

IWU Educator Preparation Provider (EPP) Stakeholder Involvement

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

Below are tables of stakeholder groups involved in EPP decision making in the 2024–2025 academic year. The tables indicate the name, composition, purpose, and outcomes of these stakeholder groups.

Table 1

Stakeholder Involvement – Advisory Boards

Stakeholder Group	Composition	Purpose	2024/2025 Actions
School Administration Advisory Board (bi-annual)	Current and/or retired P-12 superintendents, principals, MOU partners, adjunct faculty, full-time 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"> • Work with P-12 Partners and Administrators to build grow-your-own initiatives to increase teacher pool and future school administration candidates. • Mentor Support: Conduct a focus group of mentors to evaluate and create a plan to increase training and support (For clinical/internship experiences). • All courses refresh to address student impact/engagement and instruction clarity. • Course completion Rate: Work with advising to provide mentors of color (similar to AS students) to increase completion rates for students of color. • Revise EDL 616 to strengthen NELP standards 6.2 & 6.3.- by addressing school safety aligning human and fiscal resources to protect student welfare.

Special Education Advisory Board (bi-annual)

Current and/or retired P-12 superintendents, principals, teachers, adjunct faculty, full-time 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.

- Revision: Revise EDSE-510 and EDSE 520 to embed Science of Reading Standards. The Special Education Master's program shows two courses EDSE-510 (75%), EDSE-520 (76%) as below benchmark (three cycles aggregated).
- Revision: Revise Key Assessments for EDSE-510 and EDSE-520 to assess SOR standards.
- Continue monitoring 510 and 520 as edited courses are rolled out.
- Revision: Revise EDSE-520 based on EOC comments, research, faculty feedback, and updated standards alignment to decrease withdrawals in this course.
- Field Experience Process: Update the field experience process to better accommodate non-TORs. Course material on Brightspace will explain how a non-TOR is to handle placement.
- Program Expectations Communication: Partner alongside and communicate with enrollment and/or advising about the accelerated pace of the program, so prospective candidates can be fully aware of the need to utilize time management, planning, etc., while in the program.

Elementary, Secondary, & P-12 Advisory Board (bi-annual)

Program completers, current and/or retired P-12 principals, teachers, adjunct faculty, full-time 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, and P-12 (**initial**) programs in light of program data and trends in the field.

- Lead a January 2026 touch point for faculty and March 2026 touch point EDUT 521 with new SOR edits to identify challenges, and ways to support students to increase student success.
- Begin addressing retention efforts. Add a faculty touch point/Zoom session/information sharing for the targeted courses where withdrawal rates are highest: 521 and 550. Sessions will remind faculty of best practices to support retention, such as using the iCare forms, as well as including due dates in the course work, and providing additional support with field experience tasks.
- Improve student performance in EDUT 560 to reduce DFW rate. Target faculty support of candidates in EDUT-560, sharing the higher rate of DFW and creating strategic support for this course such as additional office hours and live sessions.
- Continue strategic efforts for Supporting Candidates of Color (All Programs).

Undergraduate and Initial Licensure Advisory Board (bi-annual)

Program completers, current and/or retired P-12 principals, teachers, adjunct faculty, full-time 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 Undergraduate and **Initial** Licensure programs in light of program data and trends in the field.

- Candidates of Color: Discussed the plan to increase retention in the first course in each program will increase by 2%.
- Science of Reading: Discussed the need to improve Alternative Certification or Clinical On-Site Supports, Program Supervisor and Cooperating Teacher Training on Observation and Evaluation, Quality of Written and Oral Feedback, Consistent Expectations for Student Teaching, High-Quality Feedback, and P-12 Student Performance.

<p>Early Childhood Advisory Board (bi-annual)</p>	<p>Current and/or retired P-12 principals, teachers, adjunct faculty, full-time 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.</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"> • Create and implement a new Key Assessment to meet NAEYC conditions. • Research and take steps to increase enrollment of candidates of color. • Research and take steps to increase enrollment of male candidates.
<p>Partnership Advisory Board</p>	<p>Partner Schools' Principals, Superintendents, Assistant Superintendent, CFO, Chief Technology Officer (CTO), HR Director, HR Executive Assistant, Curriculum Director.</p>	<p>A board which provides community-level advice and support for the traditional Teacher Education Program (initial) plans and practices</p>	<ul style="list-style-type: none"> • Elementary Science of Reading <ul style="list-style-type: none"> ○ SoR Observation Form and Rubric Feedback and Updates ○ SoR Review Process Overview • Math Content for Elementary Educators <ul style="list-style-type: none"> ○ Curricular Updates/Course Plan Feedback and Revisions • Secondary Education Programs -Literacy <ul style="list-style-type: none"> ○ IDoE Guidance for Secondary Literacy, Standard 7 • Grant County School Curriculum Survey

Secondary
Education
Committee

IWU representatives from content specific divisions (appointed by their division) partnering with School of Teacher Education programs.

