Background

Beginning in the fall of 2001, the State of Iowa mandated that all teacher education programs must comply with a performance based system of teacher training. This is based on the idea that there are certain competencies that prospective teachers should be able to demonstrate, which provides the evidence for a teacher-in-training to become licensed. Each department with an education licensure program must demonstrate that each student recommended for licensure meets minimal competencies. Iowa State chose to base their program on national standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) group. INTASC is dedicated to reforming the preparation, licensing, and ongoing professional development of teachers at both the state and national levels. More information regarding the INTASC principles can be found at the following website: www.ccsso.org/content/pdfs/corestrd.pdf

Iowa State University’s Teacher Education Standards (the 11):

Iowa State University’s standards are based on the INTASC principles. These standards are referred to as the Iowa State University Teacher Education Standards (ISU-11), or the State Outcomes Standards. They have been filed with and approved by the Iowa Department of Education and are the basis of the teacher preparation program at ISU. All ISU students must demonstrate an acceptable level of proficiency in each standard in order to obtain licensure. Each program must demonstrate to the state that each student recommended for licensure meets minimal competencies in the following: 1) student learning, 2) diverse learners, 3) instructional planning, 4) instructional strategies, 5) learning environment/classroom management, 6) communication, 7) assessment, 8) foundations, reflection, and professional development, 9) collaboration, ethics, and relationships, 10) computer technology related to instruction and 11) subject matter specialization. In order to be licensed, one must be successful with the ISU teacher education program as outlined in the catalogue and these standards.

Iowa Quality Teaching Standards (the 8):

Following this same competency-based system, the State of Iowa (mandated through the Teacher Quality Act) developed and implemented a competency-based system for beginning teachers in order for them to qualify for a standard teaching license. The State of Iowa Standards (referred to as the Iowa Quality Teaching Standards or Iowa-8) and their specific competencies, or model criteria, can be found at the following website: www.state.ia.us/educate/ecese/tqt/tc/doc/itsmc030122.html.

ISU-11 and Iowa-8 Standards:

The ISU-11 teacher education standards (based on the INTASC principles) are closely aligned to the Iowa-8 teaching standards. The ISU-11 standards are appropriate for pre-professionals and the Iowa-8 standards are appropriate for practicing teachers. ISU music education students are evaluated on the ISU-11 prior to student teaching and transition to using the Iowa-8 during the student teaching semester. The student teaching final evaluation identifies both the ISU-11 and Iowa-8 standards.
Standards Assessments: (formerly called the Designated Performance Indicators – DPIs)

Each pedagogy course in the teacher education program has one or more Standards Assessments (SAs). SAs can be an assignment, a project, practicum placement, or a combination of these. Course syllabi identify the criteria for each SA in the course. Each student is evaluated on the completed SAs using the following scale: acceptable or unacceptable. Students must earn an “acceptable” rating on all assignments identified as SAs. Students who earn an “unacceptable” in one of the SAs may not continue in the program unless the “unacceptable” is “erased” (redoing the assignment or retaking the class – this policy is still under development). Assessing SAs and the course are two separate things; one could be assessed as “acceptable” on a particular SA and not pass the class or vice versa. Students can retake up to 15 credits and have the previous grade erased. After that, both grades are retained. In addition, students must earn an overall grade of “C” or better in standards pedagogy courses and a “C-” or better in content courses (see listing below). Students must keep a copy of their rated SAs to serve as artifacts in their professional portfolio.

Chapter 79 of the Iowa Administrative Code (IAC) mandates requirements for practitioner preparation including the SAs. (Another of the requirements in the IAC mandates 50 hours of observation prior to the student teaching semester.) Aspects of Chapter 79 are currently being revised (Fall 2007) regarding the required observation hours, the student teaching semester and SAs. This fall ISU will be focusing on the assessment of SAs fairly across all teacher preparation programs. These revisions on ongoing and will become requirements for ISU students when final decisions are made. Requirements may change course requirements mid-way through the semester and, thus, will “trump” anything listed in the syllabus. If you do not comply with the changes, you may earn a degree, but you will not be qualified to earn licensure in the state of Iowa.

Checkpoints:

ISU is in the process of finalizing a system of checkpoints. The following is proposed:

**ISU Teacher Education**

1. admission to teacher education (GPA, Praxis scores, background check)
2. mid-program, during junior year after first methods courses
3. application for student teaching, review of all materials
4. application for licensure – including student teaching (background check again)

* Students must produce an electronic portfolio (on a CD) of the ISU-11 standards including the required artifact(s) (SAs) and a reflective paragraph for each standard

^ Students are responsible to update their portfolio with artifacts and reflections based on their student teaching experience

**Music**

Music 266 + 480K

Music 366 + 480K

*Music 466 + 480K

^Music 417 K,L

**Standards pedagogy courses** (must earn C or better): CI 204, 333, 406, 426, 450

Music: 248, 266, 366, 367 or 368 or 369, 417 K, 417L, 464 or 465, 466, 480 K(Sec 1 & 2)

**Content courses for all students** (must earn C- or better): Music 119 – 419, 120, 231, 232, 331, 332, 358, 361, 383, 384, 430 or 440 or 448, 472 or 473 or 475

– **instrumental students** (must earn C- or better): Music 350-356, 362B

– **vocal/choral students** (must earn C- or better): Music 360, 362A