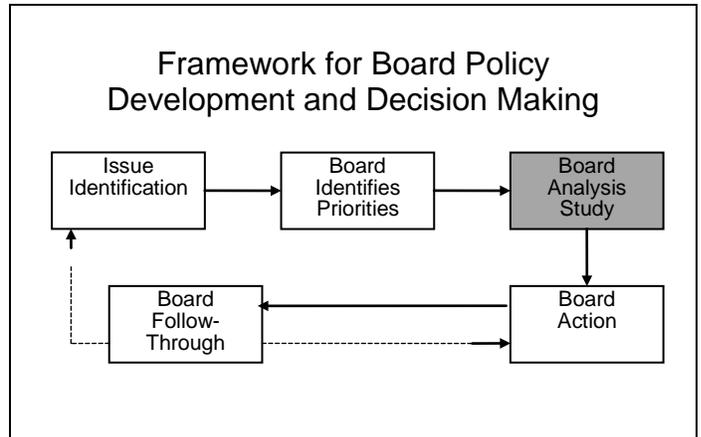


Iowa State Board of Education

Executive Summary

November 14, 2012



Agenda Item: Work Session – Educator Preparation Program Approval

Iowa Goals: All

State Board Role/Authority: The State Board of Education sets standards for and approves teacher and administrator preparation programs. Iowa Code section 256.7(3).

**Presenters/
Facilitators:** Larry Bice, Administrative Consultant
Educator Preparation
Bureau of Educator Quality

Byron Darnall, Chief
Bureau of Educator Quality

Jason Glass, Director
Iowa Department of Education

Attachments: 1

Recommendation: It is recommended that the Iowa State Board of Education become familiar with the current practitioner preparation program approval process and identify next steps for addressing this issue.

Background:

One of the policy development priorities of the State Board of Education is “Improving Teacher and Leader Preparation.” This session is designed to provide an overview of the current standards and procedures for the approval of practitioner preparation programs in Iowa. Information will be provided about the Iowa Code, rules and standards related to practitioner preparation program approval, and about the accreditation visit process and how the accreditation report and recommendations are developed. Board members will be given an opportunity to share concerns about the process and next steps for addressing this issue will be clearly identified.

State Board of Education Work Session—Educator Preparation Program Approval
Wednesday, November 14, 2012, from 9:45 am to 11:45 am
Location: State Board Room, Grimes State Office Building

Overall charge to the State Board: To familiarize State Board members with the current standards and procedures for the approval of practitioner preparation programs.

Intended Outcomes of this two-hour meeting: By the conclusion of the meeting we will:

- (1) Gain background knowledge concerning accreditation from board members; provide board members an opportunity to
 - a. articulate concerns
 - b. bring forth individual concerns
- (2) Orient board members to code, rules, and standards
- (3) Demonstrate how the executive summary is developed after accreditation visit
- (4) Establish clear next steps

AGENDA

(Dr. Larry Bice, facilitator and Byron Darnall, co-facilitator)

9:45 am	Introductory comments: a. Information on Arizona State University program b. Norms and expectations of the working session	5 Minutes
9:50 am	KW activity a. Board members are asked to write: 1. What do you KNOW about Iowa practitioner prep accreditation? 2. What do you WANT to know about Iowa practitioner prep accreditation? b. EACH board member shares one or two K's and one or two W's	25 minutes
10:15 am	Presentation on Code, Rules and Standards a. Discuss code/rules on previously provided information sheet(s) b. Provide summary of rules c. Highlights of handbook 1. flowchart of process 2. Timeline of process d. Review standards (paragraph format)	20 minutes
10:35 am	Break	10 minutes
10:45 am	Sample accreditation report a. Orient to executive summary (use Simpson) b. Show a full report (IR) as a reference (use Clarke, Drake) 1. Illustrate exhibits c. Examine parts of the report d. Show process of getting to recommendations 1. Findings 2. Concerns 3. Ratings e. Walk through executive summary (final product)	30 minutes
11:15 am	Clear next steps (can be based on W's from initial activity and parking lot input)	+/- 30 minutes

The following pages contain background information to prepare you for the working session on 14 November.
 Pages 2 and 3 present a summary of Relevant Code and Rules regarding accreditation.
 Pages 3 and 4 provide information on the Standards used for accreditation.
 Page 5 shows a flow chart of the accreditation process.
 Page 6 shows a timeline of the accreditation process.

