Iowa State Board of Education

Executive Summary

November 16, 2022

Framework for Board Policy Development and Decision Making
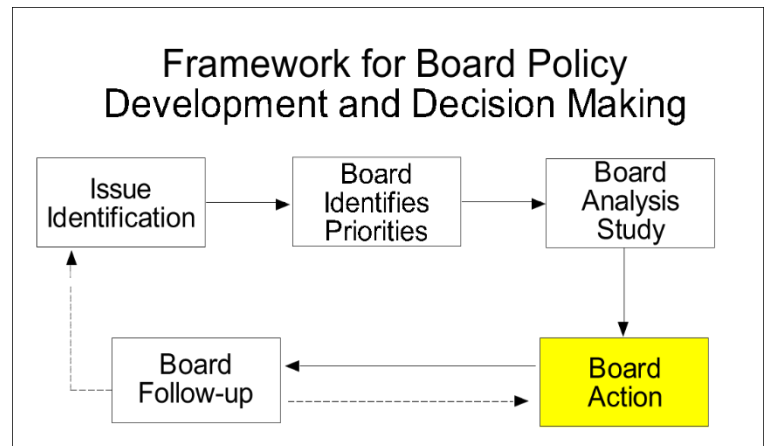
Agenda Item:	Regents Alternative Pathway to Iowa Licensure (RAPIL) Program Approval
State Board Priority:	Improving Teacher and Leader Preparation
State Board Role/Authority:	The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 281 Iowa Administrative rule 77.5
Presenter(s):	Maryam Rod Szabo, Administrative Consultant Bureau of Community Colleges
Attachment(s):	One
Recommendation:	It is recommended that the State Board award full approval to the Regents Alternative Pathway to Iowa Licensure through the next review scheduled for the 2028-2029 academic year.
Background:	The attached report is a summary of the program review and site visit conducted during Feb 6-10, 2022, under 281 Iowa Administrative Code chapter 77. The program has met all Chapter 77 standards without condition; therefore, the Department recommends the State Board grant full approval to RAPIL.

Regents Alternative Pathway to Iowa Licensure (RAPIL)

Board Report

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

State Board of Education

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Program Information

Regents Alternative Pathway to Iowa Licensure (RAPIL) is a collaborative effort by the University of Northern Iowa, The University of Iowa and Iowa State University, committed to selecting professionals who demonstrate passion, commitment, enthusiasm and integrity along with evidence of years of successful work experience in their profession. This pathway is designed for career changers who wish to become secondary (5-12) teachers. Through undergraduate and/or graduate coursework, candidates would have most or all of the content course work completed, but need the education classes to learn the methods of teaching. Three years of post-baccalaureate work experience is required for admission to the program.

RAPIL candidates complete education foundation course work and 50 contact hours of field experience during the first year of the program (August - early July). Courses are offered in a synchronous, hybrid format with most classes meeting on Tuesday evenings through Zoom, but also in-person one Saturday per month to collaborate with the members of their cohort. During the second year of the program, RAPIL candidates are eligible to teach with an Iowa Teacher Intern License issued by the Iowa Board of Educational Examiners. An internship is a paid teaching position with the same rights, responsibilities and salary as any other beginning teacher in the school district. Course work continues during the internship, as does support and supervision from program faculty throughout the year. Program completion at the end of the school year results in a recommendation for Initial Iowa Licensure.

The Department consultants along with a team of professionals from four other institutions reviewed RAPIL and conducted a site visit to review the program compliance with Iowa Administrative Rules related to alternative pathways to teacher preparation in Chapter 77. Through the review of reports, evidence and discussions with program representatives, administration and candidates the Department consultants find the program in compliance and recommend this program for full approval.

This report includes a Department Report which has a summary of selected programs' compliance as it relates to each standard. In addition, a copy of the program response regarding how the program may address the initial compliance concerns in the original report, and how they may integrate suggested improvements is attached after the summary.

Site Review Team Members

Dr. Maryam Rod Szabo, Iowa Department of Education
Dr. Lawrence Bice, Iowa Department of Education
Dr. Kelly Chaney, Morningside University
Dr. Alan Hastings, Central College
Dr. Carrie Thonstad, Northwestern College
Dr. Shawna Hudson, Iowa Wesleyan University

Acknowledgements

Team members would like to express their gratitude to the regent universities, especially the community involved in the Regents Alternative Pathway to Iowa Licensure (RAPIL) 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.

Department Report

Select Commendations/Strengths

- Interviews with candidates, interns, program faculty, evaluators, the governance team and review of survey feedback from multiple stakeholders indicate that the Program Coordinator, Amy Mayer, is trusted, competent, collaborative, highly organized and committed to the success of candidates and the RAPIL program.
- The team commends the RAPIL program and the advocacy of the program coordinator to secure STEM scholarships for 20 candidates per year.
- Many faculty members exceed the required minimum of 40 hours of co-teaching, and several are doing substantial work in K-12 schools to stay involved.
- RAPIL is creating a supportive structure for candidates/interns throughout the program.
  - First, through the cohort model, candidates/interns/alumni interviews highlighted the collaboration, support and professional community the cohort structure provided.
  - Second, the pairing of evaluators to candidates for the full two-year clinical experiences provided additional support to candidates as expressed through interviews with interns and alumni.
- RAPIL is responsive to student feedback and highly aware of specific needs of this demographic. Examples include:
  - creation of "Surviving Your First Year Family Workshop,"
  - reduction in courses during internship year,
  - change in clinical to a concurrent format,
  - emphasis on Google Suite and assessment strategies.

