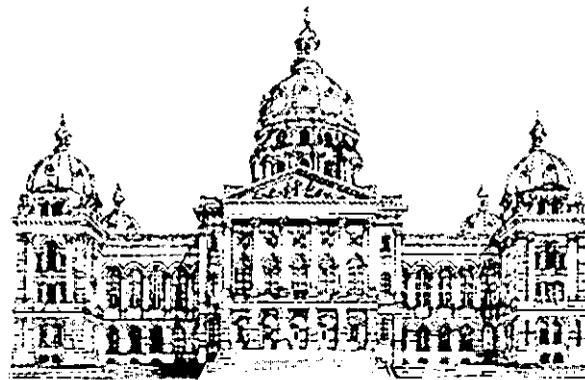


FINAL REPORT

**TEACHER PREPARATION
STUDY COMMITTEE**



Presented to the
LEGISLATIVE COUNCIL
and the
IOWA GENERAL ASSEMBLY
January 1999

Prepared by the
LEGISLATIVE SERVICE BUREAU



Legislative
Service
Bureau

FINAL REPORT

Teacher Preparation Study Committee

January 1999

MEMBERS

Senator Mary E. Kramer, Co-chairperson
Senator E. Thurman Gaskill
Senator Patricia Harper
Senator Wally Horn
Senator Maggie Tinsman

Representative Chuck Gipp, Co-Chairperson
Representative Steve Falck
Representative Dave Heaton
Representative Mary Mascher
Representative Rosemary Thomson

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Staff Contacts

Kathy Hanlon, Research Analyst
(515) 281-3847

Nicole Haavtedt, Legal Counsel
(515) 281-6329

AUTHORIZATION AND CHARGE

The Legislative Council established the Teacher Preparation Study Committee and authorized the Committee to meet for three days to address the status of existing teacher and administrator preparation programs and support for beginning teachers. The Council's charge to the Committee read as follows:

The importance of teachers in education reform has been highlighted in several recent reports. The report of the National Commission on Teaching and America's Future, *What Matters Most. Teaching for America's Future*, calls for plans to ensure all communities have teachers with the knowledge and skills needed to teach so children can learn, and that all school systems are organized to support teachers in this work.

The report of the Governor's Commission on Educational Excellence for the 21st Century calls for Iowa to continue recruiting, educating, and supporting a force of teachers who are well prepared in content and pedagogy, knowledgeable in research on teaching, and enthusiastic and capable learners. While there is general growing consensus among educators and policymakers regarding these goals, more information is needed to assess the degree to which Iowa already meets the goals, to identify appropriate actions Iowa may take to move more rapidly to implementing the goals, and to project the resources needed to achieve the goals.

The study committee shall address the status of existing teacher and administrator preparation programs and support for beginning teachers. The review shall involve formulating and exploring teacher preparation options, including opportunities to augment or transform the teaching experience in areas such as student teaching, internship, and

mentoring. The study committee shall consider proposals for expanding, improving, and retaining the supply of quality teachers to meet the impending increase in demand. The study committee shall issue a request for suggestions for program improvements and provide for review of relevant task force recommendations. The review shall include testimony from Regents institutions, private institutions of higher learning, national and local organizations, administrators, practitioners, and other knowledgeable persons. The study committee shall identify policy options for consideration by the General Assembly.

As the Committee's work progressed, the members agreed to request authorization from the Legislative Council for two additional meeting dates, which the Council granted.



Teacher Preparation Study Committee

1. Administrative Information.

The Committee met on August 24, 1998, and elected Temporary Co-chairpersons Senator Mary Kramer and Representative Chuck Gipp as Permanent Co-chairpersons. The Committee met on August 24 and 25, September 17, and November 11 and 12, 1998. Members approved the Committee's proposed recommendations by mail on January 19, 1999.

2. August 24 & 25, 1998, Meetings.

a. **Presenters.** Presenters for the first two meeting dates of the Committee included representatives from the following school districts and organizations:

- ◆ Dr. Anne Kruse, executive director, Board of Educational Examiners (BOEE).
- ◆ Ms. Vicki Seghal, teacher, Moulton Extended Learning Center, Des Moines Independent School District.
- ◆ Ms. Ruth Ann Gaines, 1998 Iowa teacher of the year, East High School, Des Moines Independent School District.
- ◆ Ms. Nancy Marquardsen, teacher, Durant Community School District.
- ◆ Ms. Kim Caster, teacher, Roosevelt High School, Des Moines Independent School District.
- ◆ Ms. Teri Arbogast and Ms. Renee Harmon, teachers, Downtown School for Child-Centered Education, Des Moines Independent School District.
- ◆ Dr. Greg Robinson, 1998 Iowa principal of the year, Jensen Elementary School, Urbandale Community School District.
- ◆ Mr. Steve Chambliss, superintendent, Decorah Community School District.
- ◆ Mr. Wayne H. Burk, superintendent, Allamakee Community School District.
- ◆ Dr. Les Omotani, superintendent, West Des Moines Community School District.
- ◆ Mr. Ted Stilwill, director, Department of Education.
- ◆ Dr. Sandra Renegar, practitioner preparation consultant, Department of Education.
- ◆ Mr. Owen Newlin, president of the State Board of Regents.
- ◆ Dr. Thomas Switzer, dean of education, University of Northern Iowa (UNI).
- ◆ Dr. Richard Shepardson, interim dean of education, University of Iowa (SUI).
- ◆ Dr. Walter Gmelch, dean of education, Iowa State University (ISU).
- ◆ Dr. James Ferrare, dean of education, Drake University.
- ◆ Dr. George Faber, director of teacher education, Dordt College.
- ◆ Dr. Stan Bochtler, interim dean of education, Buena Vista University.

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b. **Licensure.** Dr. Anne Kruse explained the current licensure requirements, and noted that the Board of Educational Examiners has adopted the following: performance standards for the professional education core, which become effective August 31, 2001; a performance-based endorsement for pre-K through grade three, including special education, which became effective August 31, 1997, and is offered at six colleges and universities currently; a two-year administrator exchange license; the move to a competency-based method of licensure in administration; and rules to satisfy four units of renewal requirements for an educational or professional teacher's license upon successful attainment of National Board for Professional Teaching Standards certification. She recommended allowing the BOEE and the Department of Education to continue their work gathering information about quality teacher preparation, licensure, and appropriate performance assessments, with the implementation of changes by rule; that the state provide funding assistance to implement a statewide voluntary beginning teacher induction and support program; and that the state fund a two-year pilot program to determine the necessity of requiring performance assessments in Iowa.

c. **Recommendations From Practitioners.** Beginning teacher Vicki Seghal stressed the importance of mentoring programs, noting that she was a beneficiary of the Des Moines school district's mentoring program. Ms. Seghal strongly recommended that classroom management courses and in-service training be offered to students and to practicing teachers. A number of administrators and teachers giving subsequent presentations echoed her appeal for a concentrated effort to provide practitioners and students with more and better information and practical experience in classroom management. Other common themes specified by administrators and teachers presenting that day included the following:

- ◆ The need for more time to work with peers and formal and informal mentors sharing content areas.
- ◆ Technology training -- both hardware and software.
- ◆ Curriculum and lesson plan development and implementation.
- ◆ Earlier identification of promising future teachers, especially students with diverse cultural backgrounds.
- ◆ Earlier, lengthier, more frequent, and better-monitored opportunities for practical classroom experience within practitioner preparation programs.
- ◆ Broader dissemination of brain-based research and its impact on teaching and learning methods.
- ◆ Exploration to determine whose responsibility it is to educate new teachers -- local education agencies or institutions of higher learning; professors and the institutions they are employed by to discover or reconnect with the real world classroom environment and curriculum.
- ◆ Increased pay and recognition for teachers.
- ◆ Collaborative relationships between schools and practitioner preparation programs.
- ◆ Encouragement of the use of adjunct faculty.



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During Committee discussion, most presenters voiced approval for an extended school year calendar and indicated support for merit pay, but expressed concerns about who would do the evaluations that determine who receives merit pay.

d. Practitioner Preparation Program Approval. Mr. Ted Stilwill and Dr. Sandra Renegar described the means by which the Department currently evaluates and approves practitioner preparation programs and then identified new directions toward which the Department is moving educator preparation programs.

Currently, prior to approval or reapproval, a team comprised of faculty from other institutions, practitioners, and Department staff spends three to four days on campus reviewing a practitioner preparation program. The team reports its findings to the institution, including whether standards have been met and the institution's strengths. The institution has an opportunity to respond. If standards are met, or the institution has demonstrated adequate efforts are underway to meet the standards, the institution's program is presented to the State Board of Education for approval or reapproval, which may be for up to five years. The state board will not approve any program that refuses to take action to meet standards or correct unmet standards.

