

2021 Report on the State of Educator Preparation in Iowa

November 17, 2021



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Executive Summary

Data in this report is taken from three main sources: the 2021 Educator Preparation Program (EPP) reports submitted each spring; the annual survey of beginning teachers, their supervisors, beginning principals, and their supervisors; and the program review process. The EPP reports were submitted in spring of 2021 using 2019-2020 data. The surveys were conducted in spring of 2021. Program reviews were conducted virtually during the 2020-2021 academic year.

EPP data indicates a continued decline in the number of educators prepared in Iowa. At the same time the number of students and the demand for teachers is growing. This decline coincides with a national trend.

In surveys, beginning teachers and their supervisors rated the teacher high in most areas of preparation. The area in most need of improvement is differentiation, in particular for English Learners. Teachers self-rated their preparation to teach in a pandemic relatively low, but their principals rated them relatively high.

When principals and their supervisors were surveyed on preparation aligned with the administrator preparation standards, ratings were relatively high in most areas. The areas with the lowest ratings were supporting progress monitoring, and universal screening. In the dispositional survey for support of teachers and self in a pandemic, principals self-ratings were low in all areas. Their supervisors rated them much higher than they did of themselves.

In program completion testing, Iowa candidates continue to perform above the national averages on content tests, and score very well on pedagogy tests.

Five EPPs were reviewed in the 2020-2021 academic year. All were or will be recommended to the state board of education for full approval. Programs exhibited a number of strengths. At least one compliance concern was identified for each EPP, but all were resolved. Four programs will be reviewed during the 2021-2022 academic year. One was virtual, the rest are scheduled to include on-campus site visits. Five one-year follow up reviews were conducted in the 2021-2021 academic year. Five will be scheduled in the 2021-2022 academic year.

A list of program innovations is included on the final page of this report. Innovations were primarily made to increase the efficiency and decrease cost (financial as well as time) to enter and complete a teacher preparation program.

Introduction

This report is intended to inform the State Board of Education, Educator Preparation Programs, stakeholders, and the public on the information that is collected and analyzed by Iowa Department of Education consultants. The data included is for the 2019-2020 academic year (the most recent for which complete data is available) unless otherwise noted.

Vocabulary used in this report:

Candidates are college students admitted to an educator preparation program. Candidates are progressing toward program completion.

Program completers are candidates who have successfully completed all program requirements including graduation (if an undergraduate program) and have passed the required assessments.

A license is issued to a program completer by the Iowa Board of Educational Examiners (BoEE) once the program ensures completion and recommends the program completer for licensure.

An endorsement is an authorization to teach in a specific field. A teacher will have one license but may have multiple endorsements. For instance, a teacher with a secondary science license may be endorsed in biology, chemistry, and/or earth science.

Educator Preparation Program (EPP) is the overall unit responsible for all educator preparation in an institution. Each institution has one EPP. An EPP may be made up of several individual programs such as elementary education, secondary education, administrator preparation, etc..

Self-study is conducted by the EPP over the course of 12-18 months as the first step in program review. In the self-study, members of the EPP examine their policies, procedures, and documents to determine their alignment with the required standards. The self-study is used as a basis to write the Institutional Report.

Institutional Report (IR) is a component of the program review process. It is prepared by the EPP at the completion of their self-study. The IR provides evidence for how the EPP meets the standards.

Preliminary Review (PR) is conducted by Iowa Department of Education staff, the state panel and the assigned site visit team for each program review. During the preliminary review, all reviewers read the IR and produce questions for the EPP in preparation for the site visit.

State Panel consists of nine EPP faculty members who each serve a three-year term. Each member participates in all preliminary reviews each year. State panel members may also serve as vetting agents for changes/updates to standards or procedures.

Site Visit Team consists of five to twelve EPP faculty/staff/administrators with expertise who volunteer for a preliminary review and site-based review. Each site visit begins on a Sunday evening and concludes by the end of the day the following Thursday.

Standards for program approval are based in Iowa Code 256, established by the State Board of Education and articulated in Iowa Administrative Code 281, chapter 79 for traditional programs and chapter 77 for alternative licensure intern programs.