Background information on Code, Rules and Standards

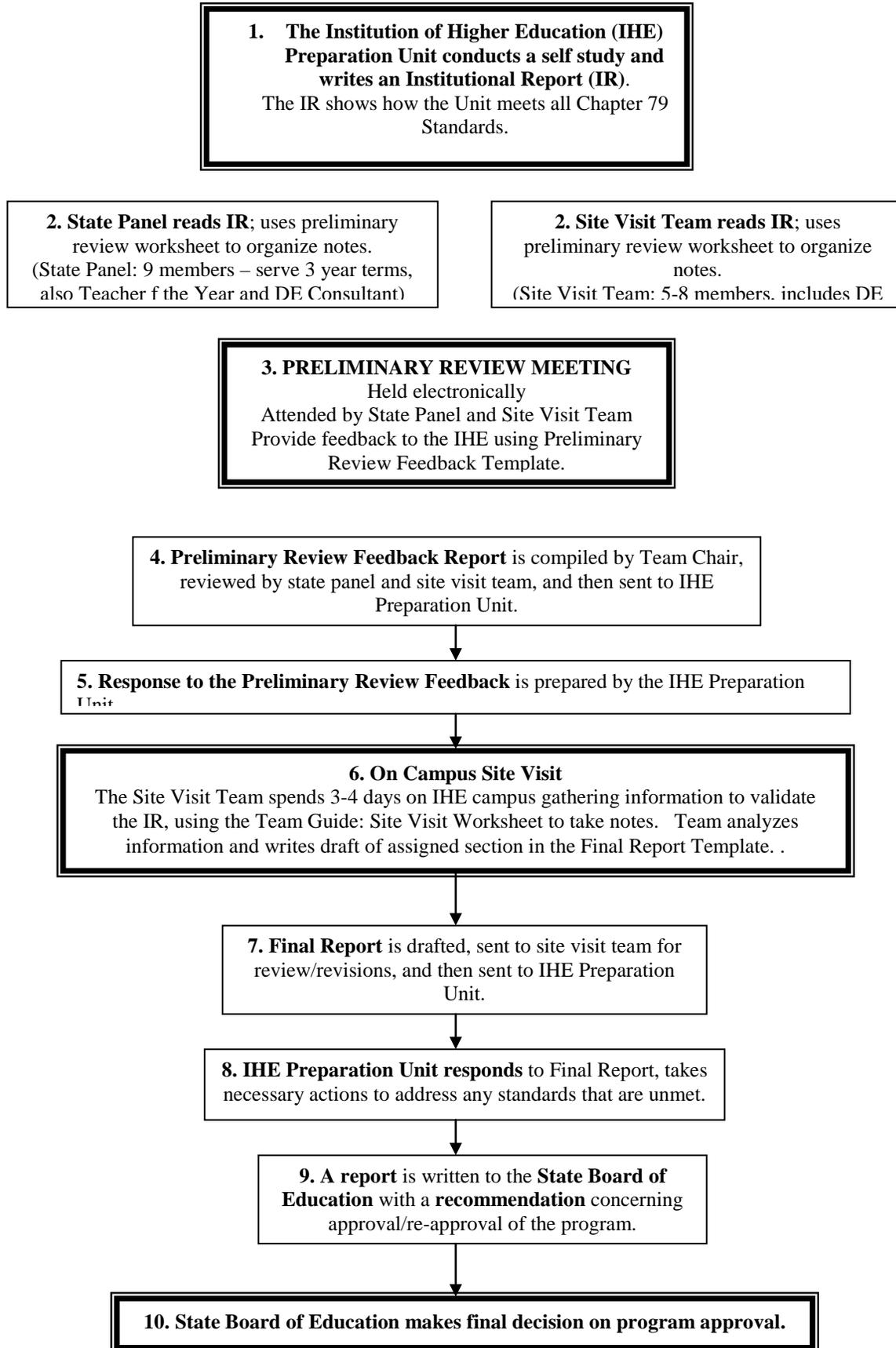
CODE	
Iowa Code	Chapter 256.7: Duties of state board.
<p>3. Prescribe standards and procedures for the approval of practitioner preparation programs and professional development programs offered in this state by practitioner preparation institutions located within or outside this state and by area education agencies. Procedures provided for approval of programs shall include procedures for enforcement of the prescribed standards and shall not include a procedure for the waiving of any of the standards prescribed.</p>	

