Iowa State Board of Education

Executive Summary

August 7, 2014

Agenda Item: Regents Alternative Pathway to Iowa Licensure (RAPIL) – Request for Approval of Program Changes

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

State Board Role/Authority: Iowa Code section 256.7(3) and Iowa Administrative Code 281 rule 77.7 grants authority to the State Board of Education to set standards and approve teacher intern programs based on those standards.

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Bureau of Educator Quality

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Attachments: 1

Recommendation: It is recommended that the State Board not approve the proposed change to the RAPIL program addressed in the attached Department of Education Review.

Background: Iowa Code chapter 256 grants authority to the State Board of Education to set standards, approve teacher intern programs and approve program changes based on those standards. Iowa Administrative Code 281 chapter 77 contains the Standards for Teacher Intern Preparation Programs. Iowa Administrative Code 281 rule 77.7 requires the State Board to approve any changes that exceed the primary scope of the program. The RAPIL program has applied to the State Board for approval of a program change that the Department of Education has determined to exceed the primary scope of the approved program.
Department of Education Review of the 
Application for Approval of Substantial Changes to 
Regents’ Alternative Pathway to Iowa Licensure (RAPIL) Program

Context

Iowa Code 256 requires the State Board of Education to, “Prescribe standards and procedures for the approval of practitioner preparation programs …” Standards are contained in two chapters in Iowa Administrative Code (IAC) 281. IAC 281 chapter 79 contains the standards for traditional preparation programs. IAC 281 chapter 77 contains the standards for alternative route intern programs.

Both sets of standards require significant program changes to be approved before the program can operate under the changes. Specifically in IAC 281 chapter 77:

281—77.7(256) Approval of program changes. Upon application for approval of program changes by an institution, the director is authorized to approve minor additions to, or changes within, the curricula of an institution’s approved teacher intern preparation program. When an institution proposes a revision that exceeds the primary scope of its programs, the revision shall become operative only after having been approved by the state board.

The Iowa Department of Education (Department) accreditation staff has instituted a documented process for proposed changes to preparation programs. If proposed changes are minor, the Director of the Department is asked for approval. If the proposed change exceeds the primary scope of the program, a process of examination similar to the program accreditation process is invoked. This process culminates with a report to the State Board for a decision on approval of the change.

The RAPIL program was designed as an alternative pathway to teaching in Iowa shortage areas (RAPIL website, downloaded July 17, 2014.) The proposed change is for the RAPIL program to expand its current operation in Iowa to preparation of teacher interns in international locations. Interns would be issued an Iowa Intern license with a pathway to a standard Iowa license. Based on a comparison of international preparation to the scope of the current Iowa-based approved RAPIL program, Department staff consider the proposed change to exceed the primary scope, thus requiring State Board approval.

Department staff provided a template for application to RAPIL staff. Department and RAPIL staff met several times during the application process to assure information was comprehensive and met the needs of the application. After several drafts, a final application was submitted by RAPIL. Department staff used the application to compare the proposed change to the existing Iowa-based program in alignment with IAC 281 chapter 77 standards.
Department of Education Recommendation

The attached document (Department of Education Review) is the resulting report written by Department staff to inform the State Board’s decision. Most of the standards are met for the proposed program expansion. Department staff has determined there to be major discrepancies in three standards areas. In the Governance section, the description of supervision of interns does not indicate interns will be supervised in a manner appropriate to the standards and equitable to the existing program. The use of Iowa Teaching Standards as a supervisory tool is required; there is no evidence they will be used effectively in international locations. Mentoring and Induction is a requirement in the Governance standard. The RAPIL proposal provides information on quality mentoring and induction programs, but does not describe clearly how this requirement is to be met in the proposed international settings. Finally, in the Governance section, the Department does not find evidence that clinical placement management will be conducted equitably with the Iowa based existing program.

There is a major concern in the Faculty section. The standards require that faculty maintain ongoing meaningful involvement in the intern’s schools. This standard is designed to assure faculty are aware of the specific environment and concerns in the interns’ teaching setting. There is no evidence this involvement will take place in a meaningful way.

Finally, in the Candidate Support section, the RAPIL application does not contain clear evidence that the advising, mentoring, supervision, and assistance provided by faculty for interns will be equitable to that provided Iowa-based interns.