Resolution of Concerns

281—77.8(256) Governance and resources standard.

Based on the unit's resolution of compliance concerns as summarized below, the Department considers the Governance and Resources standard to be Met.

Due to the growth in the program and turnover within the governance team during the year prior to the visit, the program coordinator served in a variety of roles to maintain and improve the quality of the program. The program addressed the staffing needs within the self-study but there was no specific plan and timeline. The site visit team required that the governance team review and draft a plan to address the administrative and staffing needs. Deans and the governance team, which consist of administrators from the three regent universities, agreed to review and revise the program coordinator's position and a support person to ensure duties are listed within individual roles.

The program provided the job description, meeting minutes and the agreements amongst the governance team and timeline for hiring the support personnel.

281—77.9(256) Faculty standard.

Based on the unit's resolution of compliance concerns as summarized below, the Department considers the Faculty standard to be Met.

Program faculty have a variety of backgrounds and experiences. Faculty are well respected by the candidates. Faculty experiences and preparation aligned with their teaching assignments. However; 77.9(5) requires that faculty members maintain an ongoing, meaningful involvement in school activities at the secondary grade level along with engagement in PK-12 including at least 40 hours of team teaching during a period not to exceed five years. Several faculty members' activities in PK-12

did not align with the minimum requirement of teaching or co-teaching. The program implemented a policy so that all faculty members complete eight hours of co-teaching, substitute teaching or classroom teaching per year, as a part of their contract. Completion of this requirement will be monitored and tracked by the program coordinator.

281—77.10(256) Program of study standard.

The Department considers the Program of Study standard to be Met.

There was no concern in this section. Interviews with candidates, recent graduates, faculty and stakeholders at PK-12 institutions indicate strong support and preparation for the candidates.

281—77.11(256) Assessment standard.

Based on the unit's resolution of compliance concerns as summarized below, the Department considers the Assessment standard to be Met.

Candidates receive timely feedback from the faculty resulting in opportunities to grow and improve their performance throughout the program. While the program coordinator utilized a variety of data such as candidate's performance and survey data to inform program improvement and faculty development, a formalized data-driven assessment process and timeline for the program was missing. This concern was addressed by ensuring the vacant assessment coordinator position be filled to continue the support the program previously received from one of the regent institutions. In addition, the governance team discussed and shared a plan and timeline to utilize program data for a formalized program assessment process every year in July.

Full Report with RAPIL Response

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

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

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

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

b. Providing appropriate resources to ensure a quality program; and

c. Submitting a recommendation by the authorized official of the program to the BOEE for a teacher intern license after the teacher intern candidate's completion of the coursework and competencies as outlined in the program of study in subrule 77.10(3).

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

a. Establishing the conceptual framework to provide the foundation for all components of the program;

b. Screening and selecting teacher intern candidates;

c. Establishing an advisory team to provide guidance to the teacher intern preparation program annually for program evaluation and continuous improvement. The advisory team shall include institutional personnel, including program faculty, and representatives from LEA 5-12 grade level teachers and administrators; and

d. Using program evaluation and continuous improvement to review and monitor the program goals, the program of study, the support system, and the assessment system.

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

77.8(5) The LEA will provide the following:

    a. An offer of employment to a teacher intern candidate in the program;

    b. A mentoring and induction program with a district-assigned mentor; and

    c. An assurance that the LEA will not overload the intern with extracurricular duties.

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

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

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

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

    d. Professional development opportunities for all faculty members;

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

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

    g. Recruiting and supporting faculty; and

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

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

Initial Team Finding, and Unit Response:

Commendations/Strengths:

- Interviews with candidates, interns, program faculty, evaluators, the governance team, review of survey feedback from many other stakeholders, indicate that the Program Coordinator, Amy Mayer, is trusted, competent, collaborative, highly organized and committed to the success of candidates and the RAPIL program.
- The addition of the Faculty Lead to coordinate curriculum is a strong indicator of the program's commitment to continuous improvement.
- The team commends the RAPIL program and the advocacy of the program coordinator to secure STEM scholarships for 20 candidates per year.

Recommendations

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

1. 77.8(1), 77.8(2) a & b During the interview with the deans from all three institutions, each expressed pride in RAPIL excellence, and commitment to the quality of this program that directly serves the needs of the state of Iowa. The team found evidence of varying levels of support from the three universities especially in providing faculty. In light of the current changes due to program growth, staff turnover and upcoming retirements, the team recommends that the university leadership examine program needs and each institutions' commitment to this growing program, in a way that the staffing plan formally addresses duties within appropriate position descriptions. This would ensure the positions are defined and filled according to the needs of the program.

