

EDUCATIONAL EXAMINERS BOARD[282]

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CHAPTER 1 ORGANIZATION AND OPERATION

[Prior to 6/15/88, see Professional Teaching Practices Commission[640] Ch 1]

[Prior to 5/16/90, see Professional Teaching Practices Commission[287] Ch 1]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—1.1(256,17A) Board of educational examiners. The board was created by Iowa Code section 256.146 as the governing and policy-forming body for educational examiners.

1.1(1) Membership. The membership of the board is defined in Iowa Code section 256.147.

1.1(2) Compensation. All voting members receive compensation and reimbursement as provided in Iowa Code section 256.149.

1.1(3) Executive director. The appointment and compensation of the executive director are defined in Iowa Code section 256.149.

1.1(4) Meetings. The majority of the board's meetings are held at the Grimes State Office Building, 400 East 14th Street, Des Moines, Iowa 50319.

a. The board will biennially, at its regularly scheduled meeting in June, elect a chair from its membership to begin serving upon election.

b. The board will approve annual meeting dates by at least June 30.

c. The board may schedule special meetings called by the chair or upon request to the chair by seven members of the board or upon request of the executive director.

d. In order to be placed on the agenda, materials will be received at least two weeks prior to a scheduled board meeting. Materials from emergency or unusual circumstances may be added to the agenda with the chair's approval.

e. Persons in attendance at board meetings may be granted an opportunity to speak on an issue before the board at the discretion of the chair. The length and frequency of public comment will be at the discretion of the chair.

f. The board will govern its meetings in accordance with Iowa Code chapter 21 and its proceedings by Robert's Rules of Order, Revised.

[ARC 8800C, IAB 1/22/25, effective 2/26/25]

282—1.2(256,17A) Information, submissions or requests. General inquiries regarding the board, requests for forms and other documents, and all other requests and submissions may be addressed to the Executive Director, Board of Educational Examiners, 701 East Court Avenue, Suite A, Des Moines, Iowa 50309.

[ARC 8800C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code section 256.146 and chapter 17A.

[Filed July 12, 1973]

[Filed 10/6/75, Notice 8/25/75—published 10/20/75, effective 11/24/75]

[Filed emergency 7/2/86—published 7/30/86, effective 7/2/86]

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[Filed emergency 4/26/90—published 5/16/90, effective 4/27/90]

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[Filed emergency 2/21/95—published 3/15/95, effective 2/21/95]

[Filed 10/15/07, Notice 8/1/07—published 11/7/07, effective 12/12/07]

[Filed ARC 0026C (Notice ARC 9924B, IAB 12/14/11), IAB 3/7/12, effective 4/11/12]

[Filed ARC 3196C (Notice ARC 3012C, IAB 4/12/17), IAB 7/5/17, effective 8/9/17]

[Filed ARC 5320C (Notice ARC 5213C, IAB 10/7/20), IAB 12/16/20, effective 1/20/21]

[Filed ARC 8800C (Notice ARC 8282C, IAB 10/30/24), IAB 1/22/25, effective 2/26/25]

CHAPTER 2

AGENCY PROCEDURES AND PETITIONS FOR RULEMAKING

[Prior to 5/16/90, see Professional Teaching Practices Commission[287] Ch 1]

Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026. See Uniform Rules on Agency Procedure at 7—Chapters 2500 through 2506 and any corresponding rules adopted by this agency.

CHAPTER 3

DECLARATORY ORDERS

[Prior to 5/16/90, see Professional Teaching Practices Commission[287] Ch 1]

Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026. See Uniform Rules on Agency Procedure at 7—Chapters 2500 through 2506 and any corresponding rules adopted by this agency.

CHAPTER 4

AGENCY PROCEDURE FOR RULE MAKING

[Prior to 5/16/90, see Professional Teaching Practices Commission[287] Ch 1]

Rescinded **ARC 8803C**, IAB 1/22/25, effective 2/26/25

CHAPTER 5
PUBLIC RECORDS AND FAIR INFORMATION PRACTICES
[Prior to 6/15/88, see Professional Teaching Practices Commission[640] Ch 7]
[Prior to 5/16/90, see Professional Teaching Practices Commission[287] Ch 7]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—5.9(22,256) Exceptions and additions.

5.9(1) *Definition of “agency.”* In lieu of the words “(official or body issuing these rules)”, insert “board of educational examiners”.

5.9(2) *Request for access to record.* In lieu of the words “(insert agency head)”, insert “office where the record is kept”. In lieu of the words “(insert agency name and address)”, insert “Board of Educational Examiners, 701 East Court Avenue, Suite A, Des Moines, Iowa 50309”.

5.9(3) *Office hours.* In lieu of the words “(insert customary office hours and, if agency does not have customary office hours of at least thirty hours per week, insert hours specified in Iowa Code section 22.4)”, insert “any time from 8 a.m. to 4:30 p.m. Monday through Friday, excluding legal holidays”.

5.9(4) *Fees.* Fees will be determined as provided in 281—Chapter 5.

5.9(5) *Procedure by which additions, dissents, or objections may be entered into certain records.* In lieu of the words “(designate office)”, insert “the office of the executive director of the board”.

[ARC 8804C, IAB 1/22/25, effective 2/26/25]

282—5.10(22,256) Disclosures without the consent of the subject. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—5.11(22,256) Availability of records. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—5.12(22,256) Personally identifiable information. This rule describes the nature and extent of personally identifiable information that is collected, maintained, and retrieved by the agency by personal identifier in record systems as defined in rule X.1(17A,22). For each record system, this rule describes the legal authority for the collection of that information, and indicates whether a data processing system matches, collates, or permits the comparison of personally identifiable information in one record system with that in another record system. The record systems maintained by the agency include:

5.12(1) *Cases dismissed.* These records contain data supplied by persons or parties filing complaints and responses with the board and contain personally identifiable information such as student name(s), teacher name, administrator name, addresses, disciplinary records, and investigatory reports. This information is collected pursuant to Iowa Code chapter 256 and this chapter and is stored electronically; most of the data are on an automated data processing system.

5.12(2) *Cases decided.* These records contain data supplied by persons or parties filing complaints and responses with the board and contain personally identifiable information such as student name(s), teacher name, administrator name, addresses, disciplinary records, and investigatory reports. This information is collected pursuant to Iowa Code chapter 256 and this chapter and is stored electronically; most of the data are on an automated data processing system.

