

Red Tape Review Rule Report (Due: September 1, 2023)

Department Name:	Education	Date:	8/1/2023	Total Rule Count:	32
IAC #:	281	Chapter/ SubChapter/ Rule(s):	77 & 79	Iowa Code Section Authorizing Rule:	256.16
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What is the intended benefit of the rule?

This rule is intended to benefit future Iowa educators as well as the programs that train them and the students and employers who they will serve.

Is the benefit being achieved? Please provide evidence.

Yes. Iowa's practitioner preparation programs are essential to the operation of Iowa's schools. Each year, roughly five percent of Iowa's teaching force is "beginning teachers" (teachers in the first two years of their careers).

What are the costs incurred by the public to comply with the rule?

There are data reporting, assessment, and recordkeeping costs associated with this rule; however, funds are used to attain compliance.

What are the costs to the agency or any other agency to implement/enforce the rule?

The Department defrayed the costs of administering this rule with its state appropriation.

Do the costs justify the benefits achieved? Please explain.

Yes. This rule implements state requirements and has supported numerous Iowa students, educators, and employers.

Are there less restrictive alternatives to accomplish the benefit? YES NO

If YES, please list alternative(s) and provide analysis of less restrictive alternatives from other states, if applicable. If NO, please explain.

Iowa Code requires rules. The Department of Education proposes removing language that duplicates state statutes, that is obsolete, and that is unnecessarily restrictive. The Department proposes consolidating two rule chapters (Chapter 77 and Chapter 79) that have common and overlapping provisions. The Department proposes retaining requirements that have the most demonstrable link to student success.

Does this chapter/rule(s) contain language that is obsolete, outdated, inconsistent, redundant, or unnecessary language, including instances where rule language is duplicative of statutory language? [list chapter/rule number(s) that fall under any of the above categories]

Yes. This language has been removed throughout the chapter.

RULES PROPOSED FOR REPEAL (list rule number[s]):

Seven total, after consolidation of two similar rule chapters.

RULES PROPOSED FOR RE-PROMULGATION (list rule number[s] or include rule text if available):

See below.

METRICS

Total number of rules repealed:

7

Proposed word count reduction after repeal and/or re-promulgation	1669
Proposed number of restrictive terms eliminated after repeal and/or re-promulgation	80

ARE THERE ANY STATUTORY CHANGES YOU WOULD RECOMMEND INCLUDING CODIFYING ANY RULES?

None noted.

Rescind and Reserve Chapter 281—77

Replace Chapter 281—79

CHAPTER 79
STANDARDS FOR PRACTITIONER AND ADMINISTRATOR
PREPARATION PROGRAMS

DIVISION I
GENERAL STANDARDS APPLICABLE TO ALL PRACTITIONER PREPARATION PROGRAMS

281—79.1(256) General statement. Programs of practitioner and administrator preparation leading to licensure in Iowa are subject to approval by the state board of education, as provided in Iowa Code chapter 256. All programs having accreditation on August 31, 2001, are presumed accredited unless or until the state board takes formal action to remove accreditation.

281—79.2(256) Definitions. For purposes of clarity, the following definitions are used throughout the chapter:

“*Administrator candidates*” means individuals who are enrolled in practitioner preparation programs leading to administrator licensure.

“*Administrator preparation programs*” means the programs of practitioner preparation leading to licensure of administrators.

“*Area education agency*” or “*AEA*” means a regional service agency that provides school improvement services for students, families, teachers, administrators and the community.

“*BOEE*” means the board of educational examiners, the board responsible for establishing licensure requirements and issuing licenses.

“*Candidates*” means individuals who are preparing to become educational practitioners through a practitioner preparation program.

“*Clinical experiences*” means a candidate’s direct experiences in PK-12 schools. “Clinical experiences” includes field experiences and student teaching or internships.

“*College/university supervisors*” means qualified employees or individuals contracted by the college or university offering educator preparation who provide guidance and supervision to candidates during the candidates’ clinical experiences in the schools.

“*Cooperating administrators*” means school administrators who provide guidance and supervision to administrator candidates during the candidates’ clinical experiences in the schools.

“*Cooperating teachers*” means appropriately licensed classroom teachers of record who provide guidance and supervision to teacher candidates in the cooperating teachers’ classrooms during the candidates’ field experiences in the schools.

“*Delivery model*” means the form in which the educator preparation program is delivered to candidates and may include conventional campus-based, face-to-face models, distance learning models, off-campus models, programs delivered through consortia arrangements, and programs or elements delivered by contracted outside providers.

