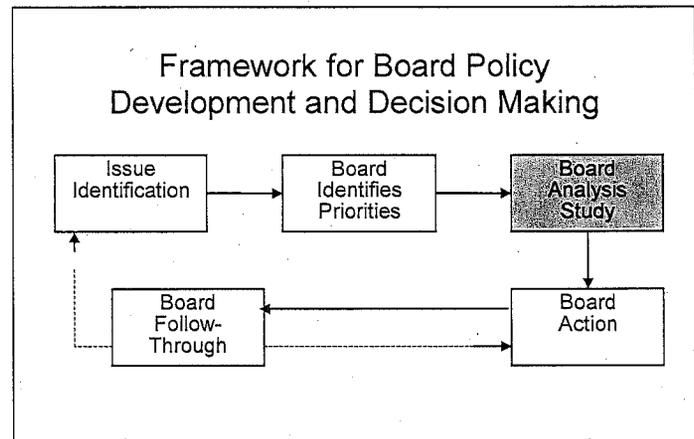


Iowa State Board of Education

Executive Summary

March 29, 2012



Agenda Item: The Future of Teacher Preparation

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

Equity Impact Statement: Improving the quality of teaching will benefit all students.

Presenter: Joen Rottler Larson, Ed.D.
Dean, College of Education, Ashford University
President, Iowa Association of Colleges for Teacher Education (IACTE)

Attachments: 4

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: High quality teachers are critical to the State Board's goal that all students will achieve at a high level. During this session, deans from a representative group of Colleges of Education in Iowa will discuss their vision for how we can best prepare teachers for the 21st century and engage in a dialogue with State Board members about the future of teacher preparation.



Iowa Association of Colleges for Teacher Education

March 9, 2012

Iowa State Board of Education

Des Moines Iowa

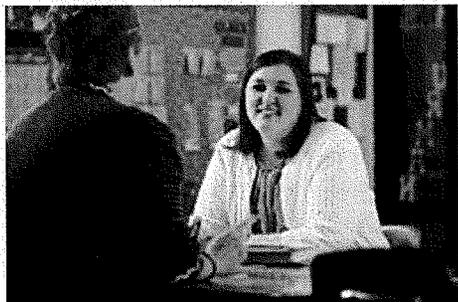
Dear State Board Member:

The Iowa Association of Colleges for Teacher Education (IACTE) is honored to have the opportunity to speak to you about teacher preparation programs in Iowa at your March 29th State Board Meeting. We are looking forward to meeting you, sharing information about our programs, and answering any questions you may have. The attached documents will provide initial information about IACTE that we hope you will find interesting.

Sincerely,

Dr. Joen Rottler Larson

IACTE President



Strengthening Iowa Teacher Licensure Standards to Advance Teacher Effectiveness

The state of Iowa and its citizens have long embraced a tradition of excellence in education. Similarly, Teacher Education Programs in Iowa have long shared a tradition of collaboration in preparing teachers of tomorrow. As such, teacher licensure in Iowa must hold all candidates to high standards of preparation and performance.

In order to strengthen Iowa's teacher education programs and licensing standards to create a results oriented teaching profession, policy makers face the following challenges:

- Creating a system that allows teachers to enter teaching through multiple pathways and on different timelines while increasing (not lowering) entry standards to meet the demands of 21st-century teaching and learning.
- Realizing that strengthening teacher licensing systems will require additional investments in more powerful teaching effectiveness tools and better **data systems** to make accurate assessments of who is ready to teach.
- Shifting focus from "input oriented" limitations to outcome focused and performance-based standards.
- Supporting the development of enriching collaboration and partnership between K-12 and higher education.
- Acknowledgement of the impact of professional teacher dispositions on Iowa students and schools, and expectation of such behaviors.
- Investing in a larger set of teaching policy reforms so teachers can learn over time and spread their expertise to one another in team-based approaches to improving student achievement

Adapted from AACTE Policy Paper May 2010,
Barnett Berry President and CEO Center for Teaching Quality

Developing Data Systems in Iowa

Teacher Data

AACTE and NEA define "teacher data" to include ethnicity, gender, campus of employment, retention, types of certification and credentials, subjects currently teaching, college major, graduate degrees, certification exam scores, and salary. In addition, the data on a teacher's preparation need to be disaggregated so that preparation programs can use the information for program improvement efforts. This information should include a nuanced description of the particular program components such as content and pedagogical course work, use of technology, delivery mode, clinical preparation, and other details.