5.12(3) *Litigation files.* These files or records contain information regarding litigation or anticipated litigation, which includes judicial and administrative proceedings. The records include briefs, depositions, docket sheets, documents, correspondence, attorney’s notes, memoranda, research materials, witness information, investigation materials, information compiled under the direction of the attorney, and case management records. The files contain materials that are confidential as attorney work product and attorney-client communications. Some materials are confidential under other applicable provisions of law or because of a court order. Persons wishing copies of pleadings and other documents filed in litigation should obtain these from the clerk of the appropriate court that maintains the official copy.

[ARC 8804C, IAB 1/22/25, effective 2/26/25]

282—5.13(22,256) Other groups of records. This rule describes groups of records maintained by the board other than record systems as defined in rule 282—5.1(17A,22). These records are routinely available to the public. However, the board's files of these records may contain confidential information, which will be addressed as provided in this chapter. The records listed may contain information about individuals.

5.13(1) Rulemaking. Rulemaking records may contain information about individuals making written or oral comments on proposed rules or proposing rules or rule amendments. This information is collected pursuant to Iowa Code sections 17A.3, 17A.4, and 17A.7. These records are stored electronically and not in an automated data processing system.

5.13(2) Board records. Records contain agendas, minutes, and materials presented to the board. Records concerning closed sessions are exempt from disclosure under Iowa Code section 21.5(5). Board records contain information about people who participate in meetings. This information is collected under the authority of Iowa Code section 21.3. Board records are not stored in an automated data processing system.

5.13(3) Publications. Publications include brochures, annual reports, video tapes, and other informational materials that describe various agency programs. Agency publications may contain information about individuals, including agency staff or members of the board. This information is not stored in an automated data processing system.

5.13(4) Statistical reports. Periodic reports of agency decisions are available from the board. Statistical reports are not stored in an automated data processing system.

5.13(5) Address lists/directories. The names and mailing addresses of members of boards in other states, professional organizations, public press, and members of the general public evidencing interest in particular events of the agency are maintained in order to provide mailing labels for mass distribution of literature. This information is collected under the provisions of Iowa Code chapter 256.

5.13(6) Case decisions and declaratory rulings. All final orders, decisions and rulings are available for public inspection in accordance with Iowa Code section 17A.3. These records may contain personally identifiable information regarding individuals who are the subjects of the appeals or rulings. This information is collected pursuant to Iowa Code chapters 17A and 256 and this chapter and is not stored in an automated data processing system.

5.13(7) Board budget records. These records contain data used by the board to develop annual budgets. These records are stored electronically and not in an automated data processing system.

[ARC 8804C, IAB 1/22/25, effective 2/26/25]

282—5.14(256) Consensual disclosure of confidential records. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—5.15(22,256) Applicability. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

These rules are intended to implement Iowa Code section 22.11.

[Filed 4/28/88, Notice 3/23/88—published 5/18/88, effective 6/22/88]

[Filed emergency 5/25/88—published 6/15/88, effective 5/25/88]

[Filed emergency 4/26/90—published 5/16/90, effective 4/27/90]

[Filed ARC 0026C (Notice ARC 9924B, IAB 12/14/11), IAB 3/7/12, effective 4/11/12]

[Filed ARC 5320C (Notice ARC 5213C, IAB 10/7/20), IAB 12/16/20, effective 1/20/21]

[Filed ARC 8804C (Notice ARC 8286C, IAB 10/30/24), IAB 1/22/25, effective 2/26/25]

[Content rescinded by 2026 Iowa Acts, Senate File 2463, section 4—editorially removed in IAC Supplement 7/8/26, effective 7/1/26]

CHAPTER 6

WAIVERS FROM ADMINISTRATIVE RULES

Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026. See Uniform Rules on Agency Procedure at 7—Chapters 2500 through 2506 and any corresponding rules adopted by this agency.

CHAPTER 7
PROOF OF LEGAL PRESENCE

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—7.1(256) Purpose. This chapter outlines a uniform process for applicants and licensees of the board of educational examiners to establish proof of legal presence pursuant to the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (8 U.S.C. §1621).

[ARC 8806C, IAB 1/22/25, effective 2/26/25]

282—7.2(256) Applicability.

7.2(1) Applicants and licensees who are U.S. citizens or permanent resident aliens may be requested to produce evidence of their lawful presence in the United States as a condition of initial licensure or license renewal.

7.2(2) Applicants and licensees residing in the United States, other than those described in subrule 7.2(1), may be requested to provide evidence of lawful presence in the United States at the time of initial licensure and with every subsequent renewal.

7.2(3) Evidence will not be required by foreign national applicants or licensees who are not physically present in the United States.

[ARC 8806C, IAB 1/22/25, effective 2/26/25]

282—7.3(256) Acceptable evidence. The board will accept as proof of lawful presence in the United States any acceptable document that establishes a U.S. place of birth or indicates U.S. citizenship or naturalization, or any documentation acceptable under the Immigration and Naturalization Act as amended to November 1, 2023, to establish alien status. Legible copies of documents will be accepted. Original documents will not be required unless a question arises concerning the documentation submitted.

[ARC 8806C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (8 U.S.C. §1621).

[Filed 6/28/06, Notice 5/10/06—published 7/19/06, effective 8/23/06]

[Filed ARC 8806C (Notice ARC 8294C, IAB 10/30/24), IAB 1/22/25, effective 2/26/25]

CHAPTER 8
DEBTS TO STATE OR LOCAL GOVERNMENT—NONCOMPLIANCE

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—8.1(272D) Issuance or renewal of a license—denial. The board will deny the issuance or renewal of a license upon receipt of a certificate of noncompliance from the centralized collection unit of the department of revenue according to the procedures set forth in Iowa Code chapter 272D. In addition to the procedures contained in Iowa Code chapter 272D, the following will apply:

8.1(1) The notice required by Iowa Code chapter 272D will be served by restricted certified mail, return receipt requested, or by personal service in accordance with the Iowa Rules of Civil Procedure. Alternatively, the applicant or licensee may accept service personally or through authorized counsel.

8.1(2) The effective date of the denial of the issuance or renewal of a license, as specified in the notice required by Iowa Code chapter 272D, will be 60 days following service of the notice upon the applicant or licensee.

8.1(3) The board's administrator is authorized to prepare and serve the notice required by Iowa Code chapter 272D upon the applicant or licensee.