For the reasons cited here, the Department staff recommends that the State Board deny approval for the change as written and justified. There is insufficient evidence the international interns will receive equitable supervision, assessment and support compared to those in the current Iowa-based program. The attached Department of Education Review describes the concerns with a rationale for this recommendation.
Department of Education Review:

Department staff has reviewed the RAPIL application to assure compliance with chapter 77 and equitable instruction and support compared with the existing Iowa-based Intern program. Department staff developed this document to inform the State Board in order for the Board to make a decision on approval of the proposed change to the RAPIL program.

The informational document contains three components:
1. Background information and rationale for change provided by RAPIL.
2. Listing of the standards in IAC 281 chapter 77.
3. Department staff interpretation of the information provided by RAPIL for each standard, pertinent quotes from RAPIL submission, and information from Department staff.

In this document, three type faces are used:
1. Documentation (narrative, charts/tables) provided by RAPIL is in Arial font.
2. IAC 281 chapter 77 standards are in Times New Roman standard font.
3. Department staff interpretations and recommendations are in Times New Roman Italics.

The full application, narrative, and exhibits provided by RAPIL are available for board member review if requested.

BACKGROUND INFORMATION ABOUT CURRENT PROGRAM
(Provided by RAPIL)
The Regents Alternative Pathway to Iowa Licensure (RAPIL) program 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 the 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 program was worthy and necessary. In addition, legislators shared concerns from their constituents regarding the need for an internship program.

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

Participants in the RAPIL program move through the program in a cohort in approximately twenty-two months. All coursework is threaded and integrated with Core requirements and the Iowa Teaching Standards. These are introduced in the first course at the observation level, moved to the application level in the second course and
refined through the remaining courses and internship. Eighteen credit hours of coursework are completed prior to the internship year. Six credit hours of coursework, integrated with the district mentor program, occur during the internship year.

Candidates participate in 60 hours of field experience prior to the internship. All field experiences are guided with specific objectives, activities, and assessments.

The RAPIL program capitalizes on the strengths, talents, and passions of the candidates in the program. Every candidate is required to demonstrate competence in the program requirements, while being able to have the course activities adjusted to meet the unique attributes of the candidate.

**DESCRIPTION OF PROPOSED CHANGES**

(Provided by RAPIL)
The Regents Alternative Pathway to Iowa Licensure program is seeking permission to make the program available to teachers at US-accredited American and International schools. Simply put, this is a request to offer the same program to an additional audience.

There are more than 500 American and International schools outside of the United States. These US accredited schools offer an American curriculum and style of instruction. Their governance and management structures are modeled on domestic US school districts with a board, superintendent, and principals. Nearly all of their superintendents and principals are US citizens, US educated and licensed as school administrators by one of the United States. Most of the teachers in these schools are US citizens, US educated and licensed as teachers by one of the United States.

As has been the case with domestic schools, these schools have had difficulty filling their demand for teachers especially in grades 7-12 high need content areas. Consequently, they have recruited some teachers who do not hold teacher licenses from one of the states of the US. These teachers are usually US educated and include spouses of US diplomats and US businessmen and women. US accreditors have informed the heads of these schools that they will be insisting on all of their teachers holding licensure in one of the states of the United States within the next few years. This has created a strong market for alternative pathway to teacher licensure programs that can be delivered by means of distance education.

The proposal includes the same quality components in the current program with slight accommodations to offer the program to international teachers. One accommodation is to offer this program by means of distance education to teachers at US accredited American and International schools outside of the United States. The current program includes a hybrid of distance education with a face to face meeting each semester but the face to face meetings would be an undue hardship on the international teachers. Offering the program to international teachers would benefit the teachers as well as benefit the State of Iowa because these teachers would have an incentive to return to the state where they hold teacher licensure. The international teachers who complete
the RAPIL program would increase the pool of experienced and licensed teachers in high need content areas.

**Proposed Timeline for Implementation:**
The Regents Universities would like to begin offering the program to international teachers in January 2015 since the international teachers must meet the new accreditation requirements quickly. In order to meet the timeline for aligning and implementing the proposed changes, the program has developed and dispersed informational materials in order to develop a needs assessment for the program change. Hiring faculty and developing partnerships with international schools will commence with interest forms submitted by possible candidates.

**CHAPTER 77 STANDARDS FOR IOWA TEACHER INTERN PROGRAMS**

**GOVERNANCE AND RESOURCES**

281—77.8(256) Governance and resources. As a component of the program, the institution shall work collaboratively with the local school district(s) or AEA.