State Board Priorities

Priority: Improving Teacher and Leader Preparation

| Goal | Informed by: |
|---|--|
| <p>All teacher and leader preparation programs in Iowa will be aligned to comprehensive standards and prepare candidates to meet the high expectations of our teacher and leader workforce.</p> | <p>Program Reviews - Every 7 years which involves:</p> <ul style="list-style-type: none"> • EPP Program faculty/staff/administrators. • Peer EPP program faculty, staff and administrative representatives <ul style="list-style-type: none"> ○ site visit teams ○ state panel members • BoEE curriculum approval • Board of Education approval • Approval based on standards in IAC 281-79 or IAC 281-77. |
| <p>All teacher and leader preparation programs in Iowa will develop the competencies candidates need to be culturally responsive to Iowa’s increasingly diverse student population.</p> | <p>In addition to the Diversity standards and Knowledge, Skills and Disposition standards required for each program to ensure preparation of candidates to work with diverse populations, many programs have developed additional innovative ways to diversify the program and candidates’ preparation. Additionally, administrator preparation programs are aligned to the new National Educational Leadership Preparation (NELP) standards, with an intention to focus on equity, inclusiveness and cultural responsiveness in curriculum and clinical experiences. On September 17, 2021 five programs including three regents and two private institutions shared some of the steps they are taking above and beyond meeting the standards for diversity in teacher preparation programs. These presentations are representative of all Iowa program initiatives. Please refer to the Innovations section for additional steps that programs listed in the 2021 annual report.</p> |
| <p>All educators in Iowa will be prepared to provide effective instruction through both in-person and distance learning formats.</p> | <p>During the 2019-2020 school year, when there were limitations concerning Covid 19 pandemic, programs adjusted many of their courses, and offered remote course work, assessment, and student support. Educator preparation programs had to, and continue to, further prepare their candidates to be able to develop and deliver online instructions to their students. Several programs shared their innovative candidate engagements in the Innovations section of this report.</p> |

Table 1. Number of people prepared as educators in Iowa 2019-2020.

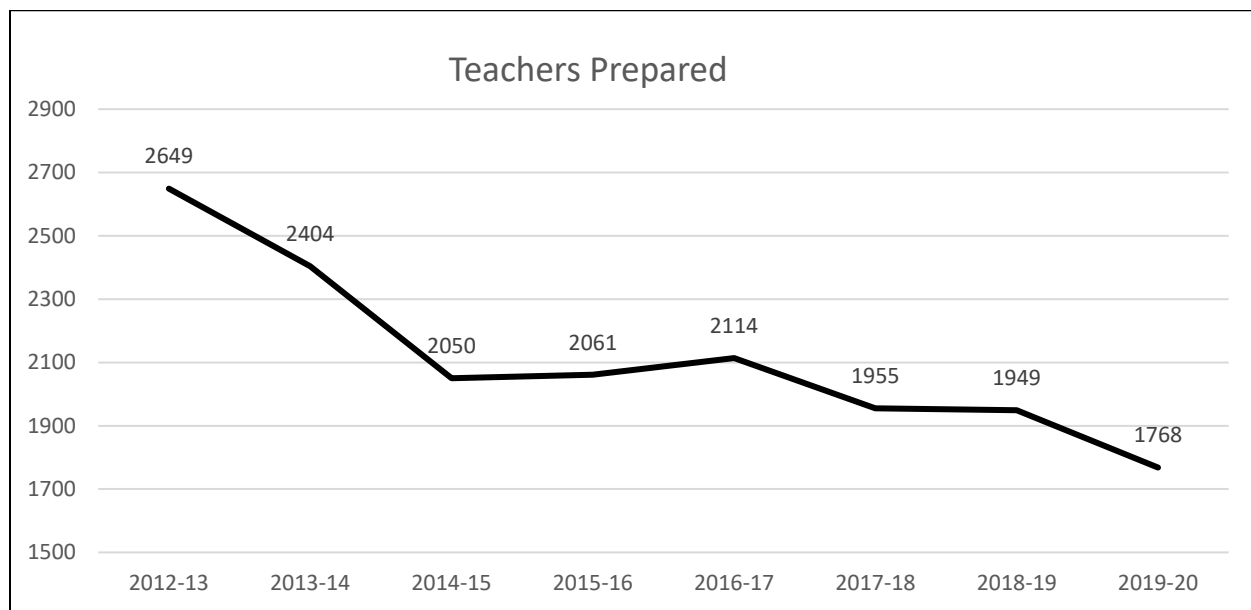
| | # of EPPs | Teachers | Admin* | Other** |
|---------|-----------|----------|--------|---------|
| Public | 5 | 1019 | 104 | 62 |
| Private | 28 | 711 | 195 | 91 |
| Intern | 2 | 38 | - | - |
| Total | | 1768 | 299 | 153 |

* Principal and superintendent

** School counselor, school psychologist, school audiologist, school social worker, speech language pathologist, supervisor of special education, etc.

Source: Iowa Department of Education – EPP annual reports

Figure 1. Number of teachers prepared annually in Iowa 2012-2020.



