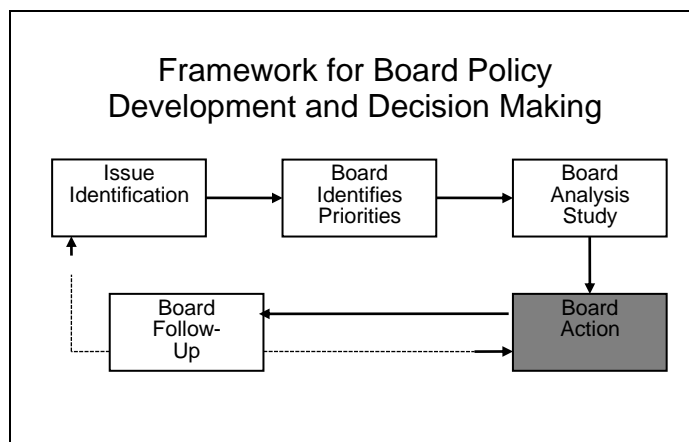


Iowa State Board of Education

Executive Summary

March 31, 2016



Agenda Item:

Rules: 281 IAC Chapter 77 - Standards for Teacher Intern Preparation Programs (Notice)

Iowa Goal:

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

State Board Role/Authority:

Iowa Code section 256.7(5) gives the State Board of Education the statutory authority to adopt rules under Chapter 17A.

Presenters:

Larry Bice, Administrative Consultant
Bureau of Educator Quality

Carole Richardson, Consultant
Bureau of Educator Quality

Nicole Proesch, Administrative Rules Co-Coordinator

Attachments:

1

Recommendation:

It is recommended that the State Board give public notice of its intent to amend Chapter 77.

Background:

Pursuant to Iowa Code section 256.7(5), the State Board of Education shall adopt rules under Chapter 17A for carrying out the responsibilities of the Department of Education (Department). This chapter outlines the standards and program requirements that all alternative licensure educator preparation programs must meet in order to be accredited to prepare educators in Iowa. Compliance with these standards is required, and evaluated during each educator preparation program's accreditation review. The standards are also applied in an annual reporting system. The

current standards are in need of updating to remain current with research-based best practices in educator preparation, accountability and continuous program improvement. A team of 12 Iowa educators, Department staff, and Board of Educational Examiners staff developed the proposed changes. A second team of 12 Iowa educators reviewed the proposed changes and provided feedback, which was incorporated into the submission. The proposed changes were vetted by educators and policy experts in Iowa and across the United States.

EDUCATION DEPARTMENT [281]

Notice of Intended Action

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby proposes to amend Chapter 77, “Standards for Teacher Intern Preparation Programs,” Iowa Administrative Code.

This Chapter outlines the standards and program requirements that all alternative licensure educator preparation programs must meet in order to be accredited to prepare educators in Iowa. Compliance with these standards is required, and evaluated during each educator preparation program’s accreditation review. The standards are also applied in an annual reporting system. The current standards are in need of updating to remain current with research based best practices in educator preparation, accountability and continuous program improvement. A team of 12 Iowa educators, department of education staff, and board of educational examiners staff developed the proposed changes. A second team of 12 Iowa educators reviewed the proposed changes and provided feedback, which was incorporated into the submission. The proposed changes were vetted by educators and policy experts in Iowa and across the United States.

By statute, no waiver of these rules is permitted. Iowa Code § 256.7(3).

Interested individuals may make written comments on the proposed amendments on or before May 17, 2016, at 4:30 p.m. Comments on the proposed amendments should be directed to Nicole Proesch, Administrative Rules Co-Coordinator, Iowa Department of Education, Second Floor, Grimes State Office Building, Des Moines, Iowa 50319-0146; telephone (515) 281-8661; e-mail nicole.proesch@iowa.gov ; or fax (515)242-5988.

A public hearing will be held on May 17, 2016, from 9:00-10:00 a.m. in the State

Board Room, Second Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa, at which time persons may present their views either orally or in writing. Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should advise the Department of Education of their specific needs by calling (515) 281-5295.