“*Department*” means department of education.

“*Director*” means director of the department.

“*Distance learning*” means a formal education process in which the major portion of the instruction occurs when the learner and the instructor are not in the same place at the same time and occurs through virtually any media including printed or digital materials, a Learning Management System (LMS) or online communications.

“*Distance learning program*” means a program in which over half of the required courses in the program occur when the learner and the instructor are not in the same place at the same time (see definition of distance learning). These programs include those offered by the professional educational unit through a contract with an outside vendor or in a consortium arrangement with other higher education institutions, area education agencies, or other entities.

“*Diverse groups*” means one or more groups of individuals possessing certain traits or characteristics, including age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental

ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

“Educator preparation program” means practitioner preparation program.

“Facility” means a residential or other setting for a child in which the child receives an appropriate educational program. “Facility” includes a foster care facility as defined in Iowa Code section 237.1, a facility that provides residential treatment pursuant to Iowa Code chapter 125, an approved or licensed shelter care home as defined in Iowa Code section 232.2(34), an approved juvenile detention home as defined in Iowa Code section 232.2(32), and a psychiatric medical institution for children as defined in Iowa Code section 135H.1.

“Faculty” means the teaching staff of a university or college responsible for delivering instruction.

“Institution” means a college or university in Iowa offering practitioner preparation or an educational organization offering administrator preparation and seeking state board approval of its practitioner preparation program(s).

“Institutional accrediting agency” means an institutional accrediting agency recognized by the U.S. Department of Education. Agencies include regional and national accreditors. The department will maintain a web link to a list of currently approved accreditors on the department’s practitioner preparation web page.

“InTASC” means Interstate Teacher Assessment and Support Consortium, the source of national standards for teachers.

“Intern Program” means the program for teacher intern preparation at colleges and universities leading to licensure of teacher interns.

“Iowa core” means a legislatively mandated state initiative that provides local school districts and nonpublic schools a guide to delivering instruction to students based on consistent, challenging and meaningful content.

“Iowa teaching standards” represents a set of knowledge and skills that reflect evidence of best practices regarding effective teaching as listed in rule 281—83.4(284). The standards serve as the basis for comprehensive evaluations of teachers and professional development plans.

“Leadership preparation program” means administrator preparation program.

“Mentor” means an experienced educator who provides guidance to a practitioner, administrator candidate or novice educator. For the intern programs, *“Mentor”* means an individual, employed by a school district or area education agency as a classroom teacher, or a retired teacher, who holds a valid license issued under Iowa Code chapter 272. The individual must have a four-year record of successful teaching practice with at least two of the four years on a non-probationary basis, and demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers or teacher interns.

“National professional standards” means standards developed by nationally recognized organizations that establish best practices for education.

“NELP standards” means the National Educational Leadership Preparation standards for administrator preparation.

“Novice” means an individual in an educational position who has no previous experience in the role of that position or who is newly licensed by the board of educational examiners.

“Off-campus program” means a program offered by a unit on sites other than the main campus. Off-campus programs may be offered in the same state, in other states, or in countries other than the United States.

“Practitioner” means a teacher, administrator, or other school personnel holding a license issued by the BOEE.

“Practitioner candidates” means individuals who are enrolled in practitioner preparation programs leading to licensure as teachers, as administrators or as other professional school personnel that require a license issued by the board of educational examiners.

“Practitioner preparation programs” means the programs of practitioner preparation leading to licensure of teachers, administrators, and other professional school personnel.

“Program” means a specific field of specialization leading to a specific endorsement.

“School district” means a school corporation as defined in Iowa Code chapter 290. A school district is also referred to as a “local education agency” or “LEA.”

“State board” means Iowa state board of education.

“Students” means PK-12 pupils.

“Teacher candidates” means individuals who are enrolled in practitioner preparation programs leading to teacher licensure.

“Teacher intern candidate” means an individual who is enrolled in a teacher intern preparation program leading to teacher intern licensure and who has not yet begun employment as an intern.

“Teacher intern preparation program” means the program for teacher intern preparation at colleges and universities leading to licensure of teacher interns.

“Unit” means the organizational entity within an institution with the responsibility of administering and delivering all practitioner preparation programs.

281—79.3(256) Institutions affected. In order to attain the authority to recommend candidates for Iowa licensure, colleges and universities offering practitioner preparation programs in Iowa, as well as other Iowa educational organizations engaged in the

preparation of school administrators, teacher interns and other school professional licensure are to meet the standards contained in this chapter to gain or maintain state board approval of their programs.