Program Response
The UNI College of Education dean, the ISU College of Human Sciences dean and the University of Iowa College of Education dean met with the RAPIL Governance Team on Friday, June 17, 2022 on the University of Iowa campus. This is the first administrative review of the program undertaken by the deans and will continue as a yearly meeting. The main focus of this first session was to review this report and discuss the recommendations and concerns identified by the team. Where appropriate, the deans made decisions, with some issues referred back to the governance team for action.

There was agreement to expand the administrative support by adding a coordinator-level position. Gaps in program coverage will be identified to create a new program position and title. Once approved by the regent deans, a funding decision will be made and the position opened to application. The program intends to have this role filled by spring 2023.

Exhibit 1 - <u>2022 Dean Meeting Agenda</u>
Exhibit 2 - <u>Program Position Gap Analysis</u>
Exhibit 3 - <u>Student Success Coordinator - Draft Position Description</u>

2. 77.8(3)a A review of the institutional report, response to the preliminary review, interviews with the program coordinator and faculty lead indicate the conceptual framework is not research-based and does not inform best practices for preparing interns. The team recommends the governance team (with faculty) examine, expand and incorporate the conceptual framework into program curriculum and teaching.

Program Response

The work to develop a more well-defined conceptual framework will build on the Iowa Teaching Standards to better define how the RAPIL program is anchored to each regent institution. The Governance Team will begin this work at their July 2022 meeting. To provide support for how instruction supports mastery of the Iowa Teaching Standards, the RAPIL instructional faculty engaged in a workshop to detail and provide evidence for the research base that supports the key concepts in each course that lead to standards mastery. Work from both groups will be compiled by the program coordinator and the faculty lead into a draft framework that will be shared first with the governance team and then with other constituent groups for review and approval. The program will complete this work by the end of the 2022-2023 academic year.

Exhibit 4 - RAPIL Governance Team July 2022 Agenda
Exhibit 5 - Instructional Faculty Conceptual Framework Workshop Feedback
Exhibit 6 - Conceptual Framework Belief Statements and Selected References

3. 77.8(3) d Interviews with the program coordinator, RAPIL evaluators, faculty lead and program faculty revealed that the program coordinator is assessing the needs of faculty professional development, developing and leading faculty development workshops. Evidence indicates this is not the role of the program coordinator, but falls on this position. The team suggests the governance team examine the best ways to evaluate and provide professional development for faculty as a part of the RAPIL program, and establish procedures to accomplish this. The team requests that the staffing plan formally define this duty in the appropriate position description.

Program Response
The faculty lead and program coordinator proposed a faculty professional development fund policy. The policy was reviewed and approved by the governance team at their March 1, 2022 meeting. The policy provides each instructional faculty member with $1,000.00 dollars in professional development funds for each fiscal year. Reimbursement funds will be paid from the RAPIL budget. The University of Iowa director of Finance and Budget consulted on the writing of the policy to ensure it reflected reimbursement practices at the University of Iowa. Notice of available funds will be included in contracts beginning fall 2022 by the academic/clinical program management specialist. The governance team will review this policy annually.

The program coordinator and faculty lead have proposed moving away from the current bi-yearly workshop format to a quarterly faculty meeting. The faculty lead will determine topics of need through discussions with instructional faculty, evaluators, and program coordinator as well as review of ACE surveys. The faculty lead will coordinate with the program coordinator to include professional development on these topics on the agenda for faculty meetings.

Exhibit 7 - 3/1/22 Governance Team Meeting Minutes
Exhibit 8 - RAPIL Faculty Professional Development Fund Policy

4. 77.8(6) d Based on feedback received during interviews, the team found evidence that evaluators are not provided professional development resources. Although the need for professional development is not large, many have been out of the classroom and practice for a number of years and would benefit from professional development that is aligned with their assignments and responsibilities at RAPIL. The team recommends that faculty professional development resources and opportunities be extended to RAPIL Evaluators.

Program Response

The Program Coordinator reviewed this recommendation with the RAPIL evaluators during annual year-end debrief meetings. Suggestions to pursue include: calibration around the Iowa Teaching Standards and the RAPIL evaluation tools, and connection with instructional faculty to develop a deeper understanding of the RAPIL curriculum. The group suggested a survey would be the best way to collect feedback on topics of interest and prioritize importance.

The program coordinator and faculty lead have proposed a tri-yearly faculty meeting schedule to replace the previous workshop model. The fall meeting will focus on the needs and professional development of the instructional faculty. Evaluators would be invited to attend the spring faculty meeting to strengthen the connection between curriculum and implementation of learning in field experience and internship settings. Agendas for these meetings would focus on collaboration between instructors and evaluators. A summer meeting for instructional faculty will review program updates and program feedback and provide flexibility to address suggested topics or issues.

