

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 2022/2023 academic year. The table indicates the name, composition, purpose, and outcomes of these stakeholder groups.

Stakeholder Group	Composition	Purpose	2022/2023 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.
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 video observation challenges and alternatives. • Exploring the path forward for aligning to new Special Education Standards.
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"> • Investigated solutions to performance and retention gaps for specific student populations • Investigated approach to diversity in clinical experiences

<p>Transition to Teaching Advisory Board (bi-annual)</p>	<p>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</p>	<p>A board to provide advisory input into the Transition to Teaching (initial) programs in light of program data and trends in the field</p>	<ul style="list-style-type: none"> • Performed five Content Validity studies for common assessments. • Explored current trends in the field which included social emotional learning, trauma informed instruction.
<p>Early Childhood Advisory Board (bi-annual)</p>	<p>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.</p>	<p>A board to provide advisory input into the Early Childhood (initial) programs in light of program data and trends in the field</p>	<ul style="list-style-type: none"> • Explored improvements for Inter-Rater Reliability training. • Explore advice for NAEYC accreditation site visit
<p>School Administration-Building Level Annual Program Review</p>	<p>School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and fulltime faculty, IWU College of Adult and Profession Studies administration.</p>	<p>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</p>	<ul style="list-style-type: none"> • Mentors for candidates of color. • Work with other departments to improve diverse enrollment. • Conduct a focus group of mentors to get data on how to better approach mentor training.

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 Professional Development
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 • Clinical process improvement
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"> • Faith Integration • 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	<ul style="list-style-type: none"> • Course revisions

		programmatic improvement	
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 Adult and Profession Studies administration.	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 improvement	<ul style="list-style-type: none"> • Update program documentation for accreditation
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"> • Investigate performance gaps for student populations • Investigate enrollment diversity
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