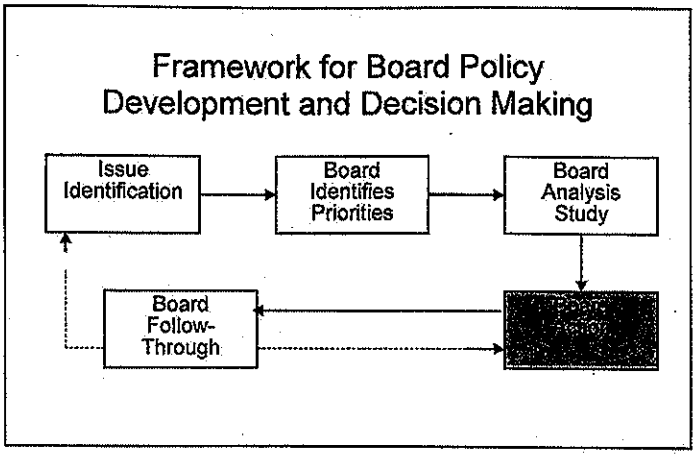
Iowa State Board of Education

Executive Summary

July 30, 2009



Agenda Item: Maharishi University of Management Teacher Intern Preparation Program

Iowa Goal: Individuals will pursue postsecondary education in order to drive economic success.

Equity Impact Statement: Practitioner preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning for all students.

Presenter: Arlie Willems, Administrative Consultant
Practitioner Preparation
Bureau of Accreditation & Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board grant conditional approval to Maharishi University of Management's Teacher Intern Preparation Program until a focused visit evaluates the program in terms of the quality of preparation of its first cohort of interns.

Background: Iowa Code 282—14.102(272) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. The Maharishi University of Management Teacher Intern Preparation Program met the program approval standards for conditional approval.

Recommendation for Conditional Approval
Of
Maharishi University of Management
Teacher Intern Program
(Under Chapter 77 of the Iowa Administrative Code)

July 30, 2009

Maharishi University of Management, founded in 1971 by Maharishi Mahesh Yogi, integrates higher education with an approach known as Consciousness-Based education. The University, located in Fairfield since 1974, is accredited by the Higher Learning Commission and is approved to offer eleven undergraduate majors, four master's degree programs, and two doctoral degree programs. All courses are taught in a block system, one course at a time.

Currently Maharishi University enrolls 1,230 students, including 530 students on campus. The Maharishi Teacher Education Program provides preparation for initial licensure through both an undergraduate program and an M.A.T. program.

The University has a laboratory school on campus, the Maharishi School of the Age of Enlightenment. The school, serving over 200 students from kindergarten through grade 12, employs the University's Consciousness-Based educational approach. The Maharishi School, whose students consistently score in the top 1% of Iowa schools on standardized tests and regularly succeed in academic competitions, provides a valuable clinical site for education students.

In December of 2008, Maharishi University of Management received a Teacher Quality Enhancement Grant to develop a teacher intern program. In May of 2009, the university submitted a proposal to the Department of Education requesting approval of a Teacher Intern Program.

The Maharishi Teacher Intern Program is designed to assist qualified individuals in gaining the knowledge, skills and dispositions critical in teaching. The program includes three phases: the initial 22 semester hours of education coursework; a year-long internship at a cooperating school; and 12 semester hours of advanced work. The first eight semester hours of coursework are presented in residence at the Fairfield campus of the university. The remaining 30 hours are delivered at a distance. The entire program leads to eligibility for an initial Iowa teaching license and a Master of Arts in Teaching.

The proposal describes the program in the following way, "The program applies an approach to teaching secondary students that is based on a holistic approach to education, brain science, data-based decision making, and strategic use of technology to support learning. In addition, to support their longevity in the teaching profession, all candidates learn Transcendental Meditation, which research has found to reduce stress, develop creative thinking, and promote a healthy mind and body."

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

STANDARD 1: GOVERNANCE AND RESOURCES

Findings: This standard is met.

1) The teacher intern program will be administered by the education department with the advice of the Advisory Committee of the Teacher Education Program and a Teacher Intern Advisory Committee. Several local 7-12 educators serve on the Teacher Intern Advisory Committee.
2) A number of local districts have been contacted and have expressed interest in the program as well as a willingness to place candidates during field experiences and internships.
3) The intern program will be provided in conjunction with the currently approved traditional M.A.T. and, thus, will share facilities, equipment, faculty and resources.
4) A group of area experts in math and science education will be advising the program specifically regarding content methods courses.