77.8(1) The institution’s responsibilities shall include but not be limited to:

a. Organizing and implementing the screening of prospective teacher interns;

b. Submitting a recommendation by the authorized official of the institution to the BOEE for a teacher intern license. The recommendation from the institution must be submitted to the BOEE upon the teacher intern candidate’s completion of the coursework and competencies, as outlined in the program content in subrule 77.12(1), and prior to the beginning of the teacher internship year;

c. Supervising the teacher intern during the internship year;

d. Verifying that the teacher intern has successfully completed all required coursework and demonstrated all required competencies in the approved teacher intern program;

e. Submitting a recommendation to the BOEE that the teacher intern candidate is eligible to move from the teacher intern license to the initial license;

f. Preparing data in response to the department’s request for information regarding, but not limited to, the selection of teacher interns and the institution’s teacher intern preparation program, institutional support, local school district or AEA mentors, and local school district or AEA support.

77.8(2) The local school district’s or AEA’s responsibilities shall include, but not be limited to:

a. Offering employment to an individual who has been evaluated by a college or university and is eligible for or accepted in the approved teacher intern preparation program;

b. Participating in a mentoring and induction program;

c. Providing a district mentor for the teacher intern;

d. Ensuring that an assignment does not unnecessarily overload the teacher intern with extracurricular duties not related to the teaching assignment;

e. Providing other support and supervision, as needed, to the teacher intern to maximize the opportunity for the teacher intern to succeed;
f. Preparing data in response to the department’s request for information regarding, but not limited to, the selection of teacher interns and the district’s or AEA’s teacher intern preparation program, institutional support, the local school district or AEA mentors, and local school district or AEA support.

Mentors serve the role of coaching, guiding, and providing feedback to the intern. This relationship is not a supervisory situation and evaluation is not part of this model.

77.8(3) A teacher intern committee, with membership including, but not limited to, a program director from the institution, teacher education faculty, and 7-12 school district personnel, shall design the teacher intern preparation program.

The teacher intern committee shall develop program goals, the program of study including field experiences, a system of support for teacher interns including mentoring and supervision by program faculty, an assessment plan for documenting teacher intern candidates’ progress during preparation, and other items deemed appropriate to the program design.

Upon implementation of the teacher intern preparation program, a teacher intern committee shall monitor progress of the program toward goals, examine formative and summative data about candidates and the program, and recommend ways to address issues arising during implementation or subsequent to analysis of evaluative data.

77.8(4) Resources shall support quality clinical practice for all teacher intern candidates, professional development for faculty, and technological and instructional needs of faculty to prepare teacher intern candidates with the dispositions, knowledge, and skills necessary to support student learning.

77.8(5) Teacher intern candidates’ and faculty’s access to books, journals, and electronic information shall support teaching and scholarship.

77.8(6) Sufficient numbers of faculty and administrative, clerical, and technical staff shall be available to ensure the consistent planning, delivery, and quality of the teacher intern program.

77.8(7) The use of part-time faculty and graduate students in teaching roles shall be managed to ensure integrity, quality, and continuity of the teacher intern preparation program.

77.8(8) Institutional commitment shall include financial resources, facilities and equipment to ensure the fulfillment of the institution’s and unit’s missions, delivery of a quality program, and preparation of teacher intern candidates.

Department Concerns in the Governance section:

1) 77.8 (1) c. This standard addresses the supervision, through collaboration between RAPIL and the intern school, of intern progress. All intern supervision will be conducted electronically. While this may not provide the best means of gathering information and providing quality feedback on intern progress, it can be considered a method for adequately meeting the requirement. However, comparing this method of supervision to the in-classroom and in-person supervision of the existing RAPIL program interns in Iowa, it appears that supervision in the proposed international program is not equitable for international interns.

2) 77.8 (1) d. This standard addresses evaluation of intern progress. RAPIL proposes supervision and evaluation will be conducted by the administrator of the intern school. This process is a component of supervision in the existing Iowa-based program. In Iowa,
all administrators must complete training in evaluation based on the Iowa Teaching Standards. There is no verification that international school administrators have been trained in Iowa Teaching Standards or have earned Iowa Evaluator approval. This is not equitable with intern assessment conducted by Iowa administrators in the existing RAPIL program.

Pertinent supporting information from RAPIL’s application:

In the current program, the supervisors physically visit the classroom. For the international teacher candidates, the supervisors will videoconference with the international teachers and administrators using the same assessment tools.

The institutions (RAPIL) will provide supervisors, called outside evaluators, to evaluate and supervise the interns by videoconferencing with the interns, administrators, evaluators and mentor. The same performance assessment and dispositions assessment will be utilized by the supervisors.