281—79.4(256) Criteria for practitioner preparation programs. Each institution seeking approval of its practitioner preparation programs by the state board, including those programs offered by distance delivery models or at off-campus locations, must be accredited by an institutional accrediting agency recognized by the U.S. Department of Education and file evidence of the extent to which each program meets the standards contained in this chapter by means of a written self-evaluation report and an evaluation conducted by the department. The institution is to demonstrate such evidence by means of a template developed by the department and through a site visit conducted by the department. After the state board has approved the practitioner preparation programs of an institution, students who complete the programs and are recommended by the authorized official of that institution will be issued the appropriate license and endorsement(s).

281—79.5(256) Approval of programs. Approval of institutions' practitioner preparation programs by the state board is to be based on the recommendation of the director after study of the factual and evaluative evidence on record about each program in terms of the standards contained in this chapter.

Approval, if granted, is for a term of seven years; however, approval for a lesser term may be granted by the state board if it determines conditions so warrant.

If approval is not granted, the applying institution will be advised concerning the areas in which improvement or changes appear to be essential for approval. In this case, the institution will be given the opportunity to present factual information concerning its programs at a regularly scheduled meeting of the state board, not beyond three months of the board's initial decision. Following a minimum of six months after the board's decision to deny approval, the institution may reapply when it is ready to show what actions have been taken to address the areas of suggested improvement.

Programs may be granted conditional approval upon review of appropriate documentation. In such an instance, the program is to receive a full review after one year or, in the case of a new program, at the point at which candidates demonstrate mastery of standards for licensure.

281—79.6(256) Visiting teams. Upon application or reapplication for approval, a review team will visit each institution for evaluation of its practitioner preparation program(s). When an institution offers off-campus practitioner preparation programs, the team may elect to include visits to some or all of the sites of the off-campus programs. The membership of the team is selected by the department with the concurrence of the institution being visited. The team may include faculty members of other practitioner preparation institutions; personnel from elementary and secondary schools, to include licensed practitioners; personnel of the state department of education; personnel of the board of educational examiners; and representatives from professional education organizations. Each team member should have appropriate competencies, background, and experiences to enable the member to contribute to the evaluation visit. The expenses for the review team are to be borne by the institution.

281—79.7(256) Periodic reports. Upon request of the department, approved programs will make periodic reports, which provide basic information necessary to keep records of each practitioner preparation program up to date and to carry out research studies relating to practitioner preparation. The department may request that information be disaggregated by attendance center or delivery model or both.

281—79.8(256) Reevaluation of practitioner preparation programs. Every seven years or at any time deemed necessary by the director, an institution is to conduct a self-evaluation and file a written institutional report with evidence of its practitioner preparation programs to be followed by a review team visit. Any action for continued approval or rescission of approval is to be approved by the state board.

281—79.9(256) Approval of program changes. Upon application by an institution, the director is authorized to approve minor additions to, or changes within, the curricula of an institution's approved practitioner preparation program. When an institution proposes a revision that exceeds the primary scope of its programs the revisions become operative only after having been approved by the state board. Approval of any institution's application for adding the dyslexia specialist endorsement must include approval by the Iowa reading research center.

DIVISION II
SPECIFIC EDUCATION STANDARDS APPLICABLE TO ALL PRACTITIONER PREPARATION PROGRAMS

281—79.10(256) Governance and resources standard. Governance and resources adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions.

79.10(1) The professional education unit has primary responsibility for all educator preparation programs offered by the institution through any delivery model.

79.10(2) The unit's conceptual framework and governance structure establishes the shared vision for the unit and provides the foundation for all components of the educator preparation programs.

79.10(3) The unit demonstrates alignment of unit and program standards with current national professional standards for educator preparation. Teacher preparation are to align with InTASC standards. Each unit defines unit and program standards and embeds them in courses and field experiences.

79.10(4) The unit provides evidence of ongoing collaboration with appropriate stakeholders. There is an active advisory committee that is involved semiannually in providing input for program evaluation and continuous improvement.

79.10(5) When a unit is a part of a college or university, there is ongoing collaboration with the appropriate departments of the institution, especially regarding content knowledge.

