

Contact: Diana Gonzalez

**REQUEST TO EXTEND COLLABORATIVE LICENSE PROGRAM:  
IOWA TEACHER INTERN LICENSE PATHWAY PROGRAM**

**Action Requested:** Consider (1) receiving the evaluation results of the pilot collaborative alternative license program; (2) approving the request by the three Regent universities to extend for five years the collaborative program; and (3) approving a name change for the program from Iowa Teacher Intern License Program to Iowa Teacher Intern License Pathway (ITILP) program. The program will continue to be administered jointly by the three Regent universities.

**Executive Summary:** In June 2009 (Agenda Item 7), the Board approved the implementation of a collaborative pilot program by the three Regent universities to prepare experienced post-baccalaureate individuals to teach in grades 7-12 in Iowa schools. The program offers coursework in pedagogy which meets licensure requirements. Content area endorsement requirements are met by candidates prior to the internship. This request is to extend the Iowa Teacher Intern License Pathway program for five years.

This proposal was reviewed by the Board Office and the Council of Provosts and is recommended for approval. This request addresses the Board of Regents Strategic Plan priority to provide “educational excellence and impact.” It also addresses Goal #4 – “Iowa’s public universities shall increase distance education opportunities for life-long learning especially for place-bound and non-traditional students in Iowa to support their educational and professional goals and enhance their quality of life” and Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

**Background:**

- ◇ **Description of program.** ITILP is designed to help talented professionals embark on a teaching career by obtaining a secondary (grades 7-12) teaching license, especially in a high-needs content area. ITILP allows the participant to be a salaried probationary teacher in an accredited secondary Iowa school, on a temporary license, for one year from date of issuance.

ITILP consists of 24 credit hours – 18 credit hours of field experiences and coursework, prior to the intern year, that apply and extend students’ knowledge, skills, and dispositions for teaching their content area; and six credit hours of seminar during the internship year in conjunction with the state-required district mentor program. Endorsements are approved by the Iowa Board of Educational Examiners (BOEE). The pilot was designed to be a three-year, two-cohort program.

- ◇ **Unique features.** There are a number of features of the program that have contributed to its success during the pilot:
  - ⇒ Outside evaluators provide continuity of field experience supervision throughout the program, creating seamless support from pre-internship through internship/student teaching.
  - ⇒ Successful candidates have passed significant admission criteria, including a 30-minute face-to-face interview conducted by certified interviewers.

- ⇒ There are frequent and consistent evaluations of fieldwork, including quarterly evaluations of performance and dispositions by host teachers, outside evaluators, and principals of cooperating teachers.
  - ⇒ The program provides a threaded curriculum, taught by experts in each area.
  - ⇒ The curriculum is mapped to Iowa Core Curriculum, Iowa Teaching Standards, and the Professional Learning Theory test.
  - ⇒ The cost to earn the license, including tuition and fees, is less than \$10,000, which makes it the most affordable alternative license pathway in Iowa.
  - ⇒ The hybrid delivery mode of the program allows all Iowa candidates easy access to the program while maintaining their jobs; the Saturday sessions allow candidates to continue building the support network critical to future work in classroom.
  - ⇒ The program responds to Iowa Code §272.2(13) directed at the Iowa Board of Education Examiners in 2001 – “Adopt rules to provide for nontraditional preparation options for licensing persons who hold a bachelor’s degree from an accredited college or university, who do not meet other requirements for licensure.
- ◇ Program goals. Intern teachers will bring their content expertise from previous work and community experience into classrooms to teach, encourage, and motivate their students toward success in work and life.
- ⇒ Candidates will engage in field experiences and coursework that apply and extend their knowledge, skills, and dispositions in teaching their area of expertise. Eighteen credit hours of coursework will be earned prior to the internship year.
  - ⇒ Candidates will experience guided connections between theory and 60 hours of field practice, tailored to meet their strengths and needs, in the context of Iowa’s initiatives for student success.
  - ⇒ Candidates will receive preparation that is specific to the district/community needs in which the internship occurs.
  - ⇒ Candidates will be eligible to teach on a probationary contract as interns for a full year, with all rights, responsibilities, salary, and benefits as regular faculty, within one year of full acceptance into the program and upon successful completion of the required licensure coursework and obtaining the endorsement area.
  - ⇒ Interns will successfully complete six credit hours of coursework and participate fully in the district mentor program during the internship.
  - ⇒ Interns will demonstrate knowledge of how expert teachers implement the Iowa Teaching Standards to be recommended for the Initial Teaching License.
- ◇ Quality and effect of pilot program. Preliminary evaluations from field evaluators, course professors, and principals indicate total satisfaction with the candidates and interns. Formal data will be gathered beginning Summer 2012. The data will be collected by ISU’s Research Institute for Educational Studies and will parallel and supplement the data gathered on the quality of beginning teachers who graduated from ISU.
- ⇒ There were 15 students in Cohort 1. Eight students are now completing the first year of internship. Two candidates have completed the program through student teaching. Two more candidates are waiting for internships for AY 2012-2013.

