

All programs that prepare candidates for an Iowa license are required by Iowa Administrative Code 281, [chapter 79](#) and [chapter 77](#) to complete this report.

- [Program Information](#) Completed
- [Teacher Prep](#) Completed
- [Program Improvement](#) Completed
- [Innovations / Initiatives](#) Completed
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**2022 DESCRIPTION OF DATA AND RESULTS REPORT  
ON EDUCATOR PREPARATION  
Iowa Department of Education  
THIS REPORT IS DUE MARCH 15, 2022**

**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 September 1, 2020 through August 31, 2021.**

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

Institution Name: Cornell College  
 Institution Address: 600 First Street SW, Mount Vernon, IA 52314  
 Department Chair Name: Kerry Bostwick  
 Department Chair Email: kbostwick@cornellcollege.edu  
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 Type of Institution: Private Non-Profit IHE

**Number of Teacher Preparation Faculty**

This section provides information regarding the number and diversity of faculty members the teacher educator program.

Teacher Preparation Faculty are individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, supervise clinical experiences, or administer some portion of the unit.

If there are no faculty in a particular demographic, skip the prompt. Do not enter 0 or none.

If faculty members work in more than one area (teacher prep, admin prep, other program prep) choose the area with the largest percentage of time and report in that one area.

Race/Ethnicity	Full-Time			Part-Time			Adjunct		
	Female	Male	Other	Female	Male	Other	Female	Male	Other
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic/Latino of any race									
Native Hawaiian or Other Pacific Islander									
White	4		1				4		
Two or more races									

Race/Ethnicity	Full-Time			Part-Time			Adjunct		
	Female	Male	Other	Female	Male	Other	Female	Male	Other
No Race/Ethnicity Reported									
Total	4	0	0	1	0	0	4	0	0

Number of Endorsement for which candidates were recommended - Teacher Prep

Data from this prompt will serve two purposes: 1. To inform determination of teacher shortage areas in Iowa and 2. To populate USDoE Title II report. The focus of this table is to determine the number of endorsements earned, not the number of people earning them.

This list is in numerical order of endorsements. Provide the number of candidates who were recommended for the endorsement. Report numbers separately for endorsements earned with initial license by your program completers and endorsements earned by currently licensed teachers.

Leave the box blank if there were no candidates recommended for that endorsement. Do not enter 0 or none.

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
100	PK-3	Tchr. Birth- Grade 3 Inclusive Settings		
101	K-12	Athletic Coach	6	
102	K-6	Teacher Elem. Classroom	6	
103	PK-K	Teacher, Prekindergarten-Kindergarten		
104	K-12	ESL Teacher		
106	PK-3	Classroom Teacher		
107	K-12	Talented and Gifted		
112	5-12	Agriculture		
113	K-8	Art	1	
114	5-12	Art	1	
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		

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
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	1	
135	K-8	Language (Other)		
136	5-12	Language (Other)		
137	K-8	Health	3	
138	5-12	Health	3	
139	5-12	Family & Consumer Sciences		
140	5-12	Industrial Technology		
141	5-12	Journalism		
142	K-8	Mathematics	1	
143	5-12	Mathematics	1	
144	K-8	Music		
145	5-12	Music		
146	K-8	Physical Education		
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	1	

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
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		
176	K-12	Reading Specialist		
177	K-8	Norwegian		
178	5-12	Norwegian		
179	K-8	Italian		
180	5-12	Italian		
185	5-12	All Science		
186	5-12	All Social Sciences		
187	K-8	Portuguese		
188	5-12	Portuguese		
234	5-12	Work Exp. Coordinator		
260	K-8	Instructional Strategist I: Mild and Moderate		
261	5-12	Instructional Strategist I: Mild and Moderate		
262	PK-K	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		
277	K-8	Computer Science		
278	5-12	Computer Science		

