

ANNUAL DESCRIPTION OF DATA AND RESULTS REPORT  
ON EDUCATOR PREPARATION

Iowa Department of Education

Bureau of Educator Quality

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 2014 through 31 August 2015.**

Program Type (check one):    x  Traditional Chapter 79                       Intern Chapter 77

**Part A: IHE/Program(s) information**

1. Institution Name/Location: Cornell College	2. Contact Person (name and title): Kate Kauper, Chair, Education Department	
3. Telephone Number:	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:	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					
Two or more races						
Nonresident alien						
Unknown						
TOTALS:	4					

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	1	1				
Two or more races						
Nonresident alien						
Unknown						
TOTALS:	1	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 #
Online (no face to face components)	List Program(s)	Enrollment #
EDU 330 Foundations of Literacy	Elementary Reading Endorsement	3
EDU 340 Language Literacy and Communication	Elementary Reading Endorsement	3
EDU 350 Literacy in Content Areas	Elementary Reading Endorsement	3
EDU 360 Reading Assessment, Diagnosis and Evaluation	Elementary Reading Endorsement	3

#### 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		
101	K - 12	Athletic Coach	7	
102	K-8	Teacher Elem. Classroom	13	
103	PK - K	Teacher, PK - K Classroom		
104	K - 12	ESL Teacher		
106	PK - 3	P K -3 Classroom Teacher		
107	K - 12	Talented and Gifted		

<b>End. #</b>	<b>Grade</b>	<b>Endorsement Name</b>	<b># for initial license</b>	<b># for currently licensed</b>
108	K-8	School Media Specialist		
109	5-12	School Media Specialist		
112	5-12	Agriculture		
113	K-8	Art	1	
114	5-12	Art	1	
117	5-12	Business - Marketing/Mgmt.		
118	5-12	Driver and Safety Ed		
119	K-8	English/Language Arts		
120	5-12	English/Language Arts	1	
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	Home Economics – General (Family & Consumer Science)		

<b>End. #</b>	<b>Grade</b>	<b>Endorsement Name</b>	<b># for initial license</b>	<b># for currently licensed</b>
140	5-12	Industrial Technology		
141	5-12	Journalism		
142	K-8	Mathematics		
143	5-12	Mathematics	1	
144	K-8	Music		
145	5-12	Music		
146	K-8	Physical Education	2	
147	5-12	Physical Education	3	
148	K-8	Reading	1	
149	5-12	Reading		
150	K-8	Science - Basic		
151	5-12	Biological Science		
152	5-12	Chemistry	1	
153	5-12	Earth Science		
154	5-12	General Science		
155	5-12	Physical Science		
156	5-12	Physics	1	
157	5-12	American Government		
158	5-12	American History	1	
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		
165	5-12	Sociology		
166	5-12	World History	1	
167	K-8	Speech Comm/Theatre		
168	5-12	Speech Comm/Theatre		

<b>End. #</b>	<b>Grade</b>	<b>Endorsement Name</b>	<b># for initial license</b>	<b># for currently licensed</b>
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		
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: Mental Disabilities		
267	B - 21	Visually Impaired		
300	5 - 12	Agri. Science/ Agri. Business		
301	5 - 12	Marketing/Distributive Education		

<b>End. #</b>	<b>Grade</b>	<b>Endorsement Name</b>	<b># for initial license</b>	<b># for currently licensed</b>
302	5 - 12	Office Education		
303	5 - 12	Consumer/Homemaking Education		
304	5 - 12	Occupational/Homemaking Education		
305	5 - 12	Multioccupations		
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

<b># of Program Completers</b>	<b>Content Area:</b>
	Agriculture
1	Art
	Business
1	English/Language Arts (includes related endorsements, such as journalism, speech/theater)
	Family and Consumer Sciences
	Foreign Language
	Industrial Technology
1	Mathematics
	Music
2	Physical Education/Health
1	Science (Including all endorsements)
1	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		14	5	3				22
b. Number of undergraduate program completers		13	4	3				20
c. Number of graduate student teachers/interns								0
d. Number of candidates in leadership/other programs								0
e. Number of graduate 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	19	14	0	1			4
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**

Graduate and Employer Surveys for the reporting year:

15. Provide data from program completers and employer surveys.			
a. # of surveys sent to program completers	44	b. # of completer surveys returned	19
INSERT DATA HERE OR ATTACH DATA SPREADSHEET			
c. # of surveys sent to employers	49	d. # of employer surveys returned	20
INSERT DATA HERE OR ATTACH DATA SPREADSHEET			
16. Based on your analysis of survey data, briefly describe the finding(s) you consider most important to your program's continuous improvement. Student teachers feel somewhat inadequately prepared to conduct high-quality assessments in their future classrooms. They also wish to have more experience with technology prior to entering the student teaching experience. Mentor teachers indicate they would like to see more emphasis on application of content knowledge prior to student teaching.			
17. Describe your plan and relevant timeline to address the finding(s). We have added a third methods course for all secondary students (required for almost all content areas, recommended for secondary music and PE). This methods course will emphasize the two areas in need of improvement listed above (assessment and application of content knowledge). This class is scheduled to start in the Fall of 2016.			

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. Student teachers feel somewhat inadequately prepared to conduct high-quality assessments in their future classrooms. They also indicate a need to be more explicitly taught the teaching standards prior to student teaching.
19. Describe the specific data that informed 18.  Survey data Q13 (Planning for instruction) and Q15 (General Comments on InTASC Standards)
20. Briefly describe your plan and relevant timeline to address the finding(s). We have added a third methods course for all secondary students (required for almost all content areas, recommended for secondary music and PE). This methods course will emphasize the two areas in need of improvement listed above (assessment and application of content knowledge). This class is scheduled to start in the Fall of 2016.

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.  Our department needs to be more intentional in addressing the InTASC standards. We also need to model the effective
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use of instructional technology.

22. Describe the specific data that informed 21.

Survey data Q 13

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

1. Explicit instruction on InTASC Standards during the student teaching seminar and in the Curriculum & Instruction course (EDU 301). Music and PE ed. Faculty will be asked to review these standards with their methods students as well. This has not been addressed directly in the past and, with new faculty in both departments, this is a good time to introduce these practices in the respective methods courses.
2. The Education Department has put in a request to have priority in the one classroom on campus that has the appropriate instructional technology available (Promethean board, document camera, etc.). Access will better allow faculty the opportunity to demonstrate these technologies. In addition, we have streamlined our process for students to check out and demonstrate their expertise with various technologies (smart pens, ipads, etc.). Methods instructors will incorporate digital technologies in their classes.

Most Recent Chapter 79 Review:

24. Below are listed the 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 THE PROGRESS OF INTEGRATING ART, MUSIC, and PE INTO THE STRUCTURE OF THE TEP
- 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 THE REVISIONS AND IMPLEMENTATION OF THE ASSESSMENT SYTEM.
- 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 THE PROGRESS OF RESTRUCTURING SECONDARY METHODS COURSEWORK.

25. Plan(s)/Goal(s) to address 24. (Consider both short and long term goals).

- a) We have hired a program assistant that helps coordinate and facilitate communication with the Art, PE, and Music departments. Each of these representatives are invited to every department meeting. They are also included on each of the communications regarding policy revisions, meeting agendas and minutes, and have participated in multiple interdepartmental functions related to the education program. In addition, our website is being modified to better reflect our collaborative efforts in teacher education. Each department has identified benchmark assignments and will assess these accordingly.
- b) We have adopted Chalk and Wire as our assessment platform. Each student in the TEP will have a C&W account and we will be able to collaboratively monitor and report on their progress throughout the program. The assessment program is a reflection of our curriculum map and each of the benchmark assignments associated with the InTASC standards. We will review the students' assessments and progress regularly (during each course) and during our annual departmental review meeting.
- c) Our secondary education program has undergone considerable revision since our last review. We have added an additional methods course that will emphasize the application of content, assessment, and standards. Master teachers have been hired in each content area to conduct the content-specific practicum course and have aligned their syllabi and assignments to correlate to our curriculum map.

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).

We think the revision to the Secondary Education Curriculum, the adoption of Chalk and Wire, and the further integration of our corresponding departments will have a significant impact on our program. We anticipate a much stronger and more efficient program with these initiatives in place..all of which will result in higher-quality teacher education.

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

THANK YOU