

IWU Educator Preparation Provider (EPP) Stakeholder Involvement

The EPP intentionally includes involvement of various stakeholders at multiple levels and for multiple purposes.

Below is a table of stakeholder groups involved in EPP decision making in the 2023/2024 academic year. The table indicates the name, composition, purpose, and outcomes of these stakeholder groups.

Stakeholder Group	Composition	Purpose	2023/2024 Actions
School Administration Advisory Board (bi-annual)	Current and/or retired P-12 superintendents, principals, MOU partners, adjunct faculty, fulltime faculty, district directors, IWU clinical staff, IWU licensing staff, Dean of the School of Educational Leadership, IWU data and accreditation staff	A board to provide advisory input into the School Administration (advanced) program in light of program data and trends in the field	<ul style="list-style-type: none"> • Provide input on teacher pipeline needs • Investigate diversity in the clinical. • Add identification of personal bias and reflection for improvement • Address APR Actions
Special Education Advisory Board (bi- annual)	Current and/or retired P-12 superintendents, principals, teachers, adjunct faculty, fulltime faculty, district special education directors, IWU clinical staff, IWU licensing staff, Dean of the School of Educational Leadership, data and accreditation staff	A board to provide advisory input into the Special Education (advanced) programs in light of program data and trends in the field	<ul style="list-style-type: none"> • incorporate the Science of Reading into programs • streamline and make current courses more cohesive • Address the need for retention in the program • course edits based on the student's EOC scores

Elementary/Secondary/P-12 Advisory Board (bi- annual)	Program completers, current and/or retired P-12 principals, teachers, adjunct faculty, fulltime faculty, university supervisors, district directors, IWU clinical staff, IWU licensing staff, Dean of the School of Educational Leadership, IWU data and accreditation staff	A board to provide advisory input into the Elementary/Secondary/P-12 (initial) programs in light of program data and trends in the field	<ul style="list-style-type: none"> • Add examples of typical community or other resources to use to educate teachers on homelessness, gangs and seizures.
Transition to Teaching Advisory Board (bi- annual)	Program completers, current and/or retired P-12 principals, teachers, adjunct faculty, fulltime faculty, university supervisors, district directors, assistant superintendents, IWU clinical staff, IWU licensing staff, Dean of the School of Integrated Learning and Development, IWU data and accreditation staff	A board to provide advisory input into the Transition to Teaching (initial) programs in light of program data and trends in the field	<ul style="list-style-type: none"> • Candidate Focus Group: Get feedback from actual candidates of color about their needs in knowledge and skills. • CT/US Training • Candidate Orientation: Implement an orientation where candidates can practice the LMS tools. • Explored current trends in the field which included homelessness, seizures, gangs, science of reading, and trauma-informed practices. • Explored solutions for CEC standards alignment challenges for field experiences in different age bands, specifically birth – age 2.

Early Childhood Advisory Board (bi- annual)	Current and/or retired P-12 principals, teachers, adjunct faculty, fulltime faculty, cooperating teachers, NAEYC T.E.A.C.H advisor, IWU clinical staff, IWU licensing staff, IWU deans, IWU data and accreditation staff, IWU advising and enrollment representatives.	A board to provide advisory input into the Early Childhood (initial) programs in light of program data and trends in the field	<ul style="list-style-type: none"> • Create and implement a new Key Assessment to meet NAEYC conditions. • Research and take steps to increase enrollment of candidates of color
School Administration-Building Level Annual Program Review	School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and fulltime faculty, IWU College of Adult and Profession Studies administration.	A meeting for the purpose of reviewing all School Administration (advanced) assessment, survey, and demographic data against benchmarks and goals to identify trends and establish action items for programmatic improvement	<ul style="list-style-type: none"> • Course Revisions – EDL 616 – school safety and human and fiscal resources • Course Revisions – EDL 616 – NELP Key Assessment 6
Ed.S. Education Specialist-District Level Leadership Annual Program Review	School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and fulltime faculty, IWU College of Adult and Profession Studies administration.	A meeting for the purpose of reviewing all Ed.S. (advanced) assessment, survey, and demographic data against benchmarks and goals to identify trends and establish action items for programmatic improvement	<ul style="list-style-type: none"> • Improve ethical analysis • Provide more research and resources on culturally responsive resources for candidates

