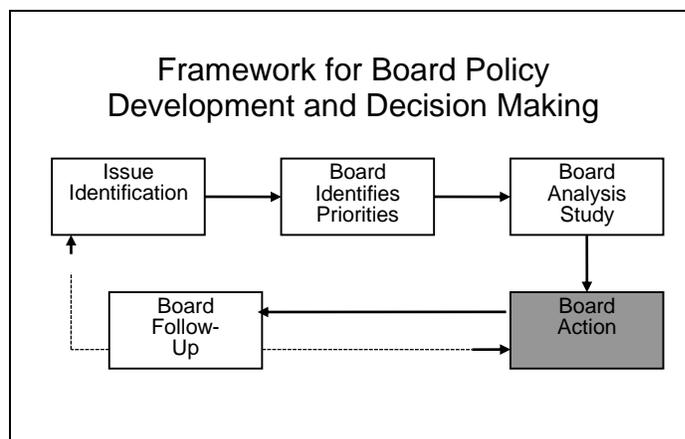


Iowa State Board of Education

Executive Summary

January 21, 2016



Agenda Item: Kaplan University – Teacher Preparation Program Accreditation

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

State Board Role/Authority: The State Board of Education sets standards and approves practitioner preparation programs based on those standards: Iowa Code section 256.7(3) and 281 Iowa Administrative Code rule 79.5 and 281 Iowa Administrative Code rule 77.5.

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

Matt Ludwig, Consultant
Bureau of Educator Quality

Carole Richardson, Consultant
Bureau of Educator Quality

Attachments: 1

Recommendation: It is recommended that the State Board approve Kaplan University Teacher Preparation Program through the next state accreditation cycle scheduled for the 2021-2022 academic year.

Background: Before this Kaplan review, Kaplan University operated a traditional teacher preparation program under the 281 Iowa Administrative Code chapter 79 standards. They also operated an alternative licensure (Intern) program under 281 Iowa Administrative Code chapter 77. As a result of the review process, Kaplan chose to not seek re-approval of the alternative licensure program under Chapter 77. The attached report is a summary of the review of the Kaplan traditional teacher preparation program under Chapter 79. The Kaplan University Traditional Teacher Preparation Program has met the Chapter 79 program standards as approved by the State Board.

Kaplan University

Team Report Chapter 79 Traditional Programs

Iowa Department of Education

Institutional Review Turn In: January 21, 2015
Preliminary Review: February 10, 2015
Site Visit: April 26-30, 2015
Report submitted to State Board: January 21, 2016
with recommendation for full approval

Review Team Members:

Dr. Lawrence R Bice, Iowa Department of Education
Dr. Carole Richardson, Iowa Department of Education
Mr. Matt Ludwig, Iowa Department of Education
Dr. Shawna Hudson, Iowa Wesleyan University
Dr. Janet Kehe, Upper Iowa University
Dr. Nancy Langguth, University of Iowa
Ms. Joanne Tubbs, Iowa Board of Educational Examiners

Acknowledgements

Team members would like to express their gratitude to the Kaplan University community for their hospitality and assistance in facilitating the team's work. The tasks associated with the review process necessitate intense focus by reviewers during a concentrated period of time. Everyone we encountered graciously responded to our questions and requests for materials. We interacted with a wide variety of individuals who demonstrated enthusiasm, professionalism, and dedication to this program.

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit. Some of those people are:

Kacy Webster, President of Des Moines Campus
Andy Gress, Dean of Des Moines Campus
Jahna Kahrhoff, Assistant Dean of Curriculum
Maggie Morgan, Assistant Dean
Dr Lynn Massenzio, Associate Dean, School of Education
Betty Vandebosch, Provost
Sara Sander, Vice-President/Dean
Marilyn Jerome, MAT Coordinator

Abbreviations/Acronyms used in this report:

AEA: Area Education Agencies

CAP: Kaplan Competency and Practice based Post-Baccalaureate Program, Kaplan's updated program for providing learning for candidates with a content degree to become teachers

CTL: Kaplan Center for Teaching and Learning, their faculty professional development system

IACTE: Iowa Association of Colleges for Teacher Education

MAT: Master of Arts in Teaching: Kaplan's existing program for providing learning for candidates with a content degree to become teachers

PC: Professional Competency, outcomes of the Kaplan CAP program

SOE: School of Education

Program Background

Kaplan University began as the American Institute of Commerce (AIC) in Davenport, IA, in 1937, and was a sister campus to the American Institute of Business (AIB) in Des Moines, IA. A branch campus of AIC opened in Cedar Falls, IA in 1987 which later became part of Hamilton College. Hamilton College merged with Kaplan University in 2007. By 1996, the two campuses had a full-time faculty of 49 and 683 students enrolled in their programs. The AIC received initial accreditation from the North Central Association of Colleges and Schools (NCA) in 1997. In late 1998, AIC and Hamilton College were purchased by the Iowa College Acquisition Corp., a wholly owned subsidiary of Quest Education Corp. of Roswell, GA.

The institution was then renamed Quest College. By 2000, Quest Education Corp. had grown to include 29 colleges serving 13,400 students in 11 states. Quest College began offering its first online degrees in 1998. In 1999, the U.S. Department of Education selected the College as one of 15 participants in its Distance Education Demonstration Program. The participants collaborated with the Department of Education to review legislation and guidelines for distance education and to determine the appropriate requirements for online educational delivery as it relates to federal financial aid.

In July 2000, Kaplan, Inc., then a subsidiary of The Washington Post Company, acquired Quest Education Corp. In September 2000, the NCA's Higher Learning Commission (HLC) acknowledged this change of ownership. Kaplan, Inc., renamed Quest College as Kaplan College.

The School of Graduate Education's Master of Arts in Teaching—Iowa Certification Track is an initial teacher certification program designed to help students (candidates) with a bachelor's degree, in a subject other than education, to become licensed secondary (grades 5–12) teachers in Iowa. Kaplan was initially approved to offer endorsements in six major areas: English, math, visual and performing arts, foreign languages, science, and social science. Kaplan has prepared an average of nine teachers for Iowa licensure per year over the past five years.

Kaplan has replaced the Master of Arts in Teaching with the new Competency and Practice-based (CAP) Post-Baccalaureate Program. This program will lead to an initial secondary teacher license and will meet all the certification and endorsement requirements upon which the MAT program is based. The major difference between the CAP and the MAT is that the CAP will be competency- and practice-based and will lead to a post baccalaureate certification with an option for students to pursue a master's degree in education.

The recommendation for approval in this report is for the Kaplan Competency and Practice based Post-Baccalaureate program.

GOVERNANCE AND RESOURCES

281—79.10(256) 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.

79.10(1) A clearly understood governance structure provides guidance and support for the practitioner preparation program(s). Programs offered by various delivery models, including distance learning and off-campus models, are integrated appropriately into the governance structure of the institution.

79.10(2) The professional education unit has primary responsibility for all programs offered by the institution for the initial and continuing preparation of teachers, administrators and other professional school personnel.

79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation aligned with appropriate professional standards and best practice in classroom instruction and school leadership.

79.10(4) The work climate, policies, and assignments promote intellectual vitality, including best practices in teaching, scholarship and service among faculty.

79.10(5) The unit provides evidence of ongoing collaboration with the professional community, including evidence that there is an active advisory committee that, at a minimum, is solicited semiannually for program input to inform the unit.

79.10(6) When a unit is part of a college or university, the unit provides evidence of ongoing collaboration with other departments of the institution, especially regarding content endorsements.

79.10(7) Procedures for an appeals process for candidates and faculty are clearly communicated and provided to all candidates and faculty.

79.10(8) The unit administers a systematic and comprehensive evaluation system designed to enhance the teaching competence and intellectual vitality of the professional education unit.

79.10(9) The institution provides the commitment and resources necessary to support a quality clinical program for all practitioner candidates.

79.10(10) Institutional commitment to the unit includes financial resources, facilities, appropriate educational materials, library services, and equipment to ensure the fulfillment of the institution's and unit's missions, and the delivery of quality programs, regardless of delivery model.

79.10(11) The unit provides sufficient faculty, administrative, clerical, and technical staff to plan and deliver a quality practitioner program(s).

79.10(12) Resources are available to support professional development opportunities for faculty.

79.10(13) Resources are available to support technological and instructional needs to enhance candidate learning.

79.10(14) The use of part-time faculty and graduate students in teaching roles is purposeful and is managed to ensure integrity, quality, and continuity of all programs, including those delivered by distance learning, off-campus, and other delivery models.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- **79.10(7)** Kaplan’s extensive student portal is an excellent source of information for students and faculty. In particular, procedures for an appeals process for candidates and faculty are clearly communicated through the student portal.
- **79.10(8)** Kaplan, through the Academic Chair, administers a comprehensive and systematic faculty evaluation system including longitudinal data. The system includes multiple sources of data that are collected and analyzed on a regular basis.
- **79.10(12)** The team finds there is a significant level of support for professional development, as related to effective on-line teaching, for full-time faculty through the Center for Teaching and Learning (CTL), Kaplan University (KU) Village, and budgeted funds.
- **79.10(13)** The team finds that resources are available to support technological and instructional needs to enhance candidate learning. Student Support Services appear sufficiently staffed and provide meaningful support, beyond technological issues, to faculty and students.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.10(3)** Full-time faculty are familiar with the conceptual framework, however, part-time/adjunct faculty are not. Specifically, part-time/adjunct faculty cannot articulate best practices as defined by the unit, thus are unable to teach and model these practices for students. The team recommends Kaplan develop a system to ensure all faculty are well-versed in the conceptual framework and best practices. The team further recommends Kaplan develop a system to ensure all faculty are teaching and modeling best practices.
2. **79.10(5)** A review of advisory meeting minutes indicate one meeting was held annually in years 2010-2014, instead of the required two. Kaplan has since scheduled two meetings a year. The team recommends Kaplan consistently solicit meaningful input from advisory committee members two times per year.
3. **79.10(5)** The advisory committee minutes do not agree with the information provided by advisory committee members in interviews. Records of advisory committee input are

very important for faculty and administration as they make program improvements. The team recommends Kaplan improve their record keeping of advisory committee input.

4. **79.10(10)** The team finds that faculty are not aware of Iowa specific initiatives and requirements. The team recommends Kaplan utilize the MAT coordinators to a greater extent, including attendance at IACTE, and possibly seminars for Iowa only students regarding Iowa core, Iowa Teaching Standards, and current initiatives in the state.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, Kaplan did respond to several recommendations. Their responses are in the Appendix.

Concerns

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report
- MAT meeting notes
- Center for Teaching and Learning

Interviews with:

- Unit Full-time and Part-time faculty
- Advisory Board,
- Teacher Education Committee
- Associate Dean
- Assistant Dean of Curriculum
- Academic Department Chair
- Career Services Director
- Executive Director of Student Support Services
- President of Des Moines campus
- Academic Dean of Des Moines campus
- Student teacher supervisors and mentors
- Principals
- Recent graduates

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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DIVERSITY

79.11(256) 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.

79.11(1) The institution and unit maintain a climate that supports diversity.

79.11(2) The institution and unit document their efforts in maintaining and increasing a diverse faculty and include teacher education candidates in plans, policies, and practices as required by the Higher Learning Commission.

79.11(3) Practitioner candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Kaplan recognized the need to build an internal advisory committee (2014) to review curriculum, faculty training, and teacher candidate training for issues of diversity.
- Kaplan conducted a faculty diversity survey of current faculty to ascertain faculty attitudes regarding diversity in the classroom, how to deal with diversity in the classroom, and if/how they felt their course(s) address diversity.
- In collaboration with the Center for Teaching and Learning, a short module is under development that will be included in the new faculty training course to discuss how diversity, in multiple forms, can impact the learning experience for students.
- Future plans relative to maintaining a climate that supports diversity include 1) conducting a survey of current students in order to inform the program and to compare results with the faculty survey conducted in 2014, and 2) conducting a survey of alumni to inform the program regarding whether program completers feel that the program adequately prepared them to work with diverse populations in the classroom.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.11(1)** Kaplan University’s online courses are offered nationally, faculty/students involved in any given course likely represent a number of different states as well as a broad range of demographics. The team recommends that the program leverage this reality as an opportunity to support and embrace diversity in both course content and instructional strategies used.

2. **79.11(3)** The team found no evidence that Kaplan is managing and tracking diverse placements consistently. The team recommends that Kaplan local administration work with local districts to ensure all candidates are placed in clinical settings that include diverse populations and students of different grade levels and of diverse learning needs.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, Kaplan did respond to several recommendations. Their responses are in the Appendix.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Interviews with:

- Associate Dean, SOE
- MAT Coordinator for the Des Moines area
- President, Des Moines campus

Review of:

- Course syllabi
- Student records
- Institutional Report
- Program Response to Review Team’s Initial Report

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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FACULTY

79.12(256) 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.

79.12(1) Faculty members in professional education are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which the practitioner candidates are being prepared. Faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities.

79.12(2) Faculty members in all program delivery models instruct and model best practices in teaching, including the assessment of their own effectiveness as it relates to candidate performance.

79.12(3) Faculty members in all program delivery models are engaged in professional development as well as scholarly and service activities that relate to teaching, learning, and practitioner preparation.

79.12(4) Faculty members in all program delivery models collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, the department, area education agencies, and professional associations as well as with community representatives.

79.12(5) Part-time faculty members and employed graduate assistants in all program delivery models are identified as faculty members and meet the background and experience requirements appropriate for their assigned responsibilities.

79.12(6) Faculty members preparing in all program delivery models who prepare practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools or elementary, middle, or secondary schools, in AEAs, or in appropriate facilities. A minimum of 60 hours of such activities shall include team teaching or appropriate collaborative experiences during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising candidates.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Fulltime faculty are knowledgeable about preparing teachers and are involved in the development of curriculum and program requirements.
- Fulltime faculty are engaged in professional development, particularly in assisting students to learn in an online delivery model.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.12(3)** Most of the professional development offered to faculty members by Kaplan University is focused on online delivery best practice, and does not relate to teaching,

learning, and practitioner preparation. The team recommends Kaplan emphasize best practices for practitioner preparation in their professional development, in particular, information in the CTL and KU Village.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, Kaplan did respond to several recommendations. Their responses are in the Appendix.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

Sources of Information:

Review of:

- Course syllabi
- Student records
- Institutional Report
- Faculty Vitae
- 60 hour team teaching documentation
- Program Response to Review Team’s Initial Report

Interviews with:

- Full-Time Teacher Education Faculty
- Part-Time Teacher Education Faculty
- Associate Dean, SOE

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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ASSESSMENT

79.13(256) 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.

