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2018 DESCRIPTION OF DATA AND RESULTS REPORT
ON EDUCATOR PREPARATION

Iowa Department of Education   Bureau of Educator Quality

THIS REPORT IS DUE <u>JUNE 1, 2018</u>

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 2016 through 31 August 2017.

Part A: IHE/Program(s) information

1. Institution Name/Location: Cornell College, Mount Vernon, Iowa	2. Contact Person (name and title): Kate Kauper, Department Chair	
3. Telephone Number: 319-895-4254	4. Email Address: kkauper@cornellcollege.edu	
5 Type of Institution (check):	a. Public IHE	
	b. Private Non-Profit IHE	✓
	c. Private For Profit IHE	
	d. Other (non-IHE based/consortium)	
6. Total IHE Enrollment: 1000	a. Undergraduate	
	b. Graduate	

7. Number of Teacher 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						
Native Hawaiian or Other Pacific Islander						
White	4				7	
Two or more races						
Nonresident alien						
Unknown						
TOTALS:						

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						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Nonresident alien						

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Unknown						
TOTALS:						

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 #
Belize	Comparative Education (non-degree)	10
Online (no face to face components)	List Program(s)	Enrollment #
EDU 330 Foundations of Literacy	Elementary Reading Endorsement	4
EDU 340 Language Literacy and Communication		
EDU 350 Literacy in Content Areas		
EDU 360 Reading Assessment, Diagnosis and Evaluation		

11. Number of endorsements for which candidates were recommended

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
100	PK-3	Tchr. Birth- Grade 3 Inclusive Settings		
101	K - 12	Athletic Coach	3	
102	K-6	Teacher Elem. Classroom	8	
103	PK - K	Teacher, Prekindergarten-Kindergarten		
104	K - 12	ESL Teacher		
106	PK - 3	P K -3 Classroom Teacher		
107	K - 12	Talented and Gifted		

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108	K-8	Elementary School Teacher Librarian		
109	5-12	Secondary School Teacher Librarian		
112	5-12	Agriculture		
113	K-8	Art		
114	5-12	Art		
118	5-12	Driver and Safety Ed		
119	K-8	English/Language Arts		
120	5-12	English/Language Arts		
121	K-8	Chinese		
122	5-12	Chinese		
123	K-8	French		
124	5-12	French		
125	K-8	German		
126	5-12	German		
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		
134	5-12	Spanish		
135	K-8	Language (Other)		
136	5-12	Language (Other)		
137	K-8	Health		
138	5-12	Health		
139	5-12	Family & Consumer Sciences		
140	5-12	Industrial Technology		
141	5-12	Journalism		
142	K-8	Mathematics		
143	5-12	Mathematics		
144	K-8	Music		

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145	5-12	Music		
146	K-8	Physical Education	2	
147	5-12	Physical Education	2	
148	K-8	Reading		
149	5-12	Reading		
150	K-8	Science - Basic		
151	5-12	Biological Science		
152	5-12	Chemistry	1	
153	5-12	Earth Science		
156	5-12	Physics	1	
157	5-12	American Government		
158	5-12	American History	3	
159	5-12	Anthropology		
160	5-12	Economics		
161	5-12	Geography		
162	K-8	History		
163	5-12	Psychology		
164	K-8	Social Studies	2	
165	5-12	Sociology		
166	5-12	World History		
167	K-8	Speech Comm/Theatre		
168	5-12	Speech Comm/Theatre		
171	PK - 12	Superintendent/AEA Administrator		
172	PK-8	Elementary Professional School Counselor		
173	5-12	Secondary Professional School Counselor		
174	PK - 12	School Teacher Librarian		
175	PK - 12	School Nurse		
176	K - 12	Reading Specialist		
180	5 - 12	Italian		
185	5-12	All Science		
186	5-12	All Social Sciences		
188	5 - 12	Portuguese		

189	PK - 12	Principal and Supervisor of Special Education		
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 – AEA		
240	B - 21	School Social Worker		
250	B - 21	Special Ed Consultant		
260	K – 8	Instructional Strategist I: Mild and Moderate		
261	5 – 12	Instructional Strategist I: Mild and Moderate		
262	PK - K	PK-K and Special Education		
263	K – 12	Instructional Strategist II: Behavioral Disorders/Learning Disabilities		
264	K – 12	Instructional Strategist II: Intellectual Disabilities		
266	B-21	Deaf or Hard of Hearing		
267	B - 21	Visually Impaired		
279	5-12	CTE Information Technology		
305	5-12	Multioccupations		
974	5-12	Engineering		
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		