RULES	
Iowa Administrative Code	Chapter 79: standards for practitioner and administrator preparation programs
Twenty one sections of IAC 281-79:	
281—79.1(256) Programs of practitioner and administrator preparation leading to licensure in Iowa are subject to approval by the state board of education, as provided in Iowa Code chapter 256.	
2. Definitions	
3. Institutions affected	ALL that prepare teachers and administrators (32 for teachers)
4. Criteria:	<ul style="list-style-type: none"> • IHE regional accreditation • file written self study • site visit
5. Approval	<ul style="list-style-type: none"> • IDE Director recommends following study • Seven year term, board can approve for a shorter length of time if conditions warrant • If no approval: <ul style="list-style-type: none"> • Reasons identified • IHE can bring evidence to next Board meeting • IHE reapply in six months • Conditional approval • Full review after one year
6. Visiting Teams	<ul style="list-style-type: none"> • Team visits each institution, including off campus sites • Membership determined by IDE • Members from: <ul style="list-style-type: none"> • Other IHE program faculty • Elem/secondary licensed staff • IDE

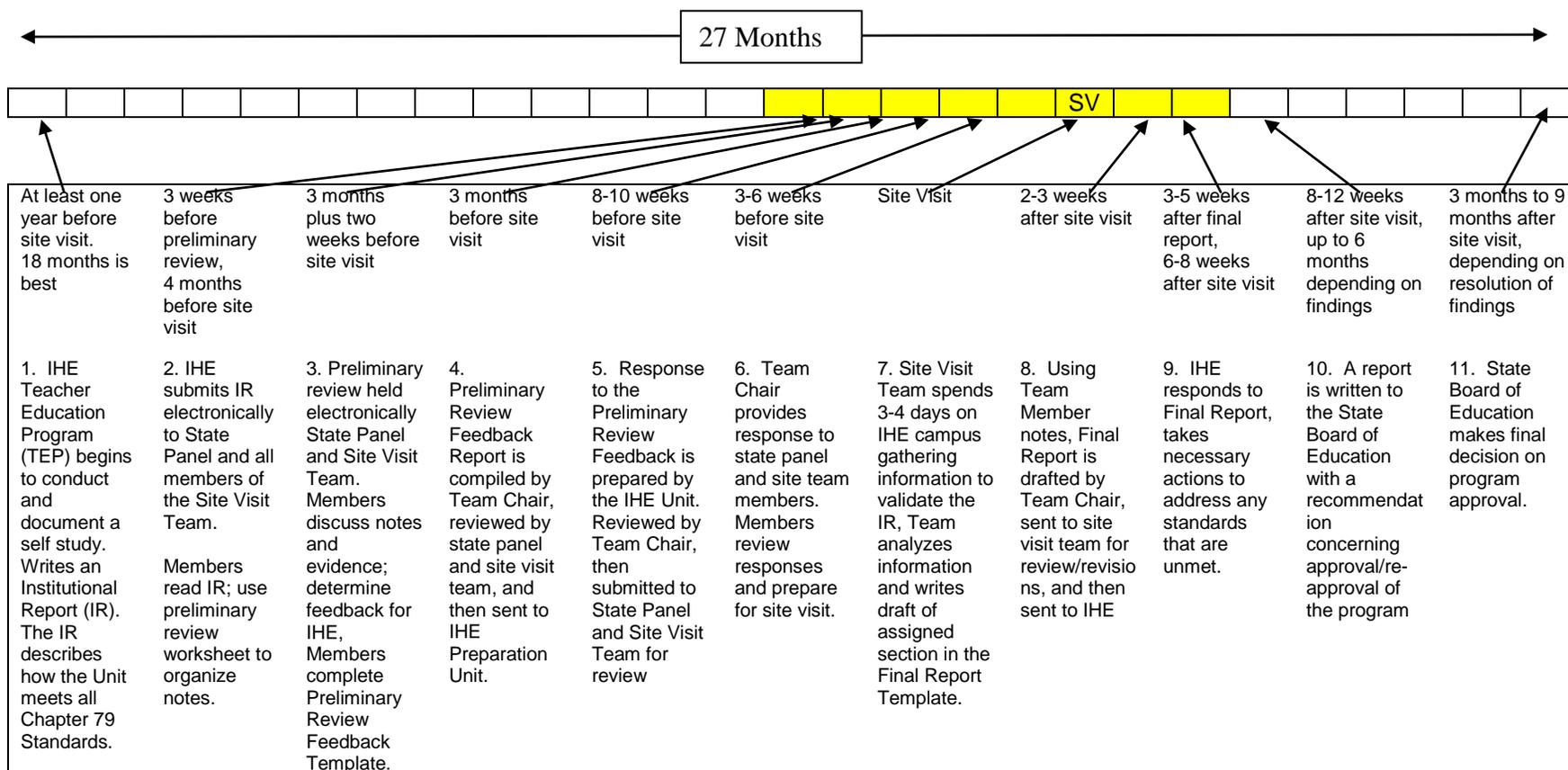
	<ul style="list-style-type: none"> • BOEE • Professional Education Associations • Expenses paid by institution
7. Periodic reports required	Annual: <ul style="list-style-type: none"> • IDE • Title II
8. Review every seven years	
9. IHE program/curriculum changes	May require approval, per Director of IDE.
10-21 Specific standards	See below