79.13(1) Unit assessment system.

- a.* The unit utilizes a clearly defined management system for the collection, analysis, and use of assessment data.
- b.* The unit provides evidence that the assessment system is congruent with the institution's mission and the unit's framework for preparation of effective practitioners.
- c.* The unit demonstrates an alignment of unit standards with INTASC standards for teacher preparation, ISSL standards for administrator preparation, and appropriate standards for other professional programs, as well as with Iowa teaching standards, Iowa preparation core professional standards in subrule 79.15(7), and the Iowa board of educational examiners' licensing standards in 282—subrules 13.18(4), 13.18(5), 18.4(1), 18.4(2), and 18.9(1) and rule 282—18.10(272).
- d.* The unit clearly documents candidates' attainment of the unit standards.
- e.* The unit demonstrates propriety, utility, accuracy and fairness of both the overall assessment system and the instruments used and provides scoring rubrics or other criteria used in evaluation instruments.
- f.* The unit documents the quality of programs through the collective presentation of assessment data related to performance of practitioner candidates. Documentation shall include:
- (1) Data collected throughout the program, including data from all delivery models;
 - (2) Evidence of evaluative data collected from practitioners who work with the unit's candidates;
 - (3) Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.
- g.* The unit explains the process for reviewing and revising the assessment system.
- h.* The unit demonstrates how the information gathered by the unit and from the candidate assessment system is shared with faculty and other stakeholders and used for program improvement.
- 79.13(2)** Performance assessment system for candidates.
- a.* The system is an integral part of the unit's planning and evaluation system.
- b.* The system has multiple admission criteria and assessments to identify candidates who have the potential to become successful practitioners.
- c.* For teacher preparation programs, the system includes the administration of a pre-professional skills test offered by a nationally recognized testing service, with program admission denied to any applicant who fails to achieve the institution's designated criterion score.
- d.* The system has multiple decision points. (Minimum: admission to professional education program; approval for student teaching, administrative field experience, or other culminating clinical experiences; and recommendation for licensure.)
- e.* The system includes a coherent, sequential assessment system for individual practitioner candidates. The assessment system is shared with faculty with guidance for course and program improvement, as well as assessment criteria and a process for ongoing feedback to practitioner candidates about their achievement of program standards with guidance for reflection and improvement. Data are drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional assessment of content knowledge, professional knowledge, and pedagogical knowledge and their applications, and teaching or leadership performance including the effect on student learning.
- f.* Practitioner candidate performance is assessed at the same standard regardless of the place or manner in which the program is delivered.
- 79.13(3)** The unit annually reports to the department such data as are required by the state and federal governments at dates determined by the department.

79.13(4) The department shall periodically conduct a survey of schools, agencies, or facilities that employ licensed graduates of approved programs to ensure that the graduates' needs are adequately met by their programs and by the approval process herein.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

Kaplan recognizes the need for a comprehensive assessment system and has devoted time and effort toward this need.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 1) **79.13(1) a** There is a defined management system for the collection, analysis and use of assessment data at the course level; however, this is less defined at the program level. The team recommends that Kaplan examine and enhance their assessment system for evaluating program outcomes.
- 2) **79.13(1) d.** Key assessments are used which are designated to be aligned with program outcomes. A concern exists regarding policies for students who do not score at the proficient level on key assessments. The team recommends that the program implement a systemic policy for students who are not able to demonstrate proficiency on key assessments to include remediation and/or dismissal from the program.
- 3) **79.13(1) e.** The team found conflicting information about efforts to ensure the accuracy of assessment instruments used. At the course level, rubrics used to evaluate Course Level Assessments and Key Assessments are mixed in specificity. Some are general and would be difficult to use fairly without training for inter-rater reliability. The team recommends Kaplan implement methods to ensure valid and reliable assessment instruments are being used consistently.
- 4) **79.13(1) e** The evaluation tool used for pre-student teaching clinical experiences is general and is not aligned with program outcomes. The team recommends that this tool be revised to align with program outcomes and be used as part of the aggregated program assessment system.
- 5) **79.13(1)g.** There is no evidence that the unit has been evaluating the assessment system. However, the unit has recently assembled an assessment committee comprised of School of Education faculty, administrators and institutional assessment personnel. This committee is in the process of refining the system for unit

assessment. The team recommends that the committee develop procedures for reviewing and revising the assessment system.

- 6) **79.13(1)h.** Assessment data and analysis information is shared with fulltime faculty. The team found no evidence that this information is shared with part-time faculty and advisory committee members. The team recommends that assessment data and analysis information be shared with all stakeholders for comprehensive program improvement.
- 7) **79.13(2) b.** There is no evidence that the candidate assessment system identifies candidates who have the potential to become successful practitioners. The team recommends including authentic performance assessments prior to student teaching in order to support this identification.
- 8) **79.13(2) e.** There is no evidence of a structured process for ongoing feedback to candidates about their achievement of program standards/outcomes. Guidance for reflection and improvement are primarily given at the course level, and not as a coherent portrayal of performance of program outcomes for each candidate. The team recommends Kaplan develop a plan to provide ongoing feedback to candidates about their progress toward achievement of program standards.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, Kaplan did respond to several recommendations. Their responses are in the Appendix.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

- 1) **79.13(2) c.** The unit has a stated policy that a terminal degree may be substituted for the pre-professional skills test. This policy is not in compliance with Iowa Code. The team requires Kaplan to identify and communicate a policy for the use of a nationally developed pre-professional skills test as a requirement for admission.

Kaplan must provide documented evidence to address concern #1 in a way that will bring them into full compliance with the standard within a year.

Resolution of Concern #1:

Kaplan has changed their policy, to remove the option of using a terminal degree in lieu of a pre-professional skills test. Kaplan will now require the ETS Praxis Core test, with an option of using the Graduate Record Exam (GRE) if it has already been taken. Kaplan has established a set of required passing scores for the Praxis Core test and the GRE. **The team considers this standard MET.** See Appendix for Kaplan submitted documentation/information.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Review of:

- State Institutional Report
- Program response to preliminary review
- Student education files
- Course syllabi
- Student artifacts
- Artifact rubrics
- Surveys/data from employers
- Surveys/data from alumni

Interviews with:

- Unit Full-time and Part-time faculty
- Advisory Committee
- Associate Dean
- Assistant Dean of Curriculum
- Student teacher supervisors and mentors
- Recent graduates

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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TEACHER EDUCATION CLINICAL

79.14(256) 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.

79.14(1) Candidates admitted to a teacher preparation program participate in field experiences including both observation and participation in teaching activities in a variety of school settings and totaling at least 80 hours’ duration, with at least 10 hours occurring prior to acceptance into the program.

A maximum of 40 hours of previous experience as a teacher or teaching associate may be credited toward the 80 hours if a program chooses to implement specific criteria for this option.

79.14(2) Clinical practice for teacher candidates supports the development of knowledge, dispositions, and skills that are identified in the unit standards. The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit, and integrated into the conceptual framework of the program.

79.14(3) Programs document clinical expectations at various developmental levels throughout the program. These expectations are shared with candidates, supervisors, and cooperating teachers.

79.14(4) Environments for clinical practice support learning in context, and include all of the following:

a. Scheduling and use of time and resources to allow candidates to participate with teachers and other practitioners and learners in the school setting.

b. Teacher candidate learning that takes place in the context of providing high-quality instructional programs for children in a state-approved school or educational facility.

c. Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.

d. The involvement of teacher candidates in assessment, planning and instruction as well as in activities directed toward the improvement of teaching and learning.

79.14(5) PK-12 school and college/university personnel share responsibility for the selection of cooperating teachers who demonstrate skills, knowledge, and dispositions of highly accomplished practitioners.

79.14(6) Cooperating teachers and college/university supervisors share responsibility for supervising the candidate's achievement of unit standards.

79.14(7) The unit is responsible for all of the following:

a. Defining qualifications for practitioner candidates entering clinical practice.

b. Providing quality supervision that includes primary responsibility for communication/collaboration with cooperating teachers and candidates.

c. Responding to specific needs of cooperating schools.

d. Implementing an evaluation process that assists in selecting quality cooperating teachers.

79.14(8) Teacher candidates develop and demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms.

79.14(9) Accountability for student teaching experiences is demonstrated through all of the following:

a. Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.

b. Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.

c. Collaboration of the cooperating teacher and the college/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.

d. Use of written evaluation procedures, with completed evaluation forms included in practitioner candidates' permanent institutional records.

79.14(10) The student teaching experience for initial licensure meets all of the following:

a. Includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.

b. Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.

c. Consists of interactive experiences that involve college or university personnel, the student teacher, and the cooperating teacher.

d. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.

- e. Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.
- f. Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.
- g. Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days).
- h. Involves the student teacher in professional meetings and other school-based activities directed toward the improvement of teaching and learning.
- i. Involves the student teacher in communication and interaction with parents or guardians of students in the student teacher’s classroom.

79.14(11) The institution annually offers one or more workshops for all cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops shall be one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.

79.14(12) The institution shall enter into a written contract with each cooperating school providing clinical experiences, including field experiences and student teaching, as stipulated in Iowa Code section 272.27.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 79.14(2) The team found no evidence to support the gradual acquisition of the knowledge, skills, and dispositions as discussed in the conceptual framework. The 100 hour tracking sheet does not contain specific experiences in content areas that lead to the acquisition of the knowledge, skills, and dispositions necessary for teaching. How and where these skills are linked to coursework is not explained. The team recommends Kaplan develop clinical expectations that delineate a sequence of experiences to ensure candidates progress toward achievement of program standards.
2. 79.14(3) Orientations to teaching, observation, and participation lack specifics. The team recommends that Kaplan develop policies to ensure clinical expectations at the various levels are specific and shared with the candidates, supervisors, and cooperating teachers.

3. 79.14(4)d The team found no evidence that clinical experiences prior to student teaching include practice in assessment, planning and instruction as well as activities leading toward the improvement of teaching and learning. The team recommends that Kaplan, as they develop clinical expectations, include specifics for participation in assessment, planning and instruction.
4. 79.14(8) The team found no evidence of expectation for teacher candidates to develop and demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms. The team recommends that Kaplan, as they develop clinical expectations, include specifics for demonstrating the capacity to utilize assessment data in effecting student learning.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, Kaplan did respond to several recommendations. Their responses are in the Appendix.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.14(1)** The team found no evidence that Kaplan requires a clinical experience of 10 hours be completed in each candidate's plan of study prior to being admitted to the program. The team requires Kaplan to implement a policy requiring the completion of at least 10 hours of clinical experience prior to admission to the program.
2. **79.14(11)** The team found no evidence that Kaplan conducts a workshop or provides consistent training for cooperating teachers. The team requires Kaplan to develop and deliver annual workshops for all cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops must be equivalent to one school day.

Kaplan must provide documented evidence to address concern #1 and concern #2 in a way that will bring them into full compliance with the standard within a year.

Resolution of Concern #1:

Kaplan has implemented a policy that requires students complete 10 hours of clinical experience prior to program admission. This change is in effect and documented as of November 2015 and will be communicated in the next catalog. Kaplan has also implemented a system to monitor that students meet the 10 hour clinical experience requirement. **The team considers this standard MET.** See Appendix for Kaplan submitted documentation/information.

Resolution of Concern #2:

Kaplan has de-centralized the management of clinical experiences/coursework to their five Iowa campuses. Each of these campuses will provide training and informational workshops for cooperating teachers, student teachers and supervisors. Kaplan has developed a training curriculum for these workshops. Initial implementation will take place at the Des Moines campus in the fall of 2016. Currently, the Des Moines campus is the only one with enrolled candidates. As candidates are enrolled in the other campuses, workshops will be implemented and continued in those sites. **The team considers this standard MET.** See Appendix for Kaplan submitted documentation/information.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Review of:

- Contracts with school districts
- State Institutional Report
- Program response to preliminary review
- Course syllabi
- Department meeting minutes
- Student education files

Interviews with:

- Unit Full-time and Part-time faculty
- Associate Dean, SOE
- Assistant Dean of Curriculum
- Student teacher supervisors and mentors
- Principals
- Recent graduates

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

79.15(256) Teacher preparation candidate knowledge, skills and dispositions standard. 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.

79.15(1) Prior to admission to the teacher preparation program, each teacher candidate attains the qualifying score determined by the unit on a preprofessional skills test administered pursuant to paragraph 79.13(2) “c.”

79.15(2) Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge, including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities.

79.15(3) Each teacher candidate completes specific, dedicated coursework in human relations and cultural competency and thus demonstrates acquisition of knowledge about and skill in interpersonal and intergroup relations that contribute to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society. The unit shall provide evidence that the human relations and cultural competency coursework is designed to develop the ability of participants to:

a. Be aware of and understand the values, life styles, history, and contributions of various identifiable subgroups in our society.

b. Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.

c. Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.

d. Recognize human diversity and the rights of each individual.

e. Relate effectively to other individuals and various subgroups other than one’s own.

f. Have an awareness of federal and state civil rights legislation as it impacts students.

79.15(4) Each teacher candidate demonstrates, within specific coursework dedicated to understanding exceptional learners, in other coursework, and in clinical experiences, the necessary knowledge, skills, and dispositions toward meeting the learning needs of all students, including students from diverse ethnic, racial, and socioeconomic backgrounds, students with disabilities, students who are gifted and talented, English language learners, and students who may be at risk of not succeeding in school.

79.15(5) Each teacher candidate in elementary education demonstrates acquisition of knowledge about and receives preparation in elementary reading programs, including but not limited to reading recovery.

79.15(6) Each teacher candidate in secondary education demonstrates acquisition of knowledge about and receives preparation in the integration of reading strategies into secondary content areas.