79.10(6) The institution provides resources and support necessary for the delivery of quality preparation program(s). The resources and support include the following:

- a. Financial resources; facilities; appropriate educational materials, equipment and library services; and commitment to a work climate, policies, and faculty/staff assignments which promote/support best practices in teaching, scholarship and service;
- b. Resources to support professional development opportunities;
- c. Resources to support technological and instructional needs to enhance candidate learning;
- d. Resources to support quality clinical experiences for all educator candidates; and
- e. Commitment of sufficient administrative, clerical, and technical staff.
- f. The institution provides equitable resources and support necessary for the delivery of quality preparation program(s), regardless of delivery model or location.

281—79.11(256) Diversity standard. The environment and experiences provided for practitioner candidates support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provision: The institution's and unit's plans, policies, and practices document their efforts in establishing a supportive environment and maintaining a diverse faculty and student body.

281—79.12(256) Faculty standard. Faculty qualifications and performance are to facilitate the professional development of practitioner candidates in accordance with the following provisions.

79.12(1) The unit defines and communicates the roles and requirements for faculty members by position. The unit describes how roles and requirements are determined.

79.12(2) The unit documents the alignment of teaching duties for each faculty member with that member's preparation, knowledge, experiences and skills.

79.12(3) The unit holds faculty members accountable for teaching prowess. This accountability includes evaluation and indicators for continuous improvement.

79.12(4) The unit holds faculty members accountable for professional growth to meet the academic needs of the unit.

79.12(5) Faculty members collaborate with:

- a. Colleagues in the unit;
- b. Colleagues across the institution;
- c. Colleagues in PK-12 schools/agencies/learning settings. Faculty members engage in professional education and maintain ongoing involvement in activities in preschool and elementary, middle or secondary schools. For faculty members engaged in teacher preparation, activities include at least 40 hours of teaching or co-teaching at the appropriate grade level(s) during a period not exceeding five years in duration.

281—79.13(256) Assessment system and unit evaluation standard. The unit's system of assessment will appropriately monitor individual candidate performance and use that data in concert with other information to evaluate and improve the unit and its programs in accordance with the following provisions.

79.13(1) The unit has a clearly defined, cohesive system of assessment system that includes both individual candidate assessment and comprehensive unit assessment.

79.13(2) The assessment system is based on unit standards.

79.13(3) The unit tracks and communicates criteria for candidates:

- a. Entrance into the program.
- b. Continuation in the program with clearly defined checkpoints/gates.
- c. Admission to clinical experiences (for teacher education, this includes specific criteria for admission to student teaching).
- d. Program completion.

79.13(4) Individual candidate assessment includes all of the following:

- a. Measures used for candidate assessment are fair, reliable, and valid.
- b. Candidates are assessed on their demonstration/attainment of unit standards.
- c. Multiple measures are used for assessment of the candidate on each unit standard.
- d. Candidates are assessed on unit standards at different developmental stages.
- e. Candidates are provided with formative feedback and opportunities to utilize the feedback to reflect upon and guide their development and growth toward attainment of unit standards.

79.13(5) Comprehensive unit assessment includes all of the following:

- a. Individual candidate assessment data on unit standards, as described in subrule 79.13(4), are analyzed.
- b. The aggregated assessment data are analyzed to evaluate programs.
- c. Findings from the evaluation of aggregated assessment data are shared with stakeholders and utilized ~~used to make for~~ program improvements decisions.
- d. The collection, aggregation, analysis, and evaluation of assessment data described in this subrule take place on a regular cycle.
- e. The unit documents regular reviews, evaluation and revision to the system of assessment.

79.13(6) The unit shall conduct a survey of graduates and their employers to ensure that the graduates are well-prepared, and use the data for program improvement.

DIVISION III

SPECIFIC EDUCATION STANDARDS APPLICABLE ONLY TO INITIAL PRACTITIONER PREPARATION PROGRAMS FOR TEACHER CANDIDATES

281—79.14(256) Teacher preparation clinical practice standard. The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions.

79.14(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit and integrated into the unit standards. These expectations are shared with teacher candidates, college/university supervisors and cooperating teachers.

79.14(2) Cooperating teachers and college/university supervisors share responsibility for evaluating the teacher candidates' achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program.

79.14(3) Teacher candidates experience clinical practices in multiple settings that include diverse groups and diverse learning needs.

79.14(4) Teacher candidates admitted to a teacher preparation program must complete a minimum of 80 hours of pre-student teaching field experiences, with at least 10 hours occurring prior to acceptance into the program.

