

F I N A L R E P O R T

TEACHER PREPARATION TASK FORCE

January, 1988

BACKGROUND INFORMATION

The Teacher Preparation Task Force was established by the Legislative Council and directed to study the role of teachers within school districts, assistance to teachers to foster the development of effective schools, provisions for teachers to assume a more active role in educational planning within school districts, and requirements for teacher preparation programs for the 21st century based upon recommendations of national associations and organizations that have studied teaching as a profession. The Task Force was initially granted three meeting days and a fourth was approved at the request of the Task Force. These meetings were held on September 28, October 21, November 16, and December 8.

Members of the Task Force were:

Senator Wally Horn, Cedar Rapids, Co-chairperson
Representative Don Shoultz, Waterloo, Co-chairperson
Senator Joy Corning, Cedar Falls
Senator Larry Murphy, Oelwein
Senator Dale L. Tieden, Elkader
Senator Richard J. Varn, Solon
Representative Janet Adams, Webster City
Representative Ron J. Corbett, Cedar Rapids
Representative Mary C. Neuhauser, Iowa City
Representative Brent Siegrist, Council Bluffs,
Dr. Judy Finkelstein, Cedar Falls
Ms. Jolene Franken, Denison
Mr. Robert Gilchrist, Marion
Dr. Virgil Lagomarcino, Ames
Dr. Jim Rocheleau, Fayette
Dr. Doris Roettger, Johnston
Dr. Michael Rosman, Harlan

September 28 Meeting

At its first meeting the Task Force reviewed the recommendations of both the Report of the Carnegie Task Force on Teaching as a Profession and the Report of the Holmes Group. Presentations outlining these recommendations were given by Ms. Doris Roettger, a Task Force member and a member of the National Board of Professional Teacher Standards established by the

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Carnegie Foundation, and Professor Robert Fitch, Associate Dean of the College of Education at the University of Iowa.

The major recommendations of the Carnegie report are:

1. Creating a National Board for Professional Teaching Standards to determine what teachers need to know and be able to do.
2. Restructuring schools to provide a professional environment for teaching, allowing goals to be set at the building level.
3. Restructuring the teaching force by creating "lead teachers" who will have greater responsibility for planning and instruction and who will assist their colleagues to uphold high standards.
4. Requiring a bachelor's degree in the arts and sciences as a prerequisite for the study of education as a professional subject matter.
5. Developing a new professional curriculum in graduate schools of education leading to a Master in Teaching degree.
6. Providing for the recruitment of minority persons to the teaching workforce as a national priority.
7. Relating incentives for teachers to study performance.
8. Raising teachers' salaries and career opportunities to the point where both can compete with other professions.

The Holmes Group envisions:

1. A differentiated system of professional levels of teaching, including instructors (beginning teachers), professional teachers, and career professionals.
2. A three-tier system of teacher licensing.
3. Abolishing the undergraduate education major. Completion of an undergraduate major in a specific field of study prior to enrollment in the education study program.
4. Revising the undergraduate curriculum.
5. Changing the pedagogical studies to focus upon specific subject matter studies and teacher learning.
6. Opening up new connections between schools and universities.

Mr. David Schreur, Bureau of Teacher Education and Certification, Department of Education, described the new state

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standards for teacher certification and the approval of teacher preparation programs that will take effect October 1, 1988. The new standards for approval of teacher preparation programs are more specific, but they continue to allow each institution some flexibility in meeting them. The new standards also require that students must receive instruction in classroom management techniques and instructional strategies.

Mr. Schreur described the new teaching certificates. These include a provisional certificate valid for a two-year period, an education certificate which must be renewed every five years, and a professional teacher's certificate for those with at least five years' teaching experience and possession of a master's degree.

Representatives of the School Administrators of Iowa, the Iowa Association of School Boards, and the Iowa State Education Association addressed the Task Force concerning the views of their associations toward the charge of the Task Force. Copies of their presentations are available.