79.15(7) Each teacher candidate demonstrates acquisition of the knowledge, skills and dispositions designated by the unit standards and aligned with the INTASC standards embedded in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher. Each candidate exhibits competency in all of the following professional core curricula:

a. Content/subject matter specialization. The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each candidate must achieve a score above the 25th percentile nationally on subject assessments designed by a

nationally recognized testing service that measure pedagogy and knowledge of at least one subject area. Additionally, each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

These requirements shall become effective January 2, 2013.

b. Student learning. The candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.

c. Diverse learners. The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.

d. Instructional planning. The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

e. Instructional strategies. The candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.

f. Learning environment/classroom management. The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.

g. Communication. The candidate uses 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.

h. Assessment. The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.

i. Foundations, reflective practice and professional development. The candidate develops knowledge of the social, historical, and philosophical foundations of education. The candidate continually evaluates the effects of the candidate's choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.

j. Collaboration, ethics and relationships. The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

k. Technology. The candidate effectively integrates technology into instruction to support student learning.

l. Methods of teaching. Methods of teaching have an emphasis on the subject and grade level endorsement desired.

79.15(8) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards developed by national professional organizations as appropriate for specific endorsement areas.

Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

79.15(9) Candidates seeking an endorsement in elementary education attain the state’s designated criterion score on a content knowledge assessment as a condition precedent to successful program completion and recommendation for licensure.

79.15(10) Candidates seeking an initial Iowa teaching license demonstrate competency in coursework directly related to the Iowa core curriculum.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. **79.15(7)b.** In the MAT program, ED503, there is evidence of a disconnect between the course description/outcomes and professional competency outcome. The team recommends Kaplan examine and update curriculum and syllabi to ensure candidates can demonstrate knowledge of how students develop and learn.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, Kaplan did respond to several recommendations. Their responses are in the Appendix.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.15(8)** As of this writing, the Kaplan curriculum exhibits have not been approved by the Board of Educational Examiners. Kaplan must ensure all curriculum exhibits for the endorsements they offer are approved. Kaplan must provide evidence they are responsible for all pedagogical and content learning by offering coursework required in each endorsement.

Kaplan must provide documented evidence to address concern #1 before program approval can be recommended.

Resolution of Concern #1:

Kaplan has obtained BoEE approval of curriculum exhibits for all endorsements being offered by Kaplan. At the current time, Kaplan is authorized to prepare candidates and recommend for endorsements in Biology and Business only. **The team considers this standard MET.** See Appendix for Kaplan submitted documentation/information.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

Review of:

- State Institutional Report
- Program response to preliminary review
- Course syllabi
- Student artifacts
- Student education files

Interviews with:

- Unit Full-time and Part-time faculty
- Associate Dean, SOE
- Assistant Dean of Curriculum
- Assistant Dean
- Registrar
- Student teacher supervisors and mentors
- Principals
- Recent graduates

Visits to clinical sites and discussions with candidates, cooperating teachers, administrators

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Kaplan University Responses to:

Team Report
Chapter 79 Traditional Programs
10 September 2015

GOVERNANCE AND RESOURCES

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

5. **79.10(3)** Full-time faculty are familiar with the conceptual framework, however, part-time/adjunct faculty are not. Specifically, part-time/adjunct faculty cannot articulate best practices as defined by the unit, thus are unable to teach and model these practices for students. The team recommends Kaplan develop a system to ensure all faculty are well-versed in the conceptual framework and best practices. The team further recommends Kaplan develop a system to ensure all faculty are teaching and modeling best practices.

Kaplan Response: The School of Education knows that our faculty do teach and model best practices as these are standards and expectations that the school and university requires, monitors for, and provides numerous professional development opportunities for refinement, skills development, and remediation as necessary. Faculty who do not teach and model best practices are removed from the team. However, we are aware that some of our part-time faculty were not able to reference the conceptual framework formally. The conceptual framework is found within our courses, informs practice, and is also a part of the curriculum where candidates are not only exposed but assessed on reflection activities among others. These activities are assessed by faculty and thus, our faculty are aware of the framework. In order to ensure that faculty are well-versed in the conceptual framework and best practices, the School has already begun to implement measures. We will continue to refine and strengthen this area in the following ways:

1. During faculty meetings, time will be allotted for faculty to share their hands-on experience in the 5-12 classroom, reflecting upon our conceptual framework. We are fortunate to enjoy faculty who reside in numerous states and, thus, faculty will be sharing experiences from a wide variety of educational settings and contexts. Utilizing a group setting allows faculty to discuss best practices in a venue where all have the opportunity to benefit from thoughtful conversation regarding the modeling of such practices. The School has already implemented this measure and informal feedback indicates that faculty enjoy these open discussions.
2. The curriculum team will work with our course leads to ensure they are trained and familiar with the conceptual framework. As course leads work closely and in a collaborative manner with faculty members who teach the course they are assigned,

the course leads will also serve to ensure that faculty are appropriately familiar. Regular conversations occur between course leads and faculty members and these small gatherings provide yet another venue for the sharing of best practices.

3. The School will be partnering with the College of Social and Behavioral Sciences to host a conference in the spring of 2016, similar to KU Village. This conference will include a track specifically designed to address diversity, current best practices in the 5-12 classroom, and the conceptual framework.
 4. The School will plan two meetings per year dedicated to the discussion of Iowa teaching standards. These meetings will be driven and planned by select full-time faculty members for all faculty teaching in the program.
6. **79.10(5)** A review of advisory meeting minutes indicate one meeting was held annually in years 2010-2014, instead of the required two. Kaplan has since scheduled two meetings a year. The team recommends Kaplan consistently solicit meaningful input from advisory committee members two times per year.

Kaplan Response: SOE will hold two Advisory Board meetings each year – one in the spring and one in the fall. Our main advisory board met again on October 1, 2015 and was provided feedback on the SOE Assessment Committee’s new disposition rubric, as well as the SOE Diversity Committee’s results from the student diversity survey (*see Appendix A1: October 2015 Advisory Board Minutes*). We invited – and plan on always inviting -- the five Iowa campus MAT/CAP teams. This includes the campus presidents, academic deans, and MAT/CAP coordinators. Our 2016 advisory board will have two additions: an Iowa high school principal and a Florida retired science teacher and distance learning director (*see Appendix B: 2016 Advisory Board*).

7. **79.10(5)** The advisory committee minutes do not agree with the information provided by advisory committee members in interviews. Records of advisory committee input are very important for faculty and administration as they make program improvements. The team recommends Kaplan improve their record keeping of advisory committee input.

Kaplan Response: The associate dean will be responsible for keeping accurate and detailed minutes of each advisory board meeting and will ensure agreed upon suggestions by advisory board members are followed through and implemented. Minutes will be housed on our advisory board google drive.

8. **79.10(10)** The team finds that faculty are not aware of state specific resources and requirements. The team recommends Kaplan utilize the MAT coordinators to a greater extent, including attendance at IACTE, and possibly seminars for Iowa only students regarding Iowa core, Iowa Teaching Standards, and current initiatives in the state.

Kaplan Response: At least one of the MAT/CAP teams will attend the annual IACTE conferences. The Coordinators will be responsible for sharing agenda items with the associate dean and with those unable to attend. On October 8th and 9th, the Des Moines campus MAT/CAP Coordinator, Marilyn Jerome, the Davenport campus MAT/CAP

Admissions Advisor, Shannon Barry, and the Davenport campus Academic Dean, Lisa Hansen, attended the annual IACTE conference (see *Appendix C: IACTE Notes*).

In addition, campus MAT/CAP candidates are required to meet the Coordinator face-to-face throughout the program -- from pre-student teaching to student teaching -- to share best practices, work samples, current state initiatives, Iowa Core, Iowa Teaching Standards and other information deemed necessary by the campus. The MAT Coordinators will conduct multiple meetings with candidates during pre-student teaching and student teaching: one face-to-face meeting in the field, two face-to-face meetings on campus, and one virtual meeting using Skype, Zoom, Adobe, Google Chat, or another virtual method.

Concerns

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

DIVERSITY

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

3. **79.11(1)** Kaplan University's online courses are offered nationally, faculty/students involved in any given course likely represent a number of different states as well as a broad range of demographics. The team recommends that the program leverage this reality as an opportunity to support and embrace diversity in both course content and instructional strategies used.

Kaplan Response: SOE will bring this recommendation forward at the November 2015 SOE Diversity Committee meeting for review and recommendations. The School will also ask the SOE Diversity Committee to create a schedule/strategic plan to work with course leaders and faculty within the program (through surveys or work groups) to conduct a systematic review of course content in the program. This review will entail looking for areas in which we can support and further embrace diversity in course content. The review of courses in the program and any subsequent modification to courses should be completed by the end of 2016. Likely to take some time. Fortunately, any recommendations the committee makes regarding instructional strategies can be shared with faculty immediately. Further, to ensure the School is taking advantage of the unique opportunity afforded to an online institution, the unit will ask faculty to share instructional strategies focused on diverse populations on a quarterly basis during our faculty meetings. In this way, all faculty will be asked to participate and we will address diversity quarterly.

4. **79.11(3)** The team found no evidence that Kaplan is managing and tracking diverse placements consistently. The team recommends that Kaplan local administration work with local districts to ensure all candidates are placed in clinical settings that include diverse populations and students of different grade levels and of diverse learning needs.

Kaplan Response: The MAT/CAP Coordinators on each campus will ensure all candidates are placed in diverse clinical settings and will track placements consistently in the following ways:

- a. When placing candidates in pre student teaching/practicum settings, the Coordinators will use the educateiowa.gov website to document the diversity within the district and schools that are chosen for each candidate. In addition, each candidate will be placed in two different districts and gain exposure to different levels within the endorsement area, e.g., AP, general classroom and different schools, e.g., middle and high school (see *Appendix D: Practicum Schedule and Log*).
- b. The pre student teaching formative assessment, *Practicum Observation Report*, includes specific feedback on differentiated instruction used for diverse populations such as second language acquisition and other cultural, socioeconomic and ability level diversities. The feedback will be another tool for the Coordinator to verify the candidate is being exposed to diverse populations and diverse strategies. This *Practicum Observation Report* was provided to the SOE Assessment Committee on September 28, 2015. The SOE Assessment Committee revised the *Report* so that it adequately addresses this standard as well as the recommendation under Teacher Education Clinical: 79.14(2). (see *Appendix E: Practicum Observation Report* and *Appendix F: Required Practicum Activities*)
- c. The Coordinator will review the *Practicum Observation Reports* and openly communicate with the field supervisor to confirm the diverse placements are being met per the log.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None

FACULTY

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

2. **79.12(3)** The team finds that most of the professional development offered to faculty members by Kaplan University is focused on online delivery best practice, and does not relate to teaching, learning, and practitioner preparation. The team recommends Kaplan

emphasize best practices for practitioner preparation in their professional development, in particular information in the CTL and KU Village

Kaplan Response: Prior to receiving this report, the unit had already implemented one new initiative: at each faculty meeting, a faculty member presents best practices for practitioner preparation. Faculty members who are employed as 5-12 teachers select one topic to present and a virtual round table discussion follows. Faculty members who are not employed as 5-12 teachers are asked to share research or scholarship related to practitioner preparation for discussion. We have also asked faculty to share lessons learned from the 15 hours/year they are required to spend in a secondary classroom. To fully leverage the breadth and depth of experience we have in the unit, we also will ask faculty and KU students from the Master of Science in Education program (all current active secondary teachers) to present as well. In this way, we have the opportunity to draw from diverse classrooms, multiple states, and educational contexts. Secondly, the unit plans to require all teacher preparation program faculty to complete the online open course, ED0517 Principles and Strategies for Teachers in Diverse Classrooms, which offers best practices and strategies (*see Appendix G: Course Description*). The SOE Diversity Committee is in the initial stages of planning what we hope will be an annual conference. This conference will feature best practices in the secondary classroom, but with a special focus on diversity. The conference will include faculty, KU students, and alumni as both presenters and attendees. Finally, the unit is in the exploration stages of creating a YouTube channel focused on teaching, learning, best practices, and practitioner preparation. These YouTube segments would include round table discussions and panels focused on one particular topic featuring subject matter experts and faculty members. These videos could be shared not only with faculty, but also with KU students.

The CTL and their annual conference, KU Village, exist to support the faculty at Kaplan University as a whole. As such, their subject matter experts do not have the education or experience necessary to develop modules for the SOE that relate to practitioner preparation. However, the SOE will work with the CTL to discuss developing more professional development modules that focus on teaching and learning outside of the online domain.

ASSESSMENT

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

- 9) **79.13(1) a** There is a defined management system for the collection, analysis and use of assessment data at the course level; however, this is less defined at the program level. The team recommends that Kaplan examine and enhance their assessment system for evaluating program outcomes.

Kaplan Response: The School of Education Assessment Committee agrees this is much less defined at the program level. While our current system of the collection and analysis of key-assessments truly functions as a portfolio ‘in parts’ vs. a portfolio submitted ‘in whole’, we recognize the need to evaluate program outcomes in a fashion similar to how we review at the course level. The School will be implementing LiveText in 2016 and will be mapping the program outcomes to our key assessments as a portfolio and to other individual assessments as they are aligned directly to our program outcomes. The Assessment Committee will draw data on the program level and make recommendations based on established policy. The new program portfolio will enable the Assessment Committee to analyze data and make recommendations at the program level by evaluating program outcomes.

- 10) **79.13(1) d.** Key assessments are used which are designated to be aligned with program outcomes. A concern exists regarding policies for students who do not score at the proficient level on key assessments. The team recommends that the program implement a systemic policy for students who are not able to demonstrate proficiency on key assessments to include remediation and/or dismissal from the program.

Kaplan Response: Students who are unable to demonstrate proficiency on key assessments will be referred to the Candidate Review Committee (CRC). The CRC is tasked with providing a formal process for reviewing candidates who struggle with key assessments and/or with dispositions along their path to graduation. Through the review process, if necessary, the committee provides the candidate with a Professional Development Plan designed to meet the candidate’s specific needs through a clearly-defined remediation plan (see *Appendix H: Candidate Review Committee Handbook*). The ultimate goal of supporting and evaluating candidate’s proficiency on key assessment and professional dispositions is to promote success in becoming exemplary educators. Candidates are required to maintain a level of proficiency on key assessments and to display professional dispositions on the virtual campus and during field experiences. The Candidate Review Committee will review candidate data regarding key assessments and dispositions, determine a course of action for key assessments or disposition assessments which indicate a trend of “unacceptable” in any area, and then identify a course of action for any issue presented to the committee. Candidates are referred to the CRC when they demonstrate a below proficient measure on more than one key assessment in one standard area *or* below proficient on one key assessment in more than one standard area as that may indicate a pattern forming.