5. 77.8(6)h The team found through interviews with the program coordinator and a review of records that applicant screening occurs as an added duty on the program coordinator since the academic advisor position that once completed the screening is vacant. The team recommends RAPIL examine positions and make adjustments, including the possibility of filling the vacant academic adviser position, to ensure the screening process is completed efficiently without overburdening current staff.

Program Response
The gap analysis for program tasks and responsibilities indicates this will be a major responsibility of the new administrative position. Once approved by the regent deans, a funding decision will be made and the position opened to application. The program intends to have this role filled by early 2023. The program coordinator will continue to cover these responsibilities until the new hire is in place and trained.

Exhibit 2 - Program Position Gap Analysis

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(6)h Interviews with program coordinator, governance team and a review of the institutional report indicates lack of sufficient administrative and clerical and technical staff. The program coordinator and lead faculty member do not have adequate access to administrative support. While this was recognized by the program during the self-study, the team requires the program to ensure adequate administrative support and share their plan to address this need.

Program Response
In a face-to-face meeting on June 17, 2022, the deans discussed and gave support for the adding an administrative position. The governance team and program coordinator reviewed and revised the program coordinator's existing position description, then aligned tasks covered by the faculty lead position description and support provided to the program by the University of Iowa (UIowa) licensure analyst and UIowa academic/clinical program management specialist. That initial analysis revealed gaps in program coverage. The proposed student success coordinator position was developed to address these gaps. Together the program coordinator and governance team developed a set of duties for the proposed position and suggested modifications to the program coordinators role.

All three governance team members support the position description and the timeline of hiring in spring 2023 for a person to start in summer 2023.The governance team and program coordinator will meet with the RAPIL budget analyst in October to determine funding for the position. The funding

plan will be presented to the deans for final approval in November 2022 following a meeting of the governance team with the provosts of the three institutions.

Exhibit 1 - 2022 Dean Meeting Agenda
Exhibit 2 - Program Position Gap Analysis
Exhibit 3 - Student Success Coordinator - Draft Position Description
Exhibit 4 - RAPIL Governance Team July 2022 Agenda

Sources of Information
Interviews with:
- Deans
- Governance Committee
- Program coordinator
- Faculty lead
- Members of the faculty and evaluators
- Assessment coordinator

Review of:
- Candidates' records
- Institutional report
- Program response to review team's initial report
- Visits to classrooms and discussions with candidates
- Discussions with interns, administrators, university evaluators

281—77.9(256) Faculty standard. Faculty qualifications and performance shall facilitate the professional development of teacher intern candidates in accordance with the following provisions.
77.9(1) The program defines the roles and requirements for faculty members by position. The program describes how roles and requirements are determined.
77.9(2) Faculty members shall have preparation and have had experiences in situations similar to those for which the teacher intern candidates are being prepared.
77.9(3) The program holds faculty members accountable for teaching prowess. This accountability includes evaluation and indicators for continuous improvement.
77.9(4) The program holds faculty members accountable for professional growth to meet the academic needs of the program.
77.9(5) Faculty members shall maintain an ongoing, meaningful involvement in activities in schools at the secondary grade level. Activities of faculty members shall include at least 40 hours of team teaching during a period not to exceed five years in duration at the middle school, junior high school or high school level.
77.9(6) Faculty members collaborate with colleagues in the intern program and colleagues in secondary settings.
77.9(7) All faculty members demonstrate an understanding of the depth, breadth and best practices of the program.

Initial Team Finding, and Unit Response:

Commendations Strengths
- Many faculty members exceed the required minimum of 40 hours of co-teaching, and several are doing substantial work in K-12 schools to stay involved.
- In their survey responses and interviews, many candidates mentioned that they receive helpful and constructive feedback from faculty.

- Interviews with a variety of stakeholders including candidates and interns indicated the structure and nature of the evaluator system as a strength. Specific features identified were 1. the program assignment of an evaluator to candidates/interns early on, 2. the evaluator being connected to the candidates for both years to ensure continuity and 3. strength in supervisory relationships.

Recommendations

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

1. 77.9(6) The team gathered substantial evidence from interviews with a variety of faculty and reviewing documents that RAPIL utilizes their faculty retreats as a way to communicate with each other about a wide variety of programmatic goals and concerns. In addition, faculty who co-teach classes collaborate throughout the semester. The team suggests that the RAPIL may find it beneficial to consider additional regular faculty meetings or opportunities to collaborate in other ways beyond the mandatory retreats.

Program Response
The program coordinator and faculty lead have proposed moving away from the current bi-yearly, day-long workshop format to a tri-yearly faculty meeting schedule. Summer and fall meetings would include only the instructional faculty and follow a similar format to the current workshop structure. The spring meeting would also include any evaluators who would like to attend. Time in these meetings would focus on collaboration between the instructional faculty and evaluators to ensure clear understanding of curriculum by all faculty and evaluators for a coherent program of study.