In the future, according to Dr. Renegar, teacher preparation must be viewed in relationship to recruitment, selection or hiring, support for beginning teachers, continuing education and development, retention, recognition, and compensation. The preparation must be more "clinically based," with much greater integration of preparation and practice; the new approval process should include assurances that performance standards are met by every candidate for licensure; a consistent assessment should be required of all candidates for licensure and should include knowledge of subject matter, child development, and teaching methods; and include a consistent follow-up with all beginning teachers and administrators and their employers to further determine if preparation has been effective. She provided a list of institutions that require students to successfully complete a basic skills or ACT/SAT test prior to admission to a practitioner preparation program. Dr. Renegar also noted that school districts need to accept greater responsibility for the recruitment, preparation, development, retention, and recognition of quality teachers and administrators.

e. Presentations by Deans of Education. The deans of education for Iowa State University, the University of Iowa, the University of Northern Iowa, Drake University, Dordt College, and Buena Vista University provided testimony related to their practitioner preparation programs. The following recommendations were made by more than one of the deans: colleges and universities must be full partners with schools in mentoring, internship, or induction efforts; programs should move toward performance-based assessment through multiple assessment measures; and programs must prepare students to use technology in their teaching. In addition, specific information and recommendations were received by the following presenters:

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◆ Dr. Thomas Switzer provided members with cost projections for the implementation of performance-based assessments, internships, and recruitment programs.

◆ Dr. Richard Shepardson highlighted the implementation of an "electronic portfolios" pilot project at the College of Education at SUI. He listed the additional personnel and equipment that would be required to expand the project to all students of the College of Education.

◆ Dr. James Ferrare, dean of Drake University's School of Education, had a number of recommendations, including the following: eliminate traditional student teaching and replace with an eight-semester field experience and internship program; initiate a full mentoring component in years one and two of the teaching career; grant sabbatical leave status for teachers pursuing a master's degree or administrator license; create a graduate study, master teacher support funding mechanism to assist participating teachers with tuition and college-related costs; relax licensure requirements to permit teachers to work in quasi-administrative, interim administrative roles while attending graduate school for administrative licensure; partner with the Department, state board, and BOEE in focusing on outcomes and competencies rather than specific courses; take a leadership role in guiding action research with K-12 school systems to impact classroom management, instructional method, and assessment; continue to survey recent graduates working in the field and enhance contacts with school employers to assess the performance of recent graduates; and explore Regents and private college/university partnerships in practitioner preparation.

◆ Dr. George Faber, director of teacher education at Dordt College, noted that incentives may be needed to attract students to disciplines where there are shortages, and he suggested that funds for special practitioner preparation requirements should be appropriated for both private and Regents institutions. Dr. Faber warned the members that any revisions in the program requirements should not put at risk the willingness of other states to accept Iowa's professional practitioner license.

3. Public Hearing.

At a public hearing held the evening of August 24, 1998, in the House Chamber of the State Capitol Building, members also heard testimony from the following:

◆ Creston Community School District elementary school principal Mr. Randy Nemitz, and teachers Ms. Marie Eckdal and Ms. Lisa Thomas, regarding the importance of mentoring.

◆ Mr. Dick VandeKieft, president-elect, Iowa Association of School Boards.

◆ Ms. Kathy Collins, attorney for the School Administrators of Iowa, regarding mentorships for administrator licenses, varied instruction in administrator



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preparation programs, and competency-based licensure rather than specific coursework requirements.

◆ Ms. Mary Channel, school vice principal and second grade teacher in Des Moines, who recommended encouraging top students to enter rigorous teacher training programs. She too recommended the establishment of mentoring and apprentice programs.

4. September 17, 1998, Meeting.

a. **Presenters.** Presenters for the third meeting date of the Committee included the following:

- ◆ Mr. Eric Hirsch, education policy specialist, National Conference of State Legislatures.
- ◆ Mr. Frederick Frelow, associate director of Urban and Local Initiatives, National Commission on Teaching and America's Future (NCTAF).
- ◆ Ms. Jolene Franken, president, Iowa State Education Association.
- ◆ Ms. Sue Presler, staff development consultant, Loess Hills Area Education Agency (AEA).
- ◆ Dr. Ron Fielder, administrator, Grant Wood AEA.
- ◆ Ms. Susan Donovan, director of government relations, Iowa Association of School Boards.

b. **National Teacher Preparation Status and Trends.** Mr. Eric Hirsch discussed the nationally recognized importance of teaching skills and knowledge in the success of education reform. He noted that four-fifths of the states legislated teacher policy changes in 1997 and 1998, mainly focusing on three areas: teacher recruitment, preparation, and professional development. His presentation included the following information:

◆ **Recruitment and Retention.** Like Iowa, a few states recently raised teacher salaries in hopes of attracting and retaining high quality teaching applicants. States considering performance pay plans should identify clear goals, foster cooperative efforts, and make awards school-based and contingent on improvements in performance using common standards. Other ways states are trying to bolster recruitment and retention include minority teacher scholarships, teacher education cooperative pilots, minority teacher recruitment advisory committees, incentive grants for minority students, state professional development schools with standing appropriations, and signing bonuses. California is exploring automatic licensure or certification reciprocity. Other states are paying teachers more to teach in shortage areas. States that certify people to teach through alternative means find that ongoing support for those people is crucial. Mr. Hirsch described as exemplary North Carolina's Teaching Fellows Program, which has provided 4,800 awards of \$20,000 each with over 1,500 program graduates now teaching.