Source: Iowa Department of Education – EPP annual reports

Table 2. Teacher program completers, P-12 teachers and students' enrollment in Iowa public schools

| Year | # of Educator Prep Program completers | # of IA public schools full-time teachers/teacher leaders | # of Public Schools P-12 Students |
|-------------|--|--|--|
| 2014-15 | 2050 | 34,433 | 506,336 |
| 2015-16 | 2061 | 34,510 | 509,063 |
| 2016-17 | 2114 | 34,551 | 510,932 |
| 2017-18 | 1955 | 36,786 | 512,971 |
| 2018-19 | 1949 | 37,135 | 514,824 |
| 2019-20 | 1768 | 37,299 | 517,321 |

Sources of data: Iowa Department of Education

Table 3. Number of endorsements earned in 2019-2020

| End. # | Grade | Endorsement Name | Initial License | Currently Licensed | Total |
|---------------|--------------|---|------------------------|---------------------------|--------------|
| 102 | K-6 | Teacher Elem. Classroom | 970 | 4 | 974 |
| 148 | K-8 | Reading | 624 | 64 | 688 |
| 260 | K-8 | Instructional Strategist I: Mild and Moderate | 217 | 46 | 263 |
| 189 | PK-12 | Principal and Supervisor of Special Education | 202 | 0 | 202 |
| 119 | K-8 | English/Language Arts | 199 | 2 | 201 |
| 101 | K-12 | Athletic Coach | 147 | 3 | 150 |
| 142 | K-8 | Mathematics | 118 | 0 | 118 |
| 120 | 5-12 | English/Language Arts | 115 | 5 | 120 |
| 158 | 5-12 | American History | 109 | 0 | 109 |
| 144 | K-8 | Music | 109 | 2 | 111 |
| 145 | 5-12 | Music | 108 | 2 | 110 |
| 104 | K-12 | ESL Teacher | 105 | 83 | 188 |
| 166 | 5-12 | World History | 104 | 0 | 104 |
| 147 | 5-12 | Physical Education | 88 | 0 | 88 |
| 146 | K-8 | Physical Education | 87 | 0 | 87 |
| 173 | 5-12 | Secondary Professional School Counselor | 87 | 0 | 87 |
| 172 | PK-8 | Elementary Professional School Counselor | 86 | 0 | 86 |
| 151 | 5-12 | Biological Science | 79 | 3 | 82 |
| 143 | 5-12 | Mathematics | 77 | 1 | 78 |
| 100 | PK-3 | Tchr. Birth- Grade 3 Inclusive Settings | 76 | 106 | 182 |

| | | | | | |
|------|-------|--|----|-----|-----|
| 1823 | 5-8 | Middle School Science | 69 | 14 | 83 |
| 1824 | 5-8 | Middle School Social Studies | 67 | 5 | 72 |
| 186 | 5-12 | All Social Sciences | 65 | 1 | 66 |
| 1822 | 5-8 | Middle School Mathematics | 63 | 7 | 70 |
| 149 | 5-12 | Reading | 54 | 12 | 66 |
| 138 | 5-12 | Health | 53 | 2 | 55 |
| 164 | K-8 | Social Studies | 51 | 0 | 51 |
| 1821 | 5-8 | Middle School Language Arts | 49 | 12 | 61 |
| 264 | K-12 | Instructional Strategist II: Intellectual Disabilities | 46 | 95 | 141 |
| 157 | 5-12 | American Government | 42 | 0 | 42 |
| 137 | K-8 | Health | 41 | 0 | 41 |
| 134 | 5-12 | Spanish | 39 | 1 | 40 |
| 152 | 5-12 | Chemistry | 37 | 1 | 38 |
| 103 | PK-K | Teacher, Prekindergarten-Kindergarten | 37 | 9 | 46 |
| 113 | K-8 | Art | 36 | 0 | 36 |
| 114 | 5-12 | Art | 36 | 0 | 36 |
| 262 | PK-K | Special Education | 36 | 0 | 36 |
| 261 | 5-12 | Instructional Strategist I: Mild and Moderate | 30 | 54 | 84 |
| 263 | K-12 | Instructional Strategist II: BD/LD | 29 | 102 | 131 |
| 171 | PK-12 | Superintendent/AEA Administrator | 25 | 0 | 25 |
| 112 | 5-12 | Agriculture | 23 | 0 | 23 |
| 185 | 5-12 | All Science | 22 | 0 | 22 |
| 156 | 5-12 | Physics | 22 | 0 | 22 |
| 1171 | 5-12 | Business All | 19 | 1 | 20 |
| 1541 | 5-12 | Basic Science | 18 | 0 | 18 |
| 133 | K-8 | Spanish | 18 | 1 | 19 |
| 139 | 5-12 | Family & Consumer Sciences | 17 | 0 | 17 |
| 163 | 5-12 | Psychology | 17 | 0 | 17 |
| 153 | 5-12 | Earth Science | 16 | 0 | 16 |
| 140 | 5-12 | Industrial Technology | 16 | 0 | 16 |
| 174 | PK-12 | School Teacher Librarian | 14 | 0 | 14 |
| 305 | 5-12 | Multi-occupations | 12 | 0 | 12 |
| 150 | K-8 | Science - Basic | 11 | 0 | 11 |
| 107 | K-12 | Talented and Gifted | 11 | 48 | 59 |
| 176 | K-12 | Reading Specialist | 9 | 4 | 13 |
| 165 | 5-12 | Sociology | 9 | 0 | 9 |
| 1201 | 5-12 | Language Arts All | 8 | 2 | 10 |
| 234 | 5-12 | Work Exp. Coordinator | 8 | 6 | 14 |
| 1421 | 5-8 | Algebra for HS credit | 6 | 0 | 6 |
| 120 | 5-12 | English/Language Arts | 6 | 0 | 6 |
| 250 | B-21 | Special Ed Consultant | 6 | 0 | 6 |

