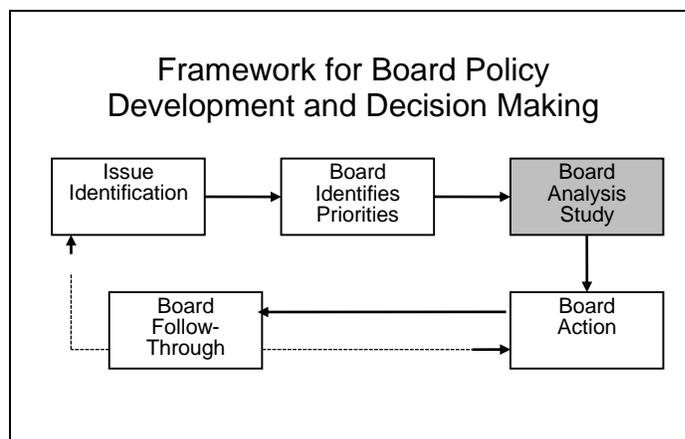


Iowa State Board of Education

Executive Summary

August 7, 2014



Agenda Item: Update on Work to Continuously Improve Educator Preparation in Iowa

Iowa Goal: All PK-12 students will achieve at a high level.

State Board Role/Authority: Iowa Code section 256.7(3) grants authority to the State Board of Education to set standards and approve educator preparation programs based on those standards.

Presenter: Lawrence R. Bice, Administrative Consultant
Bureau of Educator Quality

Carole J. Richardson, Consultant
Bureau of Educator Quality

Attachments: 2

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: Iowa Code chapter 256 grants authority to the State Board to set standards, approve teacher intern programs and approve program changes based on those standards. Iowa Administrative Code 281 chapter 79 establishes the Standards for Educator Preparation Programs (traditional), Iowa Administrative Code 281 chapter 77 establishes the Standards for Teacher Intern Preparation Programs (non-traditional).

On May 9, 2013, the State Board directed the Iowa Department of Education (Department) to update the Iowa Administrative Code 281 chapter 79 standards and

accreditation processes to improve educator preparation in Iowa. During the June 2014 retreat, the State Board developed a series of questions around educator preparation as they were developing their priorities. This session provides an update to the State Board in response to the charge and their questions and concerns.

Specifically this session will provide:

- Information on improvements to standards. Chapter 79 standards changes have been drafted, provided to the State Board for review, and vetted nationally. The final draft will be presented to the State Board for notice in September 2014. Information on changes will be provided to the State Board in this session.
- Information on annual reporting requirements. The annual reporting requirements have been rewritten, vetted nationally, and piloted. The format and process will be shared with the State Board in this session.
- Annual state of educator preparation report. The annual reporting update team determined items that should be included in an annual report to the State Board, educator preparation stakeholders, and consumers. Department staff have used these items, along with information from other states, to develop a pilot state of Iowa educator preparation report. This pilot report will be shared with the State Board at this session for their information and to solicit feedback for improvements.
- Iowa Administrative Code 281 chapter 77 standards for Intern Programs will be updated, with work beginning once the Chapter 79 standards have been officially noticed by the State Board.

Information for members of the State Board of Education on the standards and process for accreditation of Educator Preparation Programs in Iowa Institutions of Higher Education.