October 21 Meeting

At its second meeting the Task Force heard a presentation outlining various approaches to educational change by Mr. Judson Hixson from the North Central Regional Education Laboratory in Chicago, Illinois. Mr. Hixson described the various levels at which one can intervene to make change occur. He described several different strategies that might be used to accomplish change. These include the autocratic approach, the democratic consensus approach, the needs assessment approach, the emergent or bottom-up approach, and the innovation or entrepreneurial approach.

Mr. Hixson described the following as models for school improvement: the shared decision-making model, the effective schools model, the system-wide reorganization model, the school-based management model, the instructional approach model, and the outcomes and standards model.

Mr. Hixson described the following characteristics of a model that would more fully engage teachers:

1. Teachers have been involved in the planning from the beginning.
2. Teachers have been provided with training for their new roles.
3. Teachers have been given support and time for the training to take place.
4. Teachers have the opportunity to influence the allocation of resources and make changes in the workplace.

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Dr. Harold Dilts, Associate Dean, College of Education, Iowa State University; Dr. Lowell Schoer, Interim Dean, College of Education, the University of Iowa; and Drs. Thomas Switzer, Dean, and Marlene Strathe, Associate Dean, College of Education, the University of Northern Iowa, made presentations outlining their teacher preparation programs and the changes that will occur when the new approval standards take effect in October 1988. Programs established as a result of, or that complement, the recommendations of the Carnegie and Holmes Reports were described.

November 16 Meeting

At its third meeting the Task Force listened to presentations outlining the teacher preparation programs and changes occurring in those programs at three independent colleges and universities. Presentations were given by Dr. Jim Rocheleau, Task Force member and President of Upper Iowa University; Dr. Alan Magruder, Associate Department Head, Simpson College; and Dr. Ed Epperly, Department Head, Luther College.

It was noted that the independent colleges and universities provide a variety of approaches to teacher preparations, are more liberal arts oriented, and generally provide teacher preparation programs only for a selected number of different approval areas.

The Task Force members discussed the charge and the areas in which they would be making final recommendations. Staff was directed to develop a series of questions to guide the Task Force in making recommendations.

December 8 Meeting

At its final meeting the Task Force heard presentations about their teacher preparation programs from Dr. George Lair, Dean of the College of Education at Drake University and Dr. James Romig, Head of the Teacher Preparation Department at Dubuque Tri-colleges (Clarke College, Loras College, and the University of Dubuque). In addition, Dr. Lair and Dr. Romig presented a response to the national reports from the Association of Independent Colleges and Universities. They stated that although the independent colleges and universities support many of the recommendations of the Carnegie report, they oppose the imposition of any single model for teacher preparation, especially a model that mandates the abolition of undergraduate four-year programs. The response states that the teacher preparation programs at the independent colleges and universities are integrated with arts and sciences and the teacher preparation courses are integrated with "subject matter" experiences.

The Task Force discussed teacher preparation requirements, field experiences of students including the student teaching experience, internship programs, linkages between elementary and

secondary schools and colleges and universities, teacher certification requirements, and restructuring of schools, and made its final recommendations.

RECOMMENDATIONS

The Task Force makes the following recommendations for consideration by the House and Senate Committees on Education during the 1988 legislative session:

1. The Department of Education, in consultation with state associations interested in education and approved teacher education institutions, should be directed to develop criteria for enhancing the clinical experiences of teacher preparation students and to recommend a process for the implementation of these criteria. It is understood that the Department will give prime attention to the development of a process for designating schools as clinical schools as a part of its recommendations for enhancing clinical experiences.

2. The Department of Education, in consultation with state associations interested in education and approved teacher education institutions, should develop criteria for the establishment of an internship program that would be a part of the teacher preparation process. The internship program should provide for provisional certification, reduced teaching load, assistance from an experienced teacher, and evaluation.

3. The concept of establishing and improving linkages among teacher preparation institutions, school districts, and education agencies should be explored. Incentives should be provided to encourage the development of these linkages.

