



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 2021/2022 academic year. The table indicates the name, composition, purpose, and outcomes of these stakeholder groups.

Stakeholder Group	Composition	Purpose	2021/2022 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"> Investigate potential partner for increasing diverse candidate population Partnership in pursuing an Ohio Seed Grant to fund candidate enrollment in advanced programs
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"> Exploring Opportunities to advance enrollment in the Special Education programs in partnership with I-SEAL
TTT-Elementary 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	A board to provide advisory input into the TTT-Elementary (initial) program in light of program data and trends in the field	<ul style="list-style-type: none"> Adding Depth of Knowledge (DOK) material to the curriculum. InTASC Progression Level analysis for InTASC assessment

	the School of Educational Leadership, IWU data and accreditation staff		
TTT-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, assistant superintendents, 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 TTT-Secondary and TTT-P-12 (initial) programs in light of program data and trends in the field	<ul style="list-style-type: none"> • InTASC Progression Level analysis for InTASC assessment
Early Childhood Advisory Board (bi-annual)	Current and/or retired P-12 principals, teachers, adjunct faculty, fulltime faculty, cooperating teachers, InAEYC 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"> • Exploring PLCs and resource sharing sites. • Explore communication of clinical requirements
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"> • Inter-Rater Reliability training for CAEP Key Assessments • Revision of courses to address student impact and instructional clarity

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"> • Course revisions • Faculty scheduling changes
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"> • Course revisions for assignment clarity • Improved faculty communication • Improved communication of expectations with prospective students
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 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"> • Improve workload distribution in select courses • Faculty training on assessments. • Hiring additional adjuncts • Quarterly adjunct training communication • Course updates for university goals
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

			<p>language</p> <ul style="list-style-type: none"> Engage in faculty curriculum audit
<p>Secondary Education Committee</p>	<p>IWU representatives from content specific divisions (appointed by their division) partnering with School of Teacher Education programs</p>	<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