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♦ **Mentoring.** Research proves that assigning mentors to beginning teachers markedly improves retention rates. Approximately half of the states have beginner teacher support systems.

♦ **Performance-based Teacher Preparation and Certification.** States are also moving to performance-based teacher preparation, with a few states moving toward closing or placing on probationary status teacher training programs whose graduates cannot pass competency tests. However, some states are reexamining the practice of requiring competency tests due to high failure rates in Massachusetts and Virginia.

♦ **Professional Development.** More states are placing minimum acceptable requirements on teacher professional development programs or mandating specific in-service topics. Research consistently finds that sustained, ongoing programs are more effective than one-time in-service models.

c. **NCTAF.** Mr. Frederick Frelow described the Commission's findings and identified critical problems leading to slipshod teacher recruitment by school districts, described major flaws in traditional teacher preparation, and set forth a model for a continuum of teacher professional development. In one of the report findings class size accounted for only 8 percent of the proportion of measured variance in grades three through five math test score gains. To make a difference, smaller class size must be combined with other strategies, and qualified teachers are essential -- districts cannot just use aides to reduce class size. He outlined the Commission's recommendations as follows: get serious about standards for both students and teachers, reinvent teacher preparation and professional development, fix teacher recruitment and put qualified teachers in every classroom, encourage and reward teacher knowledge and skill, and create schools organized for student and teacher success.

d. **Teachers' Union Recommendations.** Ms. Jolene Franken's presentation included the following observations and recommendations: teacher preparation programs should reflect the Interstate New Teacher Assessment and Support Consortium's standards for beginning teachers; national certification programs need additional support; national certification standards should be integrated into preparation programs; Iowa needs an effective, statewide delivery system for professional development from pre-service through in-service; the state should finance a beginning teacher program and require on-site support of beginning teachers by their preparation program; state regulations must establish high and enforced standards for admission to preparation programs; nationally certified K-12 teachers should be encouraged to move freely between schools and teacher education programs, serving as faculty in teacher education programs; all teacher education programs should be nationally certified; and future secondary teachers should have more actual teaching field-based experience.

e. **Area Education Agency Findings.** Ms. Sue Presler and Dr. Ron Fielder described the negative effect the substitute teacher shortage is having on mentoring programs. Experienced and beginning teachers participating in the



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program need time for collaboration and training opportunities, but schools are not always willing to compensate teachers for their time during nonschool hours and the opportunities during school hours are often dependent on whether districts can find substitutes. During the 1996-1997 school year, Iowa teachers and administrators enrolled in over 36,000 optional staff development course opportunities offered by AEAs, with 18,182 opportunities tied to licensure renewal. Dr. Fielder identified potential roles for AEAs in teacher/administrator mentoring, and provided survey results indicating overwhelming participant support for the staff development courses offered by the Grant Wood AEA.

f. **Iowa Association of School Boards' Request.** Ms. Susan Donovan asked the Committee to encourage continued state support for formative teacher evaluation and meaningful in-service learning or staff development programs; thoroughly examine the state's licensing process; support the identification of basic skills for beginning teachers and hold teacher education institutions accountable for teaching these skills; ensure continued funding and ongoing commitment to the Department of Education for programs to assist poor-performing administrators and teachers; support the mentoring program item-vetoed from 1998 Acts, SF 2366, by Governor Terry Branstad; support financial assistance to school districts for staff development programs that support locally established goals and standards; consider the needs of districts when recommending changes in teacher preparation programs; and encourage innovative options such as extended school days and school years, and incentives for teacher shortage areas.