| | | | | | |
|-----|-------|-------------------------------------|---|----|----|
| 240 | B-21 | School Social Worker | 5 | 0 | 5 |
| 106 | PK-3 | Classroom Teacher | 4 | 0 | 4 |
| 108 | K-8 | Elementary School Teacher Librarian | 4 | 0 | 4 |
| 974 | 5-12 | Engineering | 4 | 0 | 4 |
| 162 | K-8 | History | 3 | 0 | 3 |
| 168 | 5-12 | Speech Comm/Theatre | 3 | 0 | 3 |
| 976 | 5-8 | STEM | 3 | 1 | 4 |
| 160 | 5-12 | Economics | 2 | 0 | 2 |
| 141 | 5-12 | Journalism | 2 | 0 | 2 |
| 236 | B-21 | School Psychologist | 2 | 0 | 2 |
| 109 | 5-12 | Secondary School Teacher Librarian | 2 | 0 | 2 |
| 975 | K-8 | STEM | 2 | 1 | 3 |
| 159 | 5-12 | Anthropology | 1 | 0 | 1 |
| 124 | 5-12 | French | 1 | 0 | 1 |
| 125 | K-8 | German | 1 | 0 | 1 |
| 126 | 5-12 | German | 1 | 0 | 1 |
| 237 | B-21 | Speech - Lang. Pathologist | 1 | 0 | 1 |
| 167 | K-8 | Speech Comm/Theatre | 1 | 0 | 1 |
| 122 | 5-12 | Chinese | 0 | 0 | 0 |
| 121 | K-8 | Chinese | 0 | 0 | 0 |
| 277 | K-8 | Computer Science | 0 | 11 | 11 |
| 278 | 5-12 | Computer Science | 0 | 18 | 18 |
| 266 | B-21 | Deaf or Hard of Hearing | 0 | 0 | 0 |
| 239 | B-21 | Director of Special Education / AEA | 0 | 0 | 0 |
| 118 | 5-12 | Driver and Safety Ed | 0 | 27 | 27 |
| 123 | K-8 | French | 0 | 0 | 0 |
| 161 | 5-12 | Geography | 0 | 0 | 0 |
| 179 | K-8 | Italian | 0 | 0 | 0 |
| 180 | 5-12 | Italian | 0 | 0 | 0 |
| 127 | K-8 | Japanese | 0 | 0 | 0 |
| 128 | 5-12 | Japanese | 0 | 0 | 0 |
| 129 | K-8 | Latin | 0 | 0 | 0 |
| 130 | 7-12 | Latin | 0 | 0 | 0 |
| 177 | K-8 | Norwegian | 0 | 0 | 0 |
| 178 | 5-12 | Norwegian | 0 | 0 | 0 |
| 187 | K-8 | Portuguese | 0 | 0 | 0 |
| 188 | 5-12 | Portuguese | 0 | 0 | 0 |
| 131 | K-8 | Russian | 0 | 0 | 0 |
| 132 | 5-12 | Russian | 0 | 0 | 0 |
| 235 | B-21 | School Audiologist | 0 | 0 | 0 |
| 175 | PK-12 | School Nurse | 0 | 0 | 0 |

| | | | | | |
|-----|------|--|---|---|---|
| 977 | K-12 | STEM Specialist | 0 | 1 | 1 |
| 233 | K-12 | Supervisor Special Education/Instruction | 0 | 0 | 0 |
| 267 | B-21 | Visually Impaired | 0 | 0 | 0 |

Source: Iowa Department of Education – EPP annual reports

Survey of Recent Graduates (Beginning Teachers, and Principals)

Below is a summary of the report from the survey of beginning teachers, their supervisors, beginning principals, and their supervisors. Click on the links below for the full reports:

- [Teacher survey report](#)
- [Administrator survey report](#)

BEGINNING TEACHER SURVEYS. Each year, surveys are sent to beginning teachers and their supervisors. The purpose of this survey is to examine how well the beginning teacher performs teaching duties in order to inform preparation programs for program improvement. The questionnaires were designed through a collaboration between the Iowa Department of Education and the Iowa Association of Colleges for Teacher Education (IACTE) and were administered through the University of Iowa’s Qualtrics license. The questionnaires are based on the professional standards for educator preparation (InTASC for teachers, NELP for administrators). The 2020-2021 beginning teacher survey added a set of questions related to preparedness of beginning teachers in foundational aspects of Iowa’s Multi-Tiered System of Support (MTSS). Additionally, a short set of questions regarding beginning teachers’ level of preparation to serve students during schools’ response to the coronavirus pandemic was included. Scale: 1 = Not Very Well; 2 = Somewhat Well; 3 = Well; 4 = Very Well.