- 11) **79.13(1) e.** The team found conflicting information about efforts to ensure the accuracy of assessment instruments used. At the course level, rubrics used to evaluate Course Level Assessments and Key Assessments are mixed in specificity. Some are very general and would be difficult to use fairly without training for inter-rater reliability. The team recommends Kaplan implement methods to ensure valid and reliable assessment instruments are being used consistently.

Kaplan Response: The Assessment Committee is currently developing a policy to ensure validity and reliability of all assessment instruments utilized within the program. All developed policies will be placed in the *Assessment Handbook*, (currently in development). Once the policies are developed, training for inter-rater reliability will be implemented. This is an ongoing effort, but one which the Committee has placed under a high priority status as the School also plans to seek accreditation by CAEP.

- 12) **79.13(1) e** The evaluation tool used for pre-student teaching clinical experiences is very general and is not aligned with program outcomes. The team recommends that this tool be revised to align with program outcomes and be used as part of the aggregated program assessment system.

Kaplan Response: The School of Education Assessment Committee has reviewed the evaluation tool, *Practicum Observation Report*, and has revised the tool to align with the program outcomes. Field supervisors and practicum teachers must now provide details on any candidate who has not met one or more of the Iowa teaching standards. Data will be included in our aggregated assessment system. Further, when LiveText is implemented in early 2016, all scoring will be directly entered via the software tool.

- 13) **79.13(1)g.** There is no evidence that the unit is evaluating the assessment system. However, the unit has recently assembled an Assessment Committee comprised of SOE faculty, administrators and institutional assessment personnel. This committee is in the process of refining the system for unit assessment. The team recommends that the committee develop procedures for reviewing and revising the assessment system.

Kaplan Response: The Assessment Committee plans to develop a survey to measure the effectiveness of the assessment system in 2016. The survey will be completed annually by faculty, staff, and stakeholders. The survey will be created and distributed for the first time following completion of the policies for validity and reliability on the assessments themselves. The Committee views this as the final component to our forthcoming *Assessment Handbook*.

- 14) **79.13(1)h.** Assessment data and analysis information is shared with fulltime faculty. The team found no evidence that this information is shared with part-time faculty and advisory committee members. The team recommends that assessment data and analysis information be shared with all stakeholders for comprehensive program improvement.

Kaplan Response: The School is sharing data and analysis with full-time and part-time faculty. For example, the dispositions rubric was created and refined in Committee. It was then distributed to all faculty for feedback and discussed at a faculty meeting. Further, the rubric was also shared and discussed at our annual advisory board meeting where stakeholders were able to provide to us viewpoints and

perspectives we had not considered (see *Appendix A1 October 2015 Advisory Board Minutes* and *Appendix A2 Faculty Meeting Minutes*). The conversations were thoughtful and the feedback valuable. The rubric was revised, sent back through Committee and ultimately, we believe we have a much stronger product as a result.

- 15) **79.13(2) b.** There is no evidence that the candidate assessment system identifies candidates who have the potential to become successful practitioners. The team recommends including authentic performance assessments prior to student teaching in order to support this identification.

Kaplan Response:

The assessments for the MAT Iowa program provided to the team are all authentic assessments. However, we do agree that in the newly created post-baccalaureate program, not all assessments are authentic. The majority are authentic, though. In fact, only five of the 18 key assessments are traditional assessments as depicted in the table below:

Post-baccalaureate Certificate Key Assessments - Performance Type	
KA1	Traditional
KA2	Traditional
KA3	Traditional
KA4	Authentic – Assignment; examine instructional strategies for a content-specific lesson based on best practices; select instructional strategies for specific learning situations
KA5	Authentic - Project integrating technology into the curriculum; selecting appropriate technological tools, applying instructional technology to a specific content area
KA6	Authentic - Assignment; complete a professional development worksheet which assists candidates in planning goal for professional career
KA7	Traditional
KA8	Authentic – Candidates create a standards based lesson plan
KA9	Traditional
KA10	Authentic – Assignment focusing on learning theories relevant to the classroom and creating culturally and contextually appropriate learning communities.
KA11	Authentic – Assignment; candidates create an assessment plan; develop assessments/rubrics and a student intervention plan based on authentic assessment data
KA12	Authentic – Assignment; candidates prepare for a formal observation; requires students to collect artifacts to present that support demonstration of a 21st century learning environment and support these artifacts by readings/videos to justify use of these chosen artifacts
KA13	Authentic – Candidates create a lesson plan
KA14	Authentic – Candidates create a lesson plan
KA15	Authentic – Assignment; reflection and review assessment of SMART goals and SWOT progress

KA16	Authentic – Portfolio; candidate submits portfolio of work completed during program that supports state standards
KA17	Authentic – Assignment; candidates evaluate research to formulate professional development goals
KA18	Authentic – Discussion; candidates discuss the Common Core

It should also be noted that dispositions and the newly revised practicum observation report (which are also part of our formal assessment system) include non-traditional assessments. The new program is the first in the School of Education to incorporate traditional assessments. The Assessment Committee felt these were appropriate choices given that we still incorporate a great deal of authentic assessment in the form of discussions, projects, and assignments (e.g., lesson planning, reflective assignments, etc.). We know that each of our assessments, even if not part of the formal candidate assessment system, forms the scaffolding for candidates to be successful on any of the traditional assessments included in the formal system. For example, each week students are required to participate in thoughtful discussions which are assessed using a detailed rubric by the course instructor. While not every discussion is a part of the formal assessment system, these authentic assessments do lay the foundation for success on the traditional assessments our Committee has chosen for the assessment system.

- 16) **79.13(2) e.** There is no evidence of a structured process for ongoing feedback to candidates about their achievement of program standards/outcomes. Guidance for reflection and improvement are primarily given at the course level, and not as a coherent portrayal of performance of program outcomes for each candidate. The team recommends Kaplan develop a plan to provide ongoing feedback to candidates about their progress toward achievement of program standards.

Kaplan Response: While Kaplan University and the School have implemented new systems (Learning Outcome Manager and Blueprint) to inform candidates of their progress towards achievement of program standards, they do not tell candidates how well they are progressing. We do understand that having students reflect on how they think they are doing and receiving feedback may be important in this context. We are working with our curriculum team to implement such a reflection near the beginning of the program, in the middle of the program, and then at the end of the program. Courses being considered are: ED507: Foundations of the Teaching Profession, ED540 Skills Lab: Continuous Professional Development, ED530 Skills Lab: Creating the Ideal Learning Environment, and ED556: Student Teaching and Reflective Practice II.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

- 2) **79.13(2) c.** The unit has a stated policy that a terminal degree may be substituted for the pre-professional skills test. This policy is not in compliance with Iowa Code. The

team requires Kaplan to identify and communicate a policy for the use of a nationally developed pre-professional skills test as a requirement for admission.

Kaplan Response: A terminal degree will not be used in lieu of taking the pre-professional skills test. On October 15, 2015 and October 22, 2015, we received approval from the Policy Program Review Committee (PPRC) and Administrative Council, respectively, to revise the current admissions requirement regarding substitutions for the pre-professional skills test. This change has gone into effect as of the May 2015 visit; however, this language will officially be added to the March 2016 *Catalog*: “If you have taken the Graduate Record Examination (GRE) Revised General Test within the past 5 years, you may be exempt from submitting passing Praxis Core Academic Skills for Educators scores. Minimum scores on each section are as follows: 146 (Verbal), 144 (Quantitative) and a 3.0 (Analytical Writing). The Dean reviews qualified scores on a case-by-case basis” (see *Appendix I: PPRC Proposal* and the yellow highlighted areas of the *Appendix J: PPRC Minutes October 15, 2015* and *Appendix K: Administrative Council Minutes October 22, 2015*)

Once Kaplan University Board of Trustees approves the new CAP program, this admissions requirement will also be included in the CAP admissions requirement section of the *Catalog*

TEACHER EDUCATION CLINICAL

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

5. 79.14(2) The team found no evidence to support the gradual acquisition of the knowledge, skills, and dispositions as discussed in the conceptual framework. The 100-hour tracking sheet does not contain specific experiences in content areas that lead to the acquisition of the knowledge, skills, and dispositions necessary for teaching. How and where these skills are linked to coursework is not explained. The team recommends Kaplan develop clinical expectations that delineate a sequence of experiences to ensure candidates progress toward achievement of program standards.

Kaplan Response: While the pre-clinical experience is not currently linked to courses, it is linked in the new post-baccalaureate program. Currently, we are working with our curriculum team to find appropriate linkage in the MAT as our students do not complete the 100 hours at the same time in the program. As depicted in *Appendix F: Required Practicum Activities*, the School clearly outlines how and where the skills are not only linked to the coursework, but when the students are expected to achieve particular outcomes. This, in combination with a more refined *Appendix E: Practicum Observation Report* will allow us to ascertain whether or not students are acquiring the knowledge, skills, and dispositions necessary for teaching.

6. 79.14(3) Orientations to teaching, observation, and participation lack specifics. The team recommends that Kaplan develop policies to ensure clinical expectations at the various levels are specific and shared with the candidates, supervisors, and cooperating teachers.

Kaplan Response: We developed specific activities for the 100-hour practicum as well as the 14-week clinical experience. The MAT/CAP Coordinator will train the candidate, practicum teacher, and field supervisor to ensure each understands their roles and responsibilities as well as the specific activities in the practicum (see *Appendix F: Required Practicum Activities*). Prior to the clinical, the Coordinator will hold a one day cooperating teacher workshop to ensure the teacher understands the specific activities -- among other agenda items -- during the clinical experience (see *Appendix L: Required Student Teaching Activities*). The specific activities during these field experiences will enable the candidate to progress from observation to co-teaching/co-planning to planning/teaching.

7. 79.14(4)d The team found no evidence that clinical experiences prior to student teaching include practice in assessment, planning and instruction as well as activities leading toward the improvement of teaching and learning. The team recommends that Kaplan, as they develop policies around clinical expectations, include specifics for participation in assessment, planning and instruction.

Kaplan Response: As referenced in 79.14(2), the *Required Practicum Activities* addresses specifics for participation in assessment, planning, and instruction, as well as activities that lead towards the improvement of teaching and learning. Further, the School Assessment Committee will begin a systematic review of policies concerning clinical expectations in January of 2016. As the school moves to an assessment management system, it was determined that these needed to be reviewed to ensure we are not only setting the appropriate expectations but also have adequate structures in place for assessment and measurement.

8. 79.14(8) The team found no evidence of expectation for teacher candidates to develop and demonstrate the capacity to utilize assessment data in effecting student learning within their classrooms. The team recommends that Kaplan, as they develop policies around clinical expectations, include specifics for demonstrating the capacity to utilize assessment data in effecting student learning.

Kaplan Response: Our CAP program includes ways for candidates to utilize assessment data in effecting student learning. Discussion of data analysis begins in ED509 Assessment Methods. In this course teacher candidates learn how to evaluate assessment results for grading, assessing student progress, and teaching effectiveness. Using sample data, they analyze standardized test results and norms to reflect on their own instructional practices and set goals for improving teaching.

In the next term's associated skills lab, ED537 Skills Lab: Assessing Student Learning, candidates develop an assessment plan around an academic standard. As they begin this planning process, teacher candidates are given a mock classroom gradebook that includes

student demographics and pre-test data. Candidates use this data to develop formative assessments that include student self-assessment and teacher observations, and a summative assessment. As the final step in their assessment plan, candidates receive an updated classroom gradebook to which formative and summative assessment data has been added. Candidates use this data to analyze their students' achievement towards identified learning outcomes, and to design an intervention plan. As part of this analysis candidates compare pre-test and summative data, design mediation plans for individual students, and reflect on their own teaching and assessment strategies.

The two courses above are completed during the pre-student teaching experiences. Candidates are required to work with their practicum teacher and field supervisor as they develop/create the work samples in the courses so that they will understand how theory is applied to practice. The practicum teacher and field supervisor will assess the student's work samples according to a rubric being developed by the SOE Assessment Committee.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

3. **79.14(1)** The team found no evidence that Kaplan requires a clinical experience of 10 hours be completed in each candidate's plan of study prior to being admitted to the program. The team requires Kaplan to implement a policy requiring the completion of at least 10 hours of clinical experience prior to admission to the program.

Kaplan Response: On October 15, 2015 and October 22, 2015, we received approval from the Policy Program Review Committee (PPRC) and Administrative Council, respectively, to add language to the MAT Iowa admissions requirements. This change went into effect as of November 2015; however, this language will officially be added to the March 2016 *Catalog*:: "You must provide proof of completion of a minimum of 10 hours of clinical experience in an Iowa secondary school, verified on the Pre-Professional Clinical Experience form." (see *Appendix I: PPRC Proposal*; yellow highlighted areas of the *Appendix J: PPRC Minutes October 15, 2015* and *Appendix K: Administrative Council Minutes October 22, 2015*; and *Appendix M: Preprofessional Experience Template*)

Once Kaplan University Board of Trustees approves the new CAP program, this admissions requirement will also be included in the CAP admissions requirement section of the *Catalog*.

4. **79.14(11)** The team found no evidence that Kaplan conducts a workshop or provides consistent training for cooperating teachers. The team requires Kaplan to develop and deliver annual workshops for all cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops need to be one school day or equivalent hours

Kaplan Response: Each Kaplan University Iowa campus (Davenport, Des Moines, Cedar Rapids, Cedar Falls and Mason City) will host its own face-to-face cooperating teacher workshop. The workshop will last one day and will include Kaplan field supervisors and student teachers. Bringing all stakeholders together will foster open communication about best practices and the roles and responsibilities of each stakeholder during student teaching. Practicum teachers will be invited as well, but attendance will be optional. The Des Moines campus is the only campus that has enrolled candidates to date. Student teaching for these two candidates should take place in spring 2017 so the first cooperating teacher workshop will occur during the fall 2016. Attendees will most likely include two cooperating teachers, two field supervisors, two student teachers, the Des Moines MAT/CAP team, one full-time Iowa faculty member, and four practicum teachers (optional). The agenda will include, but not limited to,

- a) *Conceptual Framework* review
 - a. Best Practices
 - b. Iowa Teaching Standards aligned to program outcomes
 - c. Reflective Decision Maker Model
- b) *Field Experience Handbook* review
 - a. Duties and responsibilities of the cooperating teacher, candidate, field supervisor and other stakeholders
 - b. Student teaching schedule and recommended activities/work samples
 - c. Planning, Instruction and Assessment of Data
- c) *Formative and Summative Assessments*
 - a. Mock evaluation, Field Observation Reports, and Final Evaluations
- d) *Stakeholder communication and collaboration requirements*

TEACHER EDUCATION CURRICULUM (Knowledge, Skills, and Dispositions)

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

2. **79.15(7)b.** In the MAT program, ED503, there is evidence of a disconnect between the course description/outcomes and professional competency outcome. The team recommends Kaplan examine and update curriculum and syllabi to ensure candidates can demonstrate knowledge of how students develop and learn.