8.1(4) Applicants and licensees will keep the board informed of all court actions and all centralized collection unit actions taken under or in connection with Iowa Code chapter 272D and will provide the board copies, within seven days of filing or issuance, of all applications filed with the district court pursuant to Iowa Code chapter 272D, court orders entered in such actions, and withdrawals of certificates of noncompliance by the centralized collection unit.

8.1(5) All board fees required for application, license renewal, or license reinstatement will be paid by applicants or licensees and all continuing education requirements will be met before a license will be issued, renewed, or reinstated after the board has denied the issuance or renewal of a license pursuant to Iowa Code chapter 272D.

8.1(6) In the event an applicant or licensee timely files a district court action following service of a board notice pursuant to Iowa Code chapter 272D, the board will continue with the intended action described in the notice upon the receipt of a court order lifting the stay, dismissing the action, or otherwise directing the board to proceed. For purposes of determining the effective date of the denial of the issuance or renewal of a license, the board will count the number of days before the action was filed and the number of days after the action was disposed of by the court.

8.1(7) The board will notify the applicant or licensee in writing through regular first-class mail, or such other means as the board deems appropriate in the circumstances, within ten days of the effective date of the denial of the issuance or renewal of a license and will similarly notify the applicant or licensee when the license is issued or renewed following the board's receipt of the certificate of noncompliance.

[ARC 8807C, IAB 1/22/25, effective 2/26/25]

282—8.2(272D) Suspension or revocation of a license. The board will suspend or revoke a license upon receipt of a certificate of noncompliance from the centralized collection unit according to the procedures set forth in Iowa Code chapter 272D. In addition to the provisions contained in Iowa Code chapter 272D, the following will apply:

8.2(1) The notice required by Iowa Code chapter 272D will be served by restricted certified mail, return receipt requested, or by personal service in accordance with the Iowa Rules of Civil Procedure. Alternatively, the licensee may accept service personally or through authorized counsel.

8.2(2) The effective date of the suspension or revocation of a license, as specified in the notice required by Iowa Code chapter 272D, will be 60 days following service of the notice upon the licensee.

8.2(3) The board's administrator is authorized to prepare and serve the notice required by Iowa Code chapter 272D and is directed to notify the licensee that the license will be suspended unless the license is already suspended on other grounds. In the event a license is on suspension, the administrator will notify the licensee of the board's intention to continue the suspension.

8.2(4) Licensees will keep the board informed of all court actions and all centralized collection unit actions taken under or in connection with Iowa Code chapter 272D and will provide the board copies,

within seven days of filing or issuance, of all applications filed with the district court pursuant to Iowa Code chapter 272D, court orders entered in such actions, and withdrawals of certificates of noncompliance by the centralized collection unit.

8.2(5) All board fees required for license renewal or license reinstatement will be paid by licensees and all continuing education requirements will be met before a license will be renewed or reinstated after the board has suspended or revoked a license pursuant to Iowa Code chapter 272D.

8.2(6) In the event a licensee timely files a district court action following service of a board notice pursuant to Iowa Code chapter 272D, the board will continue with the intended action described in the notice upon the receipt of a court order lifting the stay, dismissing the action, or otherwise directing the board to proceed. For purposes of determining the effective date of the suspension or revocation of a license, the board will count the number of days before the action was filed and the number of days after the action was disposed of by the court.

8.2(7) The board will notify the licensee in writing through regular first-class mail, or such other means as the board deems appropriate in the circumstances, within ten days of the effective date of the suspension or revocation of a license and will similarly notify the licensee when the license is reinstated following the board's receipt of the certificate of noncompliance.

[ARC 8807C, IAB 1/22/25, effective 2/26/25]

282—8.3(17A,22,272D) Sharing of information. Notwithstanding any statutory confidentiality provision, the board may share information with the centralized collection unit for the sole purpose of identifying applicants or licensees subject to enforcement under Iowa Code chapter 272D.

[ARC 8807C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapter 272D.

[Filed ARC 8135B (Notice ARC 7862B, IAB 6/17/09), IAB 9/9/09, effective 10/14/09]

[Filed ARC 8807C (Notice ARC 8296C, IAB 10/30/24), IAB 1/22/25, effective 2/26/25]

CHAPTER 9 BACKGROUND CHECKS AND ISSUANCE

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—9.1(256) Background checks. Licenses, authorizations, certificates, and statements of professional recognition are issued upon the filing of an application with the board of educational examiners and upon completion of the following:

9.1(1) *National criminal history background check.* An initial applicant will be required to complete fingerprinting for a national criminal history background check.

9.1(2) *Division of criminal investigation background check.* A division of criminal investigation (DCI) background check will be conducted on initial applicants.

9.1(3) *Registries and records check.* A check of the following registries and records will be conducted on initial applicants: the sex offender registry under Iowa Code section 692A.121, the central registry for child abuse information established under Iowa Code chapter 235A, the central registry for dependent adult abuse information maintained under Iowa Code chapter 235B, and the information in the Iowa court information system available to the general public.

[ARC 8808C, IAB 1/22/25, effective 2/26/25]

282—9.2(256) Renewals. Every applicant for renewal or conversion is required to submit a completed application with the applicant's signature to facilitate a check of the sex offender registry information under Iowa Code section 692A.121, the central registry for child abuse information established under Iowa Code chapter 235A, the central registry for dependent adult abuse information maintained under Iowa Code chapter 235B, and the Iowa court information system.

[ARC 8808C, IAB 1/22/25, effective 2/26/25]

282—9.3(256) Fees. Fees for all background check processes will be assessed to the applicant.

[ARC 8808C, IAB 1/22/25, effective 2/26/25]

282—9.4(256) Temporary permits. The executive director may issue a temporary permit to an applicant after receipt of a fully completed application; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check and registries and records check set forth in subrules 9.1(2) and 9.1(3). The temporary permit will expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

[ARC 8808C, IAB 1/22/25, effective 2/26/25]

282—9.5(256) Issue and expiration dates, corrections, and fraud.

9.5(1) *Issue and expiration dates on original license.* A license is valid only from and after the date of issuance. Licenses, authorizations, certificates, and statements of professional recognition will expire on the last day of the practitioner's birth month after the term of the license unless otherwise specified. If the expiration date is changed by rule, the change may be retroactive.

9.5(2) *Correcting licenses.* If a licensee notifies board staff of a typographical or clerical error on the license within 30 days of the date of the board's issuance of a license, a corrected license will be issued without charge to the licensee.