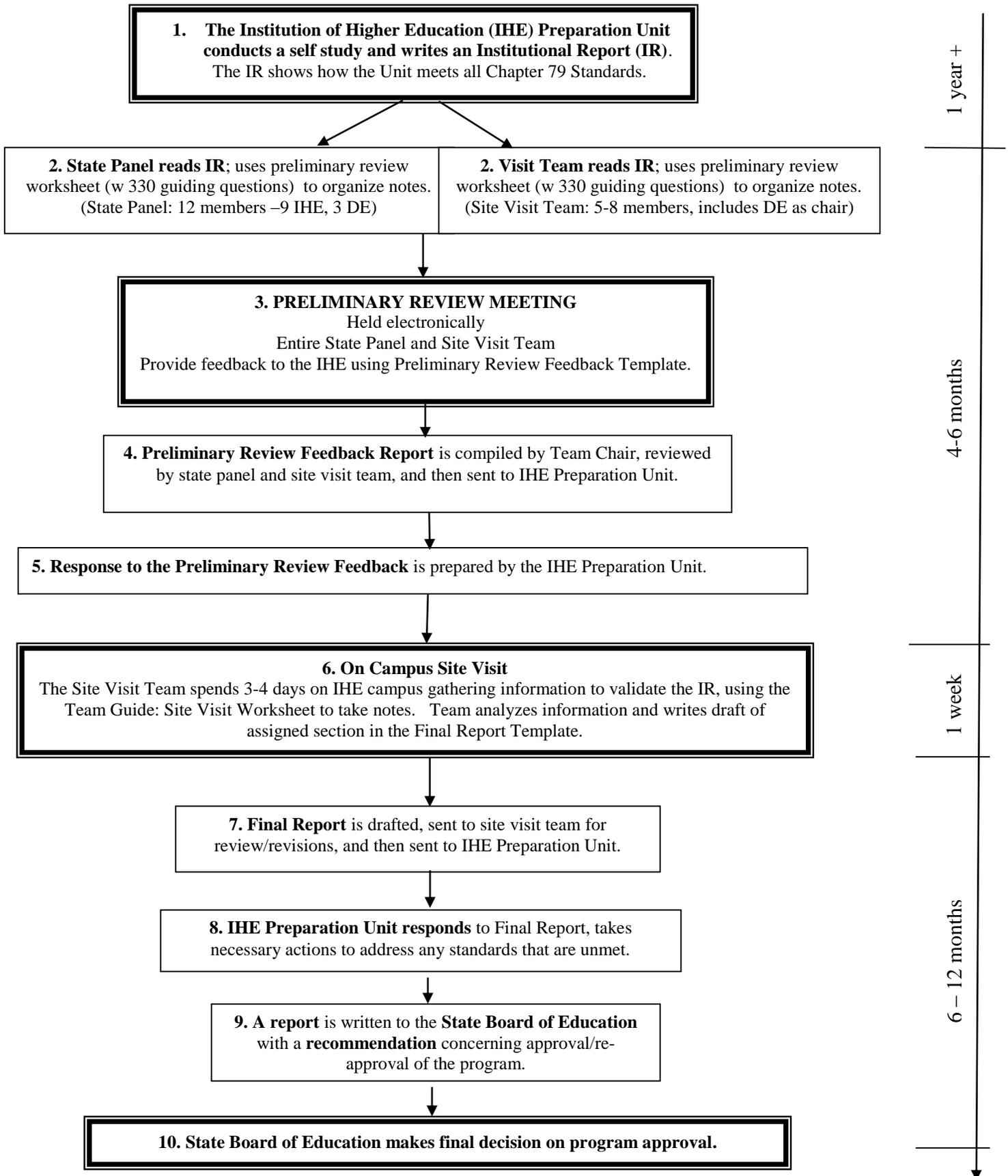
Basics of Accreditation System:

| | |
|--|--|
| Standards: IAC 281 Chapter 79 (Traditional Programs) IAC 281 Chapter 77 (Alternative Programs) IAC 282 BoEE rules for licensure (curriculum exhibits) | Process: Two years for review: Self-study – preliminary review by State Panel and Site Visit team – Site Visit – resolution of issues (if appropriate) Decision by State Board Annual Reports – DE; USDE Title II; AACTE |
| Reviewers: DE Staff IHE Faculty (state panel + visit teams) BoEE Staff Teacher of the Year | Information Reviewed: Self-Study Report Curriculum Exhibits Documentation/Exhibits Site Visit |
| Oversight: State Board Director, DE Administrative Consultant, DE State Panel | Cost: Site Visit Team travel/lodging/meals Borne by IHE |

Acronyms/Terms Used in This Document:

| <u>Acronym/Term</u> | <u>Description</u> |
|---------------------|---|
| AACTE | American Association of Colleges for Teacher Education |
| BoEE | Iowa Board of Educational Examiners |
| CAEP | Council for the Accreditation of Educator Preparation; The national accrediting organization that results from the merger of two organizations |
| EPP | Educator Preparation Program – includes teacher and leader preparation |
| IAC | Iowa Administrative Code (Rules) |
| IR | Institutional Report |
| IHE | Institution of Higher Education |
| PPP | Practitioner Preparation Program – interchangeable with EPP |
| Site Visit Team | Five to 10 people who review the self-study, review documentation and conduct interviews during a three to five day site visit. Team members include: state panel members (only one visit per year), IHE faculty, DE staff, BoEE staff, Iowa Teacher of the Year. |
| State Panel | Twelve people who review each self-study/preliminary and site visit report, provide oversight /continuance/ expertise for process and standards. Composed of nine members of IHE’s, each serving a three year terms, and three IDE consultants. The Iowa Teacher of the Year is also included when available. |
| TEP | Teacher Education Program |
| USDE | United States Department of Education |