Table 4. Response rate on beginning teacher survey

| | Surveyed | Respondents | Response Rate |
|-----------------------------------|----------|-------------|---------------|
| Beginning Teachers | 2,117 | 692 | 33.1% |
| Supervisors of Beginning Teachers | 1,742 | 802 | 46.1% |

Source: Novice Teachers and Their Supervisors, 2021 report

Table 5. Overall results. Novice teachers and their supervisors.

| How well can you/How well is this teacher able to: | n | Novice teachers % well/very well | n | Supervisors % well/very well |
|---|-----|----------------------------------|-----|------------------------------|
| Work collaboratively with colleagues to meet the needs of all learners. | 493 | 95.3% | 625 | 90.1% |
| Use technology in the classroom appropriately to support instruction. | 494 | 89.7% | 625 | 92.1% |
| Engage in ongoing professional learning to provide all learners with engaging learning experiences. | 494 | 91.1% | 625 | 91.5% |
| Develop and maintain a positive learning environment that engages all learners. | 512 | 91.4% | 633 | 88.8% |
| Ensure an inclusive learning environment for all learners. | 512 | 90.1% | 634 | 88.8% |
| Demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of the discipline. | 511 | 90.8% | 632 | 88.9% |
| Plan for instruction aligned to content standards. | 492 | 89.5% | 624 | 89.4% |
| Reflect on teaching practice to improve instruction. | 493 | 94.0% | 625 | 86.1% |
| Design and implement developmentally appropriate learning experiences for all learners. | 512 | 88.7% | 634 | 88.2% |
| Use a variety of instructional strategies appropriately. | 493 | 90.1% | 625 | 87.4% |
| Make his / her discipline accessible and meaningful for learners. | 511 | 86.7% | 633 | 85.9% |
| Differentiate for students with disabilities. | 493 | 71.0% | 621 | 78.9% |
| Develop and use multiple methods of assessment. | 511 | 78.7% | 634 | 80.9% |
| Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content. | 511 | 84.8% | 633 | 80.6% |
| Differentiate instruction for all learners. | 492 | 75.4% | 625 | 78.4% |
| Evaluate outcomes of teaching using a variety of data (e.g. systematic observation, information about learners, research) to adapt planning and practice. | 494 | 82.0% | 621 | 78.5% |
| Differentiate for English Language Learners. | 490 | 51.5% | 592 | 75.5% |

Source: Novice Teachers and Their Supervisors, 2021 report

Table 6. Overall preparation in the aspects of a multi-tiered system of supports (MTSS).

| How well can you / How well is this teacher able to perform each of the following aspects of a multi-tiered system of supports (MTSS): | n | Novice teachers % well/very well | n | Supervisors % well/very well |
|--|-----|----------------------------------|-----|------------------------------|
| Support equity for all students. | 470 | 77.0% | 589 | 86.5% |
| Complete progress monitoring. | 454 | 61.5% | 492 | 85.6% |
| Collaborate with teachers, school staff, and administrators on RtI or MTSS. | 450 | 68.6% | 549 | 83.1% |
| Perform universal screening. | 436 | 49.0% | 484 | 84.9% |
| Participate in collaborative inquiry. | 456 | 69.1% | 550 | 83.7% |
| Implement evidence-based universal instruction. | 464 | 64.0% | 570 | 79.5% |
| Engage in data-based interventions. | 471 | 65.7% | 555 | 75.4% |
| Develop evidence-based interventions. | 467 | 61.9% | 549 | 67.4% |

Source: Novice Teachers and Their Supervisors, 2021 report

Table 7. Overall level of preparation for teaching in a pandemic (Not Required in Standards)

| Item | n | Novice teachers % well/very well | n | Supervisors % well/very well |
|--|-----|----------------------------------|-----|------------------------------|
| Please consider your level of preparation for teaching in a pandemic. How well were you / was this teacher prepared for: | | | | |
| Staying connected to students and families in a remote learning environment. | 356 | 37.1% | 551 | 74.2% |
| Providing educational resources to students and families in a remote learning environment. | 357 | 33.0% | 550 | 72.5% |
| Supporting your own / the teacher's own mental health and wellness. | 370 | 32.2% | 582 | 69.9% |
| Supporting students' mental health and wellness. | 370 | 39.2% | 578 | 63.5% |

