

2017 ANNUAL DESCRIPTION OF DATA AND RESULTS REPORT
ON EDUCATOR PREPARATION

Iowa Department of Education

Bureau of Educator Quality

Report Due 1 May 2017

Purposes of this report:

- Collect data on educator preparation (initial license, leadership preparation, etc.) to inform stakeholders
- Monitor the continuous improvement of educator preparation
- Collect data over time to inform/provide a bridge between accreditation reviews

Data entered in this report is for the period 1 September 2015 through 31 August 2016.

Part A: IHE/Program(s) information

1. Institution Name/Location: Iowa State University, Ames Iowa	2. Contact Person (name and title): Heidi Doellinger, Director of Educator Preparation	
3. Telephone Number: 515-294-6368	4. Email Address: hdoell@iastate.edu	
5 Type of Institution (check):	a. Public IHE	X
	b. Private Non-Profit IHE	
	c. Private For Profit IHE	
	d. Other (non-IHE based/consortium)	
6. Total IHE Enrollment:	a. Undergraduate	30034
	b. Graduate	5096

7. Number of Teacher Preparation Faculty* --						
Race/Ethnicity	Full-Time		Part-Time*		Adjunct**	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race		3				
American Indian or Native Alaskan						
Asian	3	2	2			
Black or African American	3	2	1			
Native Hawaiian or Other Pacific Islander						
White	53	22	22	2	50	22
Two or more races	1					
Nonresident alien						
Unknown					2	
TOTALS:	70	29	25	2		

* Includes graduate TA's and post-doctorates

** University Supervisors – Independent Contractors

8. Number of Administrator Preparation Faculty*						
Race/Ethnicity	Full-Time		Part-Time		Adjunct	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race						
American Indian or Native Alaskan						
Asian						
Black or African American		1				
Native Hawaiian or Other Pacific Islander						
White	3	3	1			
Two or more races						
Nonresident alien						

Unknown						
TOTALS:	3	4			1	
9. Number of Other Preparation Faculty* (other than teacher or administrator preparation programs)*						
Race/Ethnicity	Full-Time		Part-Time		Adjunct	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race						
American Indian or Native Alaskan						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Nonresident alien						
Unknown						
TOTALS:						

* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

10. Off campus and online program offerings

Location (face to face, not on home campus):	List Program(s)	Enrollment #
Ankeny	PreLEAD	25
Online (no face to face components)	List Program(s)	Enrollment #

11. Number of endorsements for which candidates were recommended

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
100	Pre K-3	Tchr. Birth-3 Incl. Spec. Ed	36	
101	K - 12	Athletic Coach	24	
102	K-8	Teacher Elem. Classroom	117	
103	PK - K	Teacher, PK - K Classroom		
104	K - 12	ESL Teacher	20	
106	PK - 3	P K -3 Classroom Teacher		
107	K - 12	Talented and Gifted		

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
108	K-8	School Media Specialist		
109	5-12	School Media Specialist		
112	5-12	Agriculture	17	
113	K-8	Art		
114	5-12	Art		
117	5-12	Business - Marketing/Mgmt.		
118	5-12	Driver and Safety Ed		
119	K-8	English/Language Arts	36	
120	5-12	English/Language Arts	17	
121	K-8	Chinese	1	
122	5-12	Chinese		
123	K-8	French		
124	5-12	French		
125	K-8	German		
126	5-12	German	1	
127	K-8	Japanese		
128	5-12	Japanese		
129	K-8	Latin		
130	7-12	Latin		
131	K-8	Russian		
132	5-12	Russian		
133	K-8	Spanish	2	
134	5-12	Spanish	4	
135	K-8	Language (Other)		
136	5-12	Language (Other)		
137	K-8	Health	1	
138	5-12	Health	9	
139	5-12	Home Economics – General (Family & Consumer Science)	21	

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
140	5-12	Industrial Technology		
141	5-12	Journalism		
142	K-8	Mathematics	25	
143	5-12	Mathematics	11	
144	K-8	Music	10	
145	5-12	Music	10	
146	K-8	Physical Education	8	
147	5-12	Physical Education	5	
148	K-8	Reading	38	
149	5-12	Reading	3	
150	K-8	Science - Basic	5	
151	5-12	Biological Science	23	
152	5-12	Chemistry	9	
153	5-12	Earth Science	4	
154	5-12	General Science		
155	5-12	Physical Science		
156	5-12	Physics	1	
157	5-12	American Government	18	
158	5-12	American History	20	
159	5-12	Anthropology		
160	5-12	Economics	1	
161	5-12	Geography		
162	K-8	History	1	
163	5-12	Psychology	1	
164	K-8	Social Studies	38	
165	5-12	Sociology	1	
166	5-12	World History	16	
167	K-8	Speech Comm/Theatre		
168	5-12	Speech Comm/Theatre	2	