- ⇒ There are 10 students in Cohort 2. These students are seeking employment as interns for AY 2012-2013.
  - ⇒ Due to a much smaller demand for internships than anticipated, the ITILP Leadership Team agreed to permit candidates to student teach one semester, per state rule, as a route to program completion so that they are eligible to substitute teach the following semester or accept a contract mid-year.
  - ⇒ The enrollment in the program has offset the costs of teaching the program.
  - ⇒ The Board of Educational Examiners approved a co-teaching route to licensure. Through co-teaching, candidates work side-by-side in all aspects of teaching with the Teacher of Record for a quarter of the school year and complete eight weeks of supervised substitute teaching, which minimizes their time without compensation.
  - ⇒ Faculty evaluations of candidates/interns/student teachers include high satisfaction with candidates' ability to transfer professional content knowledge to professional pedagogical content knowledge.
- ◇ Duplication. The Iowa Department of Education has approved four intern license programs at the following institutions – Kaplan University, Morningside College, Maharishi University, and the Regent University Collaborative. There are several distinguishing features about the Regent University Collaborative – it serves students across the entire state; it is the most affordable program; and it is grounded in the strong reputation of the three public universities for quality graduates in teacher preparation. The Director of the Board of Educational Examiners stated recently that ITILP is unique for Iowa because it is a true collaboration among Iowa's public universities and it meets the growing needs of districts. He further stated, "Do not let this program close. I am willing to speak to the Board of Regents on behalf of this program."
- ◇ Program delivery. The ITILP program is delivered through a hybrid system of distance delivery and face-to-face classes. The candidates have expressed great satisfaction with the hybrid delivery of the program.
- ◇ Student demand. Initially, the program was designed to attract more senior retirees to the world of teaching. However, the program has actually attracted professionals in the middle of their careers who indicated that they "wanted to answer the call to teach." Many candidates came with advanced degrees and successful experiences in schools working with students as substitute teachers, coaches, and aides. Without marketing the program, ITILP received 20 applications during the first two years and 25 applications in the third year. Potential applicants have already registered for the fourth program cohort; six completed applications have already been received.
- ◇ Changes implemented. As a result of the changed demographics of the applicants, the curriculum was rewritten to create more depth of learning and earlier teaching experiences. During the first year of the program, internships were not as available as expected. Therefore, ITILP now provides candidates three options to earn the teaching license – (1) a year of internship; (2) a semester of student teaching; or (3) a semester of combined co-teaching and substitute teaching. All candidates are expected to complete the entire preparation experience within two years. Student teaching/co-teaching routes allow candidates to earn the first year of an initial license in 16 months. Internships allow candidates to earn the second year of the initial license in 21 months.

- ◇ Need/Demand. Teacher shortages in some content areas have been increasing during the past few years. As the current population of teachers 50 years of age or older reaches retirement and teacher attrition continues in younger populations, the need to augment traditional teacher preparation programs will increase. A number of districts are now posting more positions than in the past two years.

The 2009-2010 and 2010-2011 General Education shortage areas for grades 7-12 identified by the Iowa Department of Education have been addressed by ITILP and include the following: science (all); foreign language (all); family and consumer science; agriculture; mathematics; health; and teacher librarian. ITILP also admitted one social studies candidate who had been working in a school in a coordinator capacity and was encouraged by the principal to earn a teaching license.

Future shortage areas will include English Language Arts and Industrial Technology. Expanding these endorsements will bring the content area expertise and maturity of candidates. Principals have expressed strong satisfaction with these “value-added” professionals.

- ◇ Contributions to the collaborative. There are two levels of contributions to the collaborative.

- ⇒ The three Regent universities share equally in establishing policies and procedures, recommending students for licensure, revising and delivering curriculum, selecting applicants for admission to the program, identifying expert supervisors for all field experiences prior to and during the internship year, and monitoring the program for continuous improvement.

- ⇒ In contributing to the administration of the ITILP, designated resources and services are be differentiated to avoid duplication.

-  The University of Iowa oversees registrations and the distance delivery of the program, including technology support, and coordinates the candidate interview process.

-  Iowa State University provides program evaluation services and will monitor the attrition rates among the licensed interns for at least five years after program completion.

-  The University of Northern Iowa provides the coordination and instruction of the program and leadership in the state approval process.

- ◇ Consultation efforts. Consultation between the three Regent universities, the Board of Educational Examiners, and the Iowa Department of Education has been ongoing since 2008. Three members of the BOEE and two members of the Iowa Department of Education are regular advisors to the ITILP Leadership Team. The ITILP leaders and the leaders from the other three Iowa intern programs consult with each other at least once a year. The intern programs report annually to the Iowa Association of Colleges for Teacher Education. The Iowa Math and Science Education Partnership awards math and science scholarships to eligible ITILP candidates.

- ◇ Cost. Faculty salaries, field supervisor stipends and travel, and overhead costs for the University of Iowa Continuing Education department have been met through tuition and course fees. The instructional, technology, evaluation, and program leadership costs provided by each of the public universities have been absorbed into existing expenditures.

UNI costs for Year 1 were approximately \$92,000 for program coordinator salary and benefits and \$1,400 for travel expenses. Year 2 costs were approximately \$94,000 for program coordinator salary and benefits and \$1,700 for travel expenses. The UNI College of Education received approximately \$10,000 as a result of having the program coordinator teach the intern year seminar as part of her assigned responsibilities. The UNI Dean of the College of Education has committed to continued financial support for the program coordinator costs.

- ◇ Projected enrollment. ITILP has received approval from the Board of Educational Examiners to shift its emphasis from a “shortage area license program” to secondary “professional educator preparation” of mid-career professionals. This shift creates a fourth teacher preparation program for the Regent universities that is designed to address the career needs of the mature adult who seeks to “answer the call to teach.” Therefore, future enrollments are likely to expand to 20-25 admitted candidates each year. This will provide secondary classrooms with qualified, mature educators who are experts in their content areas.
  
- ◇ Accreditation. ITILP was granted conditional approval by the Iowa State Board of Education in November 2009. The next accreditation date for the program has not been identified. However, ITILP continues to benchmark itself against the three Regent university traditional, accredited programs. ITILP meets and exceeds all standards for the traditional programs and Iowa Administrative Code §281-77: Standards for Teacher Intern Preparation Programs.