

Teacher Preparation Program Report (Title II)

HEA Sec. 205- 208

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): Traditional Chapter 79 Intern Chapter 77

Part A: IHE/Program(s) information

1. Institution Name/Location: Faith Baptist Bible College 1900 NW 4 th St., Ankeny, IA 50023	2. Contact Person (name and title): Dr. Mark Stupka – Christian School Department Chair	
3. Telephone Number: (515) 964-0601 (ext. 267)	4. Email Address: stupkam@faith.edu	
5 Type of Institution (check):	a. Public IHE	
	b. Private Non-Profit IHE	X
	c. Private For Profit IHE	
	d. Other (non-IHE based/consortium)	
6. Total IHE Enrollment:	a. Undergraduate	250
	b. Graduate	42

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	1	2		2	5	
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						
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 #
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		
101	K - 12	Athletic Coach	0	
102	K-8	Teacher Elem. Classroom	10	
103	PK - K	Teacher, PK - K Classroom		
104	K - 12	ESL Teacher		

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
106	PK - 3	P K -3 Classroom Teacher		
107	K - 12	Talented and Gifted		
108	K-8	School Media Specialist		
109	5-12	School Media Specialist		
112	5-12	Agriculture		
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		
120	5-12	English/Language Arts	2	
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		

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
139	5-12	Home Economics – General (Family & Consumer Science)		
140	5-12	Industrial Technology		
141	5-12	Journalism		
142	K-8	Mathematics		
143	5-12	Mathematics		
144	K-8	Music	1	
145	5-12	Music	1	
146	K-8	Physical Education		
147	5-12	Physical Education		
148	K-8	Reading		
149	5-12	Reading		
150	K-8	Science - Basic		
151	5-12	Biological Science		
152	5-12	Chemistry		
153	5-12	Earth Science		
154	5-12	General Science		
155	5-12	Physical Science		
156	5-12	Physics		
157	5-12	American Government		
158	5-12	American History		
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		

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
167	K-8	Speech Comm/Theatre		
168	5-12	Speech Comm/Theatre		
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		

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
300	5 - 12	Agri. Science/ Agri. Business		
301	5 - 12	Marketing/Distributive Education		
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	0	
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:
	Agriculture
	Art
	Business
2	English/Language Arts (includes related endorsements, such as journalism, speech/theater)
	Family and Consumer Sciences
	Foreign Language
	Industrial Technology
	Mathematics
1	Music
	Physical Education/Health
	Science (Including all endorsements)
	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		11	3	1				15
b. Number of undergraduate program completers		10	2	1				13
c. Number of graduate student teachers/interns								
d. Number of candidates in leadership/other programs								
e. Number of graduate program completers								

* 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	13	5	6		2		
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	4	b. # of completer surveys returned	4
INSERT DATA HERE OR ATTACH DATA SPREADSHEET See attached – “1 st Year Teacher Survey 2016” (in folder)			
c. # of surveys sent to employers	4	d. # of employer surveys returned	4
INSERT DATA HERE OR ATTACH DATA SPREADSHEET See attached – “Administrator Survey 2016” (in folder)			
16. Based on your analysis of survey data, briefly describe the finding(s) you consider most important to your program’s continuous improvement. See attached – “Data and Results Report”			
17. Describe your plan and relevant timeline to address the finding(s). See attached – “Data and Results Report”			

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. See attached – “Data and Results Report”
19. Describe the specific data that informed 18. See attached – “Data and Results Report”
20. Briefly describe your plan and relevant timeline to address the finding(s). See attached – “Data and Results Report”

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. See attached – “Data and Results Report”
22. Describe the specific data that informed 21. See attached – “Data and Results Report”
23. Describe your plan to address the finding(s) in 21. See attached – “Data and Results Report”

Most Recent Chapter 79 Review:

24. Below are listed the issue(s) from your most recent Iowa accreditation report. See attached – [“Data and Results Report”](#)

PLEASE PROVIDE AN UPDATE ON THE STATUS OF STEPS IN ACTION PLAN SUBMITTED.

a. Issue: 79.10 GOVERNANCE/RESOURCES: The team required the unit to develop a research base to articulate their shared vision of best practices in a conceptual framework.

b. Issue: 79.10 GOVERNANCE/RESOURCES: The team required the unit to develop a plan, supported by administration, which addresses faculty overload.

c. Issue: 79.11 DIVERSITY: The team required the unit to develop and document a plan for increasing the range of diversity in clinical experiences to include involvement in public schools at a point later in the program.