Student Data

As defined by the Data Quality Campaign, "student data" include attendance, ethnicity, gender, English language learner status, campus of enrollment, grade level, economic status, special education status, migrant status, Title I status, gifted and talented status, participation in bilingual or English as a second language programs, performance on state standardized exams, data on students not tested (grade level, subject, and reason why not tested), transcript information for middle and high school students, student performance on SAT, SAT II, ACT, IB, and AP exams, and graduation and dropout inform

Mission Statement

IACTE seeks to continuously improve teacher preparation, the teaching profession, and student learning by supporting and applying scholarship and the collective wisdom of practice.

www.iowacte.org

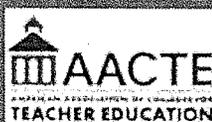
Understanding the Specifics



IACTE Member Institutions

Ashford University, Clinton
Briar Cliff University, Sioux City
Buena Vista University, Storm Lake
Central College, Pella
Clarke University, Dubuque
Coe College, Cedar Rapids
Cornell College, Mount Vernon
Dordt College, Sioux Center
Drake University, Des Moines
Emmanuel Bible College, Dubuque
Faith Baptist Bible College, Ankeny
Graceland University, Lamoni
Grand View University, Des Moines
Grinnell College, Grinnell
Iowa State University, Ames
Iowa Wesleyan College, Mount Pleasant
Kaplan Online University
Loras College, Dubuque
Luther College, Decorah
Maharishi Univ. of Management,
Fairfield
Morningside College, Sioux City
Mount Mercy University, Cedar Rapids
Northwestern College, Orange City
St. Ambrose University, Davenport
Simpson College, Indianola
University of Dubuque, Dubuque
University of Iowa, Iowa City
University of Northern Iowa, Cedar Falls
Upper Iowa University, Fayette
Waldorf College, Forest City
Wartburg College, Waverly
William Penn University, Oskaloosa

IACTE is the Iowa State Chapter of the
American Association of
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- 1. Licensure systems must promote the kinds of pre-service preparation that lead to effective teaching. Key components of effective pre-service preparation include:**
 - a. Clinical experiences that hold a strong congruence with the first year teaching assignment.
 - b. Many opportunities for candidates to engage in the actual practice of teaching.
 - c. Opportunities to study and assess local school curricula.
 - d. A capstone experience in which action research or data-focused portfolios are used to make summative judgments about the quality of the teacher candidate.
 - e. Licensed educators, with teaching experience, participating in the design, implementation, and strengthening of preparation programs.
- 2. Licensure systems must require that teachers know both content and how to teach it to diverse learners for 21st century schools.**
 - a. Preparation programs should include content-specific pedagogical coursework.
 - b. Teachers should be required to demonstrate that they know how to teach content in a variety of contexts with diverse students.
 - c. Policymakers should develop incentives for universities, schools, and other educational agencies to develop teachers who can serve as both specialists and generalists.
- 3. Licensure systems must hold all teacher candidates to high, 21st-century standards.**
 - a. Licensed teachers, who are new to the profession, must possess the entry-level knowledge and skills required for teaching.
 - b. Policymakers should develop clear guidelines for the purposes of licensure assessments. (See *Developing Data Systems*)
 - c. Policymakers should invest in more robust measures of assessment that address student learning for the 21st century and create incentives for candidates to take these more rigorous assessments.
- 4. Licensure systems must hold all educator preparation programs to the same, high standards.**
 - a. Policymakers should set clear standards for all recruits regardless of their preparation pathway.
 - b. Policymakers should insist that school districts allow only fully-prepared teachers to serve as the teacher-of-record.
- 5. Licensure systems should include a performance assessment component that requires candidates to demonstrate that they know how to teach before they are licensed to serve as the teacher-of-record.**
 - a. Evidence from existing performance-based assessment systems has shown that teachers licensed through these systems produce greater levels of student achievement than those who come through other licensure systems.
 - b. State licensure systems should use performance assessments as one requirement to determine who is ready to teach and under what conditions.

IACTE Member Institutions

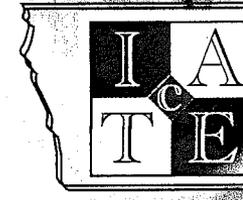
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IACTE is the Iowa State Chapter of
the American Association of
Colleges for Teacher Education



contact info:

Dr. Joen Larson, President
IowaTeacherEducation@gmail.com
563.242.4023 x7790
800.711.1700 x7790



Iowa Association of Colleges for Teacher Education
www.iowacte.org

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and applying scholarship and the collective wisdom of practice.