Kaplan Response: Unlike the course outcomes that are content-specific and map to program outcomes, the professional competency outcomes are designed to be represent overarching professionalism behaviors that contribute to a positive, productive, and cohesive work environment: communication, teamwork, leadership, problem solving and critical thinking, personal presentation, and multiculturalism and diversity. Through repeated practice and study throughout their academic program, candidates understand and learn to exhibit professionalism in their chosen career. To ensure that exposure, each

professional competency outcome is present in one-sixth of all major requirement courses, regardless of the discipline. The Kaplan University graduate professional competencies are:

1. Teamwork: Work in teams to achieve collective goals.
2. Leadership: Demonstrate leadership knowledge, skills, and abilities to successfully lead teams within one's profession.
3. Personal Presentation: Demonstrate professionalism in a variety of situations.
4. Multiculturalism and Diversity: Leverage the strengths of multiculturalism and diversity for the benefit of the organization and community.
5. Graduate Communications: Demonstrate professional written and verbal communication to achieve positive results.
6. Graduate Problem Solving and Critical Thinking: Apply critical thinking and problem solving behaviors.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **79.15(8)** As of this writing, the Kaplan curriculum exhibits have not been approved by the Board of Educational Examiners. Kaplan must ensure all curriculum exhibits for the endorsements they offer are approved. Kaplan must provide evidence they are responsible for all pedagogical and content learning by offering coursework required in each curriculum exhibit.

Kaplan Response: Kaplan University will offer endorsements in the following areas only (see *Appendix I: PPRC Proposal* and yellow highlighted areas of the *Appendix J: PPRC Minutes October 15, 2015* and *Appendix K: Administrative Council Minutes October 22, 2015*). The curriculum exhibits have been approved by the Board of Educational Examiners.

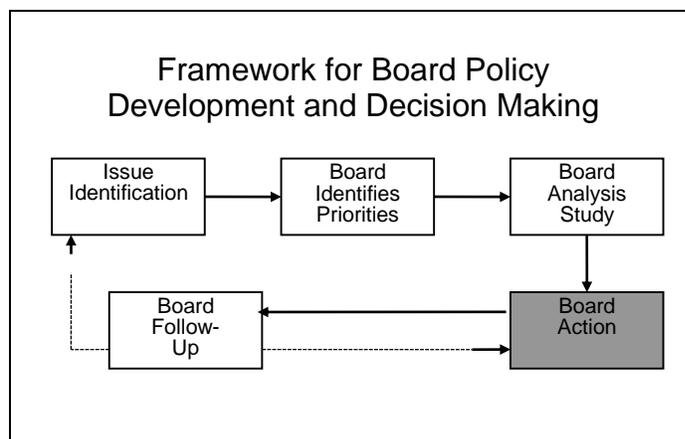
- 151 Biology 5-12
- 1171 Business—All 5-12

Previously approved endorsement areas -- outside of biology and business -- will be valid for candidates through December 2016. Approximately five candidates may fall into this category. The new CAP program will also offer endorsement areas in biology and business only.

Iowa State Board of Education

Executive Summary

January 21, 2016



Agenda Item: Regents Alternative Pathway to Licensure – Teacher Preparation Program Accreditation

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

State Board Role/Authority: The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 281 Iowa Administrative Code rule 77.5.

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

Matt Ludwig, Consultant
Bureau of Educator Quality

Carole Richardson, Consultant
Bureau of Educator Quality

Attachments: 1

Recommendation: It is recommended that the State Board approve the Regents Alternative Pathway to Licensure Teacher Preparation Program through the next state accreditation cycle scheduled for the 2021-2022 academic year.

Background: The Regents Alternative Pathway to Licensure Teacher Preparation Program has met the program standards as approved by the State Board.

Regents Alternative Pathway to Licensure

Team Report

Institutional Review Turn In: November 14, 2014
Preliminary Review: December 3, 2014
Site Visit: February 22-25, 2015
Report submitted to State Board: January 21, 2016
with recommendation for full approval

Iowa Department of Education

Review Team Members:

Dr. Lawrence R Bice, Iowa Department of Education
Dr. Carole Richardson, Iowa Department of Education
Mr. Matt Ludwig, Iowa Department of Education
Dr. Janet Kehe, Upper Iowa University
Dr. LuAnn Haase, Morningside College

Acknowledgements

Team members would like to express their gratitude to the Regents Alternative Pathway to Licensure (RAPIL) community at all three universities for their hospitality and assistance in facilitating the team's work. The tasks associated with the review process necessitate intense focus by reviewers during a concentrated period of time. Everyone we encountered graciously responded to our questions and requests for materials. We interacted with a wide variety of individuals who demonstrated enthusiasm, professionalism, and dedication to this program.

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit. Some of those people are:

Susan Fischer, RAPIL Coordinator

Dr. Pam White, Dean of Human Sciences, Iowa State University

Dr. Marlene Strathe, Director, School of Education, Iowa State University

Dr. Denise Crawford-Schmidt, Associate Director, School of Education, Iowa State University

Charles Achter, Assistant to the Director, School of Education, Iowa State University

Heidi Doellinger, Director of Teacher Education Services, Iowa State University

Dr. Susie Lagos-Lavenz, Associate Dean, College of Education, University of Iowa

Dr. Nancy Langguth, College of Education, University of Iowa

Dr. Nick Colangelo, Dean, College of Education, University of Iowa

Dr. Dwight Watson, Dean, College of Education, University of Northern Iowa

Dr. Tim Gilson, College of Education, University of Northern Iowa

Dr. JD Cryer, College of Education, University of Northern Iowa

Background Information

The Iowa Department of Education, in conjunction with the Iowa Board of Educational Examiners established IAC 281 chapter 77 in 2002. This administrative code authorized the State Board of Education to approve alternative licensure pathways in Iowa. These rules were established to meet shortages in secondary teaching assignments. Eventually, four intern programs were established, including what is now RAPIL.

On April 12, 2008, the proposed program coordinator met with the executive board of the Teacher Quality Enhancement Grant to present the proposed collaborative and to seek funding for start-up expenses. A grant was secured to begin the development of the program. The pilot program was launched in the fall of 2010 after receiving conditional approval from the State Board of Education in November of 2009.

The program was initially named the Iowa Teacher Intern Licensure Program (ITILP), a consortium of Iowa's three Regents institution education programs (the University of Iowa, Iowa State University and the University of Northern Iowa).

In 2013, the program was renamed the Regents Alternative Pathway to Iowa Licensure (RAPIL).

The program operates in a cohort model, with each cohort taking one year for coursework and one year for the paid internship. Numbers of candidates has changed according to needs and opportunities, ranging from 5 to 24 per cohort.

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.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Members of the leadership team are well-prepared and committed to implementing a high quality program.
- The program benefits from the collective strengths of the three Iowa public universities. The team commends the leadership of the three universities for the efficiency of their shared responsibilities and collaboration.
- Leadership and faculty members have a high regard for the program.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.8(1)c. There is evidence of inconsistent supervision for interns during their intern year. Outside evaluators, who provide supervision for the program, articulate an inconsistent understanding of program standards and assessment. Outside evaluators are not able to articulate the difference between internship, student teaching, co-teaching, and the supervision requirements for each method of program completion used by RAPIL. The team recommends RAPIL works to achieve a clear understanding of the program by all participants.

2. 77.8(3) The teacher intern committee is unable to articulate a clear program design as required by this standard, or a “common and clear vision of teaching and learning that guides all program courses, field experiences and quality mentoring” as described in the RAPIL Institution Report. The team suggests the teacher intern committee develop a clear, shared vision for the program.

3. 77.8(7) The team finds evidence of a lack of management of instruction and part-time instructors to assure continuity. In particular, outside evaluators, who describe themselves as

student teaching supervisors, have little knowledge of program vision, goals, structure, requirements and expectations. The team suggests the program members work to achieve a clear understanding of the program by all participants, with an emphasis on part time faculty members.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, RAPIL did respond to several recommendations. Their responses are in the Appendix.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. 77.8(2) This standard describes specific supports to be in place for interns provided by the LEA or AEA, including offering employment to the intern. **By using student teaching or co-teaching without these supports, this standard is not met. The team requires RAPIL to use only internships as the method of completing this intern program.**

2. 77.8(3) The teacher intern committee does not have the membership required and does not fulfill the developmental and monitoring work required under this standard. The team applauds the recent addition of a 7-12 teacher/administrator to this committee. However, the team finds the use of this person, as well as other members of the committee, do not meet the standard of monitoring progress, examining data and recommend ways to address issues. The team found no evidence the teacher intern committee is meeting this standard. **The team considers this standard not met. The team requires RAPIL to develop a plan to develop and convene a teacher intern committee, and to document the work of this committee to meet this standard.**

Items that Must Be Addressed Prior to State Board Action:

- 1) **RAPIL must assure all candidates complete an internship as described in concern 1.**
- 2) **RAPIL must convene, manage and use a teacher intern committee in a way that meets the standards as described in concern 2.**

Resolution of Concern #1:

RAPIL has changed their program completion requirements to reflect the use of internship only for program completion. Evidence includes an email sent to all prospective candidates informing them of this requirement. The RAPIL webpage also describes the internship requirement as the only option for program completion. **The team considers this standard MET.** See Appendix for RAPIL submitted documentation/information.

Resolution of Concern #2:

RAPIL has made two significant changes to meet this standard. First, they have added members to the teacher intern committee to provide diverse perspective for management of the program. Second, the teacher intern committee has begun and documented the process of monitoring candidate progress, examining data and recommending ways to address program issues. Further, the teacher intern committee has directed changes that are being made by program faculty. RAPIL has provided a list of current team membership and minutes of teacher intern committee

meetings. **The team considers this standard MET.** See Appendix for RAPIL submitted documentation/information.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

- Interviews with: Leadership Team members; Dean/Director of College/School of Education for each University; Associate Dean/Director of College/School of Education for each University; RAPIL Coordinator, Outside Evaluators, Faculty members; candidates, interns, graduates, principals, cooperating teachers/mentors.
- Course syllabi, assessments
- Visits discussions with students
- Institutional Report
- Program Response to Review Team’s Initial Report

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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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.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Candidates in the program represent a diverse range of backgrounds and experiences.

- There is a commitment among program leadership to foster a welcoming inclusive climate.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

None.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None.

Items that Must Be Addressed Prior to State Board Action:

1) None. The diversity standard section is considered met.

Sources of Information:

- Interviews with: Leadership Team members; RAPIL Coordinator, Outside Evaluators, Faculty members; candidates, interns, graduates, principals, cooperating teachers/mentors.
- Course syllabi, assessments
- Student records
- Visits and discussions with students
- Visits/interviews at clinical/intern/student teaching sites
- Institutional Report
- Program Response to Review Team’s Initial Report

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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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. This five-year period shall align with the institution’s scheduled cycle of state review.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Faculty members are well-prepared and contribute to quality preparation.
- Interns cited many supervisors for their knowledge and strong commitment to interns’ success.
- Students and graduates articulate a high respect for RAPIL faculty. In particular, many students cited the expertise, quality teaching and support provided by Dr. Langguth and Mr. Achter.
- Faculty members are supportive of each other, across universities, and of the direction of the program.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.10 (3) The team found evidence that professional development opportunities were not consistently provided for, or required of, outside evaluators. The team suggests the program provide all faculty members, including outside evaluators, professional development opportunities specifically aligned with the needs of the teacher intern program.

2. 77.10 (3) The team found evidence that professional development opportunities were not consistently provided for, or required of, outside evaluators. The team suggests the program provide all faculty members, including outside evaluators, professional development opportunities specifically aligned with the needs of the teacher intern program.

3. 77.10 (5) The team found evidence that many outside evaluators do not have recent teaching experience. The team suggests the program include part-time faculty in the recency requirement for full-time faculty to enhance program quality.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, RAPIL did respond to several recommendations. Their responses are in the Appendix.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. 77.10(5) The team finds no evidence that the full-time faculty maintain meaningful experiences in the schools where interns are placed. In fact, one faculty member stated it was not part of his duty to go to the schools where interns are placed. **The team considers this standard not met. RAPIL must document a plan to assure full time faculty maintain meaningful experiences in schools where interns are placed.**

2. 77.10(1) The team found evidence of faculty members whose preparation and experiences did not align with their assignments. The primary concern is faculty members with preparation and experience not in secondary education. One current example, Gary Peterson (name will be removed in published document), whose background is in early childhood education, observed and provided feedback for an intern who planned units and taught lessons in secondary level American Government and in Economics. **The team considers this standard not met. RAPIL must document that all faculty members' knowledge and experience match their assignment.**

Items that Must Be Addressed Prior to State Board Action:

- 1) **RAPIL must assure full time faculty maintain meaningful experiences as described in the standard, addressed in concern 1.**
- 2) **RAPIL must document assurance that all faculty members have knowledge and experiences matched to their teaching and supervision assignments to meet the standard as described in concern 2.**

Resolution of Concern #1:

RAPIL has instituted a process for all faculty and teacher intern team members to maintain meaningful experiences in schools in which interns are placed. RAPIL has also begun a process of documenting these experiences. **The team considers this standard MET.** See Appendix for RAPIL submitted documentation/information.

Resolution of Concern #2:

RAPIL has instituted a process for screening and documenting qualifications of all faculty, including adjunct supervisors. RAPIL has provided documentation of the criteria being used to screen prospective faculty members. **The team considers this standard MET.** See Appendix for RAPIL submitted documentation/information.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

- Interviews with: Leadership Team members; Dean/Director of College/School of Education for each University; Associate Dean/Director of College/School of Education for each University; RAPIL Coordinator, Assessment Director; Outside Evaluators, Faculty members; candidates, interns, graduates, principals, cooperating teachers/mentors.
- Course syllabi, assessments
- Student records
- Visits and discussions with students
- Visits/interviews at clinical/intern/student teaching sites
- Institutional Report
- Exhibits: rubrics, program handbooks, catalog

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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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.

