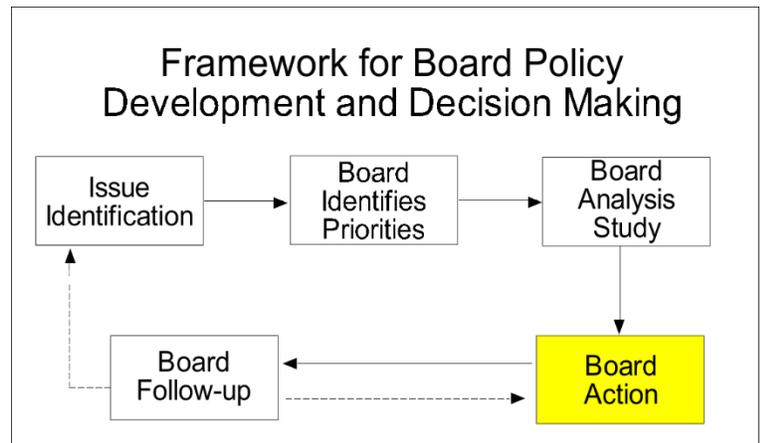


# Iowa State Board of Education

## Executive Summary

March 21, 2024



- Agenda Item:** Drake University Approval to Offer Teacher Intern Preparation Program
- 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 chapter 77.
- Presenter(s):** Maryam Rod Szabo, Administrative Consultant  
Bureau of Community Colleges and Postsecondary Readiness
- Attachment(s):** One
- Recommendation:** It is recommended that the State Board award full approval to Drake University Teacher Intern Preparation Program through the next review scheduled for the 2030-2031 academic year.
- Background:** Drake University in Des Moines, Iowa, offers traditional teacher preparation, administrator preparation and professional school counseling programs. These programs are in the seven-year review process and are scheduled to go to the State Board in 2024. Drake University education department has requested to

expand their teacher preparation pathways by adding an alternative licensure preparation program, commonly known as the Teacher Intern Preparation Program. This program provides opportunities for individuals with a bachelor's degree, in related content areas, to complete coursework towards teacher preparation in an accelerated format and serve as a teacher intern prior to receiving their initial licensure. The program allows non-traditional candidates and experts in content areas to obtain their teaching licensure and enter the teaching profession within the allowable K-12 and 5-12 endorsement areas.



Department of Education

# **Drake University Teacher Intern Preparation Program**

Substantial Change: Adding New Program

March 21, 2024

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

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## **Division of Higher Education**

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Maryam Rod Szabo, Administrative Consultant

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**Review Team Members**

Dr. Maryam Rod Szabo, Bureau of Community Colleges and Postsecondary Readiness

Ms. Joanne Tubbs, Bureau of Educational Examiners

**Recommendation to the Board**

Program	Recommendation
Teacher Intern Preparation Program	Approval

**Program Representative(s)**

Dr. Ryan Wise, Dean, Drake University School of Education

Dr. Catherine Gillespie, Professor and Associate Dean, University School of Education

**Overview**

Drake University School of Education provides four initial teacher preparation programs. At the undergraduate level, they offer secondary education and elementary education. At the graduate level, they offer similar initial teacher licensure programs to those at the undergraduate level; Master of Science in Teaching (MST) for elementary education and Master of Arts in Teaching (MAT) for secondary education licensure. Additionally, there are opportunities for licensed teachers to pursue added endorsements, which can be integrated into other master's degrees or pursued as endorsement-only programs.

**Description of Proposed Significant Change**

Drake University applied to offer a Teacher Intern Preparation Program. This alternative pathway aims to introduce a teacher intern option within the MAT degree program. The courses will mirror those in the approved MAT and the approved undergraduate professional core in secondary education, albeit following a more condensed schedule. The main distinction between the approved MAT program and the proposed teacher intern program under Chapter 77 will be the year-long internship and collaboration with the K-12 school districts for clinical placement. Over the past five years, the number of MAT program completers at Drake University has ranged from 15 in 2021 to 23 in 2022, with an average of 20 completers annually.

Candidates admitted to the program will demonstrate competence in the content area and hold a bachelor's degree. Completion of the program provides experiences in teaching methods and clinical experiences to prepare them to become teachers.

Drake University has provided evidence that the courses offered in the MAT degree program meet the requirements of Chapter 77, including alignment with both Interstate Teacher Assessment and Support Consortium (InTASC) and Iowa Teaching Standards with a higher number of credits required to complete a teacher intern preparation program. The duration of the program is shortened compared to the MAT program, due to the accelerated format.

## Summary of Department Review

### 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.”*

The Drake Educator Preparation Unit has established a transparent organizational structure outlining clear roles and responsibilities. The leadership structure is set to mirror the existing preparation program, overseen by the dean, associate dean and department chair. Moreover, the program actively engages an advisory team to seek continuous guidance for program enhancement. This advisory board comprises faculty members, students, K-12 teachers, professional staff, as well as field administrators.

Drake University has developed a template contract to ensure that local education agencies (LEA) commit to collaborative efforts in supporting and preparing candidates within this program. Furthermore, the contract incorporates guidelines pertaining to candidate removal or replacement in line with program and school policies.

Drake University’s conceptual framework is rooted in research and aligns with the preparation program’s mission, vision, educator dispositions, and InTASC standards. The program upholds a dedicated commitment to regularly reviewing and refining this framework for continuous improvement.

### 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.”*

The program provided detailed information on each faculty member’s qualifications and their respective teaching responsibilities. Evidence demonstrates that faculty possess the necessary knowledge, skills and readiness to effectively instruct their assigned courses. Moreover, there is clear evidence indicating that faculty actively engage in continuous professional development within their specific field, with the institution offering resources to facilitate continuous growth. Given that faculty currently teach in the educator preparation program, the unit consistently gathers evidence of their engagement in the K-12 environment.

### 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.”*

Drake University requires completion of a total of 37 credits for the program, with 10 credits allocated to the internship, field placement, capstone seminar and the candidate’s e-portfolio. The remaining courses cover the necessary competencies outlined in the curriculum. Approval for coursework content was obtained from Bureau of Educational Examiners (BoEE) consultants, meeting all specified requirements. BoEE expressed concern about the high number of credits, but the program addressed this by offering a roadmap for candidates to

complete required courses in either spring or fall before their internship in an accelerated format.

Upon successful completion of the program, candidates in the internship program will be awarded a master's degree. Drake University has committed to hire a full-time Coordinator of Graduate Admission to work closely with applicants and faculty to facilitate the admission of graduate students. The Associate Dean of Drake University School of Education acts as the licensure officer responsible for recommending candidates for licensure after they successfully fulfill the pre-internship requirements.

### **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.”*

Drake University has developed a process to collect and aggregate data regarding the candidate's performance. The preparation program has established a procedure to regularly review assessment data for both the program and candidate performance enhancement. Upon graduation of the inaugural cohort from this program, a survey will be conducted among the graduates and their supervisors to evaluate and enhance candidate preparation.