After analysis and review of this rule making, no impact on jobs has been found.

This amendment is intended to implement Iowa Code section 256.

The following amendment is proposed.

Item 1. Amend rule 281—77.2(256) by amending unnumbered definitions as indicated and adding the indicated new definitions:

281—77.2(256) Definitions. For purposes of clarity, the following definitions are used throughout the chapter:

“Clinical experiences” means a candidate’s direct experiences in PK-12 schools.

“Clinical experiences” includes field experiences and internships.

“Diverse groups” means one or more groups of individuals possessing certain traits or characteristics, including but not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, ~~disability, or~~ physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, ~~or socioeconomic status, or familial status.~~

“Educator preparation program” is a synonym for practitioner preparation program.

“ELPS” means Educational Leadership Policy Standards, national standards for educational administration.

~~“INTASC” means Interstate New Teacher Assessment and Support Consortium, the~~

~~source of national standards for beginning teachers.~~

“*InTASC*” means Interstate Teacher Assessment and Support Consortium, the source of national standards for teachers.

~~“*Intern*” means an individual who is enrolled in a teacher intern preparation program leading to teacher intern licensure.~~

“*Intern*” means an individual who is enrolled in a teacher intern preparation program and is currently employed as an intern by an Iowa school district.

“*Iowa teaching standards*” represent a set of knowledge and skills that reflects the best evidence available regarding effective teaching as listed in Iowa Admin. Code r. 281—83.4 (284). The standards shall serve as the basis for comprehensive evaluations of teachers and as a basis for professional development plans.

“*School district*” means a school corporation as defined in Iowa code chapter 290. A school district is also referred to as a “local education agency” or “LEA.”

~~“*Teacher intern candidate*” means an individual who is enrolled in a teacher intern preparation program leading to teacher intern licensure.~~

“*Teacher intern candidate*” means an individual who is enrolled in a teacher intern preparation program leading to teacher intern licensure and who has not yet begun employment as an intern.

Item 2. Amend rule 281—77.4(256) by amending as indicated:

281—77.4(256) Criteria for Iowa teacher intern preparation programs. Each institution seeking approval of its program of teacher intern preparation shall file evidence of the extent to which it meets the standards contained in this chapter by means of a written self-evaluation report and an evaluation conducted by the department. ~~For institutions not~~

~~already offering practitioner preparation programs approved by the state board, the evaluation process shall include a site visit by representatives of the department and additional documentation as needed. No waiver the criteria or standards in this chapter shall be permitted.~~ After the state board has approved the teacher intern preparation program filed by an institution, teacher intern candidates who complete the program and are recommended by the authorized official of that institution will be issued the appropriate license and endorsement(s).

Item 3. Rescind rule 281—77.5(256) and adopt the following **new** rule in lieu thereof:

281—77.5(256) Approval of programs. For initial approval, institutions shall submit written documentation of the teacher intern preparation program’s compliance with program approval rules 77.8(256) through 77.11(256). The evaluation process shall include a site visit by representatives of the department and additional documentation as needed. Approval by the state board of the institutions’ teacher intern preparation programs shall be based on the recommendation of the director after study of the factual and evaluative evidence on record about each program in terms of the standards contained in this chapter. Approval, if granted, shall cover the period of time between initial approval and the institution’s next regularly scheduled state review under rules Iowa Admin. Code r. 281-79.5(256) and Iowa Admin. Code r. 281 - 79.6(256). After the initial approval period, approval of the teacher intern preparation program will be included as part of the institution’s reapplication for approval of its entire practitioner preparation program. Approval, if granted to institutions offering only teacher intern preparation programs, shall be for a term of seven years; however, approval for a lesser term may be granted by the

state board if it determines conditions so warrant.

If approval is not granted, the applying institution will be advised concerning the areas in which improvement or changes appear to be essential for approval. In this case, the institution shall be given the opportunity to present factual information concerning its programs at a regularly scheduled meeting of the state board, not beyond three months of the board's initial decision. Follow a minimum of six months after the board's decision to deny approval, the institution may reapply when it is ready to show what actions have been taken to address the areas required for improvement.