77.11(2) Rigorous screening shall be used to select teacher intern candidates. The screening shall include, but not be limited to:

- a.* 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;
- b.* 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(272);
- c.* Evaluation of the prospective candidate’s minimum of three years of postbaccalaureate work experience;
- d.* An in-person interview of the prospective candidate designed to generate information related to the attributes identified as essential for candidates by the partnership;
- e.* Examination of references submitted by the prospective teacher intern;
- f.* Evaluation of an impromptu writing sample submitted by the prospective teacher intern; and
- g.* Verification that the prospective candidate has successfully passed a basic skills test at the level approved by the teacher education institution.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- RAPIL has identified and selected a number of quality candidates.
- A cross section of faculty, administrators and staff are involved in selection of candidates.
- The RAPIL coordinator continues to develop collaborative relationships with P-12 districts and schools.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.11 (2) c RAPIL policy, as written in the IR, states a requirement that post baccalaureate work experience is related to the intern license being sought. The team, through examination of student records, determined that his policy is not being followed. While not a compliance issue, the team suggests that the program either clarifies their policy or establishes a consistent application of the policy as written.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, RAPIL did respond to several recommendations. Their responses are in the Appendix.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

None.

Items that Must Be Addressed Prior to State Board Action:

1) **None**, the recommendation in this section is provided for continuous improvement. **The teacher intern selection standard section is considered met.**

Sources of Information:

- Interviews with: Leadership Team members; Dean/Director of College/School of Education for each University; Associate Dean/Director of College/School of Education for each University; RAPIL Coordinator, Assessment Director; Outside Evaluators, Faculty members; candidates, interns, graduates, principals, cooperating teachers/mentors.
- Student records

- Visits and discussions with students
- Visits/interviews at clinical/intern/student teaching sites
- Institutional Report
- Exhibits: rubrics, program handbooks, catalog

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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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:

a. 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.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Unit faculty members incorporate the use of research based curriculum across the program.
- Candidates expressed that the curriculum was important and beneficial for their preparation for the classroom.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.12 (1) a Current interns consistently described a need for the program to provide more instruction and practice in lesson and unit planning; classroom management; content specific

pedagogy; reading strategies; accommodations and interventions; working with gifted students and technology integration. The team is bringing these candidate suggestions forward to RAPIL.

2. 77.12 (1) b. The team found evidence of inconsistent support and extension of coursework from the introductory content in the intern seminar course as required by this standard. The team suggests RAPIL evaluate the structure and curriculum of the teacher intern seminar to ensure it aligns with the introductory content.

3. 77.12 (1) The team suggests the program examine the curriculum for alignment with standards, vision, mission and goals of the program to ensure continuity and to avoid repetitive coursework at the introductory level. This examination should include faculty members to ensure that faculty members know that their instruction is a component of a coherent program.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, RAPIL did respond to several recommendations. Their responses are in the Appendix.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. 77.12 (1)a 8. The team found evidence that expectations and work of students in clinical settings do not meet the requirement for supporting learning in context. The level of interaction and learning in clinical settings was more dependent on the cooperating teacher, rather than under the direction of the program. **RAPIL is required to develop and manage pre-internship clinical experiences that support learning aligned with program standards.**

Items that Must Be Addressed Prior to State Board Action:

1) RAPIL must develop and implement a plan to provide and manage learning in pre-internship clinical experiences as described in concern 1.

Resolution of Concern #1:

Based on program evaluation completed by the teacher intern team, the program has initiated revision of course sequence and curriculum with a stronger alignment of field experiences with program and learning outcomes. RAPIL has provided a course syllabus that reflects initial changes. RAPIL will modify additional syllabi as they progress. **The team considers this standard MET.** See Appendix for RAPIL submitted documentation/information.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

- Interviews with: Leadership Team members; Dean/Director of College/School of Education for each University; Associate Dean/Director of College/School of Education for each University; RAPIL Coordinator, Assessment Director; Outside Evaluators,

Faculty members; candidates, interns, graduates, principals, cooperating teachers/mentors.

- Course syllabi, assessments
- Student records
- Visits and discussions with students
- Visits/interviews at clinical/intern/student teaching sites
- Institutional Report
- Exhibits: rubrics, program handbooks, catalog, meeting minutes

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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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.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Interviews with supervisors indicated their strong efforts to provide guidance and support for candidates.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

None.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. 77.13(3) The team found evidence the program is not identifying and providing additional supervision and assistance as needed and required by this standard. In one particular situation, the burden of this support was assumed by the LEA. An LEA administrator identified an intern's need for additional support in gaining knowledge in classroom management and lesson and unit design. The district mentor provided support to the intern, the principal met with this intern weekly, the principal hired a retired teacher to work with the intern three days a week, and brought in an AEA consultant once per week to work with the intern. **The team considers this standard not met. The team requires RAPIL to identify and provide individualized supervision and assistance for candidates.**

2. 77.13(4) The team did not find evidence of consistent coordination of support between the local mentor and the program supervisor. **The team considers this standard not met. The team require RAPIL to develop and document a plan to manage the collaboration to provide this support.**

Items that Must Be Addressed Prior to State Board Action:

- 1) **RAPIL must document policies and structures to provide collaboration, oversight, support and supervision for interns based on their needs as assessed during internship as described in concern 1.**
- 2) **RAPIL must develop and implement policies and structures to provide targeted support for interns through collaboration between the mentor and RAPIL faculty as described in concern 2.**

Resolution of Concern #1:

RAPIL has made significant changes to the intern handbook, the leadership team handbook and faculty handbook. RAPIL provided documentation of these changes which identify and communicate additional supervision and assistance needs and resources. **The team considers this standard MET.** See Appendix for RAPIL submitted documentation/information.

Resolution of Concern #2:

RAPIL documented a policy to provide consistent coordination of support between the local mentor and program supervisor. This plan, developed by the teacher intern committee, is documented in the RAPIL outside evaluator handbook. The policy includes communication strategies, support strategies, and documentation of support. **The team considers this standard MET.** See Appendix for RAPIL submitted documentation/information.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

- Interviews with: Leadership Team members; Dean/Director of College/School of Education for each University; Associate Dean/Director of College/School of Education for each University; RAPIL Coordinator; Outside Evaluators, Faculty members; candidates, interns, graduates, principals, cooperating teachers/mentors.
- Course syllabi, assessments
- Student records
- Visits and discussions with students
- Visits/interviews at clinical/intern/student teaching sites
- Institutional Report
- Exhibits: rubrics, program handbooks, catalog

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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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.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Candidates expressed receiving helpful formative feedback in coursework and through classroom experiences.
- All candidates meet all licensure requirements before recommendation to the BoEE.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.14 (2) In the ePortfolio, the scoring is aligned with the Iowa Teaching Standards, yet the ePortfolio rubrics are aligned with InTASC standards. This makes it difficult to produce coherent assessment data. The team suggests the program selects one set of standards for the basis of a coherent assessment system.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, RAPIL did respond to several recommendations. Their responses are in the Appendix.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. 77.14(2). There is no evidence of a coherent, sequential assessment system. There is no holistic or summative evaluation of the candidate's attainment of standards. There are many assignments listed per standard, but no evidence of the assessment of those assignments in a way that informs the candidate and program. The assessment system does not examine the quality of the work within each standard to determine if the candidate acquired the knowledge within the standard or simply completed individual assignments. The system is structured so that a standard is considered met if all key assignments are completed. In the ePortfolio, scoring examined for candidates from cohort 1 through cohort 4 show 'No Decision' for all assignments. **The team considers this standard not met. RAPIL must develop, implement and document a system of assessing intern attainment of standards. The system must include feedback for student growth and alignment with the program evaluation system.**

2. 77.14 (2) The team finds that key assignments are not consistently aligned to the assigned standard. For instance, the team is unsure how the "Day in My Life" paper is aligned with the assigned requirements of Standard 1: Enhancement, Support and Communication. **The team considers this standard not met. RAPIL must document alignment of key assignments with assigned standards.**

Items that Must Be Addressed Prior to State Board Action:

1) RAPIL must develop a candidate assessment system that meets the requirements of these standards as addressed in concerns 1 and 2.

Resolution of Concern #1:

RAPIL provided a plan to develop a comprehensive assessment system. The system will be developed with the support of Iowa State University’s Coordinator of Educational Assessment and Program Evaluation. The system will be completed in the fall of 2015 and submitted for approval by the RAPIL leadership team in spring of 2016. Based on the information provided on this systematic process, **the team considers this standard MET.** See Appendix for RAPIL submitted documentation/information.

Resolution of Concern #2:

RAPIL faculty, based on input from the teacher intern committee, are re-designing the sequence and curriculum of the program. RAPIL will coordinate the alignment of standards with sequence and curriculum. The alignment work will be completed in the summer of 2016, with newly aligned assessments implemented during the 2016-2017 academic year. **The team considers this standard MET.** See Appendix for RAPIL submitted documentation/information.

NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

- Interviews with: Leadership Team members; Dean/Director of College/School of Education for each University; Associate Dean/Director of College/School of Education for each University; RAPIL Coordinator, Assessment Director; Outside Evaluators, Faculty members; candidates, interns, graduates, principals, cooperating teachers/mentors.
- Course syllabi, assessments
- Student records
- Visits and discussions with students
- Visits/interviews at clinical/intern/student teaching sites
- Institutional Report
- Exhibits: rubrics, program handbooks, catalog

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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PROGRAM EVALUATION

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.

These rules are intended to implement Iowa Code sections 256.7 and 256.16.

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Commendations/Strengths:

- Program leadership is committed to using data to inform decisions.

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.15 (2) Program evaluation components are not aligned with the same sets of standards. There are program standards, with assignments listed that assess each standard. The evaluation forms used by outside evaluators and host teachers in internships are aligned with Iowa Teaching Standards. The surveys sent to grads and employers are not aligned with either one. Aligning assessments with different standards precludes the program from being able to aggregate data in meaningful ways to demonstrate program's effectiveness in meeting program learning outcomes/standards. The team suggests RAPIL develop a program assessment system based on a single set of standards.

NOTE: The team does not require programs to respond to recommendations. However, in order to illustrate their efforts toward continuous improvement, RAPIL did respond to several recommendations. Their responses are in the Appendix.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, **the program is required to address concerns before State Board action.**)

1. **77.15(1)** There is no evidence of a system used to refine and revise the program. The only program data used is from surveys of graduates and employers. The survey questions are not aligned with Iowa Teaching Standards or InTASC standards, making it difficult to determine how data informs the program. The team finds no evidence of any other data used to inform

program evaluation. **The team considers this standard not met. RAPIL must develop, implement and document a system of program evaluation that includes multiple measures and assures data is used by the intern committee to refine and revise the program.**

Items that Must Be Addressed Prior to State Board Action:

1) RAPIL must develop a plan for program evaluation to meet the requirements of these standards as described in concern 1.

Resolution of Concern #1:

RAPIL appointed a subgroup of the leadership to address program evaluation. This subgroup, to date, has identified program evaluation needs, illustrated in four outcomes. They have also provided a plan with a clear timeline to develop the system to meet these outcomes. The system will be developed with the support of Iowa State University’s Coordinator of Educational Assessment and Program Evaluation. The planned timeline provides for meeting initial outcomes in the spring of 2016 with subsequent outcomes being met over the course of the next year. Based on the information provided on this comprehensive plan, **the team considers this standard MET.** See Appendix for RAPIL submitted documentation/information.

The team considers this standard MET. See Appendix for RAPIL submitted documentation/information.

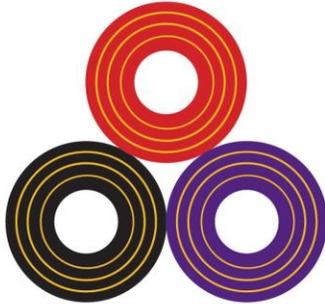
NOTE: The Iowa Department of Education consultants will conduct a follow up visit one year from the time of Board action to ensure plans were properly implemented.

Sources of Information:

- Interviews with: Leadership Team members; Dean/Director of College/School of Education for each University; Associate Dean/Director of College/School of Education for each University; RAPIL Coordinator, Assessment Director; Outside Evaluators, Faculty members; candidates, interns, graduates, principals, cooperating teachers/mentors.
- Course syllabi, assessments
- Student records
- Visits and discussions with students
- Visits/interviews at clinical/intern/student teaching sites
- Institutional Report
- Exhibits: rubrics, program handbooks, catalog

Final Recommendation:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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REGENTS ALTERNATIVE PATHWAY TO IOWA LICENSURE

A N S W E R I N G T H E C A L L T O T E A C H

University of Northern Iowa • University of Iowa • Iowa State University

RAPIL Responses to Accreditation Report

Governance

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.8(1)c. There is evidence of inconsistent supervision for interns during their intern year. Outside evaluators, who provide supervision for the program, articulate an inconsistent understanding of program standards and assessment. Outside evaluators are not able to articulate the difference between internship, student teaching, co-teaching, and the supervision requirements for each method of program completion used by RAPIL. The team suggests the program members work to achieve a clear understanding of the program by all participants.

Program's response:

The teacher intern committee (leadership team) reviewed the teacher intern handbook and developed a separate handbook for the outside evaluators detailing directions for coaching and evaluating interns. This [handbook](#) includes the articulation of the program's vision, goals, and standards with information on assessing the progress of the teacher intern candidates. The handbook will continue to be revised as the candidate assessments are strengthened.

2. 77.8(3) The team finds that the teacher intern committee is unable to articulate a clear program design as required by this standard, or a "common and clear vision of teaching and learning that guides all program courses, field experiences and quality mentoring" as described in the RAPIL Institution Report. The team suggests the teacher intern committee develop a clear, shared vision for the program.

Program's response:

The teacher intern committee is working to ensure that the committee has a clear vision of the program and developed a [guidebook](#) for the committee and faculty articulating the program outcomes and the learner outcomes. This guidebook also shares the star qualities of the RAPIL program, highlights the teaching and learning in the program courses, and directs the quality mentoring. The guidebook will be a helpful tool for new committee members and faculty and will continue to be updated as continuous improvement is made in the program.

3. 77.8(7) The team finds evidence of a lack of management of instruction and part-time instructors to assure continuity. In particular, the outside evaluators, who describe themselves as student teaching supervisors, have little knowledge of program vision, goals, structure, requirements and expectations. The team suggests the program members work to achieve a clear understanding of the program by all participants, with an emphasis on part time faculty members.