9.5(3) *Fraud in procurement or renewal of licenses.* Fraud in procurement or renewal of a license or falsifying records for licensure purposes will constitute grounds for filing a complaint with the board.

[ARC 8808C, IAB 1/22/25, effective 2/26/25]

282—9.6(256) Degrees and coursework. Required degrees and college semester hour coursework will be earned through a college or university accredited by an institutional accrediting agency as recognized by the U.S. Department of Education. Licenses require the completion of a program that is approved for state licensure.

[ARC 8808C, IAB 1/22/25, effective 2/26/25]

282—9.7(256) Reciprocity. Reciprocity will be granted pursuant to Iowa Code sections 256.152 and 272C.12. Endorsements will be granted based on comparable Iowa endorsements, and endorsement requirements may be waived in order to grant the most comparable endorsement.

[ARC 8808C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapter 256.

[Filed ARC 8808C (Notice ARC 8295C, IAB 10/30/24), IAB 1/22/25, effective 2/26/25]

CHAPTER 10
CHILD SUPPORT NONCOMPLIANCE

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—10.1(256,252J) Issuance or renewal of a license—denial. The board will deny the issuance or renewal of a license upon the receipt of a certificate of noncompliance from the child support recovery unit of the department of health and human services according to the procedures in Iowa Code chapter 252J. In addition to the procedures set forth in Iowa Code chapter 252J, the following will apply:

10.1(1) The notice required by Iowa Code section 252J.8 will be served upon the applicant or licensee by restricted certified mail, return receipt requested, or personal service in accordance with Iowa Rule of Civil Procedure 1.305. Alternatively, the applicant or licensee may accept service personally or through authorized counsel.

10.1(2) The effective date of the denial of the issuance or renewal of a license, as specified in the notice required by Iowa Code section 252J.8, will be 60 days following service of the notice upon the applicant or licensee.

10.1(3) The board's administrator is authorized to prepare and serve the notice required by Iowa Code section 252J.8 upon the applicant or licensee.

10.1(4) Applicants and licensees will keep the board informed of all court actions and all child support recovery unit actions taken under or in connection with Iowa Code chapter 252J and will provide the board copies, within seven days of filing or issuance, of all applications filed with the district court pursuant to Iowa Code section 252J.9, all court orders entered in such actions, and withdrawals of certificates of noncompliance by the child support recovery unit.

10.1(5) All board fees required for application, license renewal, or license reinstatement will be paid by applicants or licensees before a license will be issued, renewed, or reinstated after the board has denied the issuance or renewal of a license pursuant to Iowa Code chapter 252J.

10.1(6) In the event an applicant or licensee files a timely district court action following service of a board notice pursuant to Iowa Code sections 252J.8 and 252J.9, the board will continue with the intended action described in the notice upon the receipt of a court order lifting the stay, dismissing the action, or otherwise directing the board to proceed. For purposes of determining the effective date of the denial of the issuance or renewal of a license, the board will count the number of days before the action was filed and the number of days after the action was disposed of by the court.

10.1(7) The board will notify the applicant or licensee in writing through regular first-class mail, or such other means as the board determines to be appropriate in the circumstances, within ten days of the effective date of the denial of the issuance or renewal of a license, and will similarly notify the applicant or licensee if the license is issued or renewed following the board's receipt of a withdrawal of the certificate of noncompliance.

[ARC 8809C, IAB 1/22/25, effective 2/26/25]

282—10.2(252J) Suspension or revocation of a license. The board will suspend or revoke a license upon the receipt of a certificate of noncompliance from the child support recovery unit of the department of health and human services according to the procedures set forth in Iowa Code chapter 252J. In addition to the procedures set forth in Iowa Code chapter 252J, the following will apply:

10.2(1) The notice required by Iowa Code section 252J.8 will be served upon the licensee by restricted certified mail, return receipt requested, or personal service in accordance with Iowa Rule of Civil Procedure 1.305. Alternatively, the licensee may accept service personally or through authorized counsel.

10.2(2) The effective date of the suspension or revocation of a license, as specified in the notice required by Iowa Code section 252J.8, will be 60 days following service of the notice upon the licensee.

10.2(3) The board's administrator is authorized to prepare and serve the notice required by Iowa Code section 252J.8 and is directed to notify the licensee that the license will be suspended unless the license is already suspended on other grounds. In the event that the license is on suspension, the administrator will notify the licensee of the board's intention to continue the suspension.

10.2(4) The licensee will keep the board informed of all court actions and all child support recovery unit action taken under or in connection with Iowa Code chapter 252J and will provide the board copies, within seven days of filing or issuance, of all applications filed with the district court pursuant to Iowa Code section 252J.9, all court orders entered in such actions, and withdrawals of certificates of noncompliance by the child support recovery unit.

10.2(5) All board fees required for license renewal or license reinstatement will be paid by licensees before a license will be reinstated after the board has suspended or revoked a license pursuant to Iowa Code chapter 252J.

10.2(6) In the event a licensee files a district court action following service of a board notice pursuant to Iowa Code sections 252J.8 and 252J.9, the board will continue with the intended action described in the notice upon the receipt of a court order lifting the stay, dismissing the action, or otherwise directing the board to proceed. For purposes of determining the effective date of the suspension or revocation, the board will count the number of days before the action was filed and the number of days after the action was disposed of by the court.

10.2(7) The board will notify the licensee in writing through regular first-class mail, or such other means as the board determines appropriate in the circumstances, within ten days of the effective date of the suspension or revocation of a license, and will similarly notify the licensee if the license is reinstated following the board's receipt of a withdrawal of the certificate of noncompliance.

[ARC 8809C, IAB 1/22/25, effective 2/26/25]

282—10.3(17A,22,252J) Sharing of information. Notwithstanding any statutory confidentiality provision, the board may share information with the child support recovery unit of the department of health and human services through manual or automated means for the sole purpose of identifying applicants or licensees subject to enforcement under Iowa Code chapter 252J or 598.

[ARC 8809C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapter 252J.

[Filed 3/7/96, Notice 1/17/96—published 3/27/96, effective 5/1/96]

[Filed ARC 0026C (Notice ARC 9924B, IAB 12/14/11), IAB 3/7/12, effective 4/11/12]

[Filed ARC 8809C (Notice ARC 8288C, IAB 10/30/24), IAB 1/22/25, effective 2/26/25]

CHAPTER 11
COMPLAINTS, INVESTIGATIONS, CONTESTED CASE HEARINGS
[Prior to 6/15/88, see Professional Teaching Practices Commission[640] Ch 2]
[Prior to 5/16/90, see Professional Teaching Practices Commission[287] Ch 2]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—11.1(17A,256) Scope and applicability. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.2(17A) Definitions. Except where otherwise specifically defined by law:

“*Board*” means the board of educational examiners.