Programs may be granted conditional approval upon review of appropriate documentation. In such an instance, the program shall receive a full review after one year or, in the case of a new program, at the point at which candidates demonstrate mastery of standards for licensure.

Item 4. Rescind rule 281—77.8(256) and adopt the following **new** rule in lieu thereof:

STANDARD: 281—77.8(256) Governance and resources. Governance and resources adequately support the preparation of teacher intern candidates to meet professional, state and institutional standards. As a component of the program, the institution shall work collaboratively with the local school district(s) or AEA.

77.8(1) The institution shall have a clearly understood governance structure that serves as a basis to provide guidance and support for the teacher intern program.

77.8 (2) The institution's responsibilities shall include but not be limited to:

a. Establishing a teacher intern leadership team that will provide oversight of the teacher intern program;

- b.* Providing appropriate resources to ensure a quality program;
- c.* Submitting a recommendation by the authorized official of the program to the BOEE for a teacher intern license after the teacher intern candidate's completion of the coursework and competencies as outlined in the program of study in subrule 77.10(3).

77.8 (3) The leadership team's responsibilities include:

- a.* establishing the conceptual framework to provide the foundation for all components of the program;
- b.* screening and selecting teacher interns;
- c.* establishing an advisory team to provide guidance to the teacher intern program annually for program evaluation and continuous improvement. The advisory team shall include institutional personnel, including program faculty, and representatives from LEA 5-12 grade level teachers and administrators;
- d.* using program evaluation and continuous improvement to review and monitor the program goals, the program of study, the support system, and the assessment system.

77.8(4) The teacher intern preparation program and LEAs will work collaboratively to provide opportunities for teacher intern candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.

77.8(5) The LEA will provide the following:

- a.* an offer of employment to a candidate in the teacher intern program and;
- b.* a mentoring and induction program with a district assigned mentor;
- c.* an assurance that the LEA will not overload the teacher intern with extra-curricular duties.

77.8(6) The institution provides resources and support necessary for the delivery of a quality teacher intern program. The resources and support include the following:

a. financial resources; facilities; appropriate educational materials, equipment and library services;

b. commitment to a work climate, policies, and faculty/staff assignments which promote/support best practices in teaching, scholarship and service;

c. equitable resources and access for all program components regardless of delivery model or location;

d. professional development opportunities for all faculty members;

e. technological support for instructional needs to enhance candidate learning with instructional technology integrated into classroom experiences;

f. quality clinical experiences and evaluations for all educator candidates;

g. recruiting and supporting faculty;

h. sufficient faculty, administrative, clerical, and technical staff.

77.8(7) The program has a clearly articulated process regarding intern performance, aligned with the institutional policy, for decisions impacting candidate progress through the program. Program and school district policies for removal and replacement of interns from their internship assignment are clearly communicated to all candidates, school administrators and faculty.

Item 5. Rescind rule 281—77.9(256) and adopt the following **new** rule in lieu thereof:

STANDARD: 281—77.9 (256) Faculty. Faculty qualifications and performance shall facilitate the professional development of teacher intern candidates in accordance with the following provisions.

77.9 (1) The program defines the roles and requirements for faculty members by position. The program describes how roles and requirements are determined.

77.9 (2) Faculty members shall have preparation and have had experiences in situations similar to those for which the teacher interns are being prepared.

77.9 (3) The program holds faculty members accountable for teaching prowess. This accountability includes evaluation and indicators for continuous improvement.

77.9 (4) The program holds faculty members accountable for professional growth to meet the academic needs of the program.

77.9 (5) Teacher intern faculty members shall maintain an ongoing, meaningful involvement in activities in schools at the secondary grade level. Activities of teacher intern faculty members shall include at least 40 hours of team teaching during a period not to exceed five years in duration at the middle school, junior high school or high school level.