Special Education Annual Program Review	School of Educational Leadership clinical, licensing, accreditation, curriculum staff, fulltime faculty, and Dean, IWU College of Adult and Profession Studies administration.	A meeting for the purpose of reviewing all Special Education (advanced) assessment, survey, and demographic data against benchmarks and goals to identify trends and establish action items for programmatic improvement	<ul style="list-style-type: none"> • EDSE-520 is being revised to include SOR standards • All SOR standards will be covered in EDSE 510 (except 3.6)
Early Childhood Education Annual Program Review	School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and fulltime faculty, IWU College of Adult and Profession Studies administration.	A meeting for the purpose of reviewing all Transition to Teaching, A.S., and B.S. in Early Childhood Education (initial) assessment, survey, and demographic data against benchmarks and goals to identify trends and establish action items for programmatic improvement	<ul style="list-style-type: none"> • Support candidates of color • Enrollment of Male Candidates
Transition to Teaching-Elementary Annual Program Review	School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and fulltime faculty, IWU College of Adult and Profession Studies administration.	A meeting for the purpose of reviewing all Transition to Teaching-Elementary (initial) assessment, survey, and demographic data against benchmarks and goals to identify trends and establish action items for programmatic improvement	<ul style="list-style-type: none"> • Address how to adequately support Not Reported and Candidates of Color • Address concerns regarding Mentors and Employers relationships/ impression with IWU
Transition to Teaching-Special Education Annual Program Review	School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and fulltime faculty, IWU College of	A meeting for the purpose of reviewing all Transition to Teaching-Special Education (initial) assessment, survey, and demographic data against benchmarks and goals to identify trends and establish action items for programmatic	<ul style="list-style-type: none"> • Communication (e.g., AES, Enrollment, Advising, Marketing) • Revisions to curriculum and materials (e.g., updating, media, availability) • Development for faculty instructors (e.g., consistency, communication etc.)

	Adult and Profession Studies administration.	improvement	<ul style="list-style-type: none"> • Initiatives for further study (e.g., technology issues, use of APA, policies) • Requests for instructional design consultation (e.g., improve engagement, achievement, group work, assessment, workload etc.)
Transition to Teaching-Secondary and P-12 Annual Program Review	School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and fulltime faculty, IWU College of Adult and Profession Studies administration.	A meeting for the purpose of reviewing all Transition to Teaching-Secondary and P-12 (initial) assessment, survey, and demographic data against benchmarks and goals to identify trends and establish action items for programmatic improvement	<ul style="list-style-type: none"> • Address how to adequately support Not Reported and Candidates of Color • Address concerns regarding Mentors and Employers relationships/ impression with IWU
Academic Affairs Council (monthly)	Fulltime faculty and administration from across the IWU College of Adult and Professional Studies programs	A council for the purpose of ensuring mission fit and excellence in program and course development (initial and advanced)	<ul style="list-style-type: none"> • Multiple program and course developments
Partnership Advisory Board	Partner schools' Principals, Superintendents, Assistant Superintendent, CFO, Chief Technology Officer (CTO), HR Director, HR Executive Assistant, Curriculum Director	A board which provides community-level advice and support for the traditional Teacher Education Program (initial) plans and practices	<ul style="list-style-type: none"> • Enhance field placement procedures and personnel to improve communication of expectations between partners including MOU language • Engage in faculty curriculum audit

Secondary Education Committee	IWU representatives from content specific divisions (appointed by their division) partnering with School of Teacher Education programs	<p>A committee for collaboration in:</p> <ul style="list-style-type: none"> -Recommend and examine curricular changes for secondary education -Monitor appropriateness of secondary practicum placements -Review student and program assessment systems and make recommendations for change and improvement -Assist in the review of programs for state and national accreditation -Recommend policy changes for secondary education majors -consistency in and suggest changes for secondary methods courses -Submit all actions as recommendations to the Curriculum Committee 	<ul style="list-style-type: none"> • Review of practicum placements • Recommended candidates for progress • Reviewed program curriculum • Communicated updated assessments
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