5. November 11 & 12, 1998, Meetings.

a. **Presenters.** Presenters for the fourth and fifth meetings of the Committee included the following:

- ◆ Dr. Jan Rohner, assistant professor of education, Mount Mercy College.
- ◆ Dr. Arlie Willems, assistant professor of education, Mount Mercy College.
- ◆ Ms. Janet Adams, Title 1 reading teacher, Webster City.
- ◆ Mr. Clark Goltz, principal, Decorah.
- ◆ Dr. Micheal Podgursky, chairman and professor of economics, University of Missouri.
- ◆ Mrs. Connie Toenjes, elementary school principal, Urbandale Community School District.
- ◆ Dr. Kent Mutchler, superintendent of schools, Oelwein Community School District.
- ◆ Ms. Celia Priebe, early childhood special education teacher, Dallas Center-Grimes Community School District.
- ◆ Ms. Susan Fischer, licensure consultant, Board of Educational Examiners.
- ◆ Ms. Patty Mason, president, Iowa Counselors Association.
- ◆ Ms. Linda Takai, counselor, Burlington Community School District.

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- ◆ Ms. Marti Rolling, counselor, Denver Community District School.
- ◆ Mr. Earnest Beemblossom, retired counselor, Washington.
- ◆ Ms. Barb Ehlers, media specialist, Oelwein Community School District.
- ◆ Mr. Jim Hawkins, director, Professional Educators of Iowa.
- ◆ Mr. Ted Stilwill, director of DOE.
- ◆ Dr. Anne Kruse, director of BOEE.

b. Mount Mercy College Observations and Recommendations. Dr. Jan Rohner and Dr. Arlie Willems cited a need for collaboration between liberal arts and education colleges, and between practitioner preparation professionals and the Legislature. They also suggested that expanded team teaching within school districts could better utilize faculty. Concerns discussed included teacher pay, teacher educator pay, the looming teacher shortage, support for new teachers, and the need for collaborative problem solving. They opined that national accreditation of the program is unnecessary, and that a fifth year of student preparation is impractical and unnecessary. A fifth year of education is more useful after a student has had at least one or two years of teaching experience. Finally, they encouraged the creation of a professional teacher preparation/professional development work group, composed of field and Department of Education professionals, to study teacher preparation and professional development, develop models to address concerns, and recommend methods of implementation.

c. Iowa Reading Association Findings and Recommendations. Ms. Janet Adams and Mr. Clark Goltz recommended that the Legislature fund additional professional development in the area of reading instruction to teachers and practitioner preparation students. They further recommended preparing students in practitioner preparation programs for real-world teacher/student/parent classroom experiences; the expansion of classroom reading instruction to include grades five through nine; and a study to determine whether middle and high school teacher licensure should include reading courses emphasizing methodology for reading nonfiction content books. Five-year programs for reading teachers are discouraged because the cost would discourage students facing high loan repayments and low entry salaries.

d. Criticism of National Trends and Organizations. Dr. Micheal Podgursky refuted many of the studies relied upon by the NCTAF in reaching its conclusions. He stated that there is no systematic evidence that certification by a national accrediting body leads to better prepared practitioner preparation program graduates. Likewise, he finds no empirical evidence proving that certification by the National Board for Professional Teaching Standards leads to superior teachers. The Interstate New Teacher Assessment and Support Consortium's standards for performance-based assessments of teachers, while superior to traditional standardized tests, are vague and the results unreliable. Therefore, the costs incurred by institutions and individuals to follow NCTAF recommendations regarding testing and certification are unnecessary; state boards can be relied upon for regulation. To transfer these regulatory decisions from public to private



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organizations makes consumers vulnerable, concentrates power within too few hands, and reduces the accountability of schools.

e. **Practitioners' Panel.** The following recommendations were made during the practitioners' panel discussion:

- ◆ Provide practitioner preparation students numerous opportunities to discover whether they have learned team- and skill-building strategies, can utilize education technology, can communicate with parents and the community, and know state and federal education law.
- ◆ Incorporate recent brain research in practitioner preparation program coursework.
- ◆ Train students and new teachers in collecting and reporting data on student progress and teach them methods for keeping children actively engaged without losing classroom control.
- ◆ Discourage unfunded state mandates.
- ◆ Increase state funding for staff development and add a minimum of 20 days to the school calendar solely for that purpose.
- ◆ Increase the number of field experiences and offer them earlier.
- ◆ Increase student exposure to modern research stressing application.
- ◆ Eliminate shortage areas, including specific content areas of shortage, administrator shortages, and bus driver shortages, within the state.
- ◆ Increase knowledge of prenatal and atypical development, and special education, for all students.
- ◆ Break up the age range for specialization in early childhood from the current zero to eight years.
- ◆ Improve dissemination of information regarding AEA services.
- ◆ Establish requirements for teachers' associates and aides.
- ◆ Develop and implement a site-based educational practitioner program as a component of practitioner preparation programs.