A committee for collaboration in: - 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.

- Review of practicum placements
 - Recommended candidates for progress
 - Reviewed program curriculum
 - Communicated updated assessments
 - Recommended revisions to curriculum
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Table 2*Stakeholder Involvement – Annual Program Reviews*

Stakeholder Group	Composition	Purpose	2024/2025 Actions
School Administration-Building Level	School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and full-time 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"> • Refresh course to address AI usage. Using AI effectively as school leaders (Beginning with EDL 616). • Review and Update internship activities to address school safety and AI. • Examine and address underperformance of NELP Standard 7 Building Professional Capacity and ethic related competencies (EDL-618). • Examine and address consistent underperformance in NELP standard 6 (Operations Management) and NELP standard 5 (Community Leadership) in EDL-616 and EDL-657.
Ed.S. Education Specialist-District Level Leadership	School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and full-time 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	School of Educational Leadership clinical, licensing, accreditation, curriculum staff, full-time 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"> • Begin addressing retention efforts. Add a faculty touch point/Live class meetings in the targeted course where EDSE candidates begin to leave (EDSE 510 & EDSE 520). • Curriculum Mapping and Alignment across all program courses. Conduct a comprehensive mapping of skills progression from gateway courses (EDSE-510, EDSE-520) through advanced IEP development coursework. Identify specific content gaps or misalignments between foundational courses and later performance expectations. • Document successful instructional approaches from high-performing areas (SPECED KA3, KA7) that could be adapted for low performing KA. Develop "bridge materials" that explicitly connect foundational concepts to advanced IEP skills. • Develop consistent assessment rubrics that align across the curriculum.
Early Childhood Education	School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and full-time 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 Improvement.	<ul style="list-style-type: none"> • Support candidates of color. • Enrollment of male candidates. • Revision: Added exercises to lesson planning courses (ECED-331, ECED-401, ECED-405, EDUT-534, EDUT-542) targeting lesson differentiation, assessment and student practice areas.

Transition to Teaching-Elementary Education

School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and full-time 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.

- Begin addressing retention efforts. Add a faculty touch point/Zoom session/information sharing for the targeted courses where withdrawal rates are highest: 521 and 550. Sessions will remind faculty of best practices to support retention, such as using the iCare forms, as well as including due dates in the course work, and providing additional support with field experience tasks.
- Add a January 2026 touch point for faculty, and March 2026 touch point EDUT 521 with new SOR edits to identify challenges, and ways to support students to increase student success.
- Supporting Candidates of Color (All Programs): Retention in the first course in each program will increase by 2%.

Transition to Teaching- Special Education

School of Educational Leadership clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and full-time 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.

- 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.)
- 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.)
- Update the field experience process to better accommodate non-TORs: Course material on Brightspace will explain how a non-TOR is to handle placement.

Transition to Teaching-Secondary & P-12 Education

School of Integrated Learning and Development clinical, licensing, accreditation, curriculum staff, Dean, adjunct faculty, and full-time 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.

- Course completion rates remain stable, with EDUT-563 showing particularly strong results. PLOs 3, 5, 6, and 7 achieved 100% success rates, while PLOs 1, 2, 4, and 8 scored 95% or higher, demonstrating strong alignment between program delivery and learning outcomes.
- EDUT-560 shows elevated DFW rates and requires additional support. Action: Review course to identify barriers and implement targeted interventions such as enhanced instructional clarity, supplemental resources, or pacing adjustments.
- Faculty noted students often skip reading instructions, leading to repeated assignment questions. Action: Develop brief instructional videos and visual aids to provide quick assignment overviews suited to accelerated formats.
- Faculty emphasized better communication about workload balance and program structure for accelerated students. Action: Enhance orientation materials and ongoing communication to clarify course expectations, pacing, and time management strategies.
- Despite declining middle and secondary teacher employment, program enrollment remains steady. Action: Monitor enrollment trends and explore opportunities to differentiate offerings or expand into emerging educator needs.

Academic Affairs Council (monthly)	Full-time 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"> • Elementary Science of Reading <ul style="list-style-type: none"> ○ SoR Observation Form and Rubric Feedback and Updates ○ SoR Review Process Overview • Math Content for Elementary Educators <ul style="list-style-type: none"> ○ Curricular Updates/Course Plan Feedback and Revisions • Secondary Education Programs -Literacy <ul style="list-style-type: none"> ○ IDoE Guidance for Secondary Literacy, Standard 7 • Grant County School Curriculum Survey
Secondary Education Committee	IWU representatives from content specific divisions (appointed by their division) partnering with School of Teacher Education programs.	A committee for collaboration in: - Recommend and examine curricular changes for secondary education -Monitor appropriateness of secondary practicum placements -Review student and program assessment systems and make	<ul style="list-style-type: none"> • Review of practicum placements • Recommended candidates for progress • Reviewed program curriculum • Communicated updated assessments Recommended revisions to curriculum

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.