“*Complainant*” means any qualified party who files a complaint with the board.

“*Contested case*” means a proceeding defined by Iowa Code section 17A.2(5) and includes any matter defined as a no factual dispute contested case under Iowa Code section 17A.10A.

“*In-person hearing*” means an appeal hearing where the administrative law judge and appellant are physically present in the same location but witnesses are not required to be physically present.

“*Issuance*” means the date of mailing of a decision or order or date of delivery if service is by other means unless another date is specified in the order.

“*Party*” means each person or agency named or admitted as a party or properly seeking and entitled as of right to be admitted as a party.

“*Presiding officer*” means an administrative law judge from the department of inspections, appeals, and licensing or the full board or a three-member panel of the board.

“*Proposed decision*” means the presiding officer’s recommended findings of fact, conclusions of law, decision, and order in a contested case in which the full board did not preside.

“*Respondent*” means any individual who is charged in a complaint with violating the criteria of professional practices or the criteria of competent performance.

[ARC 8810C, IAB 1/22/25, effective 2/26/25]

282—11.3(17A,256) Jurisdictional requirements.

11.3(1) The case must relate to alleged violation of the criteria of professional practices or the criteria of competent performance.

11.3(2) The magnitude of the alleged violation must be adequate to warrant a hearing by the board.

11.3(3) There must be sufficient evidence to support the complaint.

11.3(4) The complaint must be filed by a person who has personal knowledge of an alleged violation and must include a concise statement of facts that clearly and specifically apprises the respondent of the details of the allegation(s).

11.3(5) The complaint must be filed within three years of the occurrence of the conduct upon which it is based or discovery of the conduct by the complainant unless good cause can be shown for extension of this limitation or unless the conduct constitutes conduct described in Iowa Code section 256.160(1)“a”(1) (a).

11.3(6) The jurisdictional requirements must be met on the face of the complaint before the board may order an investigation of the allegation(s) of the complaint.

[ARC 8810C, IAB 1/22/25, effective 2/26/25]

282—11.4(17A,256) Complaint.

11.4(1) *Who may initiate.* The following entities may initiate a complaint:

- a. Licensed practitioners.
- b. School human resource directors.
- c. Recognized educational entities or local or state professional organizations.
- d. Local boards of education.
- e. Parents or guardians of students involved in the alleged complaint.

f. The executive director of the board of educational examiners if the following circumstances have been met:

- (1) The executive director receives information that a practitioner:
 1. Has been convicted of a felony criminal offense, or a misdemeanor criminal offense wherein the victim of the crime was 18 years of age or younger, and the executive director expressly determines within the complaint that the nature of the offense clearly and directly impacts the practitioner's fitness or ability to retain the specific license(s) or authorization(s) that the practitioner holds; or
 2. Has been the subject of a founded report of child abuse placed upon the central registry maintained by the department of health and human services pursuant to Iowa Code section 232.71D, and the executive director expressly determines within the complaint that the nature of the offense clearly and directly impacts the practitioner's fitness or ability to retain the specific license(s) or authorization(s) that the practitioner holds; or
 3. Has not met a reporting requirement stipulated by Iowa Code section 256.160, Iowa Code section 279.43, 281—subrule 102.11(2), 282—Chapter 11, or 282—Chapter 25; or
 4. Has falsified a license or authorization issued by the board; or
 5. Has submitted false information on a license or authorization application filed with the board; or
 6. Does not hold the appropriate license for the assignment for which the practitioner is currently employed; or
 7. Has assigned another practitioner to perform services for which the practitioner is not properly licensed; or
 8. Has failed to comply with a board order as prohibited by 282—paragraph 25.3(7) “c”; and
 - (2) The executive director verifies the information or the alleged misconduct through review of official records maintained by the board, a court, the department of health and human services registry of founded child abuse reports, the practitioner licensing authority of another state, the department of education, the local school district, area education agency, or authorities in charge of the nonpublic school, or the executive director is presented with the falsified license; and
 - (3) No other complaint has been filed.
- g.* The department of transportation if the licensee named in the complaint holds a behind-the-wheel instructor's certification issued by the department and the complaint relates to an incident or incidents arising during the course of driver's education instruction.
- h.* An employee of the department of education who, while performing official duties, becomes aware of any alleged misconduct by an individual licensed under Iowa Code section 256.146.

11.4(2) *Form and content of the complaint.*

- a.* The complaint will be in writing and signed by at least one complainant who has personal knowledge of an alleged violation of the board's rules or related state law or an authorized representative if the complainant is an organization. (An official form may be used. This form may be obtained from the board upon request, and a typed signature may be accepted.)
- b.* The complaint will show venue as “BEFORE THE BOARD OF EDUCATIONAL EXAMINERS” and will be captioned “COMPLAINT.”
- c.* The complaint will contain the following information:
 - (1) The full name, address and telephone number of the complainant.
 - (2) The full name, address and telephone number, if known, of the respondent.
 - (3) A concise statement of the facts that clearly and specifically apprises the respondent of the details of the alleged violation of the criteria of professional practices or the criteria of competent performance and the relief sought by the complainant.
 - (4) An explanation of the basis of the complainant's personal knowledge of the facts underlying the complaint.

11.4(3) *Required copies—place and time of filing the complaint.*

- a.* A copy of the complaint will be filed with the board.
- b.* The complaint will be delivered personally, electronically, or by mail to the office of the board. The current office address is 701 East Court Avenue, Suite A, Des Moines, Iowa 50309.

11.4(4) *Amendment or withdrawal of complaint.* A complaint or any specification thereof may be amended or withdrawn by the complainant at any time unless the complaint was filed in accordance with the required reporting requirements set forth in Iowa Code sections 256.146, 260.160, and 279.73. The parties to a complaint may mutually agree to the resolution of the complaint prior to a finding of probable cause unless the complaint was filed in accordance with the required reporting requirements set forth in Iowa Code sections 256.146, 256.160, and 279.73. The resolution must be committed to a written agreement and filed with the board. The agreement is not subject to approval by the board but will be acknowledged by the board and may be incorporated into an order of the board.