79.14(5) Pre-student teaching field experiences support learning in context and include all of the following:

- a. High-quality instructional programs for PK-12 students in a state-approved school or educational facility.
- b. Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice, planning, instruction and assessment.

79.14(6) The unit is responsible for ensuring that the student teaching experience for initial licensure:

- a. Includes a full-time experience for a minimum of 14 weeks in duration during the teacher candidate's final year of the teacher preparation program.
- b. Takes place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the teacher candidate is being prepared.
- c. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the teacher candidate.
- d. Involves the teacher candidate in communication and interaction with parents or guardians of students in the teacher candidate's classroom.
- e. Requires the teacher candidate to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation, which shall not be used as an assessment tool by the unit, performed by the cooperating teacher or a person who holds an Iowa evaluator license.
- f. Requires collaborative involvement of the teacher candidate, cooperating teacher, and college/university supervisor in candidate growth. This collaborative involvement includes biweekly supervisor observations with feedback.
- g. Requires the teacher candidate to bear primary responsibility for planning, instruction, and assessment within the classroom for a minimum of two weeks (ten school days).
- h. Includes a written evaluation procedure, after which the completed evaluation form is included in the teacher candidate's permanent record.

79.14(7) The unit annually offers one or more workshops for cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the unit deems necessary. The duration of the workshop is to be equivalent to one day.

79.14(8) The institution enters into a written contract with the cooperating school or district providing clinical experiences, including field experiences and student teaching.

281—79.15(256) Teacher candidate knowledge, skills and dispositions standard. Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.15(1) Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge including English composition, mathematics, natural sciences, social sciences and humanities.

79.15(2) Each teacher candidate receives dedicated coursework and demonstrates competency related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.
- b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.
- c. Students who are struggling with literacy, including those with dyslexia.
- d. Students who are gifted and talented.
- e. English learners.
- f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including behaviors related to substance abuse.

79.15(3) Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or English learners; and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B. Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.

79.15(4) Each teacher candidate demonstrates competency in all of the following professional core curricula:

- a. *Learner development.* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- b. *Learning differences.* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- c. *Learning environments.* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- d. *Content knowledge.* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences directly related to the Iowa Core that make the discipline accessible and meaningful for learners to assure mastery of the content.
- e. *Application of content.* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity; and collaborative problem solving related to authentic local and global issues.
- f. *Assessment.* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- g. *Planning for instruction.* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills; and pedagogy, as well as knowledge of learners and the community context.
- h. *Instructional strategies.* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- i. *Professional learning and ethical practice.* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals; and the community); and adapts practice to meet the needs of each learner.

j. Leadership and collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

k. Technology. The teacher candidate effectively integrates technology into instruction to support student learning.

l. Methods of teaching. The teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.

79.15(5) Each teacher candidate must complete a 30-semester-hour teaching major, which minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Additionally, each elementary teacher candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the teacher candidate is recommended.

DIVISION IV
SPECIFIC EDUCATION STANDARDS APPLICABLE ONLY TO ADMINISTRATOR PREPARATION PROGRAMS

281—79.16(256) Administrator preparation clinical practice standard. The unit and its school partners shall provide clinical experiences that assist candidates in becoming successful school administrators in accordance with the following provisions.

79.16(1) The unit ensures that:

a. Principal candidates successfully complete clinical experiences that provide candidates with opportunities to synthesize and apply the knowledge and skills identified in subrule 79.17(2) in ways that approximate the full range of responsibilities of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

b. Superintendent candidates successfully complete clinical experiences that provide candidates opportunities to synthesize and apply the knowledge and skills identified in subrule 79.17(3) in ways that approximate the full range of responsibilities of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

79.16(2) The unit ensures that clinical experiences occurring in all locations are coherent, authentic, sustained, and purposeful opportunities that are monitored by the unit. These expectations are shared with candidates, supervisors and cooperating administrators.

79.16(3) Cooperating administrators and college/university supervisors share responsibility for evaluating the candidate's achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' attainment of unit standards.

79.16(4) Clinical experiences include all of the following criteria:

a. A minimum of 400 hours during the candidate's preparation program.

b. Take place with appropriately licensed cooperating administrators in state-approved schools or educational facilities.

c. Take place in multiple high-quality educational settings that include diverse populations and students of different age groups.

d. Include documented expectations and responsibilities for cooperating administrators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members.

e. Provide opportunities for candidates to apply and use the knowledge, skills, and dispositions identified in subrules 79.17(2) and 79.17(3).