During the internship year, the supervisor submits eight performance assessments and two disposition assessments for each intern. The high school principal submits four performance assessments and two disposition assessments for each intern. The seminar instructor verifies that coursework competencies are successfully completed.

3) 77.8(2) This standard outlines the responsibilities of the school district or area education agency (AEA). A major component of these responsibilities is to include the intern in the mentoring and induction program. Iowa statute requires beginning teachers in Iowa public schools to participate in a mentoring and induction program. This is not the case in international schools. RAPIL’s “Intern Agreement between School and RAPIL” states that a mentor must be provided by the school, but does not specify an induction program. IAC 281 chapter 77.2 defines mentor as “... an individual, employed by a school district or area education agency as a classroom teacher, or a retired teacher, who holds a valid license issued under Iowa Code chapter 272.2.” For the international program, RAPIL proposes an electronic mentoring and induction program, based on work of the New Teacher Center. Details of the mentoring and induction program are not provided. The Department is concerned that there is not enough information to approve the proposed change for this standard.

4) 77.8 (3) This standard outlines the requirements of the teacher intern committee, which is charged with designing and monitoring the teacher intern program. The standard specifically requires the program include 7-12 school district personnel as members of the committee. The RAPIL program currently has no Iowa 7-12 personnel and the Department questions RAPIL’s ability to include 7-12 personnel from international
schools. The Department is concerned that this standard is not met for the proposed international intern program.

Pertinent supporting information from RAPIL’s application:

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<thead>
<tr>
<th>Name</th>
<th>Institution/Organization</th>
<th>Professional Role</th>
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<tbody>
<tr>
<td>Susan Fischer</td>
<td>UNI</td>
<td>Program coordinator</td>
</tr>
<tr>
<td>Susan Lagos Lavenz</td>
<td>U of I</td>
<td>Associate Dean for Teacher Education</td>
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<tr>
<td>Katherine Mossman</td>
<td>U of I</td>
<td>Licensure Analyst</td>
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<tr>
<td>Denise Schmidt-Crawford</td>
<td>ISU</td>
<td>Associate Director of Teacher Education</td>
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<td>Heidi Doellinger</td>
<td>ISU</td>
<td>Director of Teacher Ed Services</td>
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<td>Tim Gilson</td>
<td>UNI</td>
<td>Administrator Preparation Faculty</td>
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<td>Caroline Elser</td>
<td>UNI</td>
<td>Education Faculty</td>
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5) **77.8 (4)** This standard addresses the requirement for using resources to support quality clinical practices and professional development for faculty. A process for the determination of the quality of placements in international settings is not identified. Resources to support quality clinical experiences and professional development for clinical faculty are not identified.

6) **77.8(8)** This standard addresses using resources equitably. The Department is concerned that there is not enough information to consider this standard met for international interns.

The Department considers that the proposed changes address all other standards in the Governance section equitably for international interns.

**DIVERSITY**

281—77.9(256) Diversity.

77.9(1) Recruitment, admissions, hiring, and retention policies and practices shall support a diverse faculty and teacher intern candidate population in the program.

77.9(2) Efforts toward racial, ethnic, and gender diversity among teacher intern candidates and program faculty shall be documented. In addition, diversity efforts shall include persons with disabilities, persons from different language and socioeconomic backgrounds, and persons from different regions of the country and world.
77.9(3) Unit efforts in increasing or maintaining diversity shall be reflected in plans, monitoring of plans and efforts, and results.

77.9(4) The institution, the program and members of the partnership shall maintain a climate that supports diversity in general as well as supporting teacher intern candidates and faculty from underrepresented groups in the program.

Department Concerns in the Diversity section:
None. The Department considers that the proposed changes address all standards in the Diversity section equitably for international interns.

FACULTY
281—77.10(256) Faculty.

77.10(1) Faculty members from the institution and others in the partnership shall have preparation and have had experiences in situations similar to those for which the teacher interns are being prepared.

77.10(2) The collective competence and background of the entire teacher intern preparation program faculty shall reflect a balance of theory, experience, and knowledge appropriate to the teacher intern preparation program being offered.

77.10(3) The program shall administer a systematic and comprehensive evaluation system and professional development activities to enhance the teaching competence and intellectual vitality of the teacher intern preparation program faculty.

77.10(4) Policies and assignments shall allow faculty to be involved effectively in teaching, scholarship, and supervision of teacher intern candidates.

77.10(5) Teacher intern faculty members shall maintain an ongoing, meaningful involvement in activities in schools where teacher interns are employed. Activities of full-time permanent teacher intern faculty members from the institution preparing teacher interns shall include at least 40 hours of team teaching during a period not to exceed five years in duration at the middle or secondary school level.