Process and Timeline of Accreditation:



Schedule of Accreditation Reviews:

2013-2014 Academic Year

| Institution | On-Site Visit | Result |
|------------------------|--------------------------|--------------------------------|
| Iowa State University | November 3-6, 2013 | To be submitted September 2014 |
| Luther College NCATE | November 10-13, 2013 | Accredited March 2014 |
| Waldorf College | February 2-4, 2014 | To be submitted August 2014 |
| Faith Bible College | February 16-19, 2014 | To be submitted September 2014 |
| Mount Mercy University | Sept 29-October 2, 2013 | Accredited January 2014 |
| Central College | March 30 – April 2, 2014 | To be submitted August 2014 |
| Viterbo University | April 28-May 1, 2013 | Accredited May 2014 |

2014-2015 Academic Year

| Institution | IR Due | Preliminary Review | On-Site Visit |
|---|-------------------|---------------------------|----------------------|
| Buena Vista University | January 19, 2015 | February 3, 2015 | April 12-16, 2015 |
| Maharishi University of Management (ch 77 + 79) | August 21, 2014 | September 4, 2014 | October 19-22, 2014 |
| Cornell College | August 13, 2014 | August 27, 2014 | November 16-20, 2014 |
| Wartburg College | December 19, 2014 | January 7, 2015 | March 22-26, 2015 |
| Kaplan University (ch 77+ 79) | January 21, 2015 | February 10, 2015 | April 26-29, 2015 |
| RAPIL (ch 77) | November 14, 2014 | December 4, 2014 | February 22-25, 2015 |

Consultants:

Lawrence R. Bice, Administrative Consultant, Bureau of Educator Quality

Carole J. Richardson, Consultant, Bureau of Educator Quality

Matthew A. Ludwig, Consultant, Bureau of Educator Quality

Information on Code, Rules and Standards:

Code:

| | |
|--|---------------------------------------|
| Iowa Code | Chapter 256.7: Duties of state board. |
| Prescribe standards and procedures for the approval of practitioner preparation programs and professional development programs offered in this state by practitioner preparation institutions located within or outside this state and by area education agencies. Procedures provided for approval of programs shall include procedures for enforcement of the prescribed standards and shall not include a procedure for the waiving of any of the standards prescribed. | |

Rules:

| | |
|--|---|
| Iowa Administrative Code | Chapter 79: standards for practitioner and administrator preparation programs |
| Twenty one sections of IAC 281-79: | |
| 281-79.1(256) Programs of practitioner and administrator preparation leading to licensure in Iowa are subject to approval by the state board of education, as provided in Iowa Code chapter 256. | |
| 281-79.2. Definitions | |
| 281-79.3. Institutions affected | ALL that prepare teachers and administrators (32 for teachers) |
| 281-79.4. Criteria | <ul style="list-style-type: none"> • IHE regional accreditation • File written self-study • Site visit |
| 281-79.5. Approval | <ul style="list-style-type: none"> • DE Director recommends following study • Seven year term, board can approve for a shorter length of time if conditions warrant • If no approval: <ul style="list-style-type: none"> • Reasons identified • IHE can bring evidence to next Board meeting • IHE reapply in six months • Conditional approval • Full review after one year |
| 281-79.6. Visiting Teams | <ul style="list-style-type: none"> • Team visits each institution, including off campus sites • Membership determined by DE • Members from: <ul style="list-style-type: none"> • Other IHE program faculty • Elementary/secondary licensed staff • DE • BoEE • Professional Education Associations • Expenses paid by institution |
| 281-79.7. Periodic reports required | Annual: <ul style="list-style-type: none"> • DE • Title II |
| 281-79.8. Review every seven years | |
| 281-79.9. IHE program/curriculum changes | May require approval, per Director of DE. |
| 281-79.10-21. Specific standards | See below. |