The panel was divided on the matter of merit pay.

f. **Counseling and Media Services Panel.** A majority of panelists advised a reduction in the number of hours required to achieve a degree in counseling. The following recommendations were also made during the counseling and media services panel discussion:

- ◆ Permit the licensure of a person who does not have a background in teacher education, but who has some of the competencies.
- ◆ Retain the teaching degree requirement, but waive the requirement for experienced counselors who move to Iowa.
- ◆ Reinstate the law applying guidance counselor requirements and media specialists.
- ◆ Reduce the paperwork for which counselors are responsible.
- ◆ Increase the use of counseling in schools to improve the learning environment.

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- ◆ Increase salaries or offer other incentives to increase the number of counselors.
- ◆ Establish mentoring programs for counselors.
- ◆ Increase opportunities for use of the ICN or other distance learning methods for attaining a degree and professional development purposes.
- ◆ Increase the amount of practical learning while decreasing theoretical training.
- ◆ Make changes in conditional licensure relating to internships.
- ◆ Encourage school districts to emulate the business world by offering paid internships to students nearing the end of their practitioner training.
- ◆ Provide opportunities to familiarize prospective teachers with school libraries, collaboration with library media specialists, and a course on the use of technology to facilitate learning.
- ◆ Offer tuition assistance and flex-time to teachers attending professional development courses.

g. Professional Educators of Iowa Recommendations. Mr. Jim Hawkins recommended restructuring and enhancing pay plans to compensate professionalism and effectiveness, promoting occupational emphasis through academic and vocational integration, supporting local control for public schools, refusing national teacher certification and testing, and establishing Iowa's teaching standards as an example for the nation.

h. State Department of Education (DOE) and Board of Educational Examiners (BOEE) Task Force Update and Recommendations. Mr. Ted Stilwill and Dr. Anne Kruse provided an update of the work of the Task Force on Educator Preparation created by Governor Branstad, commented on the need for a strong emphasis on performance-based preparation and licensure, spoke on the need for support for their work in determining the manner in which preparation programs and candidates for licensure must demonstrate that performance standards have been met, emphasized the need for stronger support systems for beginning teachers and greater statewide support for improvement in preparation and beginning teacher support programs, and the need to institute a data-based process to more accurately determine future "supply and demand" issues for educational staff. Mr. Stilwill noted that the Department is working to achieve consistency in the quality of Iowa's practitioner preparation programs. Dr. Kruse suggested the Board needs more time to research options for practitioner assessment as the Board is discovering that available commercial assessments are inadequate. The Board may wish to develop its own assessment and implement it on a pilot basis. The Board is comfortable with letting institutions providing practitioner preparation programs decide who should be admitted to their programs. In addition, the Board prefers a two-year mentoring program, but would also support a one-year program. The advantages of the programs are well known, and a pilot program is unnecessary. A multiyear phase-in of a statewide mentoring program is preferred by the Board. Institutions should gather more follow-up data on their graduates, and if they are



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not willing to do this, Mr. Stilwill indicated the DOE would be willing to gather the information.

6. Committee Discussion.

Co-chairpersons Kramer and Gipp asked members to contribute ideas for consideration. The information gathered during the discussion was used to develop recommendations for consideration by members. The proposed recommendations were mailed to members for their consideration.

7. Recommendation Approval Process.

By January 11, 1999, a majority of the members indicated their approval of the attached vision statement, recommendations, and findings. The voting documents, including any comments and suggestions made by the members, are on file with the Legislative Service Bureau.

8. Written Materials Filed With the Legislative Service Bureau.

a. Anthony, Rebecca, and John Achrazoglou, *Electronic Portfolios: Getting Started*. A handout distributed by Dr. Richard Shepardson.

b. Ideas from Tinsman Teacher Preparation Meetings in Davenport, submitted by Senator Maggie Tinsman.

c. Iowa Board of Educational Examiners' 1997-98 Institutional Survey of Teacher Education Graduates, distributed by Dr. Anne Kruse.

d. "Learning to Read and Write: Developmentally Appropriate Practices for Young Children; A Joint Position Statement of the International Reading Association and the National Association for the Education of Young Children," distributed by Mr. Clark Goltz.

e. "The Linker," a publication of the Grant Wood AEA, from Fall 1998, distributed by Dr. Ron Fielder. Also from Dr. Fielder, an informational pamphlet regarding the Contemporary School Leadership Program organized by Grant Wood AEA, and an informational booklet regarding the Kaleidoscope of Learning conferences organized by Grant Wood AEA.

f. "National Standards for School Counseling Programs," distributed by Ms. Marti Rolling, counselor, Denver Community School District.

g. NCSL materials: Legisbrief entitled "Teacher Training" by Eric Hirsch, NCSL policy specialist, from October 1997; NCSL State Legislative Report entitled "Teacher Policy: A Summary of Current Trends" by Mr. Hirsch, from February 1998; and "Summary of Teacher Policy Legislation-1998 Session," compiled by NCSL and distributed by Mr. Hirsch.

h. Portions of a bill from the State of Illinois relating to alternative certification of teachers and school administrators, submitted by Representative David Heaton.