77.9 (6) Faculty members collaborate with colleagues in the intern program and colleagues in secondary settings.

77.9 (7) All faculty members demonstrate an understanding of the depth, breadth and best practices of the program.

Item 6. Rescind rule 281—77.10(256) and adopt the following **new** rule in lieu thereof:

STANDARD: 77.10 Program of Study. A program's required coursework shall include an equivalent of a minimum of 28 semester hours designed to ensure teacher

intern candidates develop the dispositions, knowledge, and performance expectations of the InTASC standards embedded at a level appropriate for a beginning teacher.

77.10(1) Teacher intern candidates shall develop the dispositions, knowledge, and performance expectations of the Iowa Teaching Standards (aligned with InTASC Standards), and the Board of Educational Examiners Code of Professional Conduct and Ethics at a level appropriate for a beginning teacher.

77.10(2) All components of the program of study must be initiated and completed after the candidate has completed a baccalaureate degree.

77.10(3) Coursework and competencies to be completed prior to the beginning of the candidate's initial employment as a teacher intern include, but not be limited to:

a. Understands how learners grow and develop and implements developmentally appropriate and challenging learning experiences. This aligns with InTASC standard 1.

b. Demonstrates competence in content knowledge appropriate to the teaching position. This aligns with Iowa Teaching Standard 2 (Iowa Admin. Code r. 281—83.4(2)) and with InTASC Standards 4 and 5.

c. Demonstrates competence in classroom management. This aligns with Iowa Teaching Standard 6 (Iowa Admin. Code r. 281—83.4(6)) and with InTASC Standard 3.

d. Demonstrates competence in planning and preparing for instruction. This aligns with Iowa Teaching Standard 3 (Iowa Admin. Code r. 281—83.4(3)) and with InTASC Standard 7.

e. Uses a variety of methods to monitor student learning. This aligns with Iowa Teaching Standard 5 (Iowa Admin. Code r. 281—83.4(5)) and InTASC Standard 6.

77.10(4) Additional coursework and competencies to be completed prior to the recommendation for an initial teaching license shall include but not be limited to:

a. Uses strategies to deliver instruction that meet the multiple learning needs of students. This aligns with Iowa Teaching Standard 4 (Iowa Admin. Code r. 281—83.4(4)) and with InTASC Standards 2 and 8.

b. Engages in professional growth. This aligns with Iowa Teaching Standard 7 (Iowa Admin. Code r. 281—83.4(7)) and with InTASC Standard 9.

c. Contributes to efforts to achieve district and building goals. This aligns with Iowa Teaching Standard 8 (Iowa Admin. Code r. 281—83.4(8)) and with InTASC Standard 10.

d. Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals. This aligns with Iowa Teaching Standard 1 (Iowa Admin. Code r. 281—83.4(1)).

77.10(5) Each teacher intern candidate demonstrates knowledge about literacy and receives preparation in literacy. Each candidate also develops and demonstrates the ability to integrate reading strategies into content area coursework.

77.10(6) Each teacher intern candidate effectively demonstrates the ability to integrate technology into instruction to support student learning.

77.10(7) Each teacher intern candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in Iowa Admin. Code r. 281—77.2. The unit shall provide evidence that teacher candidates develop the ability to meet the needs of all learners, including:

a. students from diverse ethnic, racial and socioeconomic backgrounds;

- b.* students with disabilities;
- c.* students who are gifted and talented;
- d.* English language learners; and
- e.* students who may be at risk of not succeeding in school.

77.10(8) Each teacher intern candidate demonstrates knowledge and application of the Iowa Core to the teaching and learning process.

77.10(9) Each teacher intern candidate will be engaged in field experiences that include opportunities for both observation of exemplary instruction and involvement in co-planning, and co-teaching. Field experiences shall comprise a total of at least 50 hours in duration which shall occur prior to the candidate's initial employment as a teacher intern. The institution enters into a written contract with the cooperating school or district providing pre-internship field experiences.