79.16(5) The institution annually delivers one or more professional development opportunities for cooperating administrators to define the objectives of the field experience, review the responsibilities of the cooperating administrator, build skills in coaching and mentoring, and provide the cooperating administrator other information and assistance the institution deems necessary

79.16(7) The institution will enter into a written contract with the cooperating school districts that provide field experiences for administrator candidates.

281—79.17(256) Administrator knowledge, skills, and dispositions standard. Administrator candidates will demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.17(1) Each educational administrator program will define program standards (aligned with current NELP standards) and embed them in coursework and clinical experiences at a level appropriate for a novice administrator.

79.17(2) Each principal candidate demonstrates the knowledge, skills, and dispositions necessary to:

a. Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. (Mission, Vision, and Improvement)

- b. Advocate for ethical decisions and cultivate and enact professional norms. (Ethics and Professional Norms)
- c. Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. (Equity, Inclusiveness, and Cultural Responsiveness)
- d. Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, including Iowa Core implementation and assessment. (Learning and Instruction)
- e. Strengthen student learning, support school improvement, and advocate for the needs of the school and community. (Community and External Leadership)
- f. Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. (Operations and Management)
- g. Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. (Building Professional Capacity)

79.17(3) Each superintendent candidate demonstrates competency in all of the following professional core curricula:

- a. Collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. (District Mission, Vision, and Improvement)
- b. Advocate for ethical decisions and cultivate professional norms and culture. (Ethics and Professional Norms)
- c. Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. (Equity, Inclusiveness, and Cultural Responsiveness)
- d. Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. (Learning and Instruction)
- e. Understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. (Community and External Leadership)
- f. Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. (Operations and Management)
- g. Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. (Policy, Governance, and Advocacy)

79.17(4) Each new administrator candidate successfully completes the appropriate evaluator training provided by a state-approved evaluator trainer.

79.17(5) Each administrator candidate demonstrates, within specific coursework and clinical experiences, the ability to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture with students and staff from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that administrator candidates develop the ability to meet the needs of all learners, as well as ensuring teachers meet the needs of diverse learners, including:

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.
- b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.
- c. Students who are struggling with literacy, including those with dyslexia.
- d. Students who are gifted and talented.
- e. English learners.
- f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including behaviors related to substance abuse.

DIVISION V
SPECIFIC EDUCATION STANDARDS APPLICABLE ONLY TO PRACTITIONER PREPARATION PROGRAMS
OTHER THAN TEACHER OR ADMINISTRATOR PREPARATION PROGRAMS

281—79.18(256) Purpose. This division addresses preparation of an individual seeking a license based on school-centered preparation for employment as one of the following: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, or supervisor of special education (support and orientation and mobility specialist). (See also the board of educational examiners' 282—Chapter 27, regarding licenses for service other than as a teacher.)

281—79.19(256) Clinical practice standard. The unit and its school, AEA, and facility partners will provide clinical experiences that assist candidates in becoming successful practitioners in accordance with the following provisions.

79.19(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, purposeful, supervised by

appropriately qualified personnel, monitored by the unit, and integrated into unit standards. These expectations are shared with candidates, supervisors and cooperating professional educators.

79.19(2) Cooperating professional educators and college/university supervisors share responsibility for evaluating the candidate's achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate the candidate's attainment of unit standards.

79.19(3) Clinical experiences include all of the following criteria:

- a.* Learning that takes place in the context of providing high-quality instructional programs for students in a state-approved school, agency, or educational facility;
- b.* Take place in educational settings that include diverse populations and students of different age groups;
- c.* Provide opportunities for candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice;
- d.* Include minimum expectations and responsibilities for cooperating professional educators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members;
- e.* Include prescribed minimum expectations for involvement of candidates in relevant responsibilities directed toward the work for which they are preparing;
- f.* Involve candidates in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating professional educators in the school.

79.19(4) The institution annually delivers one or more workshop(s) for cooperating professional educators to define the objectives of the field experience, review the responsibilities of the cooperating professional educators, build skills in coaching and mentoring, and provide the cooperating professional educators other information and assistance the institution deems necessary. The workshop(s) incorporate feedback from participants and utilize appropriate delivery strategies.

79.19(5) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for candidates.

281—79.20(256) Candidate knowledge, skills and dispositions standard. Candidates are to demonstrate the content knowledge and the pedagogical and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.20(1) Each professional educator program will define program standards (aligned with current national standards) and embed them in coursework and clinical experiences at a level appropriate for a novice professional educator.