Additional Requirements/Timelines: none

STANDARD II: DIVERSITY

Findings: This standard is met.

1) The Maharishi campus serves a student body comprising over 65% international students.
2) Area school superintendents have indicated to the program an interest in hiring more minority faculty; as a result the intern program is especially motivated to target recruitment of minority candidates. Specific plans are in place for such recruitment efforts.
3) In recent years the Maharishi Education Program has successfully recruited part-time faculty of diversity; because of the sharing of the traditional M.A.T. and the intern program, this diversity will enhance the intern program.

Additional Requirements/Timelines: none

STANDARD III: FACULTY

Findings: This standard is met.

1) Because the intern program will be run by the education department, courses will be taught by the faculty of the currently approved program.
2) Course loads and teaching assignments are appropriate.

Additional Requirements/Timelines: none

STANDARD IV: TEACHER INTERN SELECTION

Findings: This standard is met.

1) Appropriate admission criteria include successfully completing a protocol-based interview.
2) Following initial feedback from the Department, the program has incorporated an impromptu writing sample into the selection process as required by 77.11(f).

Additional Requirements/Timelines: none

STANDARD V: CURRICULUM AND INSTRUCTION

A. Content

Findings: This standard is met with completion of one additional requirement.

1) The thirty-eight semester hours required in the intern program exceed the twenty-four hour state requirement.
2) The intern program utilizes the sequence of courses established in the approved teacher education program. Current courses are being redesigned for distance delivery.
3) A chart included in the plan provides critical tasks and assessment formats used to assess the competencies outlined in the program, week by week and course by course.

Additional Requirement/Timeline

Requirement	Completed by:
Provide sample syllabi of redesigned courses to reflect adjustments made for distance delivery.	September 1, 2009

B. Clinical

Findings: This standard is met.

1) Pre-intern field experiences far exceed requirements. These well-designed field experiences are scheduled in conjunction with and complement classroom management and methods courses.
2) Diversity in placements will be addressed with intentionality in three separate placements.

Additional Requirements/Timelines: none

STANDARD VI: CANDIDATE SUPPORT

Findings: This standard is met.

1) In addition to support provided by a site-based mentor and supervisor (building principal), an intern will be supported by a university-based supervisor, a university-based content mentor, and the university-based intern coordinator.
2) In order to provide coordinated support to the intern, the university-based supervisor will schedule visits to the candidate when the site-based mentor is also available.

Additional Requirements/Timelines: none

STANDARD VII: CANDIDATE ASSESSMENT

Findings: This standard is met.

1) Performance assessments throughout the program are presented in a comprehensive format.
2) Checkpoints, feedback to candidates, and on-going candidate assessment are appropriately provided within the program.
3) At the request of the Department, the program has developed a policy to address termination of an unsuccessful internship.

Additional Requirements/Timelines: none

STANDARD VIII: PROGRAM ASSESSMENT

Findings: This standard is met.

1) A comprehensive program assessment system based on program standards includes candidate assessment throughout the program, performance and product assessment during the internship, candidate survey and focus groups at the time of graduation, alumni surveys, and employer surveys.
2) The program evaluation design is framed by five meaningful, essential questions.
3) Data from program assessment will be reviewed by the education department twice a year in order to determine strengths and weaknesses of the programs and to make appropriate adjustments.

Additional Requirements/Timelines: none

Recommendation

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

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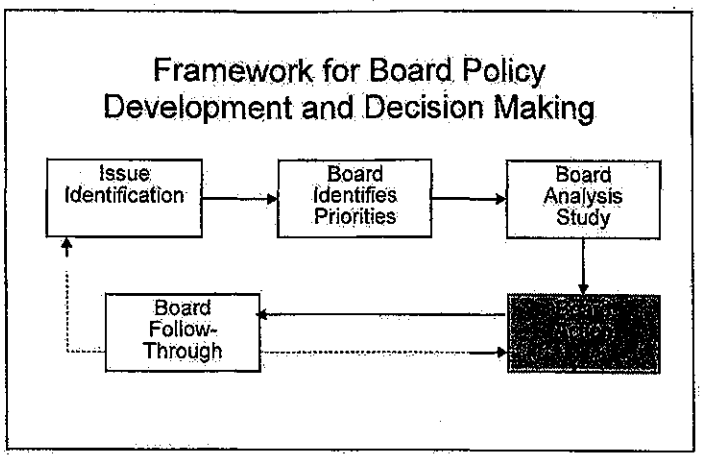

Agenda Item: Morningside College Teacher Intern Preparation Program

Iowa Goal: Individuals will pursue postsecondary education in order to drive economic success.