2. 77.9(7) The evidence collected through the review of the institutional report and interviews with faculty members demonstrates the need for a more detailed and communicated scope and sequence. Aligned with the recent curriculum improvements the program has initiated as a result of the self-study, the team recommends that the program considers a formal process for development and revisions of a detailed scope and sequence, and increases faculty understanding of the program as a whole.

Program Response
A recent change was made by the governance team to restructure the first-year coursework after careful consideration of data including input from faculty, candidates, and coordinator observation. The governance team will annually re-examine data concerning the program of study for other adjustments that may be necessary for continuous improvement.

Exhibit 4 - RAPIL Governance Team July 2022 Agenda

Concerns

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

1. **77.9(3)** The team found through interviews with faculty that there is no formalized evaluation process of faculty teaching conducted directly by RAPIL outside of University of Iowa's Assessing the Classroom Environment (ACE). The evaluation that is conducted is not aligned with, nor informed by, the needs of the RAPIL program. Faculty are evaluated in their primary

roles at their home university, but not as a function of the RAPIL program. RAPIL is required to ensure a formalized faculty assessment that includes evaluation of faculty members accountability, and opportunities for continuous improvement.

Program Response
The RAPIL faculty lead and program coordinator have developed a system of review based on the ACE surveys completed at the end of each course. The program coordinator will provide instructional faculty copies of their ACE survey as soon as it closes. Each instructor will independently review the course feedback and complete the Course Overview/Instructor Reflection Template. The faculty lead will meet with instructional faculty individually to discuss survey results, instructional successes, indicators for improvement and need for professional development. The faculty lead and program coordinator implemented a pilot of this process and the template for EDTL 3063 completed in July 2022. The faculty lead will share the process with the instructional faculty at the fall 2022 faculty meeting. The evaluation process will be implemented with courses beginning fall 2022.

Exhibit 9 - Course Overview/Instructor Reflection Template
Exhibit 10 - Instructional Faculty Evaluation Pilot Documents

o.   **77.9(3)** Through review of the institutional report, the response to the preliminary review and interviews with evaluators, the team found that there is not a formalized evaluation process for the work of evaluators. The program is required to implement a plan that includes evaluation and indicators for continuous improvement.

Program Response
The program coordinator will develop a formal evaluation survey that will be sent to candidates and interns at the end of each semester. Candidates and interns will provide general feedback on the evaluation process and specific feedback to their assigned evaluator. In addition, questions related to work with the evaluator will be included in the survey of field experience cooperating teachers. The Program Coordinator will review all survey submissions and bring to the governance team any general concerns raised. Specific feedback will be shared with each evaluator via email and one-on-one meetings will be scheduled to address any specific concerns raised. The survey will be sent at the end of the fall and spring semesters beginning in December 2022.

Exhibit 11 - Candidate/Intern - RAPIL Evaluator Feedback Survey

3. 77.9(5) Through interviews with multiple faculty members, reviewing the institutional report and interviews with the faculty lead and program coordinator, the team found RAPIL recently implemented a system to record the 40-hour co-teaching requirement. Several of the faculty and evaluators were out of compliance with the expectation of 40 hours team teaching in K-12 schools. RAPIL is required to document a policy to ensure the expectation of a 40 hours requirement within the time frame of five years is communicated clearly to all faculty and evaluators and that all faculty are in compliance.

The following faculty members are identified as being out of compliance with the 40-hour requirement according to the provided evidence.

Instructional Faculty: (names replaced with alphabet letter)
A - 16 hours count toward the teaching requirement

B - While there are a variety of potentially meaningful activities listed by B, as reported, they do not satisfy the minimal requirement of 40 hours of co-teaching
C - 37.25 hours

Evaluators:
D - Does not specify hours of teaching
E - Needs a clearer documentation of how many hours are subbing vs. other responsibilities listed
F - As described in documentation, one on one work does not appear to satisfy the requirement of co-teaching.
G - As described in documentation, private tutoring does not appear to meet hours
H - Provides 18 hours of co-teaching
I - Does not list activities that are clearly teaching.

Program Response
The RAPIL 40-hour co-teaching requirement policy was reviewed and approved by the governance team on July 20, 2022. This policy reflects input from both the instructional faculty and evaluators and formalizes the agreement to complete a minimum of eight-hours of co-teaching per academic year. As the need for a more formal tracking system was identified in the program self-study, it was developed and implemented in fall 2021. Nine of ten instructional faculty are in compliance with the now approved policy, having submitted at least eight hours of experience for the 2021-2022 school year. The last instructor is currently completing hours co-teaching summer school. All but two evaluators have also submitted at least eight hours for 2021-2022. Per the RAPIL policy, the other two will have an additional year to remediate the incomplete hours. The RAPIL program coordinator has a commitment by email from both to complete the additional hours during the 2022-2023 school year.

Oversight of submission and completion of the minimum required hours per years will continue to be the responsibility of the program coordinator.