11.4(5) *Respondent entitled to copy of the complaint.* Immediately upon the board's determination that jurisdictional requirements have been met, the respondent will be provided a copy of the complaint or amended complaint and any supporting documents attached to the complaint at the time of filing.

11.4(6) *Voluntary surrender of license—agreement to accept lesser sanction.* A practitioner may voluntarily surrender the practitioner's license or agree to accept a lesser sanction from the board prior to or after the filing of a complaint with the board without admitting the truth of the allegations of the complaint if a complaint is on file with the board. In order to voluntarily surrender a license or submit to a sanction, the practitioner must waive the right to hearing before the board and notify the board of the intent to surrender or accept sanction. The board may issue an order permanently revoking the practitioner's license if it is surrendered, or implementing the agreed upon sanction. The board may decline to issue an agreed upon sanction if, in the board's judgment, the agreed upon sanction is not appropriate for the circumstances of the case.

11.4(7) *Investigation of license reports.*

a. Reports received by the board from another state, territory or other jurisdiction concerning licenses or certificate revocation or suspension will be reviewed and investigated by the board in the same manner as is prescribed in these rules for the review and investigation of written complaints.

b. Failure to report a license revocation, suspension or other disciplinary action taken by licensing authority of another state, territory or jurisdiction within 30 days of the final action by such licensing authority will constitute cause for initiation of an investigation.

11.4(8) *Timely resolution of complaints.* Complaints filed with the board will be resolved within 180 days unless good cause can be shown for an extension of this limitation. The board will provide notice to the parties to a complaint prior to taking action to extend this time limitation upon its own motion.

11.4(9) *Confidentiality.* Confidentiality requirements are set forth in Iowa Code section 256.158. Records related to written complaints will be collected and retained and will be evaluated if a similar complaint has been filed against the same licensed practitioner. A finding of probable cause, a final written decision, and a finding of fact by the board in a disciplinary proceeding constitute a public record.

[ARC 8810C, IAB 1/22/25, effective 2/26/25]

282—11.5(256) Investigation of complaints or license reports. The chairperson of the board or the chairperson's designee may request an investigator to investigate the complaint or report received by the board from another state, territory or other jurisdiction concerning license or certificate revocation or suspension pursuant to subrule 11.4(7); providing that the jurisdictional requirements have been met on the face of the complaint. The investigation will be limited to the allegations contained on the face of the complaint. The investigator may consult an assistant attorney general concerning the investigation or evidence produced from the investigation. Upon completion of the investigation, the investigator will prepare a report of the investigation for consideration by the board in determining whether probable cause exists.

[ARC 8810C, IAB 1/22/25, effective 2/26/25]

282—11.6(256) Ruling on the initial inquiry. Upon review of the investigator's report, the board may take any of the following actions:

11.6(1) Reject the case. If a determination is made by the board to reject the case, the complaint will be returned to the complainant along with a statement specifying the reasons for rejection. A letter of explanation concerning the decision of the board will be sent to the respondent.

11.6(2) Require further inquiry. If determination is made by the board to order further inquiry, the complaint and recommendations by the investigator(s) will be returned to the investigator(s) along with a statement specifying the information deemed necessary.

11.6(3) Accept the case. If a determination is made by the board that probable cause exists to conclude that the criteria of professional practices or the criteria of competent performance have been violated, notice may be issued, pursuant to rule 282—11.7(17A,256), and a formal hearing may be conducted in accordance with rules 282—11.7(17A,256) through 282—11.21(17A,256) unless a voluntary waiver of hearing has been filed by the respondent pursuant to the provisions of subrule 11.4(6). In determining whether to issue a notice of hearing, the board may consider the following:

- a. Whether the alleged violation is of sufficient magnitude to warrant a hearing by the board.
- b. Whether there is sufficient evidence to support the complaint.
- c. Whether the alleged violation was an isolated incident.
- d. Whether adequate steps have been taken at the local level to ensure similar behavior does not occur in the future.

11.6(4) Release the investigative report. If the board finds probable cause of a violation, the investigative report will be available to the respondent upon request. Information contained within the report is confidential and may be used only in connection with the disciplinary proceedings before the board.

[ARC 8810C, IAB 1/22/25, effective 2/26/25]

282—11.7(17A,256) Notice of hearing. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.8(17A,256) Presiding officer. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.9(17A,256) Waiver of procedures. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.10(17A,256) Telephone or electronic proceedings. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.11(17A,256) Disqualification. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.12(17A,256) Consolidation—severance. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.13(17A,256) Pleadings. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.14(17A,256) Service and filing of pleadings and other papers. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.15(17A,256) Discovery. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.16(17A,256) Subpoenas. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.17(17A,256) Motions. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.18(17A,256) Prehearing conference. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.19(17A,256) Continuances. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.20(17A,256) Intervention. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.21(17A,256) Hearing procedures. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.22(17A,256) Evidence. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.23(17A,256) Default. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.24(17A,256) Ex parte communication. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.25(17A,256) Recording costs. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.26(17A,256) Interlocutory appeals. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.27(17A,256) Final decision. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.28(17A,256) Appeals and review. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.29(17A,256) Applications for rehearing. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.30(17A,256) Stays of board actions. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.31(17A,256) No factual dispute contested cases. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.32(17A,256) Emergency adjudicative proceedings. Rescinded by 2026 Iowa Acts, Senate File 2463, section 4, effective July 1, 2026.

282—11.33(256) Methods of discipline. The board has the authority to impose the following disciplinary sanctions:

1. Revoke a practitioner's license, certificate or authorization.
2. Suspend a practitioner's license, certificate or authorization until further order of the board or for a specific period.
3. Prohibit permanently, until further order of the board, or for a specific period, a practitioner from engaging in specified practices, methods, or acts.
4. Probation.
5. Require additional education or training.

6. Order a physical or mental evaluation, or order alcohol and drug screening within a time specified by the board.
7. Issue a public letter of reprimand.
8. Order any other resolution appropriate to the circumstances of the case.
9. Impose fees as provided in Iowa Code section 256.146(22).

[ARC 8810C, IAB 1/22/25, effective 2/26/25]

282—11.34(256) Reinstatement. Any person whose license, certificate or authorization to practice has been suspended may apply to the board for reinstatement in accordance with the terms and conditions of the order of the suspension.

11.34(1) All proceedings for reinstatement will be initiated by the respondent, who will file with the board an application for reinstatement. Such application will be docketed in the original case in which the license, certificate or authorization was suspended. All proceedings upon the application for reinstatement will be subject to the same rules of procedure as other cases before the board.

