in the content areas for secondary TE majors is being met (in progress)
Standard 5: Educational Leadership Clinical Met or Met with Strength

- Actions Required:
  - Developing standardized assessment tools for clinical experiences (in progress)
Standard 6:
Educational Leadership Curriculum
Met or Met with Strength

- Actions Required:
  - Developed plan to ensure administration candidates are adequately prepared to meet the learning needs of all students (completed)
Next Accreditation Cycle

- 2019-2020 academic year
- Timeframe represents six years, rather than seven because ISU was granted a one-year extension from the 2012-2013 academic year review to 2013-2014
Thank You!

QUESTIONS?