4. The Committees should explore ways for teachers to increase their professional participation within school districts.

5. The present advisory committee established in the administrative rules by the Department of Education to advise the Board of Educational Examiners should be made statutory and its membership should be increased from the present nine members to thirteen members. The additional four members should be active teachers. The advisory committee should be required to meet at least quarterly.

6. The Committees should explore the establishment of a means to provide school districts with the funding necessary to implement the recommendations of the Task Force.

7. The Committees should consider providing for the issuance of a "license" rather than a "certificate" for the initial entry into the teaching field. Advancement could then be recognized by the addition of specific certification added to the license in a manner similar to that of other professions.

1 BE IT RESOLVED BY THE SENATE, THE HOUSE CONCURRING,
 2 That the Department of Education, after consulting
 3 with associations interested in education and approved
 4 teacher education institutions in this state, is
 5 directed to develop criteria for enhancing the
 6 clinical experiences of prospective teachers and to
 7 recommend to the General Assembly by January 9, 1989,
 8 a process for implementation of the criteria; and

9 BE IT FURTHER RESOLVED, That the Department of
 10 Education, in the development of the criteria, should
 11 study the feasibility of initiating a process for
 12 designating certain schools as clinical schools.

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1 from an experienced teacher, and an evaluation of the
2 provisionally certificated teacher; and

3 BE IT FURTHER RESOLVED, That the Department of
4 Education shall report the criteria for the
5 establishment of the internship program to the General
6 Assembly not later than January 9, 1989.

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HOUSE/SENATE FILE _____
BY (PROPOSED TEACHER PREPARATION
TASK FORCE BILL)

Passed House, Date _____ Passed Senate, Date _____
Vote: Ayes _____ Nays _____ Vote: Ayes _____ Nays _____
Approved _____

A BILL FOR

1 An Act to establish an education certification advisory committee
2 and prescribe its duties.

3 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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S.F. _____ H.F. _____

1 Section 1. NEW SECTION. 256.31 CERTIFICATION ADVISORY
2 COMMITTEE.

3 1. A certification advisory committee is established to
4 advise the board of educational examiners concerning the
5 requirements for certification of elementary and secondary
6 school personnel and standards for the preparation and
7 certification of school personnel. The advisory committee
8 shall consist of the following members appointed by the board
9 of educational examiners:

10 a. Eight members who are certificated classroom teachers,
11 three of whom are currently employed as classroom teachers in
12 school districts in this state, and one of whom is currently
13 employed as a classroom teacher in an approved nonpublic
14 school in this state.

15 b. One member who is employed as a certificated principal
16 in this state.

17 c. One member who is employed as a certificated
18 superintendent in this state.

19 d. Two members of the teacher education faculty from
20 institutions of higher education in this state which are
21 approved for teacher education. One member shall be from an
22 institution of higher education under the control of the state
23 board of regents and one member shall be from a private
24 college or university in this state.

25 e. One member who is a certificated employee of an area
26 education agency in this state assigned to instructional
27 programs or staff development responsibilities.

28 2. Committee members shall be appointed to staggered four-
29 year terms. They shall be reimbursed for actual and necessary
30 expenses incurred in the performance of their duties from
31 funds appropriated to the department of education.

32 3. The committee shall meet at least quarterly. Staff
33 assistance shall be provided by the department of education.

34 4. A vacancy on the advisory committee shall be filled for
35 the unexpired portion of the term in the same manner as the

1 original appointment.

2 Sec. 2. Notwithstanding section 256.31, for the initial
3 membership, two teachers and the area education agency
4 representative shall serve one-year terms; two teachers, the
5 principal, and a teacher education faculty member shall serve
6 two-year terms; two teachers and the superintendent shall
7 serve three-year terms; and two teachers and the other teacher
8 education faculty member shall serve four-year terms.

9 EXPLANATION

10 This bill establishes a thirteen-member certification
11 advisory committee that will meet at least quarterly and
12 advise the board of educational examiners on certification and
13 preparation issues relating to school teachers and
14 administrators.

15 COMPANION TO LSB 7643IS

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