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
171	PK - 12	Superintendent		
172	K-8	Counselor		
173	5-12	Counselor		
174	K - 12	School Media Specialist		
175	PK - 12	School Nurse		
176	K - 12	Reading Specialist		
180	5 - 12	Italian		
184	5-8	All Science		
185	5-12	All Science		
186	5-12	All Social Studies		
188	9 - 12	Portuguese		
189	PK - 12	Principal and Supervisor of Special Education		
233	K - 12	Supervisor Special Education/Instruction		
234	5 - 12	Work Exp. Coordinator		
235	B - 21	School Audiologist		
236	B - 21	School Psychologist		
237	B - 21	Speech - Lang. Pathologist		
239	B - 21	Director of Special Education		
240	B - 21	School Social Worker		
250	AGES 5-21	Special Ed Consultant		
260	K – 8	Instructional Strategist I: Mild and Moderate	15	
261	5 – 12	Instructional Strategist I: Mild and Moderate	1	
262	PK - K	PK-K and Special Education	33	
263	K – 12	Instructional Strategist II: Behavioral Disorders/Learning Disabilities		
264	K – 12	Instructional Strategist II: Mental Disabilities		
267	B - 21	Visually Impaired		
300	5 - 12	Agri. Science/ Agri. Business	2	
301	5 - 12	Marketing/Distributive Education	1	

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
302	5 - 12	Office Education	1	
303	5 - 12	Consumer/Homemaking Education		
304	5 - 12	Occupational/Homemaking Education		
305	5 - 12	Multioccupations	5	
307	5 - 12	Trade & Industrial		
975	K - 8	K-8 STEM		
976	5 - 8	5-8 STEM		
977	K - 12	K-12 STEM Specialist		
1171	5 - 12	Business All		
1201	5 - 12	Language Arts All		
1421	5 - 8	Algebra for HS credit		
1541	5 - 12	Basic Science		
1821	5 - 8	5-8 Middle School Language Arts		
1822	5 - 8	Middle School Mathematics		
1823	5 - 8	5-8 Middle School Science		
1824	5 - 8	Middle School Social Studies		

12. Number of secondary (5-12) program completers (graduate or undergraduate) for initial license

# of Program Completers	Content Area:
17	Agriculture
	Art
	Business
19	English/Language Arts (includes related endorsements, such as journalism, speech/theater)
21	Family and Consumer Sciences
5	Foreign Language
	Industrial Technology
11	Mathematics
10	Music
14	Physical Education/Health
18	Science (Including all endorsements)
24	Social Science (including all endorsements)

13. Numbers of student teachers and completers for initial license.

	Early childhood only	Elementary only	Secondary only	Any combined K-8 and 5-12 (e.g. Art, Music, PE)	Admin: Principal	Admin: Superintendent	Other*	Total
a. Number of undergraduate student teachers	34	124	107	19				284
b. Number of undergraduate program completers	34	116	99	19				268
c. Number of graduate student teachers/interns			17					17
d. Number of candidates in leadership/other programs					15			15
e. Number of graduate program completers			17		11			28

* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

14. Number of program completers hired as educators for the reporting year:

	Number of program completers (all programs)	# employed in a position for which they were prepared	# employed in an education position outside of their preparation (including those on class B (conditional) license)	# enrolled in higher education	# employed outside of the education field	# not employed	# employment status unknown
Teachers	271	184	na	7	19	10	33
Administrators **							
Other*							

* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

** Unable to collect this data at this time

PART B Data Analysis and Reporting

Graduate and Employer Surveys for the reporting year:

15. Provide data from program completers and employer surveys. This was the data reported last year. We conduct surveys in February and were told not to collect this year.			
a. # of surveys sent to program completers	195 (teachers)	b. # of completer surveys returned	107 (teachers)
See attached excel spreadsheet templates			
c. # of surveys sent to employers * multiple surveys sent to single employers if hired multiple candidates	190 (teachers)*	d. # of employer surveys returned	65 (teachers)
See attached excel spreadsheet templates			
16. Based on your analysis of survey data, briefly describe the finding(s) you consider most important to your program's continuous improvement. Employers of our teacher candidates identified Monitoring Student Learning and Classroom Management as the two areas with the highest percentages of a "1" or "2" rating (Not Well or Somewhat Well). The next areas with the highest percentages of a "1" or "2". Classroom management received the highest percentages of a "1" or "2" rating (Not Well or Somewhat Well) from our teacher graduates both in terms of preparation and in terms of implementation. "Instruction that meets the needs of multiple learners" and "monitors student learning" also received high percentages of a "1" or "2" rating from our teacher graduates.			
17. Describe your plan and relevant timeline to address the finding(s). In regards to the Teacher Preparation Program, this data will be shared during the EPCC Fall Retreat in August. The interim Director and Coordinator of Educational Assessment will then support each program in "digging deeper" into this data and in examining the current reality of how well each program addresses these areas. This needs will also be examined using the PPAT Pilot Data to determine if other sources also identify these needs of the unit. All of this data will be analyzed and shared with the Ed Prep Unit. The EPCC Assessment Sub-Committee will examine this information and develop a draft plan to bring forward to EPCC.			

Student Teaching Assessments:

18. TEACHER PREPARATION ONLY: Based on your analysis of student teaching evaluation data, briefly describe the findings that you consider most important for your program's continuous improvement. Our results consider to be similar to other years: Our student teachers are evaluated on the 8 Iowa Teaching Standards. Looking at these results, the student teachers received very few 2's on the Standard assessments, most were evaluated as "4s" or "5s". The standard with the most "3's" or mid-point scores was Standard 6: Classroom Management. This supports our findings from the survey data.
--

19. Describe the specific data that informed 18.

Similar to previous years:

Cooperating teachers evaluate our student teachers on the 8 Iowa Teaching Standards. Each teacher rated the student teacher on a five-point scale with 1 being the lowest score and 5 being the highest score. The student teachers received very few 2's. The standard with the most "3's" or mid-point scores was Standard 6: Classroom Management.

20. Briefly describe your plan and relevant timeline to address the finding(s).

This spring (2017) we are starting to collect self-evaluations on our candidates along with supervisor and CT evaluations all using the same form. We hope this will provide data and additional information.

Unit Assessment:

21. Based on your analysis of unit assessment data (other than that noted in Question 18 above); briefly describe the finding(s) you consider most important for your unit's continuous improvement.

Concerns regarding implementation by our teacher graduates of quality classroom management/culture building practices.

Concerns regarding implementation of quality assessment practices by our teacher graduates.

22. Describe the specific data that informed 21.

Not sure if you want to submit anything different from this?

Iowa State University examined the Praxis II data (both in terms of content and pedagogy). Pass rates for multiple years were examined and compared to state pass rates and national pass rates. From a unit perspective, the pass rates did not indicate any obvious concerns or needs. (Individual programs are examining the category information from the content exams to identify any specific program needs.) During this analysis questions in regards to potential differences between our teacher candidates' ability to take a test versus our teacher candidates' ability to implement quality practices in a classroom arose. As a result, the data from our surveys was examined, specifically the data from the employer surveys. Information was examined in regards to implementation of quality practices or needs in this area. The common themes that arose repeatedly was a need to improve in the area of classroom management, monitoring student learning, and planning instruction for all students.

23. Describe your plan to address the finding(s) in 21.

During the 2016-2017 academic year, we collected information on how various components of the PPAT (aligned to InTASC) were address in our professional core courses. For elementary education, we continued this process into our program specific courses. (We will do this for our other programs during the 2017-2018 academic year). We plan to use this information along with the results from our pilot PPAT implementation to attempt to identify intended versus taught curriculum in regards to assessment and classroom management in addition to other curricular gaps.

Most Recent Chapter 79 Review:

24. Below are listed the issue(s) from your most recent Iowa accreditation report.

- a. Issue: 79.13 ASSESSMENT: The team required the unit develop, document, and implement a plan for a coherent assessment system for all programs, undergraduate and graduate. PROVIDE AN UPDATE ON THE CREATION AND IMPLEMENTATION OF THE UNIT'S ASSESSMENT SYSTEM.