Exhibit 4 - RAPIL Governance Team July 2022 Agenda
Exhibit 12 - 40-hour Co-Teaching Requirement Policy
Exhibit 13 - 40-hour Tracker - Instructional Faculty
Exhibit 14 - 40-hour Tracker - Evaluators

Sources of Information:

Interviews with:
- Full-time faculty
- Program coordinator
- Faculty lead
- Evaluators

Review of:
- Survey Responses (adjunct faculty and cooperating teachers)
- Institutional report
- Program response to review team's initial report

281—77.10(256) Program of study standard. A program's required coursework shall include a minimum of 28 semester hours or equivalent designed to ensure that teacher intern candidates develop the dispositions, knowledge and performance expectations of the InTASC standards embedded at a level appropriate for a beginning teacher.

77.10(1) Teacher intern candidates shall develop the dispositions, knowledge and performance expectations of the Iowa teaching standards (aligned with InTASC standards), and the BoEE's Code of Professional Conduct and Ethics at a level appropriate for a beginning teacher.

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

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

a. Understands how learners grow and develop and implements developmentally appropriate and challenging learning experiences. This aligns with InTASC standard 1.
b. Demonstrates competence in content knowledge appropriate to the teaching position. This aligns with Iowa teaching standard 2 (281—subrule 83.4(2)) and with InTASC standards 4 and 5.
c. Demonstrates competence in classroom management. This aligns with Iowa teaching standard 6 (281—subrule 83.4(6)) and with InTASC standard 3.
d. Demonstrates competence in planning and preparing for instruction. This aligns with Iowa teaching standard 3 (281—subrule 83.4(3)) and with InTASC standard 7.
e. Uses a variety of methods to monitor student learning. This aligns with Iowa teaching standard 5 (281—subrule 83.4(5)) and InTASC standard 6.

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

a. Uses strategies to deliver instruction that meets the multiple learning needs of students. This aligns with Iowa teaching standard 4 (281—subrule 83.4(4)) and with InTASC standards 2 and 8.
b. Engages in professional growth. This aligns with Iowa teaching standard 7 (281—subrule 83.4(7)) and with InTASC standard 9.
c. Contributes to efforts to achieve district and building goals. This aligns with Iowa teaching standard 8 (281—subrule 83.4(8)) and with InTASC standard 10.
d. Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals. This aligns with Iowa teaching standard 1 (281—subrule 83.4(1)).

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

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

77.10(7) Each teacher intern candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281—77.2(256). The unit shall provide evidence that teacher intern candidates develop the ability to meet the needs of all learners, including:

a. Students from diverse ethnic, racial and socioeconomic backgrounds;
b. Students with disabilities;
c. Students who are gifted and talented;
d. English language learners; and
e. Students who may be at risk of not succeeding in school.

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

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

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

　　a. Support and extend coursework from the teacher intern content; and

　　b. Facilitate teacher intern reflection.

77.10(11) Programs shall submit curriculum exhibit sheets for approval by the BOEE and the Department.

77.10(12) In accordance with 281—Chapter 83, all interns shall be provided with a district-level mentor in addition to the program supervisor. The purpose of this district-level mentor is to provide coaching feedback dependent on the intern's classroom experience. This district-level mentor shall not serve in an evaluative role. The district-level mentor shall complete specialized training for serving as a mentor as required in rule 281—83.3(284). The program shall coordinate support between the teacher intern candidate's local district mentor and program supervisor.

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

　　a. Program goals and expectations;

　　b. Licensure and ethics requirements;

　　c. Support provided by the program; and

　　d. Support provided by the LEA or AEA.

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

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

Initial Team Finding, and Unit Response:

Commendations/Strengths

- The team found evidence of clinical experience beyond the 50-hour requirement. Candidates receive their observation experience in 15-hour classroom experience often outside of their content area. They then receive 25-hour field experience in a middle graded experience and a 25-hour field experience in a high school graded experience all within their intended content specialization.

- Evidence indicates RAPIL is creating a supportive structure for candidates/interns throughout their program. First, through the cohort model, candidates/interns/alumni interviews highlighted the collaboration, support and professional community the cohort structure provided. Second, the pairing of evaluators to candidates for the full two-year clinical experiences provided additional support to candidates as expressed through interviews with interns and alumni.

- Evidence indicates the threading of both technology integration and working with diverse groups of students across courses, and within clinical experiences.

Recommendations:

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

1. 77.10(5) Through review of the institutional report, response to the preliminary review, syllabi, course modules and interviews with the faculty and program director, there is evidence that candidates receive preparation in literacy; however, there was little evidence of depth of literacy knowledge, integration and application of integration of reading strategies. The team recommends

RAPIL document candidates' knowledge and ability to integrate literacy strategies in their classrooms.

Program Response
The program coordinator and faculty lead will examine course syllabi with faculty
to make adjustments as needed to ensure adequate instruction in reading strategies spirals through program coursework. In addition, major course assignments will be reviewed for assessment of literacy strategies.

In addition, EDTL 3065: Secondary Methods will move to the spring semester beginning in 2023. This allows the course to be taught in a fully synchronous mode, without the need to run concurrently with another RAPIL course. The RAPIL Governance Team recommended the program coordinator and faculty lead work with the Methods course instructors to reinforce literacy strategies and add assessment where appropriate.