11.34(2) An application for reinstatement will allege facts that, if established, will be sufficient to enable the board to determine that the basis for the suspension of the respondent's license, certificate or authorization no longer exists and that it will be in the public interest for the license, certificate or authorization to be reinstated. The burden of proof to establish such facts will be on the respondent.

11.34(3) An order denying or granting reinstatement will be based upon a decision that incorporates findings of fact and conclusions of law. The board may grant reinstatement with or without conditions.

[ARC 8810C, IAB 1/22/25, effective 2/26/25]

282—11.35(256) Application denial and appeal. The executive director is authorized by Iowa Code section 256.151 to grant or deny applications for licensure. If the executive director denies an application for a license, certificate, or authorization, the executive director will send to the applicant by regular first-class mail written notice identifying the factual and legal basis for denying the application.

11.35(1) *Mandatory grounds for license denial.* The executive director will deny an application based on the grounds set forth in Iowa Code section 256.146(13).

11.35(2) *Conviction of a crime and founded child abuse.*

a. Disqualifying criminal convictions. The board shall deny an application for licensure pursuant to Iowa Code section 256.146(13), regardless of whether the judgment of conviction or sentence was deferred.

b. Other criminal convictions and founded child abuse. When determining whether a person should be denied licensure based on the conviction of any other crime, including a felony, or a founded report of child abuse, the executive director and the board will consider the following:

- (1) The nature and seriousness of the crime or founded abuse in relation to the position sought;
- (2) The time elapsed since the crime or founded abuse was committed;
- (3) The degree of rehabilitation that has taken place since the crime or founded abuse was committed;
- (4) The likelihood that the person will commit the same crime or abuse again;
- (5) The number of criminal convictions or founded abuses committed; and
- (6) Such additional factors as may in a particular case demonstrate mitigating circumstances or heightened risk to public safety.

11.35(3) *Speech and intellectual freedom protections.* The board may deny a license to or revoke the license of a person upon the board's finding by a preponderance of evidence that the person knowingly and intentionally discriminated against a student in violation of Iowa Code section 261H.2(3) or 279.73.

11.35(4) *Fraudulent applications.* An application will be considered fraudulent pursuant to Iowa Code section 256.146(13) "b"(2) if it contains any false representation of a material fact or any omission of a material fact that should have been disclosed at the time of application for licensure or is submitted with a false or forged diploma, certificate, affidavit, identification, or other document material to the applicant's qualification for licensure or material to any of the grounds for denial set forth in Iowa Code section 256.146(13).

11.35(5) *Appeal procedure.*

a. An applicant who is aggrieved by the denial of an application for licensure and who desires to challenge the decision of the executive director must appeal the decision and request a hearing before the board within 30 calendar days of the date the notice of license denial is mailed. An appeal and request for hearing must be in writing and is deemed made on the date of the United States Postal Service nonmetered postmark or the date of personal service to the board office. The request for hearing will specify the factual or legal errors the applicant contends were made by the executive director, must identify any factual disputes upon which the applicant desires an evidentiary hearing, and may provide additional written information or documents in support of licensure. If a request for hearing is timely made, the executive director will promptly issue a notice of contested case hearing on the grounds asserted by the applicant.

b. The board, in its discretion, may act as presiding officer at the contested case hearing, may hold the hearing before a panel of three board members, or may request that an administrative law judge act as presiding officer. The applicant may request that an administrative law judge act as presiding officer and render a proposed decision pursuant to rule 282—11.8(17A,256). A proposed decision by a panel of board members or an administrative law judge is subject to appeal or review by the board pursuant to rule 282—11.28(17A,256).

c. Hearings concerning licensure denial will be conducted according to the contested case procedural rules in this chapter. Evidence supporting the denial of the license may be presented by an assistant attorney general. While each party will have the burden of establishing the affirmative of matters asserted, the applicant will have the ultimate burden of persuasion as to the applicant's qualification for licensure.

d. On appeal, the board may grant or deny the application for licensure. If the application for licensure is denied, the board will state the reason or reasons for the denial and may state conditions under which the application could be granted, if applicable.

11.35(6) *Judicial review.* Judicial review of a final order of the board denying licensure may be sought in accordance with the provisions of Iowa Code section 17A.19, which are applicable to judicial review of an agency's final decision in a contested case. In order to exhaust administrative remedies, an applicant aggrieved by the executive director's denial of an application for licensure must timely appeal the adverse decision to the board.

[ARC 8810C, IAB 1/22/25, effective 2/26/25]

282—11.36(256) Denial of renewal application. If the executive director denies an application to renew a license, certificate or authorization, a notice of hearing will be issued to commence a contested case proceeding. The executive director may deny a renewal application on the same grounds as those that apply to an application for licensure described in subrules 11.35(1) through 11.35(4).

11.36(1) *Hearing procedure.* Hearings on denial of an application to renew a license will be conducted according to the contested case procedural rules in this chapter. Evidence supporting the denial of the license may be presented by an assistant attorney general.

11.36(2) *Judicial review.* Judicial review of a final order of the board denying renewal of licensure may be sought in accordance with the provisions of Iowa Code section 17A.19, which are applicable to judicial review of an agency's final decision in a contested case.

11.36(3) *Impact of denial of renewal application.* Pursuant to Iowa Code section 17A.18(2), if the licensee has made timely and sufficient application for renewal, an existing license will not expire until the last day for seeking judicial review of the board's final order denying the application or a later date fixed by order of the board or reviewing court.

11.36(4) *Timeliness of renewal application.* Within the meaning of Iowa Code section 17A.18(2), a timely and sufficient renewal application will be:

- a. Received by the board on or before the date the license is set to expire or lapse;
- b. Signed by the licensee and certified as accurate if submitted electronically;
- c. Fully completed; and
- d. Accompanied by the proper fee. The fee will be deemed improper if the amount is incorrect, the fee was not included with the application, or the licensee's check is unsigned or returned for insufficient funds.

[ARC 8810C, IAB 1/22/25, effective 2/26/25]

282—11.37(256) Required reports. Reports are required to be made pursuant to Iowa Code sections 256.146, 256.160, and 279.73.

[ARC 8810C, IAB 1/22/25, effective 2/26/25]

282—11.38(256) Denial of application during a pending professional practices case. The executive director may deny an application for a license, authorization, certificate, or statement of recognition if the applicant is currently under investigation and probable cause has been determined by the board.