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

# of Program Completers	Content Area:
	Agriculture
	Art
	Business
	English/Language Arts (includes related endorsements, such as journalism, speech/theater)
	Engineering
	Family and Consumer Sciences
	Foreign Language
	Industrial Technology
	Mathematics
2	Music
2	Physical Education/Health
2	Science (Including all endorsements)
2	Social Science (including all endorsements)

13. Numbers of student teachers and program completers.

	Early childhood only	Elementary only	Secondary only	Any combined K-8 and 5-12 (e.g. Art, Music, PE)	Admin: Principal	Admin: Superin-tendent	Other*	Total
a. Number of student teachers (or Ch 77 interns)		9	5	4				18
b. Number of program completers for initial teacher licensure		9	5	4				18
d. Number of candidates in leadership/other programs								0
e. Number leadership/other program completers								0

* 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	18	9	2	1	6		
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).

PART B Data Analysis and Reporting

FOR TEACHER PREPARATION PROGRAMS:
PLEASE ADDRESS THE SURVEY RESULTS PROVIDED FOR YOU BY THE DEPARTMENT OF EDUCATION. IF YOUR TEP PREPARATION PROGRAM SURVEYS YEILDED FEWER THAN 5 RESPONSES, YOU RECEIVED NO DATA.   IF YOU RECEIVED NO DATA, PLEASE SKIP THIS SECTION.

15. Based on your analysis of survey data provided by the Iowa Department of Education, briefly describe the finding(s) you consider most important to your program's continuous improvement. No data received
16. Describe your plan and relevant timeline to address the finding(s). n/a

IF APPLICABLE - Principal Program and Other Program Graduate and Employer Surveys for the reporting year:

17. Provide data from the program has gathered independently of the DE teacher survey (e.g., principal preparation program completers and principal employer surveys).			
a. # of surveys sent to program completers		b. # of completer surveys returned	
INSERT DATA HERE OR ATTACH DATA SPREADSHEET			
c. # of surveys sent to employers		d. # of employer surveys returned	
INSERT DATA HERE OR ATTACH DATA SPREADSHEET			
18. Based on your analysis of survey data, briefly describe the finding(s) you consider most important to your program's continuous improvement.			
19. Describe your plan and relevant timeline to address the finding(s).			

Student Teaching Assessments:

20. 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 students report feeling adequately prepared or well-prepared in each of the InTASC Standard areas. Qualitative responses indicate a desire to have more explicit and concentrated focus on the areas that challenge most early-career teachers: classroom management and assessment. In addition students report wanting more opportunity to apply their content knowledge prior to entering student teaching. Finally, our music education students report feeling a disconnect from the Education Department (as their methods courses are all taught within the Music Department).
21. Describe the specific data that informed 20. Please see attached survey report, "Student Teacher Survey Report 2016-2017"
22. Briefly describe your plan and relevant timeline to address the finding(s). After our review of last year's student teacher response data, the secondary education department revised the

Secondary Methods courses to include more explicit and concentrated guidance for the application of content knowledge in their practicum placements (including, but not limited to, deeper reflection activities from lesson demonstrations and more detailed observation and feedback notes. Practicum teachers were given more detailed instructions as to how to incorporate their practicum students in their classrooms.

Regarding the areas of assessment and classroom management, more time was spent on these topics in the students' junior-level methods classes. We will continue to explore new and more authentic ways to deepen our students' understanding of assessment practices and effective classroom management techniques.

As for the music education students, we recognize that our physical distance from the Music Department puts them at a disadvantage when it comes to accessing the advising and pedagogy resources we have to offer. We have plans to meet with the Music Department to discuss ways to integrate our methods courses more fluidly.