79.20(2) Each candidate demonstrates, within specific coursework and clinical experiences related to the study of human relations, cultural competency, and diverse learners, that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that candidates develop the ability to meet the needs of all learners, including:

- a.* Students from diverse ethnic, racial and socioeconomic backgrounds.
- b.* Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.
- c.* Students who are struggling with literacy, including those with dyslexia.
- d.* Students who are gifted and talented.
- e.* English learners.
- f.* Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, behaviors related to substance abuse.

DIVISION VI

SPECIFIC EDUCATION STANDARDS APPLICABLE ONLY TO TEACHER INTERN PRACTITIONER PREPARATION PROGRAMS

281—79.21(256) General. Institutions interested in offering a teacher intern License, are to provide evidence of compliance with standards listed in this division, the faculty standards in rule 281—79.12(256) and assessment standards in rule 281—79.13.

281—79.22(256) Intern License Governance and resources standard. Governance and resources adequately support the preparation of teacher intern candidates to meet professional, state and institutional standards. As component of the program, the institution is to work collaboratively with the local school district(s) or AEA.

79.22(1) The institution will have a clearly understood governance structure that serves as a basis to provide guidance and support for the teacher intern preparation program.

79.22(2) The institution's responsibilities include:

- a. Establishing a teacher intern leadership team that will provide oversight of the program; and
- b. Providing appropriate resources to ensure a quality program.

77.22(3) The leadership team's responsibilities include:

- a. Establishing the conceptual framework to provide the foundation for all components of the program;
- b. Screening and selecting teacher intern candidates;
- c. Establishing an advisory team to provide guidance to the teacher intern preparation program annually for program evaluation and continuous improvement. The advisory team includes institutional personnel, including program faculty, and representatives from LEA 5-12 grade level teachers and administrators; and
- d. Using program evaluation and continuous improvement to review and monitor the program goals, the program of study, the support system, and the assessment system.

79.22(4) The teacher intern preparation program and LEAs will work collaboratively to provide opportunities for teacher intern candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.

79.22(5) The LEA will provide the following:

- a. An offer of employment to a teacher intern candidate in the program in one of the endorsements identified on the department's website at www.educateiowa.gov/pk-12/educator-quality/practitioner-preparation;
- b. A mentoring and induction program with a district-assigned mentor; and
- c. An assurance that the LEA will not overload the intern with extracurricular duties.

79.22(6) The institution provides resources and support necessary for the delivery of a quality teacher intern preparation program. The resources and support include the following:

- a. Financial resources; facilities; and appropriate educational materials, equipment and library services;
- b. Commitment to a work climate, policies, and faculty/staff assignments that promote/support best practices in teaching, scholarship and service;
- c. Equitable resources and access for all program components regardless of delivery model or location;
- d. Technological support for instructional needs to enhance candidate learning with instructional technology integrated into classroom experiences;
- e. Quality clinical experiences and evaluations for all educator candidates; and
- f. Sufficient faculty and administrative, clerical, and technical staff.

79.22(7) The program has a clearly articulated process regarding candidate and intern performance, aligned with the institutional policy, for decisions impacting progress through the program. Program and school district policies for removal and replacement of interns from their internship assignment are clearly communicated to all candidates, school administrators and faculty.

79.22(8) Candidate assessment for teacher intern program includes clear criteria for the following:

- a. Acceptance requirements include:
 1. Completion of a baccalaureate degree from a regionally accredited institution, meeting program-established required grade point criteria for the baccalaureate degree and content area;
 2. Completion of coursework that meets the state minimum requirements for at least one of the BOEE's secondary endorsement areas, unless the endorsement area requirements are embedded in the teacher intern professional core; and
 3. Screening designed to generate information about the prospective candidate's attributes identified as essential for candidates in the program.
- b. Continuation in the program with clearly defined checkpoints/gates, to include verification of an offer of employment as an intern from a school or district administrator.
- c. Program completion and subsequent recommendation by the authorized official of the program for an initial teaching license, to include recommendation for an intern license for one or more of the endorsements identified on the department's teacher preparation website at educateiowa.gov/pk-12/educator-quality/practitioner-preparation.

281—79.23(256) Intern License Faculty standard. Intern program faculty standards are aligned and may be met through rule 281—79.12(256).

281—79.24(256) Intern License Program of study standard. A program's required coursework is to include a minimum of 28 semester hours or equivalent designed to ensure that teacher intern candidates develop the dispositions, knowledge, and performance expectations of the InTASC standards embedded at a level appropriate for a beginning teacher.