25. Plan(s)/Goal(s) to address 24. (Consider both short and long term goals). See attached – [“Data and Results Report”](#)

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).
See attached – [“Data and Results Report”](#)

27. Describe any noteworthy accomplishments or celebrations your unit has experienced in the reporting year.
See attached – [“Data and Results Report”](#)

THANK YOU

2016 DESCRIPTION OF DATA AND RESULTS REPORT ON EDUCATOR PREPARATION

FAITH BAPTIST BIBLE COLLEGE

16. Key Findings from Administrator & First-Year Teacher Surveys

- The Administrator Survey indicated that our preservice teachers are not very strong in their ability to use strategies to deliver instruction that meets the multiple learning needs of students. Some first-year teachers also struggled with using a variety of methods and tools to facilitate learning.
- The Administrator Survey indicated that some of our preservice teachers have not demonstrated competence in classroom management. Some first-year teachers also struggled with anticipating and managing problems appropriately.
- The Administrator Survey indicated that our preservice teachers need to become more proficient in incorporating higher level thinking questions.
- The First-Year Teacher Survey indicated that some of our students would have benefitted considerably by spending more time observing and working with classroom teachers.

17. Plan to Address These Findings

- The key findings listed above will be presented and discussed during the Christian School Department Faculty Retreat this summer (June 2016), and an action plan will be developed to address these issues.

18. Findings from Student Teacher Assessments – 2015

- The ability of our student teachers to understand learning styles and adapt instruction accordingly is not strong.
- The student teachers from FBBC were not adequately prepared to teach in combined-grade classrooms.

19. Specific Data

- The lowest rating on the Final Evaluation of Student Teaching form that was completed by cooperating teachers in the spring of 2015 was a score of 3.21 on a 4-point scale for “Understanding of learning styles and ability to adapt instruction.”
- Student teachers who were placed in combined classrooms commented on 2015 Student Teaching Survey form that they struggled with the challenges of dealing with two different grade levels in the same classrooms.

20. Plan to address findings

- Program faculty who teach methods courses are taking steps to emphasize a deeper understanding of learning styles and ways to teach students with various learning styles effectively. This began in the 2015-16 school year.
- Plans were made to invite a guest speaker with combined classroom experience to speak in the Praxis: Theory to Practice class in the Fall of 2015. This practice will be continued in upcoming years as well.

21. Unit Assessment

- The clinical experiences for FBBC’s preservice teachers have been beneficial to them, but there is still considerable room for improvement.

22. Specific Data

- Several student teachers commented on the 2015 Program Assessment that their clinical experiences were helpful, but more K-12 classroom observations would be beneficial.
- Many of the members of the FBBC Christian School Department Advisory Committee have made verbal comments that Faith’s students need to spend more time in classrooms to better develop a variety of classroom management skills.
- The Final Evaluation of Student Teaching assessment typically indicates that Department Standard 4.3 – “Ability to anticipate and manage problems appropriately” receives one of the lowest ratings from Faith’s cooperating teachers.

23. Plans to address findings

- The department faculty members plan to discuss this topic and develop an action plan during the annual Summer Retreat in June 2016.
- The Department Chair will communicate with the administrator at Ankeny Christian Academy before the end of June 2016 to discuss the possibility of developing a more productive relationship between ACA and FBBC.

24. Issues from recent accreditation report

- (Please include a copy of our updated action plan here.)

25. Plans / Goals to address 24.

- a. An updated conceptual framework was developed and approved by the department faculty last year.
- b. Faculty overload issues were addressed, and plans were made and fulfilled by college faculty and administration. See the action plan listed on #24 for more details.
- c. Department faculty members developed and approved a clinical experience plan that requires all junior clinical experiences to take place in the public school settings.

26 - 27. Innovations / Noteworthy Accomplishments –