Iowa Department Concerns in the Faculty section:
1) 77.10(5) This standard requires teacher intern faculty members to maintain ongoing meaningful involvement in activities in schools where teacher interns are employed. The Department is concerned that RAPIL’s plan is to maintain faculty involvement in Iowa schools and to provide electronic communication with international schools where interns are employed. The Department is concerned that this standard is not met equitably for international interns by the proposed changes.

The Department considers that the proposed changes address all other standards in the Faculty section equitably for international interns.

TEACHER INTERN SELECTION
281—77.11(256) Teacher intern selection.

77.11(1) Representatives from the teacher intern committee shall be actively involved in the identification of criteria for selecting teacher intern candidates. Representatives from the teacher intern committee shall be actively involved in the screening, interviewing and selection of teacher intern candidates.
Rigorous screening shall be used to select teacher intern candidates. The screening shall include, but not be limited to:

- Verification of the prospective candidate’s completion of a baccalaureate degree from a regionally accredited institution. If any candidate’s undergraduate grade point average is less than 2.5 on a 4.0 scale, the program admission criteria shall specify the additional criteria that an applicant must satisfy for provisional admittance to the teacher intern preparation program;

- Evaluation of the prospective candidate’s transcripts to determine if the prospective candidate meets the state minimum requirements for at least one of the board of educational examiners’ secondary (7-12) endorsement areas listed in 282 IAC 14.141(27);

- Evaluation of the prospective candidate’s minimum of three years of post baccalaureate work experience;

- An in-person interview of the prospective candidate designed to generate information related to the attributes identified as essential for candidates by the partnership;

- Examination of references submitted by the prospective teacher intern;

- Evaluation of an impromptu writing sample submitted by the prospective teacher intern; and

- Verification that the prospective candidate has successfully passed a basic skills test at the level approved by the teacher education institution.

Department Concerns in the Teacher Intern Selection section:
None. The Department considers that the proposed changes address all standards in the Teacher Intern Selection section equitably for international interns.

CURRICULUM AND INSTRUCTION
281—77.12(256) Curriculum and instruction.

77.12(1) Content. Teacher intern candidates shall develop the dispositions, knowledge, and performance expectations of the INTASC standards embedded in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher. The teacher intern preparation program content shall include:

- Coursework and competencies equivalent to a minimum of 12 semester hours specified by the board of educational examiners to be completed prior to the beginning of the candidate’s initial employment as a teacher intern. The coursework and competencies shall include, but not be limited to:

  1. Learning environment/classroom management. The intern shall demonstrate an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

  2. Instructional planning. The intern shall plan instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

  3. Instructional strategies. The intern shall demonstrate an understanding of and shall use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

  4. Student learning. The intern shall demonstrate an understanding of how students learn and develop and provide learning opportunities that support intellectual, career, social, and personal development.
(5) Diverse learners. The intern shall demonstrate an understanding of how students differ in their approaches to learning and create instructional opportunities that are equitable and are adaptable to diverse learners.

(6) Collaboration, ethics and relationships. The intern shall foster relationships with parents, school colleagues, and organizations in the larger community to support students’ learning and development.

(7) Assessment. The intern shall demonstrate an understanding of and shall use formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.

(8) Field experiences that provide opportunities for interaction with students in an environment that supports learning in context. These experiences shall total at least 50 contact hours in the field prior to the beginning of the academic year of the candidate’s initial employment as a teacher intern.

b. A minimum of 4 semester hours of a teacher intern seminar during the teacher internship year to include support and extension of coursework from the teacher intern introductory content.

c. Coursework and competencies equivalent to a minimum of 12 semester hours specified by the BOEE to be completed prior to the recommendation for an initial teaching license. The coursework and competencies shall include but not be limited to:

(1) Foundations, reflection, and professional development. The intern shall continually evaluate the effects of practitioners’ choices and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

(2) Communication. The intern shall use knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.

(3) Exceptional learner. The intern shall use knowledge of exceptional learners that contributes to the education of individuals with disabilities and the gifted and talented.

(4) Reading strategies. The intern shall integrate reading strategies into the teaching of the content area.

(5) Computer technology. The intern shall use knowledge of technology, including computers, to enhance instruction.

(6) An advanced study of the items set forth in 77.12(1) “a” (1) to (7).