Program's response:

A handbook for outside evaluators was developed which includes program outcomes and learner outcomes, the coursework structure, the internship experience and expectations. The evaluators will review this handbook as they are supervising teacher interns and provide feedback to the teacher intern committee to ensure consistent formative assessments of expectations for the teacher interns. The handbook will continue to be revised as the program finalizes the formative and summative candidate assessments.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, the program is required to address concerns before State Board action.)

1. 77.8(2) This standard describes specific supports to be in place for interns provided by the LEA or AEA, including offering employment to the intern. By using student teaching or co-teaching without these supports, this standard is not met. The team requires RAPIL to use only internships as the method of completing this intern program.

Program's response:

After the accreditation visit, the RAPIL program informed applicants of the change in the program to determine if they wished to proceed with the application process. The website, www.iowateacherintern.org and other written materials were revised to eliminate the pathways for co-teaching and student teaching. Students were informed during the interview process that an internship is required to complete the program via an [email](#) sent to all prospective candidates. During the orientation to the program and then during the beginning class, the requirement for an internship to complete the program was emphasized.

The faculty and teacher intern committee collaborated on revisions to the program to ensure that cohorts would obtain additional assistance to obtain internships. These revisions include a

workshop day which incorporates resume writing, interview questions and techniques, mock interviews, researching job openings, marketing oneself to administrators and utilizing informational program material. The [workshop announcement flyer](#) was provided to the current cohort and will be sent to all prospective applicants. The faculty and leadership team are developing a [revised pace of the program](#) to enable candidates to be eligible for open teaching positions in a shorter timeframe.

2. 77.8(3) The teacher intern committee does not have the membership required and does not fulfill the developmental and monitoring work required under this standard. The team applauds the recent addition of a 7-12 teacher/administrator to this committee. However, the team finds the use of this person, as well as other members of the committee, do not meet the standard of monitoring progress, examining data and recommend ways to address issues. The team found no evidence the teacher intern committee is meeting this standard. The team considers this standard not met. The team requires RAPIL to develop a plan to develop and convene a teacher intern committee, and to document the work of this committee to meet this standard.

Program's response:

The teacher intern committee has invited a secondary teacher who completed the teacher intern program and a secondary principal who has hired teacher interns to serve on the teacher intern committee.

The teacher intern committee conducted meetings each semester to address issues. They met at the end of the program to examine the data from the surveys completed by interns, administrators and outside evaluators. The surveys contained summative data so the committee noted this was an area the program needed to address to better monitor the program towards its goals. Thus the committee began discussing and refining the [program outcomes and learner outcomes](#). The faculty are using these outcomes to develop rubrics for formative evaluation of the candidate's progress. The leadership team will then examine formative and summative data about the candidates at the end of each semester. The [plan](#) to design this cohesive system to monitor the progress of the program toward the goals of the program is detailed in the program evaluation standard.

Items that Must Be Addressed Prior to State Board Action:

- 1) RAPIL must assure all candidates complete an internship as described in concern 1.**
- 2) RAPIL must convene, manage and use a teacher intern committee in a way that meets the standards as described in concern 2.**

Faculty

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.10 (3) The team found evidence that professional development opportunities were not consistently provided for, or required of, outside evaluators. The team suggests the program provide all faculty members, including outside evaluators, professional development opportunities specifically aligned with the needs of the teacher intern program.

2. 77.10 (3) The team found evidence that professional development opportunities were not consistently provided for, or required of, outside evaluators. The team suggests the program provide all faculty members, including outside evaluators, professional development opportunities specifically aligned with the needs of the teacher intern program.

3. 77.10 (5) The team found evidence that many outside evaluators do not have recent teaching experience. The team suggests the program include part-time faculty in the recency requirement for full-time faculty to enhance program quality.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, the program is required to address concerns before State Board action.)

1. 77.10(5) The team finds no evidence that the full-time faculty maintain meaningful experiences in the schools where interns are placed. In fact, one faculty member stated it was not part of his duty to go to the schools where interns are placed. The team considers this standard not met. RAPIL must document a plan to assure full time faculty maintain meaningful experiences in schools where interns are placed.

Program's response:

The teacher intern committee reviewed the experiences of the instructional faculty members. Two of the RAPIL instructors also teach in a high school. Two of the instructors are recent administrators. One of the instructors documented current experiences working with the STEM program. The faculty maintain contacts with educators in school districts and work with teachers from a variety of school districts to provide field experiences for students. The other two instructors are arranging experiences in schools and will document those experiences. All of these instructional faculty also teach in the traditional teacher preparation program and will utilize their respective university's documentation system for recording their experiences in secondary settings. The RAPIL program coordinator will annually request verification of faculty members' experiences in secondary setting from their home institution and share the documentation with the teacher intern committee. The program will continue to emphasize the requirement of these experiences for all faculty and that the experiences need to be in schools where interns are placed..

RAPIL outside evaluators were also informed of the expectations. The teacher intern committee developed a [form](#) for the RAPIL outside evaluators to monitor the 40 hours of meaningful experiences to be completed. That form was shared with the current outside evaluators and will be monitored by the program coordinator for sharing with the teacher intern leadership committee. The [information](#) will also be included during the hiring process of new outside evaluators.

In addition, the seminar instructor conducts one visit to each teacher intern at the host school and is documenting other teaching experiences in schools where interns are placed. The program coordinator also observes each teacher intern and meets with the school administrator to share information about the program including the expectations for the intern and the school district.

2. 77.10(1) The team found evidence of faculty members whose preparation and experiences did not align with their assignments. The primary concern is faculty members with preparation and experience not in secondary education. One current example, Gary Peterson (name will be removed in published document), whose background is in early childhood education, observed and provided feedback for an intern who planned units and taught lessons in secondary level American Government and in Economics. **The team considers this standard not met. RAPIL must document that all faculty members' knowledge and experience match their assignment.**

Program's response:

The teacher intern committee developed a [form](#) that prospective outside evaluators will complete documenting secondary preparation and secondary teaching experience. The committee will review the preparation and experiences before the individual is selected for the supervision assignment.

Items that Must Be Addressed Prior to State Board Action:

- 1) RAPIL must assure full time faculty maintain meaningful experiences as described in the standard, addressed in concern 1.**
- 2) RAPIL must document assurance that all faculty members have knowledge and experiences matched to their teaching and supervision assignments to meet the standard as described in concern 2.**

Teacher Intern Selection

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.11 (2) c RAPIL policy, as written in the IR, states a requirement that post baccalaureate work experience is related to the intern license being sought. The team, through examination of student records, determined that his policy is not being followed. While not a compliance issue, the team suggests that the program either clarifies their policy or establishes a consistent application of the policy as written.

Program's response:

Based on the recommendation from the accreditation report, the teacher intern committee/leadership team [discussed](#) the post baccalaureate work experience requirement. The team discussed examples where candidates were accepted into the program without the specific work experience in the content area. The team reflected that these interns demonstrated success as teachers due to their dispositions, knowledge and skill even though their specific work experience background was not in their content area. The team noted that a goal of the program is for the interns to be able to relate the content to real world experiences by sharing how the intern utilized the content information while working; however, excellent teachers can share that knowledge without having the actual experience. Thus the team developed a policy that content related work experience is recommended but not required. The website was updated to indicate this information.

Curriculum

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.12 (1) a Current interns consistently described a need for the program to provide more instruction and practice in lesson and unit planning; classroom management; content specific pedagogy; reading strategies; accommodations and interventions; working with gifted students and technology integration. The team is bringing these candidate suggestions forward to RAPIL.

Program's response:

The RAPIL faculty are currently working on [revising](#) the course sequence and curriculum. This will be completed during Fall 2015 with the revised coursework commencing in January 2016.

2. 77.12 (1) b. The team found evidence of inconsistent support and extension of coursework from the introductory content in the intern seminar course as required by this standard. The team suggests RAPIL evaluate the structure and curriculum of the teacher intern seminar to ensure it aligns with the introductory content.

Program's response:

The faculty met to discuss the scope, sequence and depth of coursework offered throughout the program. The faculty is [working](#) collaboratively to ensure the foundational instruction is followed by more in-depth knowledge and skill development. This revision will be completed during Fall 2015 with the revised program commencing in January 2016.

3. 77.12 (1) The team suggests the program examine the curriculum for alignment with standards, vision, mission and goals of the program to ensure continuity and to avoid repetitive coursework at the introductory level. This examination should include faculty members to ensure that faculty members know that their instruction is a component of a coherent program.

Program's response:

The RAPIL faculty are collaborating on the [development](#) of a curriculum map to ensure the foundational instruction is followed by more in-depth knowledge and skill development. The faculty is reviewing the alignment of the program requirements with the program outcomes and learner outcomes. This work will be completed in the Fall of 2015 with implementation in January 2016.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, the program is required to address concerns before State Board action.)

1. 77.12 (1)a 8. The team found evidence that expectations and work of students in clinical settings do not meet the requirement for supporting learning in context. The level of interaction and learning in clinical settings was more dependent on the cooperating teacher, rather than under the direction of the program. RAPIL is required to develop and manage pre-internship clinical experiences that support learning aligned with program standards.

Program's response:

While the RAPIL faculty are [revising](#) the course sequence and curriculum, they are developing a stronger alignment of field experiences with the program outcomes and learner outcomes.

For example, reflection pieces have been added to the [EDTL:3060](#) that tie class discussions to the 24 hours of field experience observations. The guided observations have been developed to include instructional strategies, management, and working with diverse students. Students write a reflective paper on what they have observed and make connections to class discussions in their reflection. Students also share their thoughts with their peers to provide opportunities for rich discussions around classroom observations. A list of guiding questions was created for each topic to assist students in having meaningful observations and to actively reflect on what they are seeing.

In [EDTL:3061](#), students are required to complete 28 contact hours of field experiences. Revisions in the course will include more focus on classroom assistance/working with students and teaching with reflection with less emphasis on observation. With the emphasis on active participation in the field experiences, the students will have more opportunities to utilize the instructional strategies being introduced in the course with feedback from the classroom teacher and outside evaluator. These opportunities could also precede the formal introduction of these instructional strategies being introduced that would provide the context for the introduction. Students will be asked to keep an electronic journal (e.g., Google Document) that will be shared with the instructor(s) of the course to provide reflections of their experiences that include insights and connections to the ideas and strategies being introduced.

In [EDTL:3062](#), the students do one on one tutoring with students who are in the “achievement gap” for 8 hours. The short term goal is to help HS/MS students who need help. The long term goal is to help the internship students see how creating a relationship and trust with a student helps to get the student engaged in learning. They are responsible to write a reflection on what they learned about the student, the school and the community in the process.

The faculty are developing [rubrics](#) to [assess](#) these expectations which will be completed by May 2016.

Items that Must Be Addressed Prior to State Board Action:

1) RAPIL must develop and implement a plan to provide and manage learning in pre-internship clinical experiences as described in concern 1.

Candidate Support

Concerns:

(Concerns are made to inform the program for continuous improvement. However, the program is required to address concerns before State Board action.)

1. 77.13(3) The team found evidence the program is not identifying and providing additional supervision and assistance as needed and required by this standard. In one particular situation, the burden of this support was assumed by the LEA. An LEA administrator identified an intern's need for additional support in gaining knowledge in classroom management and lesson and unit design. The district mentor provided support to the intern, the principal met with this intern weekly, the principal hired a retired teacher to work with the intern three days a week, and brought in an AEA consultant once per week to work with the intern. The team considers this standard not met. The team requires RAPIL to identify and provide individualized supervision and assistance for candidates.

Program's response:

The [candidate handbook](#) includes the following information on internship expectations, procedures for substandard performance, and supports for teacher interns:

Procedures for Substandard Performance

Internship

Performance problems during the internship year may be identified by you, the building principal, or the RAPIL field evaluator. Depending on the nature and severity of the problem, any of the following options may be employed to resolve the matter:

- Problems that are usual for beginning teachers will be addressed by either the building principal and/or the RAPIL field evaluator in routine fashion.
- Problems that continue or are more serious in nature than typical will be addressed in a conference with you, the outside evaluator, and the principal so that the problems can be accurately identified and an action plan developed.
- Unresolved problems may lead to a joint decision between the district and the RAPIL that you will not be recommended for an initial license.
- Irreconcilable problems deemed to have the potential to be harmful to students or members of the learning community may lead to your immediate termination of your assignment.
- Appeals regarding any decision related to your contract follow the district's appeal procedures.

In the referenced example, the coordinator met with the outside evaluator and administrator when informed by the outside evaluator that the intern needed additional support. During the meeting between the administrator and the coordinator, the administrator and coordinator discussed a plan of action to provide support. The administrator offered to hire a retired teacher to work with the intern and the coordinator offered the RAPIL program to provide a stipend to this retired teacher for the additional support. The coordinator made the initial contact with the area education agency to determine if additional support could be provided through the school district mentoring and induction program and the school improvement consultants at the AEA. The principal requested weekly lesson plans from the intern and the outside evaluator hired by the RAPIL program met weekly with the intern. The school district provided the intern with a professional development opportunity in classroom management. Thus coordinated support was provided by the school district and the program.

After discussing the additional support provided for this intern, the leadership team stipulated that performance assessments should be completed earlier in the semester in order to initiate timely additional support if needed. The team authorized additional support through:

- hiring and increasing mentoring support
- developing a written action plan listing expectations for improvement
- providing resources for professional development
- encouraging the intern to communicate with faculty to utilize their expertise

This information was added to the [intern handbook](#) and the [leadership team and faculty handbooks](#).

2. 77.13(4) The team did not find evidence of consistent coordination of support between the local mentor and the program supervisor. The team considers this standard not met. The team require RAPIL to develop and document a plan to manage the collaboration to provide this support.

Program's response:

The teacher intern committee addressed this concern and developed the following plan. The school district mentor, the outside evaluator and the intern will meet on a regular basis in a virtual meeting through Zoom or a similar tool. In advance of the meeting, each of the three would provide a quick reflection of strengths and areas of growth needed. This online form would have radio button options and a place for constructed response notes. This would serve as the talking points for the virtual meeting. The meetings would be scheduled after the actual observation visitations. The meetings would finish with targeted professional development lists specifically designed to improve areas of growth. In addition, a pre-visit forum (asynchronous) conversation will be arranged. Through that vehicle, the candidate can ask the observers to watch for particular things they might be concerned about (wait time, higher order thinking questions, proximity movements, gender equality in questioning, etc.). The candidate can also

mention strengths they feel they have. These forums will be archived and can be referenced to show growth over time.