Standards:

| Sections 10-21 of IAC 281-79: | | |
|--|--|---|
| Section of IAC | Description from IAC | Additional Information |
| 281 79.10 Governance and resources standard. | Governance and resources shall adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery. | <i>The governance standard has fourteen criteria examining resources and support for all facets of TEP.</i> |
| 281 79.11 Diversity standard. | The environment and experiences provided practitioner candidates shall support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery. | <i>The diversity standard has three criteria, evaluating diversity for faculty and students and diverse clinical experiences for students.</i> |
| 281 79.12 Faculty standard. | Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery. | <i>The faculty standard contains six criteria, examining the qualifications and performance of the faculty. It describes requirements of TEP faculty.</i> |
| 281 79.13 Assessment system and unit evaluation standard. | The unit's assessment system shall appropriately monitor individual candidate performance and use those data in concert with other information to evaluate and improve the unit and its programs. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery. | <i>The assessment standard consists of four criteria, with eleven sub-criteria. It requires assessment of the TEP as well as candidates' work and dispositions.</i> |
| 281 79.14 Teacher preparation clinical practice standard. | The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery. | <i>The clinical standard contains twelve criteria, with twenty-one sub-criteria concerning clinical experiences.</i> |

| | | |
|---|--|--|
| 281 79.15 Teacher preparation candidate knowledge, skills and dispositions standard. (Curriculum) | Teacher candidates shall demonstrate the content knowledge and the pedagogical and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery. | <i>The curriculum standard consists of ten criteria with eighteen sub-criteria. It spells out curricular requirements for training teacher candidates.</i> |
| 281 79.16 | Clinical standards for Administrator Preparation. | |
| 281 79.17 | Curriculum standards for Administrator Preparation. | |
| 281 79.18 | Reserved. | |
| 281 79.19 | Names specialist positions requiring licensure: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist). | |
| 281 79.20 | Clinical standards for positions named in 19. | |
| 281 79.21 | Curriculum standards for positions named in 19. | |

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 July 20XX through 30 June 20XX.

Part A: Institution/Program(s) information

Institutional Information:

| | | |
|--------------------------------|-------------------------------------|--|
| 1. Institution Name/Location: | 2. Contact Person (name and title): | |
| 3. Telephone Number: | 4. Email Address: | |
| 5 Type of Institution (check): | a. Public | |
| | b. Private Non-Profit | |
| | c. Private For Profit | |
| 6. Total IHE Enrollment: | a. Undergraduate | |
| | b. Graduate | |

Questions 7 through 9 inform the number and diversity faculty members in programs. Questions 7 through 9 refer to professional education faculty in the unit. The definitions used for 7 through 9 are the same ones used by the American Association of Colleges for Teacher Education in the Professional Education Data System (PEDS) report:

Professional Education 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.

Full-time faculty are full-time employees of the college or university with entire assignments in the professional education unit.

Part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit.

Adjunct faculty have an occasional or temporary affiliation with an institution or another faculty member in performing a duty or service in an auxiliary capacity.

| 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 | | | | | | |
| 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: | | | | | | |

* If faculty members work in more than one area, choose the area with the largest percentage of time and report in that one area.

** 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
Question 10 informs the diversity of the size of off-campus and online programs. Enrollment number can be from one semester (or other unit), or averaged for the academic year.

| Location (face to face, not on home campus): | List Program(s) | Enrollment # : |
|--|-----------------|----------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| Online (no face to face components) | | |

11. Provide the number of secondary (5-12) program completers (graduate or undergraduate) for initial license. A program completer should only be counted once: if two endorsements pick the one that is most closely aligned with the major, if two majors pick the primary major. The focus of this table is to determine the number of people completing programs in Iowa, not the number of endorsements earned.

Question 11 informs educator shortage areas for state and federal reports, including grant availability.

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

12. Numbers of student teachers and completers for initial license.

Question 12 informs general trends of routes to licensure.

| | 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 Student Teachers /Interns | | | | | | | | |
| b. Number of undergraduate program completers | | | | | | | | |
| c. Total undergraduate degrees awarded by the institution | | | | | | | | |
| d. Number of graduate students | | | | | | | | |
| e. Number of graduate program completers | | | | | | | | |
| f. Total graduate degrees awarded by the institution | | | | | | | | |

* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

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

Question 13 allows programs to report employment status for program and inform general employment trends.