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
279	5-12	CTE Information Technology		
305	5-12	Multioccupations		
974	5-12	Engineering		
975	K-8	STEM		
976	5-8	STEM		
977	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	Middle School Language Arts		
1822	5-8	Middle School Mathematics		
1823	5-8	Middle School Science		
1824	5-8	Middle School Social Studies		
1001	PK-3	Birth-Grade 3 Inclusive Settings		
1761	K-12	K-12 Dyslexia Specialist		
181	K-12	K-12 American Sign Language		
1861	5-12	5-12 Social Sciences -Basic		
265	K-12	K-12 Instructional Strategist II: Physically Handicapped		
2781	K-12	K-12 Computer Science Specialist		

**Number of secondary (5-12) program completers for initial license - Teacher Prep**

The focus of this table is to determine the number of people completing programs in Iowa, not the number of endorsements earned. This prompt informs educator shortage areas for state and federal reports, including grant availability.

NOTE: Only include those candidates who are official program completers, which means they have completed all program completion requirements, including passing the required test(s). Therefore, candidates recommended for a waiver/temporary license SHOULD NOT be included in these numbers.

Content Area	# of Program Completers
Agriculture	
Art	1
Business	
English/Language Arts (includes related endorsements, such as journalism, speech/theater)	1

Content Area	# of Program Completers
Engineering	
Family and Consumer Sciences	
Foreign Language	1
Industrial Technology	
Mathematics	1
Music	
Physical Education/Health	3
Science (Including all endorsements)	1
Social Science (including all endorsements)	1

Numbers of student teachers and program completers.

These prompts inform general trends of routes to licensure.

In this section, provide the numbers of student teachers and completers for initial license.

Only include those candidates who are official program completers, which means they have completed all program completion requirements, including passing the required test(s). Therefore, candidates recommended for a waiver/temporary license SHOULD NOT be included in these numbers.

	Early childhood only	Elementary only	Secondary only	Any combined K-8 and 5-12 (e.g. Art, Music, PE)	Total
Number of student teachers (undergraduate)		5	5	4	14
Number of program completers (undergraduate)		6	5	4	15
Number of student teachers (post-baccalaureate)					
Number of program completers (post-baccalaureate)					

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

This prompt provides information regarding the employment status of program completers for the reporting year. This prompt informs general employment trends. Data will help inform placement of graduates employed in Iowa. Please provide the best information you can concerning graduates who have left the state of Iowa.

	Number of program completers	Number employed in a position for which they were prepared	Number employed in an education position outside of their preparation area	Number enrolled in higher education	Number employed outside the education field	Number not employed	Number employment status unknown
Teacher	15	9		1			5

## Part B: Data Analysis and Reporting

Beginning Teacher and Employer Surveys for the reporting year:

Provide survey data of beginning teachers and their supervisors.

While there is no limit on the length of your response to questions in this section, the Department appreciates concise statements. This will help Department consultants in their attempt to summarize this information for the State of Educator Preparation report that is submitted to the State Board of Education.

The responses to this prompt informs education preparation programs' efforts to seek input from constituents and engage in continuous improvement efforts. In this section, the unit reports on the data, analysis and plans based on surveys of beginning teachers and their supervisors.

# of surveys sent to program completers:      # of completer surveys returned: 5

# of surveys sent to employers:                # of employer surveys returned: 5

Based on your analysis of survey data, briefly describe the finding(s) you consider most important to your program's continuous improvement. Students continue to more emphasis regarding differentiation for students with disabilities and English Language learners. Classroom management seems to always come up.

Describe your plan and relevant timeline to address the finding(s).

The adjunct we hired in the fall of 2021 has put more emphasis students with disabilities, ELL and students with behavior disorders. In all our methods courses we have incorporated more course work that addresses more class management.

**Student Teaching Assessments:**

The responses to these prompts provide information regarding the program's analysis of evaluation of candidates during their student teaching experience. Data and analysis must be concrete with quality measures assured; please do not rely on anecdotal data. This data/analysis informs the outcomes of teacher preparation programs.

Based on your analysis of student teaching evaluation data, briefly describe the findings that you consider most important for your program's continuous improvement

Classroom management for behavioral issues. Instructional strategies for struggling readers, or strategies for community building.

Describe the specific data that informed your finding(s). Programs wishing to include tables, charts, graphs, longer narrative, etc. may include a url in this response.