This information is included in the [outside evaluator handbook](#).

Items that Must Be Addressed Prior to State Board Action:

- 1) RAPIL must document policies and structures to provide collaboration, oversight, support and supervision for interns based on their needs as assessed during internship as described in concern 1.**
- 2) RAPIL must develop and implement policies and structures to provide targeted support for interns through collaboration between the mentor and RAPIL faculty as described in concern 2.**

Candidate Assessment

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.14 (2) In the ePortfolio, the scoring is aligned with the Iowa Teaching Standards, yet the ePortfolio rubrics are aligned with InTASC standards. This makes it difficult to produce coherent assessment data. The team suggests the program selects one set of standards for the basis of a coherent assessment system.

Program Response:

One of the recommendations identified through the accreditation process were inconsistencies in the standards used to assess candidates and the program. The RAPIL Leadership Team identified the program standards as the Iowa Teaching Standards. These standards will be used to assess both candidate and program performance. The Iowa Teaching Standards are:

- Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.
- Standard 3: Demonstrates competence in planning and preparing for instruction.
- Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- Standard 5: Uses a variety of methods to monitor student learning.
- Standard 6: Demonstrates competence in classroom management.
- Standard 7: Engages in professional growth.
- Standard 8: Fulfills professional responsibilities established by the school district.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, the program is required to address concerns before State Board action.)

1. 77.14(2). There is no evidence of a coherent, sequential assessment system. There is no holistic or summative evaluation of the candidate's attainment of standards. There are many assignments listed per standard, but no evidence of the assessment of those assignments in a way that informs the candidate and program. The assessment system does not examine the quality of the work within each standard to determine if the candidate acquired the knowledge within the standard or simply completed individual assignments. The system is structured so that a standard is considered met if all key assignments are completed. In the ePortfolio, scoring examined for candidates from cohort 1 through cohort 4 show 'No Decision' for all assignments. The team considers this standard not met. RAPIL must develop, implement and document a system of assessing intern attainment of standards. The system must include feedback for student growth and alignment with the program evaluation system.

Program's response:

RAPIL Faculty are currently working on revising the course sequence and curriculum. This will be completed during Fall 2015. During Spring 2016, a [Candidate Assessment Matrix](#) will be developed by faculty, with the support of Iowa State University's Coordinator of Educational Assessment and Program Evaluation. This matrix will be submitted to the RAPIL Leadership Team by May 2016 for review and input. The Candidate Assessment Matrix will then be used to develop and finalize the Program Assessment Matrix during Summer 2016.

Assessment tools, including rubrics to evaluate performance on each of the Iowa Teaching Standards both during coursework and during the internship year will be developed during the 2016-2017 academic year. The development of these tools will be facilitated by Iowa State University's Coordinator of Educational Assessment and Program Evaluation in conjunction with RAPIL faculty. These tools will be shared with the RAPIL Leadership Team for input and feedback in terms of alignment to the standards and needed information for program evaluation.

Currently, RAPIL candidates create an e-portfolio in order to demonstrate competency of the teaching standards. The RAPIL Leadership Team has identified deficiencies with the current system that were also identified by the Accreditation Team. The RAPIL Leadership Team will be examining alternatives to the performance assessment:

- EdTPA
- PPAT
- Locally-developed performance assessment

The RAPIL Leadership Team will identify the program's performance assessment tool by February 2016. An implementation plan of the performance assessment will be developed by April 2016 as facilitated by the Iowa State University Coordinator of Educational Assessment and Program Evaluation.

2. 77.14 (2) The team finds that key assignments are not consistently aligned to the assigned standard. For instance, the team is unsure how the "Day in My Life" paper is aligned with the

assigned requirements of Standard 1: Enhancement, Support and Communication. The team considers this standard not met. RAPIL must document alignment of key assignments with assigned standards.

Program's Response:

RAPIL Faculty are currently redesigning the sequence and curriculum for the program. Once this is complete, key common [formative assessments](#) will be identified or designed to assess performance on each of the Iowa Teaching Standards. The RAPIL Coordinator will facilitate the alignment of the identified assignments/assessments to the standards. The [design](#) or revision of these assessments will be facilitated by Iowa State University's Coordinator of Educational Assessment and Program Evaluation. This alignment work will be completed by Summer 2016. The development or revision of the assessment tools will occur during the 2016-2017 academic year.

Items that Must Be Addressed Prior to State Board Action:

1) RAPIL must develop a candidate assessment system that meets the requirements of these standards as addressed in concerns 1 and 2.

Program Evaluation

Recommendations:

(Recommendations are made to inform the program for continuous improvement only. No action is required.)

1. 77.15 (2) Program evaluation components are not aligned with the same sets of standards. There are program standards, with assignments listed that assess each standard. The evaluation forms used by outside evaluators and host teachers in internships are aligned with Iowa Teaching Standards. The surveys sent to grads and employers are not aligned with either one. Aligning assessments with different standards precludes the program from being able to aggregate data in meaningful ways to demonstrate program's effectiveness in meeting program learning outcomes/standards. The team suggests RAPIL develop a program assessment system based on a single set of standards.

Program Response:

Steps will be taken to align all evaluation/assessment materials to the Iowa Teaching Standards and the RAPIL Program and Student Outcomes. The description for these proposed plans follow in the next section.

Concerns:

(Concerns are made to inform the program for continuous improvement. However, the program is required to address concerns before State Board action.)

1. 77.15(1) There is no evidence of a system used to refine and revise the program. The only program data used is from surveys of graduates and employers. The survey questions are not aligned with Iowa Teaching Standards or InTASC standards, making it difficult to determine how data informs the program. The team finds no evidence of any other data used to inform program evaluation. **The team considers this standard not met. RAPIL must develop, implement and document a system of program evaluation that includes multiple measures and assures data is used by the intern committee to refine and revise the program.**

Program Response:

The RAPIL Leadership Team identified a need in the Assessment Standard during its self-evaluation and while writing the Institutional Report during the review process. A [subgroup of the RAPIL Leadership Team](#) began to take immediate steps to address this concern. This subgroup consists of the following members:

Denise Crawford	Iowa State University, Associate Professor & Director of Center for Technology in Learning and Teaching
Heidi Doellinger	Iowa State University, Associate Director for Educator Preparation, Director of Teacher Education Services
Susan Fischer	RAPIL Coordinator
Nancy Langguth	The University of Iowa, Associate Dean of The College of Education
Lisa Woolery	Iowa State University, Coordinator of Educational Assessment and Program Evaluation

The RAPIL Assessment Subgroup identified **four outcomes** for its work:

- 1) Review and revise outcomes at the program level and candidate level.
- 2) Develop an assessment matrix around the program outcomes.
- 3) Identify a new data management system and implement procedures to implement this system.
- 4) Establish and implement a program-level data review process.

1) Develop program and candidate goals and outcomes: The RAPIL Assessment Subgroup identified the following program and candidate outcomes:

Program Outcomes

The overall program goal of RAPIL is to prepare teacher candidates to secure and succeed in public school teaching positions throughout the state of Iowa, especially in recognized areas of need.

Specifically, a minimum of 85% of RAPIL program graduates will:

1. Continue in a teaching position in Iowa upon completion of the program.
2. Effectively perform as a teacher in a public school setting in the 1st year of teaching post-graduation.
3. Teach in a public school setting for a minimum of 3 years.

Student Outcomes

RAPIL graduates are expected to demonstrate proficiency in “key areas” of teacher knowledge and practices that address: a. learning environments, b. planning and instruction, and c. professional practices that foster healthy learning environments for their students.

Specifically, in the course of study and internship experience, RAPIL candidates will demonstrate an ability to:

Learning Environments

1. Apply their understanding of group motivation and behavior to create a learning environment that encourages positive social interaction, active student engagement in learning and self-motivation. (Iowa: 6, InTASC: 3)
2. Apply their understanding of how students learn and develop to create and implement learning opportunities that engage all learners. (Iowa: 4, InTASC: 1,2)

Planning and Instruction

1. Plan instruction that supports every student to meet rigorous learning goals by drawing upon their subject matter content knowledge, pedagogy and knowledge of their learners and their community context. (Iowa:1,2,3, InTASC:4,7)
2. Use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills for all learners. (Iowa: 3, 4, InTASC: 5,8)
3. Use multiple methods of assessment to engage and monitor student learning and to inform their instructional decision making. (Iowa: 1, 5, InTASC: 6, 9)

Professional Practice

1. Interact with students in an environment that supports learning in context. (Iowa: 6, 8, InTASC: 3, 10)
2. Foster relationships with parents, school colleagues and organizations in the larger community to support students’ learning and development. (Iowa: 7,8, InTASC: 10)

2) Develop an assessment matrix around the program outcomes. Faculty are currently working on revising the course sequence and curriculum. This will be completed during Fall 2015. During Spring 2016, an Assessment Matrix will be developed by faculty, with the support of Iowa State University’s Coordinator of Educational Assessment and Program Evaluation. This matrix will be submitted to the RAPIL Leadership Team by May 2016 for review and input. The Candidate Assessment Matrix will then be used to develop and finalize the Program Assessment Matrix during Summer 2016.

The RAPIL Program Assessment Matrix will at a minimum include the following:

- Internship Midterm Evaluations
- Internship Final Evaluations
- Internship-Year Survey of Candidate
- 1-Year and 3-Year Surveys of Candidates
- Internship-Year Survey of Building Administrator
- 1-Year and 3-Year Surveys of Building Administrator
- Focus group with interns upon completion of internship year
- Focus group/interviews with mentor and/or instructional coach during mid-year and upon completion of internship
- Focus group/Interviews with building administrators upon candidate's completion of internship year

Once the Candidate Assessment Matrix is complete, additional measures will be included in the Program Assessment Matrix that support alignment.

3) Identify a new data management system and implement procedures to implement this system. The RAPIL Coordinator and Iowa State University's Coordinator of Educational Assessment and Program Evaluation will identify an electronic data management system to store candidate and program evaluation data. The goal was to identify a data management organizational system that could store the following information so that analyses of these data can be done on a regular basis:

- Collect demographic data
- Collect performance assessment data
- Collect field experience data, including student evaluations
- Collect course assessment data
- Collect assessment data on student performance on the Iowa Teaching Standards both formative and summative
- Collect assessment data for the RAPIL's goals and outcomes (including survey data, longitudinal data, and needed additional data)
- Organize data in a useful way for the following purposes:
 - Individual student formative assessment
 - Individual student summative assessment
 - Program evaluation

4) Establish and implement a program-level data review process. A schedule for organizing, analyzing, and discussing program data will be established for the RAPIL program. The tentative schedule is as follows:

Candidate Assessment Data:

- If concerns arise in regards to candidate performance, these concerns and the supporting data are brought to the Leadership Team's attention at the monthly meeting. The

Leadership will identify approaches to provide appropriate coaching to the candidate and establish benchmarks the candidate must obtain in order to continue in the program. In addition, candidates must meet the following expectations in order to continue in the program:

- Meet the Praxis Core cut scores
- Receive an Intern Letter of Offer
- Receive at least a “B” in each course
- During the Internship, an “area of concern” is identified as any area on the performance rubric (aligned to the Iowa Teaching Standards) on which the candidate receives a score of “2” or less. If this occurs, the supervisor and seminar faculty member will support the candidate in developing a professional growth plan to address the concern.

Program Assessment Data: At the beginning of each September, Iowa State University’s Coordinator of Educational Assessment and Program Evaluation will organize and analyze the program data. The Coordinate will be collecting and organizing the data throughout the year but will compile reports during this time frame. These results will be shared and discussed during a meeting of Leadership and Faculty in mid- to late- September each year. The data will be used to identify program strengths and specific areas in need of improvement. Plans to address these area will be developed during the remainder of the fall semester. The improvements will be implemented with the next January cohort.

Outcome	Timeline	Notes
Develop a candidate assessment matrix	Spring 2016	Facilitated by the Iowa State University Coordinator of Educational Assessment and Program Evaluation
Develop a data management system implementation plan	Spring 2016	The plan will need to include timeline for implementing various components, developing data entry/student sign-up procedures, training of faculty and staff, expectations of faculty and staff, training of students, etc.
Develop a program assessment matrix	Summer 2016	The Assessment Subgroup will use the candidate assessment matrix to complete the program assessment matrix.
Develop an assessment	Spring 2016-Summer 2016	What program

timeline for students		assessments/data collection will a single student participate in throughout their program and what is the timeline of these assessments in the program?
Develop curriculum maps for courses and articulate the sequence.	Fall 2015- Spring 2016	The RAPIL faculty is currently working on this.
Develop data collection tools	2016-2017	Create/gather the data collection instruments and tools identified in the assessment matrix. These instruments will be aligned to unit outcomes. Pilot the instrument and tools Review and revise the instruments and tools
Develop an implementation plan for the Assessment Matrix	2016-2017	Timeline Training Inter-rater reliability work
Crosswalk the Assessment Outcomes to curriculum maps and syllabi	Spring/Summer 2017	

Additional Information:

Program Standards. One of the concerns identified through the accreditation process were inconsistencies in the standards used to assess candidates and the program. The RAPIL Leadership Team identified the program standards as the Iowa Teaching Standards. These standards will be used to assess both candidate and program performance. The Iowa Teaching Standards are:

- Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.
- Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.
- Standard 3: Demonstrates competence in planning and preparing for instruction.
- Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

- Standard 5: Uses a variety of methods to monitor student learning.
- Standard 6: Demonstrates competence in classroom management.
- Standard 7: Engages in professional growth.
- Standard 8: Fulfills professional responsibilities established by the school district.

Program Performance Assessment. Currently, RAPIL candidates create an e-portfolio in order to demonstrate competency of the teaching standards. The RAPIL Leadership Team will be examining alternatives to the performance assessment:

- EdTPA
- PPAT
- Locally-developed performance assessment

The RAPIL Leadership Team will identify the program's performance assessment tool by February 2016. An implementation plan of the performance assessment will be developed by April 2016 as facilitated by the Iowa State University Coordinator of Educational Assessment and Program Evaluation.

Items that Must Be Addressed Prior to State Board Action:

1) RAPIL must develop a plan for program evaluation to meet the requirements of these standards as described in concern 1.