This continues to be a work in progress. ISU is approaching this need with a multi-faceted approach. We have done a number of things to move this process forward:

- Implemented a pilot of the PPAT as a summative assessment for our Elementary Education candidates, 5 of our Early Childhood Education candidates, and 2 English Education candidates.
- After examining the fall pilot implementation data, the Elementary Education Program will move to using the PPAT as a Program Completion Assessment beginning in Fall 2017.
- All programs except for Agriculture Education (at this point) will be piloting the PPAT during Fall 2017 and Spring 2018 with the outcome of implementing the PPAT at a Program Completion Assessment in Fall 2018.
- All field experience placements are being recorded in Tk20 for Spring 2017 on.
- All student teaching field experience binders are being held in Tk20 for Fall 2016 and Spring 2018.
- By Fall 2017, all field experience binders will be held and completed through Tk20.
- The intent was for all candidate field experience evaluations to be completed on-line through Tk20. We still have some cleaning up to do for this.
- Tk20 is being used for applications to the Teacher Education Program and Student Teaching Applications and Professional Biographies.
- Tk20 is being used for Self-Reports as part of the background check process.
- Admissions information, background check information, and licensure recommendation information is all being stored in Tk20.
- All ACT, SAT, Praxis Core, and Praxis II information is being stored in Tk20 by candidate so data can be analyzed.
- This year, the Elementary Education Program and the Professional Core identified where support for preparation for the PPAT is being provided. (We are still working to make this a living document with links to specific assignments, scoring rubrics, and the like.) We will then attempt to translate this to InTASC alignment. Next year, we will do the same for all other programs.
- We are finalizing the “cleaning” of the Tk20 student data in Tk20 and will complete this by June 2017.
- We are hoping that the Elementary Education Program and our unit-wide field experiences can begin working towards performance-based formative assessments to replace our current e-portfolio process. These performance assessments may serve as “benchmarks” for moving forward in the program.
- Finally, we are still attempting to discover the most effective way to collect regular and consistent data on professional practices/dispositions of teacher candidates.

- b. Issue: 79.17 ADMINISTRATOR PREPARATION CURRICULUM: The team required the unit document a plan to ensure administration candidates are adequately prepared to meet the learning needs of all students. PLEASE PROVIDE AN UPDATE ON THE REVISION AND IMPLEMENTATION OF THIS CURRICULUM.

Not sure if you want to submit anything different from this?

The Educational Administration program is currently reviewing and redesigning the PreLEAD sequence of courses and assessments. A local performance assessment is being developed that will support both formative and summative evaluation of the candidates. In addition, courses are being redesigned around the program’s conceptual framework. The needs of diverse learners is already being infused throughout the coursework in the Educational Administration program. Two courses in the PreLEAD program specifically address the needs of diverse learners: Ed Adm 556 and Ed Adm 558. This strand will be strengthened as the program continues to embed the development of the candidates’ cultural competency throughout the program. The Director of Educator Preparation has created an action plan to finish this program renewal by December 2017. In spring 2018, candidate and mentor handbooks will be rewritten and Tk20

implementation plans will be finalized. In order to accomplish this work, PreLEAD will not begin a new cohort in Fall 2017.

At this time, the CAS program is on temporary hold. Iowa State University is working to create an EdD degree. The superintendent licensure program will become a Leadership Strand of this degree.

25. Plan(s)/Goal(s) to address 24. (Consider both short and long term goals).
The plans and goals to address these areas are embedded into the above discussion.

OPTIONAL (but recommended):

26. Describe any innovation designed or established by your unit that has had, or promises to have, the greatest impact on educator preparation (at any level).

1. This year, EPCC (the Educator Preparation Coordinating Council), the governing body of the Educator Preparation Unit conducted a pilot implementation of the PPAT to replace the current e-portfolio as the performance assessment and the Praxis PTL (and hopefully the Praxis Subject in the near future) as the program completion assessments. We had a cohort of 45 elementary education candidates and 1 English education candidate in the fall and 133 candidates in the spring semester. Results from the pilot studies will be analyzed this summer and presented to EPPCC to identify needs in regards to program improvement/growth.
2. This year, the School of Education began actively reviewing our curriculum and program structure through the teams formed under the new Educator Preparation Structure. The new structure is specifically designed to promote a stronger collaboration among faculty to create a better integrated curriculum focused on preparing students to demonstrate key standards – both InTASC and for the state of Iowa – and to meet the changing needs of the contemporary classroom environment.

27. Describe any noteworthy accomplishments or celebrations your unit has experienced in the reporting year.

These accomplishments are mentioned above.

THANK YOU