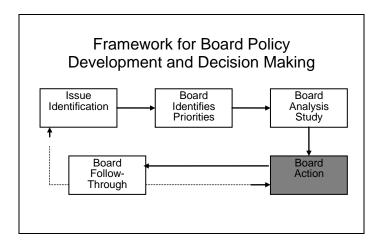
Iowa State Board of Education

Executive Summary

November 18, 2009



Agenda Item: Regent Universities' Consortium: Iowa Teacher Intern

License Pathway

lowa Goal: All K-12 students will achieve at a high level.

Equity Impact

Statement: Practitioner preparation programs support the improvement of

instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching

and learning.

Presenter: Arlie Willems, Administrative Consultant

Practitioner Preparation

Bureau of Accreditation & Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board grant conditional approval

to the Regent Universities' Consortium: Iowa Teacher Intern License Pathway program until a focused visit evaluates the program in terms of the quality of preparation of its first cohort of

interns.

Background: Iowa Administrative Code 281—77.5(256) grants authority to

the State Board of Education to set standards and approve practitioner preparation programs based on those standards. The Regent Universities' program met the program approval

standards for conditional approval.

Recommendation for Conditional Approval of

Iowa Teacher Intern License Pathway (ITILP) "Answering the Call to Teach"

(Under Chapter 77 of the Iowa Administrative Code)

November 18, 2009

The Iowa Teacher Intern License Pathway (ITILP) is a cohesive, integrated set of courses and experiences provided collaboratively by the three Regents' education programs to provide a nontraditional teacher preparation program for professionals wishing to enter the teaching field from other careers.

When developers were first considering this program, superintendents and secondary principals from around the state were interviewed to determine need and ability to participate in an internship program. The conclusion from these investigations was that a collaboration between the Regents' to create an intern license was worthy and necessary. A three-year pilot program is planned for launch in the fall of 2010, pending conditional approval.

Implementation of the ITILP requires shared and designated responsibilities and resources. All three Regent institutions share in the program design, decision making, selection process, and oversight of the program. A coordinator oversees the ITILP as a whole, but the Leadership Team makes major decisions.

Participants in ITILP will move through the program in a cohort in approximately twenty-two months. The first meeting of candidates and program faculty will occur face-to-face in early August to become acquainted with each other, the faculty, and the program; establish course goals and expectations; and learn how to learn in an online environment. Eighteen credit hours of coursework will be completed prior to the internship year: four credit hours in the fall term, four credit hours in the spring term, four credit hours in the May term, and six credit hours in the June/July term. Six credit hours of coursework, integrated with the district mentor program, will occur during the internship year, three each semester. Interns will receive their final grades upon completing the final six contact hours of closure, occurring in mid-June. Successful interns will then be recommended for an initial license.

Candidates will participate in 60 hours of field experience prior to the summer coursework. All field experiences will be guided with specific objectives, activities, and assessments.

All coursework is threaded and integrated with core requirements and lowa Teaching Standards: these are introduced in the first course at the observation level, moved to the application level in the second course, and refined during the summer courses. The progression of novice to expert decision makers moves along the trajectory from the first course to the last. By linking the district mentor program to the internship year, interns will be immersed in providing evidence of student learning in the ePortfolios, thus creating a smooth transition to initial licensure.

The proposal submitted by the Regent Universities describes plans for addressing all requirements listed in *Iowa Administrative Code 281-77: Standards for Teacher Intern Preparation Programs*. The following is a summary of the Department's review of the proposal.

STANDARD I: GOVERNANCE AND RESOURCES

Finding: This standard is met.

Summary:

- On April 29, 2009, the Council of Provosts agreed to support the ITILP throughout the first three pilot years. On June 11, 2009, the Board of Regents approved the establishment of the Iowa Teacher Interns License Program as a collaborative effort among the three Regent universities.
- 2) The Deans of Education from the University of Iowa (U of I), the University of Northern Iowa (UNI), and the Associate Dean of Education from Iowa State University (ISU) have signed letters of agreement to provide both the shared and designated resources during the three-year pilot.
- 3) The Design Team included representatives from the three Regent programs.
- 4) The Leadership Team is comprised of the Program Coordinator, Associate Deans and Associate Director of Teacher Education at ISU and U of I, Record and License Analysts from the three Regent programs, ISU's Associate Director of the Research for Institutional Studies in Education, and a representative from Education Leadership. The Leadership Team will be responsible for the following:
 - a. Program design and changes.
 - b. Selection of candidates.
 - c. Review/analysis of data for decisions regarding candidates and program.
 - d. Recommendations of candidates for initial licensure.
 - e. All major decisions regarding the ITILP.
- 5) The Program Coordinator oversees the ITILP.
- 6) The Deans hold final decision making authority with the program. In the event of irresolvable disputes, the Deans can appeal to the Council of Provosts.
- 7) Designated resources and responsibilities allow each institution to provide unique services to ITILP, thus eliminating duplication. Examples of such responsibilities include the following:
 - a. The Program Coordinator, primary candidate advisor during the pilot, and coordinator of field supervisors are housed at UNI.
 - b. ITILP will be run through the Continuing Education Program at the U of I. Included in these responsibilities will be faculty evaluations and student satisfaction evaluations.
 - Monitoring of recruitment, retention, teacher success and student achievement will be the responsibility of the Iowa State Research Institute for Studies in Education (RISE).
- 8) All three institutions provide faculty members to the program.

STANDARD II: DIVERSITY

Finding: This standard is met.

Summary:

- Diversity of Candidates: Recruitment will occur through public forums. School districts may identify and recruit minority candidates and recommend them to ITILP. The Star Teacher Interview process, used for selection interviews, was developed specifically to aid schools in high need population areas. Thus, the interview process will be fair to all applicants.
- 2) Diversity of Faculty: During the pilot years, no new faculty will be hired. ITILP faculty will include qualified and eager professors and adjuncts currently within the systems of the three institutions; diversity will be reflected by the diversity within those current faculties.

3) Support for diversity within the teaching climate will be evidenced in regular candidate self-reflection and use of a dispositions self-evaluation instrument. As much as possible, field experience/internship placements will reflect diversity among students in grades 5-12.

STANDARD III: FACULTY

Finding: This standard is met.

Summary:

- ITILP faculty will include qualified professors and adjuncts currently within the systems of the three institutions. Instructors for the courses have been determined. Vitae indicate appropriate background for instructors.
- 2) All courses but one will be co-taught. This situation offers excellent modeling in collaborative/co-teaching and gives candidates more varied perspectives and experiences. Additionally, this component of the program reduces stress on faculty who will generally be teaching these courses in addition to their standard teaching responsibilities.

STANDARD IV: TEACHER INTERN SELECTION

Finding: This standard is met.

- 1) The teacher intern committee has developed criteria for selecting teacher intern candidates. The following criteria include those required by *Chapter 77 (281-77.11(2))*: evidence of three years of work experience, attainment of a passing score on a basic skills test, an impromptu writing sample, and college transcripts that indicate the applicant has met or has plans to meet the state minimum requirements for at least one of the Board of Educational Examiners' secondary endorsements.
- 2) Criteria for program admission that exceed the state requirements include the following: a baccalaureate grade-point average (GPA) of 2.75 as opposed to the required 2.5, a Department of Criminal Investigation check, three references, and a personal interview conducted by a minimum of three interviewers. These interviews will be conducted by interviewers trained in the Haberman Star Teacher process. Within that process, candidates will complete an online survey prior to being asked to complete and submit the application packet.

STANDARD V: CURRICULUM AND INSTRUCTION

A. Content

Finding: This standard is met.

- 1) The program has planned coursework to be delivered in an integrated manner, using a structure designed for adult learners. Instruction will take place in a hybrid delivery system of online and face-to-face instruction.
- 2) The ITILP is grounded in the Iowa Teaching Standards because the intern program occurs during the first year of teaching, during which interns are evaluated by their building principals on the Iowa Teaching Standards. These standards are aligned with the Interstate

- New Teacher Assessment and Support Consortium (INTASC) Principles that provide the basis for both licensure and program approval.
- 3) The ITILP differs from the Chapter 77 requirements in requiring successful completion of all coursework prior to the internship with the exception of a six-hour internship seminar.
- 4) Complete course syllabi include key assignments that are linked to specific course objectives and Iowa Teaching Standards.
- 5) In addition to passing transcript review of endorsement area courses by the Board of Educational Examiners, candidates must attain passing scores on the Praxis II test in their major, as determined by the program.