Information from the Iowa Department of Education 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 (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 | | | | | | | |
| 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:

Questions 14 through 16 inform stakeholders of programs' efforts to seek input from constituents and engage in continuous improvement efforts.

Guidance for completing questions 14 through 16:

The Annual Reporting Team has developed initial surveys that are provided to each unit for use. There are four surveys,

- Teacher prep graduates
- Principal prep graduates
- Teacher prep employers
- Principal prep employers

Each survey contains prompts aligned with appropriate standard and five dispositional areas. The prompts provided must be used without change. Each unit is allowed to add questions/prompts to the surveys as desired.

Each unit is required to survey graduates and employers each year. The unit will determine who/how many to survey. Surveyed graduates and employers can represent a complete cohort or a sample, depending on the assessment needs of the unit.

| | | | |
|--|--|------------------------------------|--|
| 14. Provide data from program completers and employer surveys based on Iowa Standards. | | | |
| a. # of surveys sent to program completers | | b. # of completer surveys returned | |
| INSERT DATA HERE | | | |
| c. # of surveys sent to employers | | d. # of employer surveys returned | |
| INSERT DATA HERE | | | |
| 15. Based on your analysis of survey data, briefly describe the finding(s) you consider most important to your program's continuous improvement. | | | |
| 16. Describe your plan and relevant timeline to address the finding(s). | | | |

Student Teaching Assessments:

Questions 17 through 19 are designed to illustrate analysis of evaluation of candidates as they student teach. 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.

| |
|---|
| 17. 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. |
|---|

| |
|---|
| 18. Describe the specific data that informed 19. |
| 19. Briefly describe your plan and relevant timeline to address the finding(s). |

Unit Assessment:

Questions 20 through 22 are designed to illustrate analysis of evaluation of candidates as they progress through a 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.

Guidance for completing unit assessment section:

Each unit is required by IAC 281 chapter 79 to evaluate candidates as they progress through the program. In addition to checkpoints at which students are challenged before being allowed to progress, there are also candidate evaluations for feedback to candidates and to inform the program. For questions 20 through 22, you are not required to report on your entire assessment program and data. Choose the data and findings you find most important to your program and report on that information.

| |
|---|
| 20. Based on your analysis of unit assessment data (other than that noted above); briefly describe the finding(s) you consider most important for your unit’s continuous improvement. |
| 21. Describe the specific data that informed 21. |
| 22. Describe your plan to address 21. |

Most Recent Chapter 79 Review:

Question 23 and 24 are designed to inform the improvement efforts required that take place between accreditation visits. Issues provided by the DE from the accreditation report must be addressed for at least two years following accreditation site visit. Issues addressed after that time may be those the program is examining in preparation for the next accreditation review.

Guidance to complete this section:

The issue(s) will be populated in this section by DE staff. Please describe planned actions, completed actions and results of actions as they relate to the evolution of your program. The program must address each issue provided. Some issued may be resolved quickly and can be dropped from the reporting process, while some will require long term reporting. The DE staff will remove those issues determined completed when populating the next report. Once issues are sufficiently resolved, units may use this prompt to describe concerns that may inform the upcoming accreditation review.

| |
|--|
| 23. Below are listed the issue(s) from your most recent Iowa accreditation report. |
| a. Issue: |
| b. Issue: |
| 24. Plan(s)/Goal(s) to address 24. (Consider both short and long term goals). |

Questions 25-26 will provide information to the DE about the preparedness of new teachers for state-wide initiatives to ensure that all Iowa students will be college and career ready, and to gather information about the need for support from the DE in these initiatives.

25 a. How has your program prepared candidates to reduce the achievement gaps presently occurring in the Iowa student population?

b. What technical support do you need in order to better prepare candidates for this initiative?

26 a. How has your program prepared candidates to implement competency-based education?

b. What technical support do you need in order to better prepare candidates for this initiative?

OPTIONAL (but recommended):

Questions 27 and 28 will be used to inform stakeholders of the variety of innovative work preparation programs engage in to advance teacher and leader preparation. Do not report on an unchanged innovation from the previous year's report. Guidance for completing questions 25 and 26:

Since this report concern is new, programs may initially describe innovations or accomplishments that did not take place in the reporting year. For instance, a program may have initiated a significant partnership several years ago, and may wish to describe it here. After the first year of this reporting, units will be limited to describing innovations and/or celebrations in the reporting year.

27. 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).

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