Source: Novice Teachers and Their Supervisors, 2021 report

BEGINNING PRINCIPAL SURVEYS. Each year, surveys are sent to beginning principals and their supervisors. The purpose of this survey is to examine how well the beginning principal performs administrative duties. The questionnaires were designed through a collaboration between the Iowa Department of Education and the Iowa Association of Colleges for Teacher Education (IACTE) and were administered through the University of Iowa’s Qualtrics license. The questionnaires included all the items that had been used in surveys conducted in 2016-2019. The 2020-2021 surveys added a set of questions related to preparedness of beginning principals in foundational aspects of Iowa’s Multi-Tiered System of Support (MTSS). Scale: 1 = Not Very Well; 2 = Somewhat Well; 3 = Well; 4 = Very Well.

Table 8. Response rate on beginning principal survey.

| | Surveys | Respondents* | Response Rate |
|-------------------------------------|---------|--------------|---------------|
| Beginning Principals | 287 | 83 | 28.9% |
| Supervisors of Beginning Principals | 42 | 25 | 59.5% |

*Not every respondent answered every section of the survey.

Source: Novice Principals Prepared in Iowa and Their Supervisors Report 2021

Table 9. Beginning principals’ overall level of preparation: All respondents.

| An educational leader promotes the success of all students by: | n | % well/very well |
|---|----|------------------|
| Acting with integrity, fairness and in an ethical manner. | 72 | 95.8% |
| Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. | 72 | 94.4% |
| Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. | 72 | 93.0% |
| Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. | 72 | 90.3% |
| Understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. | 72 | 84.7% |
| Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. | 72 | 77.8% |

Source: Novice Principals Prepared in Iowa and Their Supervisors Report 2021

Table 10. Overall level of preparation for dispositions: Novice Administrators.

| How well you feel you were prepared: | n | % well/very well |
|--|----|------------------|
| Professional requirements: These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities. | 68 | 94.1% |
| Caring: Candidates with this set of dispositions value and appreciate all aspects of other persons' well-being – cognitive, emotional, physical and spiritual – thereby enhancing opportunities for learning needs of other education students and in working with professionals. | 68 | 92.7% |
| Critical: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. | 68 | 88.2% |
| Communication: Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process. | 68 | 91.2% |
| Creative: Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students. | 68 | 85.1% |

Source: Novice Principals Prepared in Iowa and Their Supervisors Report 2021

Table 11. Overall level of preparation to serve in a pandemic: Employed novice administrators and their supervisors.

| How well prepared were you for each of the following: | n | Novice principal % well/very well | n | Supervisor of novice principal % well/very well |
|--|----|-----------------------------------|----|---|
| Supporting my [their] faculty / staff members. | 32 | 62.5% | 18 | 77.8% |
| Staying connected to students and families in a remote learning environment. | 31 | 48.4% | 19 | 73.6% |
| Providing educational resources to students and families in a remote learning environment. | 31 | 48.4% | 19 | 79.0% |
| Supporting my own [their own] mental health and wellness. | 31 | 45.2% | 18 | 66.7% |
| Supporting students' mental health and wellness. | 30 | 40.0% | 18 | 72.2% |

Source: Novice Principals Prepared in Iowa and Their Supervisors Report 2021

Table 12. Overall preparation in the aspects of a multi-tiered system of support (MTSS). Employed novice principals and their superintendents.

| How well did your administrator preparation program prepare you for each of the following aspects of a multi-tiered system of support (MTSS): | n | Novice principal % well/very well | n | Supervisor of novice principal % well/very well |
|---|----|-----------------------------------|----|---|
| Engage in data-based decision-making. | 35 | 82.8% | 18 | 88.9% |
| Participate in collaborative inquiry. | 35 | 77.1% | 18 | 94.4% |
| Support equity for all students. | 35 | 77.1% | 19 | 89.4% |
| Collaborate with teachers, school staff, and administrators on RtI or MTSS. | 35 | 68.6% | 19 | 100% |
| Support implementation of evidence-based instruction. | 35 | 71.4% | 18 | 77.8% |
| Develop evidence-based interventions. | 35 | 65.7% | 18 | 83.3% |
| Participate in school-based initiatives that support Iowa's Every Student Succeeds Act (ESSA) plan. | 35 | 60.6% | 18 | 94.4% |
| Support the completion of progress monitoring. | 35 | 54.3% | 18 | 94.4% |
| Support the performance of universal screening. | 35 | 51.4% | 18 | 83.3% |

Source: Novice Principals Prepared in Iowa and Their Supervisors Report 2021

Overview of Educator Preparation Assessment Data

Program Completion Assessment Pass Rate Data

Iowa statute requires that all teacher candidates must pass an assessment of pedagogical and content knowledge in order to be considered a completer of a preparation program. The Iowa Department of Education authorizes three options for program completion assessment that programs can choose from:

Option 1: Educational Testing Services (ETS) Praxis Series assessments. Candidates must pass two assessments:

a. Pedagogy: Grade level appropriate Principles of Teaching and Learning (PLT) assessment.

b. Content: The appropriate Praxis Content Assessment.