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i. Practitioner Preparation Program Approval for Iowa Colleges and Universities, prepared by Dr. Sandra L. Renegar, practitioner preparation consultant, Iowa Department of Education.

j. Sparks, Dennis, and Stephanie Hirsh, *A New Vision for Staff Development*. A handout distributed by Dr. Les Omotani, superintendent, West Des Moines Community School District.

k. "Supportive Beginnings for New Teachers: New Teacher/New Teacher Facilitator Training," by Sue Presler from the Loess Hills AEA 13.

l. "What Matters Most: Teaching for America's Future," a handout distributed by Frederick Frelow from the National Commission on Teaching and America's Future.

m. Written comments or summaries from the following presenters:

- ◆ Ms. Janet Adams, Title 1 teacher, Webster City, representing the Iowa Reading Association.
- ◆ Mr. Michael Baranek, teacher, Western Hills Elementary School, West Des Moines Community School District.
- ◆ Mr. Earnest Beemblossom, counselor (retired), Washington High School.
- ◆ Mr. Wayne H. Burk, superintendent, Allamakee Community School District.
- ◆ Ms. Kim Caster, teacher, Roosevelt High School, Des Moines Independent School District.
- ◆ Ms. Susan Donovan, director of government relations, Iowa Association of School Boards.
- ◆ Ms. Barb Ehlers, media specialist, Wings Park Elementary School, Oelwein Community School District.
- ◆ Dr. George Faber, director of teacher education, Dordt College.
- ◆ Dr. James P. Ferrare, dean of education, Drake University.
- ◆ Dr. Ron Fielder from Grant Wood AEA 14.
- ◆ Ms. Jolene Franken, president, Iowa State Education Association.
- ◆ Ms. Ruth Ann Gaines, 1998 teacher of the year, East High School, Des Moines Independent School District.
- ◆ Dr. Walter Gmelch, dean of education, Iowa State University.
- ◆ Mr. Clark Goltz, principal, Decorah Community School District, representing the Iowa Reading Association.
- ◆ Mr. Jim Hawkins, director, Professional Educators of Iowa.
- ◆ Dr. Anne Kruse, executive director, Iowa Board of Educational Examiners.
- ◆ Ms. Nancy Marquardsen, teacher, Durant Community School District.
- ◆ Ms. Patty Mason, government relations chair, Iowa School Counselor Association.
- ◆ Dr. Kent Mutchler, superintendent, Oelwein Community Schools.



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- ◆ Dr. Les Omotani, superintendent, West Des Moines Community School District.
- ◆ Dr. Michael Podgursky, chairman and professor of economics, University of Missouri.
- ◆ Ms. Celia Priebe, early childhood special education teacher, Dallas Center-Grimes.
- ◆ Dr. Greg Robinson, 1998 Iowa principal of the year, Urbandale Community School District.
- ◆ Dr. Jan Rohner, assistant professor of education, Mount Mercy College.
- ◆ Ms. Vicki Sehgal, multiage teacher, Moulton Extended Learning Center, Des Moines Independent School District.
- ◆ Dr. Richard Shepardson, interim dean of education, University of Iowa.
- ◆ Mr. Ted Stilwill, director, Department of Education.
- ◆ Dr. Thomas Switzer, dean of education, University of Northern Iowa.
- ◆ Ms. Linda Takai, counselor, Burlington Community High School.
- ◆ Mrs. Connie Toenjes, principal, Urbandale Community School District.
- ◆ Dr. Arlie Willems, assistant professor of education, Mount Mercy College.

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Recommendations & Findings
of the
Teacher Preparation Study Committee
December 1998

Vision for the Desired Future

"Every student has a well-prepared and caring teacher
in every subject, every year."

Background: Current studies indicate that the teacher is the single most important determinant in a child's educational success. Therefore, the Legislative Council established the Teacher Preparation Study Committee and authorized the Committee to address the status of existing teacher and administrator preparation programs and support for beginning teachers. For five days over the past several months, the Teacher Preparation Study Committee met to hear the testimony of a widely diverse group of interested persons. As evidenced by testimony and presentations at the Committee meetings, it is clear that many outstanding, innovative educators work in our schools. Their testimony is the basis for the Committee's recommendations to enhance the future of education in Iowa.