77.12(2) Instructional practices. The program faculty shall:

a. Apply adult learning theory and its impact on professional development;

b. Utilize innovative instructional practice supported by research;

c. Reintegrate active engagement of teacher intern candidates and facilitate teacher intern reflection; and

d. Connect professional education studies prior to, during, and following the internship year with teacher intern candidates’ field experiences.

Department Concerns in the Curriculum and Instruction section:
None. The Department considers that the proposed changes address all standards in the Curriculum and Instruction section equitably for international interns.
CANDIDATE SUPPORT
281—77.13(256) Candidate support.
77.13(1) The program shall provide an orientation for teacher intern candidates prior to the internship year including but not limited to the program goals and expectations, licensure requirements, support to be provided by the supervisor from the institution and the teacher mentor at the site of the internship, and cohort-building.
77.13(2) Teacher intern faculty shall provide teacher intern candidates with academic advising, monitoring of their performance throughout the program, and consultation opportunities.
77.13(3) Teacher intern faculty shall provide regular supervision in teacher intern candidates’ classrooms with additional supervision and assistance as needed.
77.13(4) The program shall coordinate support between the teacher intern candidate’s local district mentor and program supervisor. In some cases, the institution may wish to hire its own on-site cooperating teacher to serve as a second mentor who could also provide evaluative feedback to the institution.
77.13(5) The program shall offer the teacher intern candidate access to support services offered by the institution.

Department Concerns in the Candidate Support section:
1) 77.13 (2) – 77.13 (3) The Department is concerned that advising, monitoring, supervision, and assistance provided by teacher intern faculty for interns in the proposed changes is not equitable to the levels provided for interns in the current program.

2) 77.13(4) The Department is concerned about the logistics and resources requirement for contracting with the New Teacher Center for an e-mentoring program. The Department is also concerned about the logistics of providing a mentor that holds an Iowa teaching license or Iowa administrator license. There is not enough information about the coordination of mentoring support to determine this standard is met for international interns.

Pertinent supporting information from RAPIL’s application:
The teacher interns will complete a beginning teacher mentoring and induction program through an e-mentoring program provided by the New Teacher Center. The mentors will hold an Iowa teaching license or Iowa administrator license. In addition, the US accredited American and International school will provide an on-site mentor for the teacher intern.

The Department considers the proposed changes address all other standards in the Candidate Support section equitably for international interns.

CANDIDATE ASSESSMENT
281—77.14(256) Candidate assessment.
77.14(1) Performance of teacher intern candidates shall be measured against national professional standards, state licensure standards, and the program’s learning outcomes.
77.14(2) The program shall utilize a coherent, sequential assessment system for individual teacher intern candidates. The assessment system shall clearly document candidates’ attainment
of the unit’s and the board of educational examiners’ licensure standards by providing evidence via multiple measures of content knowledge, professional and pedagogical knowledge, and effect on student learning and achievement. Whenever possible, this assessment system shall document teacher intern candidates’ performance of content specified in 77.12(1)“a”(1) to (7) and 77.12(1)“c”(1) to (5) in the teacher intern candidates’ classrooms and shall document candidates’ performance toward meeting the Iowa teaching standards. 77.14(3) The institution shall document teacher intern candidates’ completion of licensure requirements, and the authorized official of the institution shall recommend eligible candidates for licensure.

Department Concerns in the Candidate Assessment section:
None. The Department considers that the proposed changes address all standards in the Candidate Assessment section equitably for international interns.

PROGRAM EVALUATION SECTION
281—77.15(256) Program evaluation. The institution shall:

77.15(1) Demonstrate how the information gathered via the individual teacher intern candidate assessment system is utilized to refine and revise the program’s goals, content, delivery strategies, and candidate support.

77.15(2) Document the quality of programs through the collective presentation of assessment data related to performance of teacher intern candidates and demonstrate how the data are used for continuous program improvement.

a. This documentation shall include evidence of evaluative data collected by the teacher intern preparation program through studies of teacher intern candidates while they are in the program and data collected from the district(s) or AEA employing the candidates. This evidence shall include, but is not limited to, candidates’ content and pedagogical knowledge and performance, level of support for candidates provided by the institution and the local district or AEA, and perceived quality of preparation throughout the program.

b. This documentation shall include evidence of evaluative data collected by the teacher intern preparation program through follow-up studies of teacher intern preparation program graduates and their employers.

77.15(3) Submit an annual report to the department including, but not limited to, a composite of evaluative data collected by the program.

Department Concerns in the Program Evaluation section:
None. The Department considers that the proposed changes address all standards in the Program Evaluation section equitably for international interns.