B. Clinical

Finding: This standard is met.

- 1) Candidates will successfully complete sixty hours of field experiences prior to the intern year, exceeding the state's fifty-hour requirement.
- 2) Three specific field experiences have been well designed; specific expectations, assessments and guidelines have been created. A form of the Teacher Work Sample will be used to assess how well candidates have developed the knowledge, skills, and dispositions needed to improve student learning.
- 3) The intern will serve as the probationary teacher of record for a complete school year.

STANDARD VI: CANDIDATE SUPPORT

Finding: This standard is met.

- 1) Candidates will begin the program with a full day orientation to meet classmates and faculty/staff.
- 2) Instructors, throughout the program, will be involved in the performance feedback of candidates.
- 3) Because the program will engage the use of ePortfolios from the first day, students will have sustained and consistent feedback using that tool as well as an instrument for reflection on dispositions.
- 4) The Program Officer will serve as advisor for ITILP, and if the program grows significantly, a Program Manager will be hired as an advisor.
- 5) Candidates will be supported by content area methods faculty as well as Nationally Board Certified teachers in the content area.
- 6) Support services in the technology area will be provided by the Continuing Education Department at the University of Iowa.
- 7) The program has established procedures for the cohort group of interns to meet regularly with ITILP personnel. In addition, the program has arranged for technological connections and support between regularly scheduled face-to-face meetings. All faculty members will be able to stay connected to candidates by virtually attending any online course sessions throughout the program.
- 8) The program has developed plans for collaboration between ITILP personnel and school district personnel to support the candidate during the internship year.
- 9) The ITILP will link its objectives for the internship seminar with the district mentor programs. Mentors will be invited to participate in course meetings.
- 10) University supervisors will observe interns on a regular basis and maintain communication with the intern's mentor and building principal. The schedule for supervision of interns will be determined more closely to the time of the internship and be based on resources and need. Specifically, all interns will be visited more frequently during the first quarter than

- throughout the remainder of the intern year in accordance with their performance as evaluated by both the supervisor and the building principal.
- 11) Interns in need of extra supervision will be assisted by the building principal and supervisor. Action plans for improvement of high-level concerns will be created jointly among the intern, the supervisor, the principal, and, if needed, the ITILP Program Coordinator.

STANDARD VII: CANDIDATE ASSESSMENT

Finding: This standard is met.

- The program has developed a system for candidate assessment. A detailed curriculum map presents key assessments that will be used in each block to evaluate candidates. These assignments are included in each of the course syllabi.
- 2) Six decision points exist throughout the program. The University of Iowa will provide a system to monitor all students' progress during the program. The ePortfolio (University of Iowa) will also provide the Leadership Team and faculty with critical data at the point of recommendation for licensure.
- 3) During the internship year, both the university supervisor and the building principal will evaluate the intern using the Iowa Evaluator Model to determine whether the candidate is progressing toward meeting the criteria of the Iowa Teaching Standards. Principals will file a copy of their quarterly evaluation of the intern with the ITILP office. Supervisors will file all evaluations with the ITILP office, including the quarterly evaluations.

STANDARD VIII: PROGRAM EVALUATION

Finding: This standard is met.

- 1) The established Iowa State University's Research Institute for Studies in Education (RISE) will conduct program evaluation according to the requirements of this standard as well as provide the program with qualitative assessment from students.
- 2) RISE will provide data to the ITILP Leadership Team that will follow the development of the program and will allow the Leadership Team to determine the success of the pilot.
- 3) RISE will provide data necessary for the required periodic reports to the Provosts, the Board of Regents, the Department of Education, and other constituents during the pilot years.

Recommendation

The lowa Teacher Intern License Pathway (ITILP) is recommended for conditional approval by the State Board of Education. As the first cohort of candidates is completing the internship year, evaluation of the program will focus on the quality of preparation of those interns. Feedback from the interns and area practitioners will be critical in this phase. When the program demonstrates that it can successfully prepare quality teachers, the State Board of Education will receive a recommendation to grant the program full approval.

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