Exhibit 4 - RAPIL Governance Team July 2022 Agenda

2. 77.10(13)b Through a review of the institutional report, documents, and interviews with faculty, the license official, candidates and interns, the team found evidence that licensure requirements are communicated to candidates at the beginning of the program through the RAPIL orientation; however, beyond this initial orientation and a review in Year Two Orientation using the licensure requirement checklist, there is a limited understanding among candidates and interns to how license and endorsements work. The team recommends that RAPIL enhance communication on endorsement issues with candidates.

Program Response
The University of Iowa hired a new licensure analyst in fall 2021, who began working in support of the RAPIL program that October. Her new approach to the role has improved the communication process with applicants about endorsement issues. Primarily, she expanded the endorsement letter and added additional detail to assist applicants understanding their endorsement progress. In addition, she also added a recommendations section, based on her review of the applicant's transcripts.

Beginning summer 2022, RAPIL will also adjust our policy to allow completion of the endorsement analysis process prior to application, when specifically requested by a potential applicant. This will give a clearer overall picture of endorsement requirements that have been met, and those that would be required, before they move forward with the program.

Finally, the program coordinator and licensure analyst collaborated to create an endorsement workshop for newly admitted candidates. The first workshop was conducted on June 25, 2002 for candidates in Cohort 14. Topics included: understanding endorsement vocabulary, the endorsement process, resources for finding endorsement coursework, endorsement employability and balancing the workload of RAPIL coursework and completing an endorsement. The workshop was well received and will be conducted annually.

Exhibit 15 - Endorsement Workshop Slide Deck

3. 77.10(3) Through review of the institutional report, response to the preliminary review, administrator survey feedback, syllabi, course module assignments and interviews with evaluators,

faculty and the program director, there is evidence candidates complete a comprehensive curriculum program of coursework and competencies completed prior to the intern year; however, competency sequence for candidates' progression is not formalized. It is recommended that the program develop their current curriculum map to provide stakeholders with expected candidate competencies and outcomes from RAPIL programming prior to the intern year.

Program Response
The RAPIL Governance Team, Program Coordinator and Faculty Lead will continue to examine and adjust the sequence of courses as necessary, based on program assessment. Program coursework sequence, including competencies addressed, are documented in the RAPIL Handbook. This coursework sequence is reviewed for candidates and interns during both first- and second-year orientation. The handbook is also provided and accessible to all instructional faculty, evaluators and stakeholders.

In addition, once hired, the ISU assessment coordinator will work with the program coordinator to revise the current curriculum map.

Exhibit 16 - RAPIL Handbook

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:
- Evaluators
- Program director
- Faculty lead
- Faculty
- License official
- Registrar official
- Alumni
- School administrators
- Candidates
- Interns

Review of:
- Course syllabi
- Candidates records
- Institutional report
- Program response to review team's initial report
- Course modules and assignments
- Curriculum exhibit
- Administrator survey

- Alumni survey
- Advisory council survey
- RAPIL Handbook
- Agenda of faculty retreat

281—77.11(256) Assessment standard.
The teacher intern preparation program shall utilize a clearly defined assessment system based on program standards and include both individual candidate assessment and comprehensive program assessment.

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

77.11(2) Candidate assessment includes clear criteria for the following:
  a. Acceptance into the program (to include testing described in Iowa Code section 256.16). Acceptance requirements include but are not limited to:
      1. Completion of a baccalaureate degree from a regionally accredited institution, meeting program-established required grade point criteria for the baccalaureate degree and content area;
      2. Completion of coursework that meets the state minimum requirements for at least one of the BOEE's secondary endorsement areas; and
      3. Screening designed to generate information about the prospective candidate's attributes identified as essential for candidates in the program.
b. Continuation in the program with clearly defined checkpoints/gates, to include:
  1. For formal admission, a requirement that candidates have successfully passed a preprofessional skills test at the level approved by the program before beginning an internship; and
  2. Verification of an offer of employment as an intern from a school or district administrator.
c. Program completion and subsequent recommendation by the authorized official of the program for an initial teaching license, to include:
  1. The requirement that each teacher candidate must either meet or exceed a score on subject assessments designed by a nationally recognized testing service that measures pedagogy and knowledge of at least one subject area as approved by the director, or the teacher candidate must meet or exceed the equivalent of a score on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning. The required passing score will be determined by the director using considerations described in Iowa Code section 256.16(1) "a" (2) as amended by 2019 Iowa Acts, Senate File 159, section 2. A candidate who successfully completes the practitioner preparation program as required under this subparagraph shall be deemed to have attained a passing score on the assessments administered under this subparagraph even if the department subsequently sets different minimum passing scores.
  2. Waiver by the director of the assessment requirements in this paragraph for not more than one year for a person who has completed the course requirements for an approved intern preparation program but attained an assessment score below the minimum passing score set by the Department for successful completion of the program under this paragraph. The department shall forward to the BOEE the names of all candidates granted a waiver for consideration for a temporary license.

