

CHAPTER 77
STANDARDS FOR TEACHER INTERN PREPARATION PROGRAMS

281—77.1(256) General statement. Programs of teacher intern preparation leading to licensure in Iowa are subject to approval by the state board of education, as provided in Iowa Code chapter 256.

281—77.2(256) Definitions. For purposes of clarity, the following definitions are used throughout the chapter:

“*AEA*” means area education agency.

“*BOEE*” means the board of educational examiners, the board responsible for establishing licensure requirements and issuing licenses.

“*Clinical experiences*” means a candidate’s direct experiences in PK-12 schools. “Clinical experiences” includes field experiences and internships.

“*Cooperating teachers*” means classroom teachers who provide guidance and supervision to teacher candidates during the candidates’ field experiences in the schools.

“*Department*” means the department of education.

“*Director*” means the director of education.

“*Diverse groups*” means one or more groups of individuals possessing certain traits or characteristics, including but not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

“*Educator preparation program*” is a synonym for practitioner preparation program.

“*ELPS*” means Educational Leadership Policy Standards, the national standards for educational administration.

“*Institution*” means a four-year college or university in Iowa offering teacher intern preparation and seeking state board approval of its teacher intern preparation program.

“*InTASC*” means Interstate Teacher Assessment and Support Consortium, the source of national standards for teachers.

“*Intern*” means an individual who is enrolled in a teacher intern preparation program and is currently employed as an intern by an Iowa school district.

“*Iowa teaching standards*” represents a set of knowledge and skills that reflects the best evidence available regarding effective teaching as listed in rule 281—83.4(284). The standards shall serve as the basis for comprehensive evaluations of teachers and as a basis for professional development plans.

“*Mentor*” means an individual, employed by a school district or area education agency as a classroom teacher, or a retired teacher, who holds a valid license issued under Iowa Code chapter 272. The individual must have a record of four years of successful teaching practice with at least two of the four years on a nonprobationary basis and must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers or teacher interns.

“*Practitioner*” means a teacher, administrator, or other school personnel holding a license issued by the board of educational examiners.

“*Program*” means the program for teacher intern preparation at colleges and universities leading to licensure of teacher interns.

“*School district*” means a school corporation as defined in Iowa Code chapter 290. A school district is also referred to as a “local education agency” or “LEA.”

“*State board*” means the state board of education.

“*Teacher intern candidate*” means an individual who is enrolled in a teacher intern preparation program leading to teacher intern licensure and who has not yet begun employment as an intern.

“*Teacher intern preparation program*” means the program for teacher intern preparation at colleges and universities leading to licensure of teacher interns.

“*Unit*” means the organizational entity within an institution with the responsibility of administering the teacher intern preparation program.

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281—77.3(256) Institutions affected. All Iowa colleges and universities engaged in the preparation of teacher interns and seeking state board approval of their programs shall meet the standards contained in this chapter.

281—77.4(256) Criteria for Iowa teacher intern preparation programs. Each institution seeking approval of its teacher intern preparation program shall file evidence of the extent to which the program meets the standards contained in this chapter by means of a written self-evaluation report and an evaluation conducted by the department. No waiver of the criteria or standards in this chapter shall be permitted. After the state board has approved the teacher intern preparation program filed by an institution, teacher intern candidates who complete the program and are recommended by the authorized official of that institution will be issued the appropriate license and endorsement(s).

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281—77.5(256) Approval of programs. For initial approval of a program, institutions shall submit written documentation of the teacher intern preparation program's compliance with the standards in rules 281—77.8(256) through 281—77.11(256). The evaluation process shall include a site visit by representatives of the department and additional documentation as needed. Approval by the state board of the institutions' teacher intern preparation programs shall be based on the recommendation of the director after study of the factual and evaluative evidence on record about each program in terms of the standards contained in this chapter. Approval, if granted, shall cover the period of time between initial approval and the institution's next regularly scheduled state review under rules 281—79.5(256) and 281—79.6(256). After the initial approval period, approval of the teacher intern preparation program will be included as part of the institution's reapplication for approval of its entire practitioner preparation program. Approval, if granted to institutions offering only teacher intern preparation programs, shall be for a term of seven years; however, approval for a lesser term may be granted by the state board if it determines conditions so warrant.

If approval is not granted, the applying institutions will be advised concerning the areas in which improvement or changes appear to be essential for approval. In this case, the institutions shall be given the opportunity to present factual information concerning their program at a regularly scheduled meeting of the state board, not beyond three months of the board's initial decision. Following a minimum of six months after the board's decision to deny approval, the institution may reapply when it is ready to show what actions have been taken to address the areas required for improvement.

A program may be granted conditional approval upon review of appropriate documentation. In such an instance, the program shall receive a full review after one year or, in the case of a new program, at the point at which candidates demonstrate mastery of standards for licensure.

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281—77.6(256) Periodic reports. Institutions with approved teacher intern preparation programs shall make periodic reports upon request of the department. The reports shall provide basic information necessary to keep up-to-date records of each teacher intern preparation program and to carry out research studies relating to teacher intern preparation.

281—77.7(256) Approval of program changes. Upon application for approval of program changes by an institution, the director is authorized to approve minor additions to, or changes within, the curricula of an institution's approved teacher intern preparation program. When an institution proposes a revision that exceeds the primary scope of its programs, the revision shall become operative only after having been approved by the state board.

TEACHER INTERN PREPARATION PROGRAM STANDARDS

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.

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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.

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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 preinternship 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.

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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 (to include the assessments described in Iowa Code section 256.16) and subsequent recommendation by the authorized official of the program for an initial teaching 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.

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281—77.12(256) Curriculum and instruction. Rescinded **ARC 2606C**, IAB 7/6/16, effective 8/10/16.

281—77.13(256) Candidate support. Rescinded **ARC 2606C**, IAB 7/6/16, effective 8/10/16.

281—77.14(256) Candidate assessment. Rescinded **ARC 2606C**, IAB 7/6/16, effective 8/10/16.

281—77.15(256) Program evaluation. Rescinded **ARC 2606C**, IAB 7/6/16, effective 8/10/16.

These rules are intended to implement Iowa Code sections 256.7 and 256.16.

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