Unit Assessment:

23. Based on your analysis of unit assessment data (other than that noted in Question 20 above); briefly describe the finding(s) you consider most important for your unit's continuous improvement. Please report for each program type:
a. Teacher Preparation: Reporting of student progress in our program
b. Leader Preparation
c. Other Educator Preparation

24. Describe the specific data that informed 23.
a. Teacher Preparation: State Review and our assessment management system, Chalk and Wire
b. Leader Preparation
c. Other Educator Preparation

25. Describe your plan to address the finding(s) in 23.
a. Teacher Preparation: We have become more acquainted with the reporting tools of our new assessment management system (Chalk and Wire). Now that faculty are better able to use these tools, we are working on improving our assessment instruments and rubrics to provide more specific feedback to our students as well as to aggregate/disaggregate our assessment data to better understand the areas in which we need to focus.
b. Leader Preparation
c. Other Educator Preparation

Most Recent Chapter 79 Review:

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

a. *79.10(2) GOVERNANCE/RESOURCES: The team required the TEP to document a plan to develop a governance structure that includes all professional education units. PLEASE PROVIDE AN UPDATE ON RESULTS OF CHANGES MADE.*
b. *79.13 ASSESSMENT: The team required the TEP to document a plan to develop an integrated, cohesive, candidate and program assessment system. PLEASE PROVIDE AN UPDATE ON RESULTS OF CHANGES MADE.*

c.   *79.15(7) CURRICULUM: The team required the unit to work with content area specialists to develop and deliver coursework for each content area that includes alignment with specific content standards and include curriculum, instruction and assessments based on best practices of the specific content area and aligned with program standards. PLEASE PROVIDE AN UPDATE ON RESULTS OF CHANGES MADE.*

27. Plan(s)/Goal(s) to address 26. (Consider both short and long term goals).

a. All departments that share a component of students' teacher education programs are invited to attend our monthly department meetings. While they are often not able to join us due to scheduling conflicts, our meeting minutes are shared and we encourage questions and agenda items from our inter-departmental colleagues (specifically in Music and Kinesiology). This year we have had more interactions with both departments and they are actively involved in our assessment policies. Next year we plan on having a start-of-year interdepartmental meeting to a) make changes to our curriculum map; b) adjust assessment instruments as needed; and b) coordinate teacher education program policies throughout (but specifically with regard to advising).

b. We are pleased with our new assessment management system (Chalk and Wire). Our first year was difficult as the technology was not easy to learn by many of our colleagues. We had a refresher training from the company and we are now better able to navigate and use the program effectively. Our reporting of student progress is now threaded throughout the Teacher Education Program.

c. Our secondary education program has a new curriculum model that includes an additional methods course taught entirely in the schools with content-area specialists. The explicit purpose of this methods courses is to "include alignment with specific content standards and include curriculum, instruction and assessments based on best practices of the specific content area and aligned with program standards. " Students work directly with a "master teacher" and a practicum teacher in their content area and the course is overseen by one of our faculty to ensure program standards are being met.

CHANGES IN IAC 281- 79.15

Iowa Administrative Code has recently been changed to more specifically address the needs of students with dyslexia. IAC 281-79.15(2-3) requirements for Teacher Preparation Knowledge, Skills, and Dispositions now include the following requirements. The changes references are underlined:

__79.15(2)__ Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:

    a.   Students from diverse ethnic, racial and socioeconomic backgrounds.
    b.   Students with disabilities.
    c.   __Students who are struggling with literacy, including those with dyslexia.__
    d.   Students who are gifted and talented.
    e.   English language learners.
    f.   Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

__79.15(3)__ Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; __and students with dyslexia, whether or not such students have been identified as children requiring special education__ under Iowa Code chapter 256B. Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.

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28. Describe the measures you are taking in your program(s) to ensure candidates are able to meet the needs of students with dyslexia.

We require the following courses to explicitly address how teachers can meet the needs of students with dyslexia in the following areas: for all students in all programs - introduced in EDU 230 "Exceptional Learners"; reinforced for all elementary education students in EDU 318 "Elementary Reading and Language Arts Methods"; and reinforced for all secondary education students in EDU 328 "Literacy, Pedagogy, and Management Theory."

OPTIONAL (but recommended):

29. 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).

We are very proud of our new secondary methods course model and find that our students are responding positively to it. The additional time in schools (three consecutive weeks and full time days) working alongside seasoned teachers in their content areas (many of whom also function as instructional coaches during the school day) has had a large impact on students' preparedness for student teaching.

We have purchased four "Swivl" cameras for the purpose of recording and reviewing lesson demonstrations and appreciate the 360 degree view these cameras offer. It has proven to be an impactful way for students to reflect on their teaching practices.

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

THANK YOU