To begin the journey toward the desired future, the Teacher Preparation Study Committee presents the following findings and recommendations to the General Assembly:

❖ ***Teacher Preparation***

The Committee finds that Iowa's teacher preparation programs are, on average, superior and Iowa's teachers are the envy of many other states, as witnessed by recruitment efforts to hire them upon their graduation. However, program quality is somewhat inconsistent across the state and there is a strong public perception that top students are not entering the teaching profession. The Committee therefore recommends the following:

1. Request the Iowa Association of Colleges of Teacher Education to report to the standing Senate Committee on Education and House of Representatives Committee on Education on the following:

- Field experiences – including the current number of hours required by each of the approved programs within the state, whether the institutions expect to increase or decrease the required hours, and the characteristics of the experiences provided.
- The method of collaboration between approved practitioner preparation programs and local school districts, and between approved practitioner preparation programs and other content area-related colleges within their institutions.

- Faculty interaction — including the current number of contact hours with school districts and beginning teachers that each of the approved programs within the state requires of its faculty members, whether the institutions expect to increase or decrease the required hours, and the characteristics of the professional contact.
- 2. Direct the Department of Education to require institutions providing practitioner preparation programs, as a condition of approval, to administer basic skills tests to candidates for the programs and to deny admission to the program to any candidate who does not successfully pass the test.
- 3. Direct the Board of Educational Examiners to administer tests appropriate to candidates' content area of specialization for initial licensure in the state, and to develop and recommend policies for candidates who do not successfully pass the test.
- 4. Direct the Board of Educational Examiners to adopt rules requiring candidates for initial licensure as secondary school teachers to successfully complete content-area reading coursework. Every teacher needs to think of themselves as a "reading" teacher, and completing content specialty coursework supports that thinking.

❖ **Recruitment**

In the area of teacher recruitment, the Committee finds that, in general, Iowa's colleges and universities prepare nearly twice as many teachers as the state requires. However, Iowa suffers severe teacher shortages in certain fields. There is concern that within five years the nation will face an overall shortage of teachers, brought on by impending teacher retirements, a growing student population, a desire to reduce class sizes, and tougher certification and testing standards for new teachers. Low unemployment and an excellent economy attract prospective and practicing teachers alike to better-paying jobs in the private sector. The Committee recommends the following in an effort to enhance teaching as a profession:

1. Direct the Department of Education, in conjunction with the Board of Educational Examiners, to conduct a study projecting future teacher shortage areas.
2. Create incentives that will result in the recruitment of excellent candidates to practitioner preparation programs and which encourage beginning teachers to remain in Iowa. These incentives may include signing bonuses, tuition assistance, or loan forgiveness.
3. Direct the Board of Educational Examiners to adopt rules for the alternative licensure of content area specialists in shortage subject or service areas.
4. Expand membership of the Board of Educational Examiners from 11 to 13 to include one member appointed by the State Board of Regents and one

member appointed by the Iowa Association of Independent Colleges and Universities

5. Consider competitive salaries.
6. Establish mentoring programs for the identification, encouragement, and development of future teachers, and encourage the establishment of future teacher associations within school districts.

❖ ***Professional Development/Retention***

The Committee finds that classroom management has increased in difficulty and complexity. Where once heterogeneous groups of children populated Iowa's classrooms, today's students are from diverse racial, ethnic, and social backgrounds. Behavioral disorders and special education needs have multiplied. Teachers must be prepared to manage classrooms well, to communicate with and engage parents in their child's education, to assess students' developmental needs, and to organize and work in teams. Therefore, the Committee makes the following recommendations:

1. Enact a statewide mentoring program for beginning teachers patterned after the pilot program item-vetoed from Senate File 2366 in 1998.
2. Establish a volunteer program to encourage retired teachers and administrators to return to education as mentors and aides.
3. Implement financial incentives for school districts to extend the school calendar for professional development of, and planning time for, teachers and administrators.

❖ ***Media, Materials and Guidance Programs***

The Committee finds that access to media technology and a rich mixture of instructional materials is vital to a quality education. In addition, school guidance programs serve a necessary function, supporting both students and teachers. Therefore, the Committee recommends the following:

1. A media center in each attendance center that is accessible to students throughout the school day.
2. At each school or school district, a qualified school media specialist responsible for media center supervision.
3. An articulated sequential elementary-secondary guidance program for grades kindergarten through 12.

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