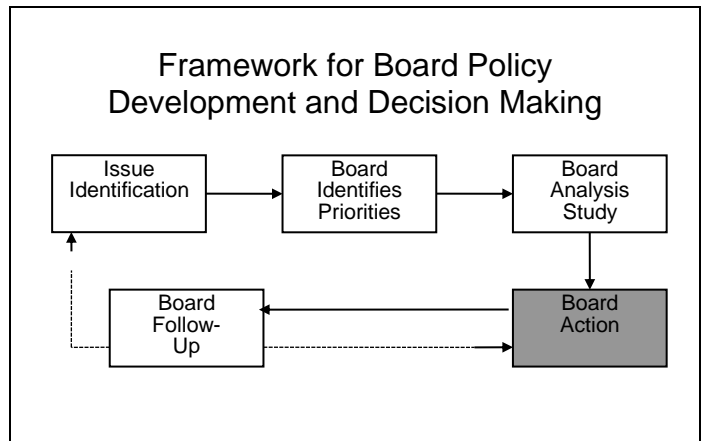


# Iowa State Board of Education

## Executive Summary

January 19, 2017



**Agenda Item:** Rules: 281 IAC Chapter 79 - Standards for Practitioner and Administrator Preparation Programs (Adopt)

**Iowa Goal:** All PK-12 students will achieve at a high level.

**State Board Role/Authority:** Iowa Code section 256.7(5) gives the State Board of Education the statutory authority to adopt rules under Chapter 17A.

**Presenter:** Lawrence R. Bice, Administrative Consultant  
Practitioner Preparation, Bureau of Educator Quality

**Attachments:** One

**Recommendation:** It is recommended that the State Board adopt the amendments to Chapter 79.

**Background:** 281 Iowa Administrative Code (IAC) chapter 79 provides the standards and program requirements that all educator preparation programs must meet in order to be accredited by the State Board of Education to prepare educators in Iowa. The current standards are in need of updating because of changes to pertinent Iowa Code made during the 2016 legislative session, and to remain current with national standards for educator preparation.

This adoption of the amendments to 281 IAC chapter 79 is intended to update the current standards with the new changes. The State Board has authority to update those standards under Iowa Code section 256.7, subsection 3.

A public hearing was held on November 1, 2016. One person provided information at the hearing. Written comments regarding these rules were received from over 75 people. The comments expressed concern that the rule does not contain requirements for curriculum specific to dyslexia. On January 5, 2017, a meeting of several interested education stakeholders was held to make changes to the proposed rules based on comments. The attached change to Chapter 79 includes changes made by consensus in the meeting.

## **EDUCATION DEPARTMENT[281]**

### **Adopted and Filed**

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby proposes to amend Chapter 79, “Standards for Practitioner and Administrator Preparation Programs,” Iowa Administrative Code.

Chapter 79 outlines the standards and program requirements that all traditional educator preparation programs must meet in order to be accredited to prepare educators in Iowa. Compliance with these standards is required and evaluated during each educator preparation program’s accreditation review. The standards are also applied in an annual reporting system. The proposed amendments will update the current standards because of pertinent changes to the Iowa Code made during the 2016 Legislative Session and will keep the rules current with national standards for educator preparation. The State Board of Education hereby adopts this rule making to update the current standards pursuant to its authority under Iowa Code section 256.7(3).

Pursuant to Iowa Code section 256.7(3), no waiver of these rules is permitted.

Notice of Intended Action was published in the October 12, 2016, Iowa Administrative Bulletin as **ARC 2761C**. Public comments were allowed until 4:30 p.m. on November 1, 2016. A public hearing was held on November 1, 2016 from 9:00 AM to 10:00 PM. One person spoke at this hearing. Written comments regarding these rules were received through over 75 emails. The comments expressed concern that the rule does not contain requirements for curriculum specific to dyslexia. Fifteen interested stakeholders met on January 5, 2017 and made changes to the proposed rules to incorporate the comments received. The rules reflect changes made by consensus during this meeting.

After analysis and review of this rule making, no impact on jobs has been found.

These amendments are intended to implement Iowa Code section 256.7(3).

These rules will be effective on March 22, 2017.

The following amendments are adopted.

ITEM 1. Amend subrule 79.13(4) as follows:

**79.13(4)** Candidate assessment includes clear criteria for:

- a. Entrance into the program (for teacher education, this includes ~~testing described in Iowa Code section 256.16~~ a preprofessional skills test offered by a nationally recognized testing service. Institutions must deny admission to any candidate who does not successfully meet the institution's passing score requirement).
- 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 (for teacher education, this includes testing described in Iowa Code section 256.16; see subrule 79.15(5) for required teacher candidate assessment).

ITEM 2. Amend subrule 79.15(2) as follows:

**79.15(2)** Each teacher 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—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.
- c. Students who are struggling with literacy, including those with dyslexia.**
- d. Students who are gifted and talented.
- e. English language learners.
- f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

ITEM 3. Amend subrule 79.15(3) as follows:

**79.15(3)** ~~Each teacher 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. Each teacher candidate in elementary education demonstrates knowledge related to the acquisition of literacy skills and receives preparation in a variety of instructional approaches to reading programs, including but not limited to reading recovery.~~ **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 but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; 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.**

ITEM 4. Amend subrule 79.15(5) as follows:

**79.15(5)** Each teacher candidate ~~exhibits~~ demonstrates competency in all of the following professional core curricula:

~~*a. Content/subject matter specialization.* The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This specialization is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. The teacher candidate must either meet or exceed a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score above the 25th percentile nationally on an alternate assessment also approved by the director. The alternate assessment must be a valid and reliable subject area specific, performance-based assessment for preservice teacher candidates that is centered on student learning. 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.~~

~~*b.—Student learning.* The teacher candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.~~

~~*c.—Diverse learners.* The teacher candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.~~

~~*d.—Instructional planning.* The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.~~

~~*e.—Instructional strategies.* The teacher candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem solving, and performance skills.~~

~~*f.—Learning environment/classroom management.* The teacher candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high risk behaviors.~~

~~*g.—Communication.* The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.~~

~~*h.—Assessment.* The teacher candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.~~

~~*i.—Foundations, reflective practice and professional development.* The teacher candidate develops knowledge of the social, historical, and philosophical foundations of education. The teacher candidate~~

continually evaluates the effects of the candidate's choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.

~~*j. Collaboration, ethics and relationships.* The teacher candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.~~

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

ITEM 5. Rescind subrule 79.15(6) and adopt the following **new** subrule in lieu thereof:

**79.15(6)** Each teacher candidate must either meet or exceed a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score above the 25th percentile nationally on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning.

ITEM 6. Rescind subrule 79.15(7) and adopt the following **new** subrule in lieu thereof:

**79.15(7)** Each teacher candidate must complete a 30-semester-hour teaching major which must 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.

ITEM 7. Renumber subrule **79.15(8)** as **79.15(9)**.

ITEM 8. Adopt the following **new** subrule 79.15(8):

**79.15(8)** Each teacher candidate demonstrates competency in content coursework directly related to the Iowa Core.