Equity Impact Statement: Practitioner preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning for all students.

Presenter: Arlie Willems, Administrative Consultant
Practitioner Preparation
Bureau of Accreditation & Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board grant conditional approval to Morningside College's Teacher Intern Preparation Program until a focused visit evaluates the program in terms of the quality of preparation of its first cohort of interns.

Background: Iowa Code 282—14.102(272) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. The Morningside College Teacher Intern Preparation Program met the program approval standards for conditional approval.

Recommendation for Conditional Approval
Of
Morningside College
Teacher Intern Program
(Under Chapter 77 of the Iowa Administrative Code)

July 30, 2009

Founded in 1894 by the Methodist Episcopal Church, Morningside College is a private, four-year, co-educational institution affiliated with the United Methodist Church. The college enrolls more than 1,150 full-time undergraduate students. The college provides graduate and undergraduate programs in education on campus as well as graduate/endorsement programs at eight satellite sites.

In the fall of 2008, the Morningside College Education Department voted unanimously to apply for a Teacher Quality Enhancement Grant for the development of a teacher intern program. Upon receipt of the grant in December of 2008, Morningside College appointed a grant director, assembled a development team, and began planning for the implementation of a teacher intern program. In May 2009, Morningside College submitted a proposal to the Department of Education requesting approval of a teacher intern program.

Morningside College describes the structure of the proposed teacher intern program as being shaped around eight characteristics: The program will coexist with the traditional undergraduate teacher preparatory programs at Morningside. Master Educators will be involved in the delivery of the curriculum to provide knowledge of current practice in content areas. The program will feature the establishment of a cohort group sharing face-to-face learning experiences. Alternate learning sites may be used depending on where members of the cohorts reside. Weekend class meetings for the first twelve credit hours of study (year one) will allow candidates to continue working and meeting family obligations. The coursework will be delivered in blocks, pulling strands from each of the Department of Education program requirements. Interns will have laptop computers and software to facilitate communication with their instructor outside of the regularly scheduled class meetings. The program will continue to make connections with the Iowa public school districts within a 150-mile radius of Sioux City in order to support interns in their searches for internship positions and to support the districts in their search for teachers, especially in shortage areas. Morningside College plans to implement their proposed program in September of 2009, with a cohort group of no more than 15 candidates. These candidates will complete coursework that will qualify them for a teacher intern license and position in the 2010-1011 school year. The program projects that candidates will complete all requirements to be eligible for an initial teaching license in August of 2011.

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

STANDARD I: GOVERNANCE AND RESOURCES

Findings: This standard is met with completion of additional requirements.

1) Although the developers of the program have connections with area schools, the program was designed with limited input from those schools. After consultation with the Department of Education, the program has revised the planned composition of the teacher intern committee to include representation from 7-12 school and AEA personnel. The program may also choose to consult with the traditional program's education advisory council. The Teacher Intern Committee is encouraged to continue to solicit input from 7-12 schools and to build more explicit partnerships.
2) The proposal does not provide a direct connection between the teacher intern program and the established approved programs at Morningside. The Morningside Teacher Intern Program is encouraged to work closely and collaboratively with the traditional teacher preparation program at Morningside to draw on the experiences, expertise, and resources that have been developed in a long standing program.

Additional Requirement/Timeline

Requirements	Completed by:
Defined roles and responsibilities of the Teacher Intern Committee and list of current membership to include current 7-12 educators.	September 1, 2009

STANDARD II: DIVERSITY

Findings: This standard is met.

1) The program has developed a plan for candidates to have field experiences in multiple settings and with diverse students.
2) Morningside College is well positioned to draw a diverse group of candidates to the Morningside Teacher Intern Program.

Additional Requirements/Timelines: None

STANDARD III: FACULTY

Findings: This standard is met with completion of additional requirements.

1) The Morningside College Teacher Intern Program has drawn from the background of individuals with extensive and exemplary teaching experience at the 7-12 level.
2) The plan states that the lead instructor hired to teach the coursework in the Morningside Teacher Intern Program will work with adjunct instructors, supervisors, and full-time Morningside College faculty. The plan, however, does not specify how this will be done. The program should explicitly define the roles and responsibilities of all faculty involved in the Morningside Teacher Intern Program to ensure expertise exists throughout the program. Additionally, the program should provide professional development that focuses on teacher preparation.