Option 2: The edTPA assessment appropriate for the content area being sought.

Option 3: ETS PPAT and Praxis Content Assessment. Candidates must pass two assessments:

a. Pedagogy: PPAT performance assessment.

b. Content: The appropriate Praxis Content Assessment.

Table 13. Iowa Program Completion Assessment Pass Rates September 2020 to August 2021

| Test Name | | |
|---|--------------------|---------------|
| ETS Praxis Content Knowledge | Total tests | % Pass |
| Elem Ed: Content | 1065 | 88.92 |
| English Language Arts | 130 | 90 |
| Music | 109 | 95.41 |
| History | 79 | 82.28 |
| Physical Education | 82 | 100 |
| Mathematics | 68 | 94.12 |
| Biology | 32 | 96.88 |
| ETS Praxis Pedagogical Knowledge | Total tests | % Pass |
| Principles of Learning & Teaching K-6 | 1026 | 95.42 |
| Principles of Learning & Teaching: 7-12 | 584 | 96.23 |
| edTPA Performance Assessment | 146 | 100 |

Program Assessment

In their annual report to the Department, all EPPs are required to analyze unit assessment data, report the results of that analysis, and describe their plans to address identified issues. Data sources used included:

- Candidate assessment results, both within coursework and from standardized assessments including program completion assessments.
- Student teacher evaluations completed by program supervisors and/or cooperating teachers.
- Surveys of graduates and their supervisors.
- Advisory committee input.

The analysis of unit assessment findings illustrated the uniqueness of each EPP and the continued focus by EPPs in making decisions based on sound assessment data. Many of the programs reported that candidates are generally well prepared and by the time they are in their second half of student teaching, they are prepared to take over the instruction for the full day. Programs however still set plans to improve different areas based on their assessments. Several themes from the action items identified by Teacher Education Programs, Educational Leadership Programs, and Other Preparation Programs are listed below.

- Many programs reported that while candidates are able to create a safe environment for their diverse students, an area they plan to focus on is creating opportunities for all candidates to receive instruction and practice to utilize Individual Education Program (IEP), and differentiate instruction.
- Programs reported the need to provide more specific instruction and benchmarks for all candidates to improve their soft skills and dispositions. Further, improving communication with cooperating teachers, and opportunities for students to interact with families in addition to their cooperating teachers prior to the student-teaching.
- Continue review of overall assessment plan and assessment benchmarks to ensure candidates are aware of their performance and areas they need to improve throughout the program, according to the feedback received during the review process leading to higher first time Praxis pass rates.
- Opportunities for all candidates to improve their skills for planning and assessing instruction.

Summary of 2020-2021 Academic Year Reviews

St. Ambrose University operates programs in teacher preparation, school social work, and speech language pathology. Review indicated several areas of improvement and compliance concern, which the unit resolved prior to the state board full approval received on September 16, 2021. Issues surfaced in the governance and resources standard that caused related issues in other standards. The assessment oversight committee and the position of assessment coordinator had been disbanded. This resulted in an outdated conceptual framework, and alignment of standards and assessments. Reestablishment of the committee and oversight position allowed the unit to resolve governance issues which in turn resolves issues in other standards. This resolution allowed the unit to devote resources to oversight of clinical requirements and curriculum across programs of study. The social work and speech language pathology programs had no compliance concerns.

Central College operates a teacher preparation program. The issues identified were in the governance standard and were easily resolved. One issue was a lack of consistency in evaluating transfer courses in the ESL endorsement program. The other issue came from a strength. The unit teaches foundational teacher education courses in the local high school as a way to bring students into teaching. These courses are accepted by the college as components of the teacher preparation program. The issue was a lack of consistent evaluation of learning for candidates who choose to attend Central. Several faculty members had not completed the 40 hour recency requirement. This issue was impacted by the inability to gain entry into schools due to COVID impacts. The issue has been resolved. The unit was commended for their work, candidates, and program assessment.

Faith Bible College operates a teacher preparation program. Issues included faculty qualifications, and alignment of assessment and standards. Additionally, in the clinical standard, there was a lack of consistent communication and implementation of requirements. The unit added a faculty position to ensure qualified faculty for all assigned courses. Several faculty members were required to complete the 40-hour requirement, which was impacted by COVID based restriction on gaining entry into schools. The unit updated curricular materials, including maps and syllabi, to ensure a clear alignment of assessments, standards and curriculum. Finally, handbooks and requirements were updated regarding clinical placement requirements. The unit also included a policy on communication with all candidates and professionals involved in clinical placements.