Our findings are based from a survey that is given to all student teachers at the completion of their fourteen weeks of student teaching. All results are compiled into one report. Questions were asked from all aspects of student teaching and the courses leading up to student teaching.

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

We have identified the areas of strengths and weaknesses of the program. The plan is to introduce more instruction in the methods courses concerning classroom management and instructional strategies.

**Admission Test:**

Does your institution administer and use a test that has been nationally normed for determining admission into teacher education?

Yes

What test is used? Provide your required cut scores.

Students must have taken EDU 215 Educational Psychology and one other EDU 200 level course class. Applicants must have a 2.5 GPA or higher on admission date and ongoing. Student needs a positive recommendation from a professor outside of the Education department. The applicant must be in good standing with the College.

Describe your program's remediation processes/policies to support potential candidates who do not meet the program's required cut score.

The Education Department will conditionally admit a student with deadlines in place. Such as waiting on a recommendation letter, improving GPA . A student during this process is allowed to take EDU Methods classes. Once they satisfy the requirements their admittance changes to a full admit.

**Program Assessment for Teacher Preparation**

Each program is required by IAC 281 chapter 79 to evaluate candidates as they progress through the program. The program assessment prompt is designed to illustrate your teacher education programs's analysis of evaluation of candidates as they progress through your program. These questions allow the program to discuss



results of assessment that are deemed most important to continuous improvement. Data and analysis must be concrete with quality measures assured; please do not rely on anecdotal data.

This section should include the data, findings, and action steps used for continuous program improvement. The program is not required to report on the entirety of the program's assessment system; instead the program should describe the data and findings that have been the most important for informing the program's continuous improvement efforts.

Based on your analysis of program assessment data (other than that noted under Survey Data); briefly describe the finding(s) you consider most important for your program's continuous improvement.

Some students (seniors) have identified two areas in which they want more information: 1) In the Exceptional Learner course students have asked for more simulations about how to support ELL and IEP students. Specifically, they want more information about how these assessments are designed and implemented in the schools.. 2) Students also want more strategies about how to give more meaningful formative and summative assessments..

Describe the specific data that informed your finding(s). Programs wishing to include tables, charts, graphs, longer narrative, etc. may include a url in this response.

These requests were noted in the Student Teaching Survey that is given after candidates have completed their student teaching experience.

Describe your plan to address the your finding(s).

A retired special education teacher was hired to flesh out the information with more specific activities regarding ELL and IEP students and the documents needed to support their growth and development.

## Improvements

This prompt is designed to inform the improvement efforts that are taking place between accreditation visits. To complete this prompt, the unit should review Chapter 79 or Chapter 77 and do one of two actions:

For units that have had State Board of Education action (conditional or full approval) within the last three years, the unit should provide a report on progress toward addressing compliance issues or recommendations. Programs wishing to include tables, charts, graphs, longer narrative, etc. may include a url in this response.

N/A

For units that had State Board of Education action more than three years ago, the unit should describe any concerns that have arisen based on chapter 79 or 77. Programs wishing to include tables, charts, graphs, longer narrative, etc. may include a url in this response.

At this time we have completed Institutional Report for our upcoming 7 year review.[https://docs.google.com/document/d/1UmnSLpwEIG7cmuCP9x\\_tG4gThabjqveiMEiHmSEhc3c/edit?usp=drive\\_web](https://docs.google.com/document/d/1UmnSLpwEIG7cmuCP9x_tG4gThabjqveiMEiHmSEhc3c/edit?usp=drive_web)

## Innovations

This prompt provides an opportunity for the unit to describe new ideas/partnerships/innovations that are occurring within the unit or the institution. We want your unit to share initiatives and to celebrate your great work so please write about anything of importance to you. In particular, the Department is interested in hearing about any unit efforts regarding recruiting/retaining diverse candidates and faculty, the unit's use of the Iowa Instructional Framework, the Model Code of Ethics, or engagement in Future-Ready Iowa or computer science initiatives.

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 most excited about our new Ingenuity Curriculum. Cornell's Ingenuity curriculum is the power behind the problem-solving abilities of Cornellians. It manifests the academic flexibility and hands-on preparedness you get studying One Course At A Time.