

EDUCATION DEPARTMENT[281]

Adopted and Filed

Rulemaking related to standards for practitioner and administrator preparedness programs

The State Board of Education hereby amends Chapter 79, “Standards for Practitioner and Administrator Preparation Programs,” Iowa Administrative Code.

Legal Authority for Rulemaking

This rulemaking is adopted under the authority provided in Iowa Code section 256.7(3).

State or Federal Law Implemented

This rulemaking implements, in whole or in part, Iowa Code section 256.16.

Purpose and Summary

This rulemaking implements the following legislation from the following 2024 Legislative Session related to practitioner preparation: 2024 Iowa Acts, House Files 255, 2545, and 2618 and Senate File 2411.

Public Comment and Changes to Rulemaking

Notice of Intended Action for this rulemaking was published in the Iowa Administrative Bulletin on January 8, 2025, as **ARC 8757C**. A public hearing was held on the following date(s):

- January 28, 2025

No one attended the public hearing. The Department received written comments on behalf of practitioner preparation programs. The Department also received technical assistance from the publisher of the Foundation of Reading assessment.

Concerning Item 1, commenters objected to the 90 percent pass rate for the Foundation of Reading assessment to avoid a possible required self-study and institutional report. The Department removed the pass rate language since it is unnecessary. The Department has the authority to take monitoring and enforcement action for any practitioner preparation program with a pass rate of concern. The rulemaking has been updated based on this comment.

Concerning Item 5, commenters objected to the prohibition on including the three-cueing method in “teaching foundational reading,” citing its usefulness in teaching English learners. No change from the Notice has been made based on this comment. The three-cueing method has no empirical support as a method of teaching reading (e.g., Petscher, Yaacov et al., How the Science of Reading Informs 21st Century Education, 55 Reading Research Q. S267 (2020)). Further, while using visuals is a useful way to make content comprehensible for English learners, it is not an evidence-based method to help English learners crack the code of English. For English learners, the purpose of visuals is to aid in making meaning, rather than a strategy to guess what a word is (the three-cueing method).

A reference to 2024 Iowa Acts, House File 2411, in subrule 79.14(9) has been removed since that House File has been codified in the 2025 Iowa Code.

Adoption of Rulemaking

This rulemaking was adopted by the State Board on March 20, 2025.

Fiscal Impact

This rulemaking has no fiscal impact to the State of Iowa.

Jobs Impact

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

Waivers

By statute (Iowa Code section 256.7(3)), this chapter is not subject to waiver.

Review by Administrative Rules Review Committee

The Administrative Rules Review Committee, a bipartisan legislative committee which oversees rulemaking by executive branch agencies, may, on its own motion or on written request by any individual or group, review this rulemaking at its [regular monthly meeting](#) or at a special meeting. The Committee's meetings are open to the public, and interested persons may be heard as provided in Iowa Code section 17A.8(6).

Effective Date

This rulemaking will become effective on May 21, 2025.

The following rulemaking action is adopted:

ITEM 1. Amend subrules 79.13(4) to 79.13(5) as follows:

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 within designated endorsement areas, as determined on the department website (educate.iowa.gov), complete the foundations of reading assessment.

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) The unit will document regular reviews, evaluation and revision to the system of assessment.

a. No change.

b. Comprehensive unit assessment includes all of the following:

(1) Individual candidate assessment data on unit standards, as described in subrule 79.13(4), are analyzed.

(2) Preparation programs will annually report assessment data from the Foundations of Reading assessment, as described in subrule 79.13(4), and services provided for candidates to the department. Analysis of aggregated state data will be utilized to determine Iowa's average passage rate.

(2) (3) The aggregated assessment data are analyzed to evaluate programs.

(3) (4) Findings from the evaluation of aggregated assessment data are shared with stakeholders and utilized for program improvement decisions.

ITEM 2. Amend subrule 79.13(7) as follows:

79.13(7) For teacher intern preparation programs, candidate assessment includes clear criteria for the following:

a. Acceptance requirements, including:

(1) Completion of a baccalaureate degree from ~~a regionally accredited institution~~ a college or university accredited by an institutional accrediting agency as recognized by the United States Department of Education that meets program-established required grade point criteria for the baccalaureate degree and content area;

(2) and (3) No change.

b. ~~Continuation in the program with clearly defined checkpoints/gates, including~~ Prior to teacher intern licensure, verification of an offer of employment as an intern from a school or district administrator.

c. No change.

If a candidate who was recommended for a teacher intern license exits the program or stops attending, the program is required to immediately report this change of status to the board of educational examiners.

ITEM 3. Amend paragraph **79.14(6)“a”** as follows:

~~a. Includes a full-time experience for~~ Shall be a minimum of 14 weeks in duration during the teacher candidate’s final year of the teacher preparation program.

ITEM 4. Adopt the following **new** subrule 79.14(9):

79.14(9) For teacher candidates with prior experience as a substitute teacher or a paraeducator, the terms of Iowa Code section 256.16(1)“c” apply. The unit will record evidence of prior experiences accepted under this subrule toward the student teaching experience.

ITEM 5. Amend subrule 79.15(3) as follows:

79.15(3) Literacy instruction and practical application include all of the following:

~~a. Each All teacher candidate demonstrates~~ candidates demonstrate competency in literacy, including reading theory, knowledge, and evidence-based reading strategies and approaches, and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in responsive teaching and 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 curriculum shall include evidence-based best practices reading instruction, determined by research, including those practices identified by the Iowa reading research center within the statewide literacy plan, and institutions ensuring the preparation shall not include instruction or practical application on teaching foundational reading that incorporates the three-cueing system.

~~b. Each teacher candidate in specified endorsement areas listed on the department website (educate.iowa.gov), determined by the department, demonstrates competency in direct and explicit strategies and systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension. Literacy instruction and practical application shall include evidence-based reading instruction and shall not include instruction or practical application on teaching foundational reading that incorporates the three-cueing system.~~

ITEM 6. Amend subrules 79.24(3) and 79.24(4) as follows:

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

~~a. to e. No change.~~

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

~~a. to d. No change.~~

ITEM 7. Amend subrules 79.24(9) to 79.24(11) as follows:

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 will enter 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 leading to postintern licensure 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 teacher interns will be provided with a district-level mentor in addition to the program supervisor. The teacher intern will work under the teacher leader’s supervision, including during co-teaching and planning time. The purpose of this district-level mentor is to provide coaching feedback dependent on the teacher 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 will coordinate support between the teacher intern candidate’s local district mentor and program supervisor.

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EDITOR’S NOTE: For replacement pages for IAC, see IAC Supplement 4/16/25.