RA 26-201

EDUCATION DEPARTMENT[281]

Regulatory Analysis

Notice of Intended Action to be published: 281—Chapter 79
"Standards for Practitioner and Administrator Preparation Programs"

Iowa Code section(s) or chapter(s) authorizing rulemaking: 256.7(3), 256.7(5), and 256.16
State or federal law(s) implemented by the rulemaking: Iowa Code section 256.16

Public Hearing

A public hearing at which persons may present their views orally or in writing will be held as follows:

August 25, 2026 9 to 10 a.m.	Room B50 Grimes State Office Building Des Moines, Iowa Via videoconference: meet.google.com/fir-kvch-sjp

Public Comment

Any interested person may submit written or oral comments concerning this Regulatory Analysis, which must be received by the Department of Education no later than 4:30 p.m. on the date of the public hearing. Comments should be directed to:

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400 East 14th Street
Des Moines, Iowa 50319
Phone: 515.281.8661
Email: thomas.mayes@iowa.gov

Purpose and Summary

This proposed rulemaking removes surplus language and provides greater detail on preparing future teachers to deliver instruction consistent with the science of reading and evidence-based instruction in mathematics.

Analysis of Impact

1. **Persons affected by the proposed rulemaking:**

- **Classes of persons that will bear the costs of the proposed rulemaking:**

Costs of a modest but unknown amount will be borne by practitioner preparation programs.

- **Classes of persons that will benefit from the proposed rulemaking:**

Teacher candidates and the students who they will serve will benefit from this rulemaking.

2. **Impact of the proposed rulemaking, economic or otherwise, including the nature and amount of all the different kinds of costs that would be incurred:**

- **Quantitative description of impact:**

There is no known quantitative impact.

- **Qualitative description of impact:**

There is no known qualitative impact.

3. **Costs to the State:**

- **Implementation and enforcement costs borne by the agency or any other agency:**

There are no known costs.

- **Anticipated effect on State revenues:**

There is no effect on State revenues.

4. **Comparison of the costs and benefits of the proposed rulemaking to the costs and benefits of inaction:**

Rulemaking is required by Iowa Code section 256.16.

5. **Determination whether less costly methods or less intrusive methods exist for achieving the purpose of the proposed rulemaking:**

There are no less costly alternatives. Rulemaking is required by Iowa Code section 256.16.

6. **Alternative methods considered by the agency:**

- **Description of any alternative methods that were seriously considered by the agency:**

There are no plausible alternatives to rulemaking.

- **Reasons why alternative methods were rejected in favor of the proposed rulemaking:**

There are no plausible alternatives to rulemaking.

Small Business Impact

If the rulemaking will have a substantial impact on small business, include a discussion of whether it would be feasible and practicable to do any of the following to reduce the impact of the rulemaking on small business:

- Establish less stringent compliance or reporting requirements in the rulemaking for small business.
- Establish less stringent schedules or deadlines in the rulemaking for compliance or reporting requirements for small business.
- Consolidate or simplify the rulemaking's compliance or reporting requirements for small business.
- Establish performance standards to replace design or operational standards in the rulemaking for small business.
- Exempt small business from any or all requirements of the rulemaking.

If legal and feasible, how does the rulemaking use a method discussed above to reduce the substantial impact on small business?

There is no impact on small business.

Text of Proposed Rulemaking

ITEM 1. Adopt the following **new** definition of "Literacy changes lives: Iowa literacy competencies for preservice educators," in rule **281—79.2(256)**:

"Literacy changes lives: Iowa literacy competencies for preservice educators" means the department's tool with specific requirements for all teacher candidates and those candidates in specified endorsement areas listed on the department website (educate.iowa.gov) that was most recently updated by the department on [the effective date of this rulemaking].

ITEM 2. Rescind subrule 79.15(3) and adopt the following **new** subrule in lieu thereof:

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

a. All teacher candidates demonstrate competency in:

(1) Literacy, including reading theory, knowledge, and evidence-based reading strategies and approaches, and integrating literacy instruction into content areas.

(2) Direct and explicit strategies and systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension.

(3) Responsive teaching and making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including those listed in Iowa Code section 256.16(1)*"a."*

Preparation shall not include instruction or practical application on teaching foundational reading that incorporates the three-cueing system.

b. Each educator preparation program will adopt literacy curriculum for teacher candidates in specified endorsement areas, listed on the department website (educate.iowa.gov) that include evidence-based reading instruction, determined by research, including those practices identified within the statewide literacy plan, and detailed in literacy changes lives: Iowa literacy competencies for preservice educators.

ITEM 3. Renumber subrules **79.15(4)** to **79.15(5)** as **79.15(5)** to **79.15(6)**.

ITEM 4. Adopt the following **new** subrule 79.15(4):

79.15(4) Mathematics instruction and practical application include all of the following:

a. All teacher candidates demonstrate competency in:

(1) Assessment, diagnosis, and evaluation of student learning in mathematics.

(2) Current, research-based instructional methods in mathematical processes, including:

1. Systemic and sequential instruction in mathematical progressions.
2. Conceptual understanding, procedural fluency, and application.
3. Use of high-quality instructional materials aligned to Iowa's academic standards.
4. Leveraging multiple numerical models, benchmark numbers, and diverse representations across all grade levels.
5. Differentiated instruction and responsive teaching, including small-group interventions and intensive interventions for students who are persistently at risk in mathematics.

(3) Appropriate integration of technology in teaching and student learning in mathematics.

(4) Classroom management applied to mathematics methods, including fostering productive struggle and mathematical discourse.

b. Each educator preparation program will adopt mathematics curriculum for teacher candidates in specified endorsement areas, listed on the department website (educate.iowa.gov) that include evidence-based mathematics instruction and that are detailed in the mathematics teacher preparation workbook, most recently published on [the effective date of this rulemaking].