STANDARDS		
Sections 10-21 of IAC 281-79:		
Section of IAC	Description from IAC	Additional Information
281 79.10 Governance and resources standard.	Governance and resources shall adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.	<i>The governance standard has 14 criteria examining resources and support for all facets of the Teacher Education Program (TEP.)</i>
281 79.11 Diversity standard.	The environment and experiences provided practitioner candidates shall support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.	<i>The diversity standard has three criteria, evaluating diversity for faculty and students and diverse clinical experiences for students.</i>
281 79.12 Faculty standard.	Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately	<i>The faculty standard contains six criteria, examining the qualifications and performance of the faculty. It describes requirements of TEP faculty.</i>

	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.	
281 79.13 Assessment system and unit evaluation standard.	The unit's assessment system shall appropriately monitor individual candidate performance and use those data in concert with other information to evaluate and improve the unit and its programs. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.	<i>The assessment standard consists of four criteria, with eleven sub criteria. It requires assessment of the TEP as well as candidates' work and dispositions.</i>
281 79.14 Teacher preparation clinical practice standard.	The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.	<i>The clinical standard contains twelve criteria, with 21 sub criteria concerning clinical experiences.</i>
281 79.15 Teacher preparation candidate knowledge, skills and dispositions standard. (Curriculum)	Teacher candidates shall demonstrate the content knowledge and the pedagogical and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all programs regardless of delivery model, including programs delivered by distance learning and programs offered on campus, off campus, and through any other model of delivery.	<i>The curriculum standard consists of 10 criteria with 18 sub criteria. It spells out curricular requirements for training teacher candidates.</i>
281 79.16	Clinical standards for Administrator Prep	
281 79.17	Curriculum standards for Administrator Prep	
281 79.18	Reserved	
281 79.19	Names specialist positions requiring licensure: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).	
281 79.20	Clinical standards for positions named in 19	
281 79.21	Curriculum standards for positions named in 19	



Timeline of Teacher Preparation Program Accreditation Process



Participants:

IDE Administrative Consultant - serves as Team Chair

State Panel – Nine IHE faculty/professional staff plus Teacher of the Year and IDE Admin Consultant. IHE faculty members serve three year terms, with three new members each year.

Site Visit Teams – Six faculty/professional staff from IHE’s plus the admin consultant. Programs with special programs (administrator preparation, counselor preparation, etc.) will have larger teams with expert members. State panel members generally serve on one site visit team each year.

Board of Education – provides decision on accreditation