Additional Requirements/Timelines

Requirements	Completed by:
Description of the specific roles and responsibilities of all faculty members (full-time, adjunct, and supervisors) involved in the Morningside Teacher Intern Program.	September 1, 2009
Outline of professional development to be provided during the 2009-2010 school year.	September 1, 2009

STANDARD IV: TEACHER INTERN SELECTION

Findings: This standard is met.

1) The teacher intern committee has developed criteria for selecting teacher intern candidates. The criteria include those required by *Chapter 77 (281-77.11(2))*, and are in line with the requirements of the current undergraduate teacher preparation program.
2) Criteria for program admission include evidence of work experience, references, a college transcript, an essay and a personal interview.

Additional Requirements/Timelines: None

STANDARD V: CURRICULUM AND INSTRUCTION

A. Content

Findings: This standard is met with completion of additional requirements.

1) The program has planned coursework to be delivered in an integrated manner, using a structure with the potential to be very effective for adult learners.
2) After consultation with the Department of Education, the program made revisions to the original curriculum plan by constructing the framework for a curriculum map. The program has begun to develop coursework and assessments based on program standards. As the remaining curriculum is developed, the program needs to ensure that candidates receive adequate preparation in a well-articulated, comprehensive format firmly grounded on program standards.

Additional Requirements/Timelines

Requirements	Completed by:
Well-articulated syllabi for all courses in Blocks 1-6. Syllabi must show internal consistency among program standards, class objectives, learning activities, candidate assessment and feedback.	September 1, 2009
Well-articulated syllabi for all courses in Blocks 7-11. Syllabi must show internal consistency among program standards, class	December 1, 2009

objectives, learning activities, candidate assessment and feedback	
Well-articulated syllabi for all courses in year 2. Syllabi must show internal consistency among program standards, class objectives, learning activities, candidate assessment and feedback	June 1, 2010

B. Clinical

Findings: This standard is met with completion of additional requirements.

1) The program has initiated partnerships with a number of area schools and has developed plans for ensuring that all candidates have experience in diverse settings.
2) The program has outlined a general structure for the fifty hours of field work required of candidates before the internship year. More explicit expectations for candidates and their mentors will need to be delineated before field experience placements are obtained for teacher intern candidates.

Additional Requirements/Timelines:

Requirements	**Completed by:**
A comprehensive handbook for clinical experiences, to include policies, expectations, requirements, assessment procedures, roles and responsibilities for candidates, cooperating teachers and college supervisors. The handbook should address both pre-internship field experiences and the internship.	September 1, 2009

STANDARD VI: CANDIDATE SUPPORT

Findings: This standard is met.

1) The program has established procedures for the cohort group of interns to meet regularly with Morningside College personnel. In addition, the program has arranged for technological connections and support between regularly scheduled face to face meetings.
2) The program has developed plans for collaboration between Morningside personnel and school district personnel to support the candidate during the internship year.
3) Based on advice from the Department of Education, the program has revised the original plan to include more frequent visits to interns in the program. College supervisors will visit interns weekly for the first nine weeks of school, then at a minimum on a bi-weekly basis for the rest of the year.

Additional Requirements/Timelines: None

STANDARD VII: CANDIDATE ASSESSMENT

Findings: This standard is met with completion of additional requirements.

1) The program has begun development of a system for candidate assessment. A curriculum map presents key assessments that will be used in each block to evaluate candidates. However, the

program needs to strengthen the process for assessment and feedback to candidates regarding progress based on program standards.

2) The program has created some rubrics designed to assess candidate performances. However, the assignments designated for candidate assessment and their corresponding rubrics, need to be refined in order to demonstrate a clear connection to program standards.

Additional Requirements/Timelines

Requirements	Completed by:
The program needs to submit a document describing a coherent, sequential assessment system. The assessment system must clearly document candidates' attainment of program standards through multiple measures. The system should include rubrics that reflect program standards.	September 1, 2009

STANDARD VIII: PROGRAM EVALUATION

Findings: This standard is met with completion of additional requirements.

1) The program has defined some assessment tools that it will use to evaluate its effectiveness and has outlined a plan for sharing this evaluation information with stakeholders.
2) At this time, the candidate assessment system is not developed to the point that it can inform program evaluation. The assessment system that will be developed to assess candidate progress will also need to include information that can be utilized to refine and revise the program's goals, content, delivery strategies, and candidate support.

Additional Requirements/Timelines

Requirements	Completed by:
The program needs to submit a document describing a coherent, sequential assessment system. The assessment system must clearly document candidates' attainment of program standards through multiple measures. The system must show how aggregated assessment data is used for program evaluation and improvement. The Department of Education will provide technical assistance in this endeavor.	September 1, 2009

Recommendation

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