Waldorf College operates a teacher preparation program. The team identified the physical education program operating with a qualified faculty member providing oversight of curriculum and assessment. The unit has contracted a faculty member to provide oversight while teaching courses along with other adjunct faculty. As with all programs reviewed during the COVID pandemic, two faculty members had not completed the 40-hour requirement. They have since done so. In the clinical standard, candidates were frequently placed in clinical experience outside of their area of endorsement being sought. The unit developed and communicated a clear policy and process to ensure all placements are purposeful and aligned with the candidates' program of study. The team found that the mapping of curriculum was good, but all syllabi did not reflect the alignment in curriculum maps. Syllabi were updated.

Mount Mercy University operates a teacher preparation program. The unit did not have a qualified faculty member to provide oversight of curriculum and assessment for the early childhood program. The unit hired a half time position to fill this need. In two years, if the early childhood program remains viable, the institution will convert the position to full time. One faculty member did not complete the 40 hours requirement. This has been resolved, and an updated policy has been implemented. The unit identified a lack of consistent clear social studies and science course requirements for the elementary education major, in particular for transfer students. The team also identified a lack of consistent quality instruction in integration of technology for learning. These issues were resolved through curriculum and advising requirement updates.

Each approved program will be reviewed one year after the state board approval, allowing programs to document their continued work on issues identified in reviews.

Upcoming and In-Progress Reviews 2021-2022

Table 14. Reviews scheduled in 2021-2022 academic year.

| Institution | Preliminary Review | On Site Visit |
|------------------------|---------------------------|----------------------|
| Wartburg College | July 8 2021 | 26 -30 Sep 2021 |
| Cornell College | Sept 9 2021 | 20-23 March 2022 |
| RAPIL | Nov 23 2021 | 6-10 Feb 2022 |
| Buena Vista University | Feb 3 2022 | 10-14 April 2022 |

Table 15. Follow-up visits completed in 2020-2021 academic year.

| Institution | Date of Visit |
|--|----------------------|
| Clarke University | March 16,2021 |
| University of Dubuque | March 2, 2021 |
| Emmaus Bible College | April 21, 2021 |
| Loras College | January 22, 2021 |
| Iowa Principal Leadership Academy (IPLA) | March 12, 2021 |

Five follow up reviews were conducted in the 2020-2021 academic year. For each review, Department staff met with key faculty/administrators for each program to examine documentation and discuss continuous work. All programs demonstrated that they are implementing their plans to resolve the compliance concerns. They shared their evidence of compliance with the standards, and all are showing continuous improvements.

Innovations

In the annual report to the Department, EPPs are asked to identify innovations worthy of notice. A summary of program innovations is described here. To read the entire innovations submissions from all EPPs, [click here](#).

- Several EPPs are requiring a course in special education of all majors. This will allow all graduates to better meet the needs of students' diverse learning needs.
- Partnerships.
 - At least half of the EPPs have engaged in formal partnerships with local school districts to better meet the needs of both partners in bringing adults (primarily paraeducators) into the teaching profession.
 - BCU created an articulation agreement with Western Iowa Tech Community College, to provide a pathway for earning an Elementary Education endorsement with a K-8 reading endorsement.
 - The University of Iowa has built a collaborative partnership with Kirkwood Community College and with the Iowa City Community School District in an effort to recruit more teacher candidates of color.
 - Upper Iowa University has added to their community colleges partnerships to make shortage area endorsements more readily available.
- Several EPPs are teaching introductory teacher education courses in high schools, which recruits students to teaching, and allows them to bring completed coursework into the program once admitted to the college/university.
- The University of Northern Iowa is exploring the Manufacturing Engineering Technology career pathway that already exists between the UNI department of technology, Hawkeye Community College and Waterloo Career Center for similar opportunities between these three groups for PK-12 grade Teacher Preparation.
- Teacher induction ceremonies to honor candidates' commitment to the teaching profession.
- Dordt is using a yearlong student teaching model, to allow candidates to gain valuable classroom experience.
- Many programs are aligning clinical experiences with standards, progressions and instructional frameworks used in P-12 schools, including NIET's aspiring teacher rubric.
- A number of programs are incorporating social emotional learning and behavioral health in curriculum.
- A number of programs incorporated technology such as SimSchool to provide virtual clinical experiences when P-12 schools are not accepting practicum students. At the University of Iowa, 103 teacher candidates placed in a 100% Virtual Learning Environment (VLE) hosted by districts for their reading practicum.
- Many programs are incorporating the Model Code of Educator Ethics into their curriculum. The MCEE helps students understand ethical dilemmas in preparation for teaching. In a related innovation, EPPs are using virtual technology to observe candidates via distance monitoring.
- Many EPPs are offering more alternative delivery models (online learning, graduate level initial license programs, classes targeted for paraeducators) to bring more people into the teaching profession efficiently.