77.10(10) The teacher intern preparation program will provide a teacher intern seminar during the teacher internship year to:

- a.* support and extend coursework from the teacher intern content; and
- b.* facilitate teacher intern reflection.

77.10(11) Programs shall submit curriculum exhibit sheets for approval by the Iowa board of educational examiners and the department.

77.10(12) In accordance with Iowa Admin. Code r. 281-83, all teacher interns shall be provided with a district-level mentor in addition to the program supervisor. The purpose of this district-level mentor is to provide coaching feedback dependent on the intern's classroom experience. This district-level mentor shall not serve in an evaluative role. The district-level mentor shall complete specialized training for serving as a mentor as required

in Iowa Admin. Code r. 281-83.3. The program shall coordinate support between the teacher intern candidate's local district mentor and program supervisor.

77.10(13) The program shall provide an orientation for teacher intern candidates. The orientation will include, but not be limited to:

- a.* program goals and expectations;
- b.* licensure and ethics requirements;
- c.* support provided by the program; and
- d.* support provided by the LEA or AEA.

77.10(14) Teacher intern faculty shall provide teacher intern candidates with academic advising, feedback about their performance throughout the program, and consultation opportunities.

77.10(15) Teacher intern faculty shall provide regular supervision in teacher intern candidates' classrooms with additional supervision and assistance provided as needed.

Item 7. Rescind rule 281—77.11(256) and adopt the following **new** rule in lieu thereof:

STANDARD 77.11: Assessment. The teacher intern program shall utilize a clearly defined assessment system based on program standards and include both individual candidate assessment and comprehensive program assessment.

77.11(1) The teacher intern assessment system shall be used by the teacher intern preparation program to appropriately monitor individual candidate performance and to evaluate and improve the intern program.

77.11(2) Candidate assessment includes clear criteria for the following.

a. Acceptance into the program (to include testing described in Iowa Code section 256.16). Acceptance requirements include but are not limited to:

1. completion of a baccalaureate degree from a regionally accredited institution, meeting program-established required grade point criteria for the baccalaureate degree and content area;

2. completion of coursework that meets the state minimum requirements for at least one of the Board of Educational Examiner's secondary endorsement areas; and

3. screening designed to generate information about the prospective candidate's attributes identified as essential for candidates in the program.

b. Continuation in the program with clearly defined checkpoints/gates, to include:

1. a requirement for formal admission that candidates have successfully passed a pre-professional skills test at the level approved by the program before beginning an internship; and

2. verification of an offer of employment as an intern from a school or district administrator.

c. Program completion (to include the assessments described in Iowa Code section 256.16) and subsequent recommendation by the authorized official of the program for an initial teaching license.

77.11(3) Individual candidate assessment includes all of the following:

a. Measures used for candidate assessment are fair, reliable, and valid;

b. Candidates are assessed on their demonstration/attainment of program standards;

c. Multiple measures are used for assessment of the candidate on each program standard;

- d.* Candidates are assessed on program standards at different developmental stages;
- e.* Candidates are provided with formative feedback on their progress toward attainment of program standards; and
- f.* Candidates use the provided formative assessment data to reflect upon and guide their development and growth toward attainment of program standards.

77.11(4) Comprehensive program assessment includes all of the following:

- a.* Individual candidate assessment data on program standards are analyzed;
- b.* The aggregated assessment data are analyzed to evaluate the program;
- c.* Findings from the evaluation of aggregated assessment data are used to make program improvements;
- d.* Evaluation data are shared with stakeholders; and
- e.* The collection, aggregation, analysis, and evaluation of assessment data take place on a regular cycle.

77.11(5) The program shall conduct a survey of graduates and their employers to ensure that the graduates are well-prepared, and the data shall be used for program improvement.

77.11(6) The program shall regularly review, evaluate, and revise the assessment system.

77.11(7) The program shall annually report to the department such as is required by the state and federal governments.

Item 8. Rescind rule 281—77.12(256).

Item 9. Rescind rule 281—77.13(256).

Item 10. Rescind rule 281—77.14(256).

Item 11. Rescind rule 281—77.15(256).