77.11(3) Individual candidate assessment includes all of the following:
  a. Measures used for candidate assessment are fair, reliable and valid;
  b. Candidates are assessed on their demonstration/attainment of program standards;
  c. Multiple measures are used for assessment of the candidate on each program standard;
  d. Candidates are assessed on program standards at different developmental stages;

e. Candidates are provided with formative feedback on their progress toward attainment of program standards; and

f. Candidates use the provided formative assessment data to reflect upon and guide their development and growth toward attainment of program standards.

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

a. Individual candidate assessment data on program standards are analyzed;

b. The aggregated assessment data are analyzed to evaluate the program;

c. Findings from the evaluation of aggregated assessment data are used to make program improvements;

d. Evaluation data are shared with stakeholders; and

e. The collection, aggregation, analysis, and evaluation of assessment data take place on a regular cycle.

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

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

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

Initial Team Finding, and Unit Response:

Commendations/Strengths:

- The team found through interviews with faculty, the program coordinator, the governance team and in the overview session that RAPIL is very responsive to student feedback and is highly aware of specific needs of this demographic. Examples include:
  o Creation of "Surviving your First Year Family Workshop;"
  o Reduction in courses during internship year;
  o Change in clinical to a concurrent format;
  o Emphasis on Google Suite and assessment strategies.

- The team found the RAPIL has a well-documented appeals system including the ability to see trends in nature of appeals and responses to appeals.

Recommendations:

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

1. **77.11(1)** The team found that the assessment system for individual candidate performance is managed by the program coordinator and an assessment coordinator. Individual candidate performance is monitored in the clinical placements and internship. Additional monitoring is being piloted in courses. The team recommends RAPIL consider how the areas of 1. assessment of program standards and 2. comprehensive program assessment could become more systematic, including in what ways the assessment coordinator could support additional parts of the assessment system for individual candidate performance.

Program Response
Iowa State University is well into the process of hiring a new assessment coordinator. Included in the position description is the assessment support for the RAPIL program.

Once in place the assessment coordinator will work with the program coordinator and governance team on the systematic assessment of the program. In addition, the assessment coordinator will attend program staff meetings.

Exhibit 17 - Assessment Coordinator Position Description

2. 77.11(4) e The team found through a review of the institutional report, responses to the preliminary review, interviews with the evaluators and program coordinator and review of student and program records that the aggregation, analysis and evaluation of assessment data does not take place on a regular cycle for all parts of a comprehensive assessment system. It is noted that the collection of assessment data was evident in an interview with evaluators and the program coordinator. The team recommends a cycle of aggregation, evaluation, and dissemination be completed regularly to utilize the data in a systematic and formalized manner.

Program Response
Once hired and in place, the assessment coordinator will meet with the program coordinator and governance team to determine an effective cycle of evaluation and formal reports each academic year.

3. 77.11(3)c,e,f The team found through interviews with candidates, the program coordinator, evaluators, review of records and survey responses that candidates are given formative feedback on their assignments, which are aligned with program standards and that a pilot program is in place to better formalize this process. The Matrix: Program of Study does not indicate there are multiple measures of assessment for each candidate on each standard; however, it does indicate the standards are present in multiple courses at multiple levels. The team encourages RAPIL to further develop The Matrix: Program of Study to include multiple assessment measures.

Program Response
Once hired and in place, the assessment coordinator will work with the program coordinator to revise and expand the current Program of Study Matrix to detail assessment of the Iowa Teaching Standards across the curriculum.

Concerns

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

1. 77.11(4) a The team found through a review of the institutional report, responses to the preliminary review, interview with the program coordinator and review of candidates and program records that while the individual candidate assessment is completed in the coursework, such data is not formally and regularly analyzed at the program level in a systematic manner to identify trends regarding program standards. The team requires RAPIL conduct clear and useful program assessment as a part of the coherent assessment system.

Program Response
The RAPIL completer survey will be sent on June 1st each year, as a final data gathering tool for the academic year. Results of that survey, the state survey of program completers and employers and feedback gathered from program constituents will be compiled by the Assessment Coordinator presented annually to the governance team at their July meeting. The governance team will examine the data for trends and make any needed recommendations.

2. 77.11(6) The team found through review of the institutional report, responses to the preliminary review, interview with the program coordinator and the overview session that RAPIL does not regularly review, evaluate or revise the assessment system. RAPIL is required to formalize their

processes and assign those processes to specific roles so that RAPIL's progress can be sustainable for the future.

Program Response
Following the assessment coordinator's annual presentation, the governance team will reexamine the assessment process during their next meeting in September each year.

Sources of Information

Interviews with:
- RAPIL faculty
- Assessment coordinator
- Program coordinator
- Governance team
- Budget advisory
- Evaluators

Review of:
- Candidates' records
- Program records
- Overview of program presentation
- Institutional report
- Graduate and employer surveys
- Program response to review team's initial report