79.24(1) Teacher intern candidates will develop the dispositions, knowledge, and performance expectations of the Iowa teaching standards (aligned with InTASC standards), and the BOEE's Code of Professional Conduct and Ethics at a level appropriate for a beginning teacher.

79.24(2) All components of the program of study may only be initiated and completed after the candidate has completed a baccalaureate degree.

79.24(3) Coursework and competencies to be completed prior to the beginning of the candidate's initial employment as an intern include, but are not limited to:

a. Understands how learners grow and develop and implements developmentally appropriate and challenging learning experiences. This aligns with InTASC standard 1.

b. Demonstrates competence in content knowledge appropriate to the teaching position. This aligns with Iowa teaching standard 2 (281—subrule 83.4(2)) and with InTASC standards 4 and 5.

c. Demonstrates competence in classroom management. This aligns with Iowa teaching standard 6 (281—subrule 83.4(6)) and with InTASC standard 3.

d. Demonstrates competence in planning and preparing for instruction. This aligns with Iowa teaching standard 3 (281—subrule 83.4(3)) and with InTASC standard 7.

e. Uses a variety of methods to monitor student learning. This aligns with Iowa teaching standard 5 (281—subrule 83.4(5)) and InTASC standard 6.

79.24(4) Additional coursework and competencies to be completed prior to the recommendation for an initial teaching license includes:

a. Uses strategies to deliver instruction that meets the multiple learning needs of students. This aligns with Iowa teaching standard 4 (281—subrule 83.4(4)) and with InTASC standards 2 and 8.

b. Engages in professional growth. This aligns with Iowa teaching standard 7 (281—subrule 83.4(7)) and with InTASC standard 9.

c. Contributes to efforts to achieve district and building goals. This aligns with Iowa teaching standard 8 (281—subrule 83.4(8)) and with InTASC standard 10.

d. Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals. This aligns with Iowa teaching standard 1 (281—subrule 83.4(1)).

79.24(5) Each teacher intern candidate demonstrates knowledge about literacy and receives preparation in literacy. Each candidate also develops and demonstrates the ability to integrate reading strategies into content area coursework.

79.24(6) Each teacher intern candidate effectively demonstrates the ability to integrate technology into instruction to support student learning.

79.24(7) Each teacher intern candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281—77.2(256). The unit shall provide evidence that teacher intern candidates develop the ability to meet the needs of all learners, including:

a. Students from diverse ethnic, racial and socioeconomic backgrounds;

b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement;

c. Students who are gifted and talented;

d. English learners; and

e. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including behaviors related to substance abuse.

79.24(8) Each teacher intern candidate demonstrates knowledge and application of the Iowa core to the teaching and learning process.

79.24(9) Each teacher intern candidate will be engaged in field experiences that include opportunities for both observation of exemplary instruction and involvement in co-planning and co-teaching. Each teacher intern candidate will complete at least 50 hours of field experience prior to the candidate's initial employment as an intern. The institution enters into a written contract with the cooperating school or district providing preinternship field experiences.

79.24(10) The teacher intern preparation program will provide a teacher intern seminar during the teacher internship year to support and extend coursework from the teacher intern content; and facilitate teacher intern reflection.

79.24(11) In accordance with 281—Chapter 83, all interns will be provided with a district-level mentor in addition to the program supervisor. The purpose of this district-level mentor is to provide coaching feedback dependent on the intern's classroom experience. This district-level mentor shall not serve in an evaluative role. The district-level mentor shall complete

specialized training for serving as a mentor as required in rule 281—83.3(284). The program is to coordinate support between the teacher intern candidate's local district mentor and program supervisor.

79.24(12) The program shall provide an orientation for teacher intern candidates. The orientation will include, but not be limited to:

- a. Program goals and expectations;
- b. Licensure and ethics provisions;
- c. Support provided by the program; and
- d. Support provided by the LEA or AEA.

79.24(13) Teacher intern faculty will provide teacher intern candidates with academic advising, feedback about their performance throughout the program, and consultation opportunities.

79.24(14) Teacher intern faculty will provide regular supervision in teacher intern candidates' classrooms with additional supervision and assistance provided as needed.

281—79.25(256) Intern License Assessment standard. Intern program assessment standards are met through rule 281—79.13(256), except for subrule 281—79.13(4) which is not applicable.

These rules are intended to implement Iowa Code sections 256.7 and 256.16.