Strengthening Iowa Teacher Licensure Standards to Advance Teacher Effectiveness

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In order to strengthen Iowa's teacher education programs and licensing standards to create a results oriented teaching profession, policy makers face the following challenges:

- Creating a system that allows teachers to enter teaching through multiple pathways and on different timelines while increasing (not lowering) entry standards to meet the demands of 21st-century teaching and learning.
- Realizing that strengthening teacher licensing systems will require additional investments in more powerful teaching effectiveness tools and better data systems to make accurate assessments of who is ready to teach.
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Adapted from AACTE Policy Paper May 2010,
Barnett Berry President and CEO Center for Teaching Quality

Understanding The Specifics

1. Licensure systems must promote the kinds of pre-service preparation that lead to effective teaching.

Recommendation: Licensed educators, with teaching experience, participating in the design, implementation, and strengthening of preparation programs.

2. Licensure systems must require that teachers know both content and how to teach it to diverse learners for 21st century schools.

Recommendation: Policymakers should develop incentives for universities, schools, and other educational agencies to develop teachers who can serve as both specialists and generalists.

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IACTE Mission Statement

IACTE seeks to continuously improve teacher preparation, the teaching profession, and student learning by supporting and applying scholarship and the collective wisdom of practice.

To achieve these goals, IACTE provides opportunities for communication, collaboration, and cooperative action among Iowa teacher preparation institutions and other state and national educational organizations.

FORMULATIONS

IMPACT

The figure for Clinical Experience was calculated using following formula:

Number of student teachers providing service annually
(Iowa Dept. Ed Annual Report)

×

Number of hours of service per student teacher*
(Iowa Administrative Code Chapter 79)

×

Service expressed in dollars per hour (derived from the Volunteer Sector of the Corporation for National and Community Service & the Bureau of Labor Statistics)

= VALUE

*Student teaching is only part of the total clinical experiences required of all teacher education candidates.

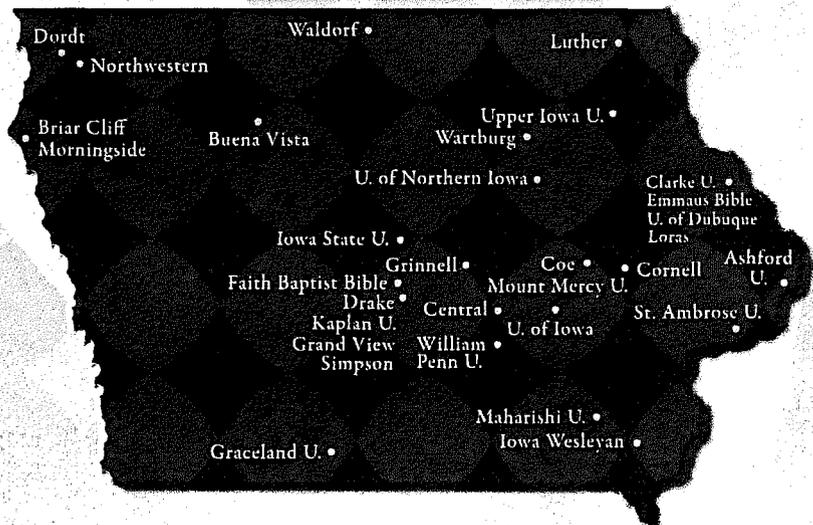
of TEACHER EDUCATION
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Iowa Association of Colleges for Teacher Education

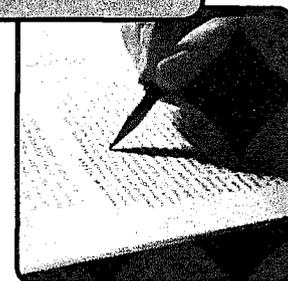
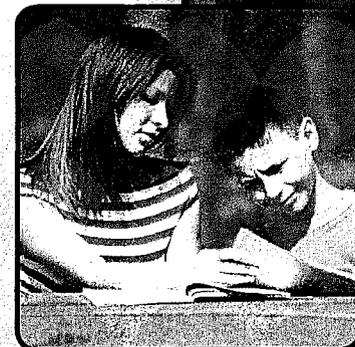
Four Year Colleges and Universities Approved for Teacher Education



• IACTE Associate Members

Clinton Community College
 Des Moines Area Community College
 Hawkeye Community College
 Kirkwood Community College
 North Iowa Area Community College

32 programs
producing over 2000
new teachers annually



The impact of teacher preparation in Iowa clinical experiences

(student teaching)

IN JUST ONE YEAR...

\$15,963,080

Teachers prepared at Iowa institutions are

- + "highly qualified"
- + supervised in clinical experiences
- + evaluated on knowledge, performance, and professional teaching dispositions
- + educated in diverse school settings
- + prepared to deliver the Iowa CORE
- + practitioners of differentiated instruction & formative assessment
- + guided by the missions and values of 32 unique institutions

Designed by Emma Farber
 farbereminae@sau.edu