[ARC 8810C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapters 17A and 256.

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[Content rescinded by 2026 Iowa Acts, Senate File 2463, section 4—editorially removed in IAC Supplement 7/8/26, effective 7/1/26]

[◇] Two or more ARCs

- ¹ Effective date of 282—Ch 11 delayed 45 days by the Administrative Rules Review Committee at its meeting held March 10, 2000; delay lifted by the Committee at its meeting held April 7, 2000, effective April 8, 2000.
- ¹ Effective date of ARC 8406B delayed until the adjournment of the 2010 Session of the General Assembly by the Administrative Rules Review Committee at its meeting held January 5, 2010.

CHAPTER 12 FEES

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—12.1(256) Issuance fees. The fee for the issuance of a license, certificate, statement of professional recognition, or authorization will be \$85 unless otherwise specified below:

1. A paraeducator certificate will be \$40.
2. A behind-the-wheel authorization will be \$40.
3. The application fee will be waived for applicants who meet the requirements under 282—subrule 13.1(4).

[ARC 8811C, IAB 1/22/25, effective 2/26/25]

282—12.2(256) Renewal fees. The fee for the renewal or extension of a license, certificate, statement of professional recognition, or authorization will be \$85 unless otherwise specified below:

1. The renewal of the paraeducator certificate will be \$40.
2. The renewal of the behind-the-wheel authorization will be \$40.
3. A one-year extension of a coaching authorization will be \$40.
4. A one-year extension of the temporary initial, initial teaching, or initial administrator license will be \$25 if the applicant needs additional time to meet the experience requirement and all standards have been met.
5. The fee for the renewal of a license, certificate, statement of professional recognition, or authorization for practitioners with a master's degree or higher who have ten or more years of experience in education will be \$50.

6. A Class E emergency extension license will be \$150.

[ARC 8811C, IAB 1/22/25, effective 2/26/25]

282—12.3(256) Evaluation and endorsement fees.

1. The evaluation fee for applications from out-of-state or out-of-country institutions will be \$60.
2. The fee for adding an endorsement will be \$50. The fee for a transcript evaluation will be \$60.
3. The fee for adding an area of concentration to a paraeducator certificate will be \$25.

[ARC 8811C, IAB 1/22/25, effective 2/26/25]

282—12.4(256) Duplicate fees. The fee for the printed issuance of a practitioner's license, a certificate, a statement of professional recognition, or an authorization will be \$15.

[ARC 8811C, IAB 1/22/25, effective 2/26/25]

282—12.5(256) Late fees.

12.5(1) An additional fee of \$25 per calendar month, not to exceed \$150, will be imposed if an application is submitted after the date of expiration of a practitioner's license.

12.5(2) An additional fee of \$25 per calendar month, not to exceed \$150, will be imposed if the practitioner holds a valid Iowa license but does not hold an endorsement for the type of service for which the practitioner is employed.

12.5(3) An additional fee of \$100 per calendar month, not to exceed \$500, will be imposed if the practitioner does not hold a valid Iowa license or authorization. The fee will begin to be assessed on the first day of the school year for which the practitioner is employed until the practitioner submits a completed application packet for the appropriate license.

12.5(4) Waivers of late fees will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

[ARC 8811C, IAB 1/22/25, effective 2/26/25]

282—12.6(256) Retention of incomplete applications.

12.6(1) *Timeline for complete application materials to be submitted.* Upon receipt of an incomplete application, the executive director or designee will send a letter of deficiencies to the applicant stipulating

that complete application materials will be submitted to the board office within 45 days of the date the letter is received. If the materials are not received within that timeline, the application process will be closed. If the applicant submits information after the 45-day deadline, the application process requires submission of a complete set of application materials and fees, including late fees if applicable, for practicing with an expired license, without the proper endorsement, or without an Iowa board-issued license.

12.6(2) *Background check.* The background check fee is valid for one year. If a license is not issued within one year of a completed background check, the background check will be considered void.

12.6(3) *Request for additional time.* If the applicant is not able to submit the application materials by the deadline, the applicant may contact the executive director with a request for additional time. The executive director will review the request and provide a written decision either approving or denying the request.

[ARC 8811C, IAB 1/22/25, effective 2/26/25]

282—12.7(256) Fees for processing complaints and conducting hearings.

12.7(1) *Administrator licensure sanction.* If an administrator is a respondent in a complaint for violation of the code of professional conduct and ethics and the final board action results in a sanction, the administrator will be required to pay the fees that were related to processing the complaint and conducting the hearing. Such fees may include a fee for personal service by a sheriff, a fee for legal notice when placed in a newspaper, a fee for transcription service or court reporter fee, and other fees assessed as costs by the board.

12.7(2) *Timeline for payment and board order.* Fees will be submitted to the board office within 45 days from the issuance of the letter outlining the required fees. Payment of fees may be imposed as a board order.

[ARC 8811C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapter 256.

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¹ December 16, 2015, effective date of ARC 2229C [12.1 to 12.6, 12.8] delayed until the adjournment of the 2016 General Assembly by the Administrative Rules Review Committee at its meeting held December 8, 2015.

¹ See SJR 2007 of the 2016 Session of the Eighty-sixth General Assembly regarding nullification of the amendments to 12.1 to 12.6 and 12.8 (ARC 2229C, IAB 11/11/15). Prior language restored IAC Supplement 4/27/16.

CHAPTER 13
TEACHER LICENSES AND ENDORSEMENTS
[Prior to 1/14/09, see Educational Examiners Board[282] Ch 14]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—13.1(256) Teacher licenses.

13.1(1) *Applicants from Iowa institutions.* An applicant will complete a minimum of a baccalaureate degree and all requirements to receive a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed.

13.1(2) *Applicants from non-Iowa institutions.*

a. Original application. An applicant from a non-Iowa institution applying for the applicant's first Iowa teaching license:

(1) Will meet the reciprocity requirements set forth in Iowa Code sections 256.152 and 272C.12. Endorsements will be granted based on comparable Iowa endorsements, and endorsement requirements may be waived in order to grant the most comparable endorsement.

(2) Will not be subject to any pending licensure disciplinary proceedings in any state or country.

b. Holders of an Iowa teaching license who applied under this rule prior to June 16, 2022, may submit a new application if the requirements in this subrule would have been met at the time of their initial application.

13.1(3) *Applicants from foreign institutions.* An applicant for initial licensure whose preparation was completed in a foreign institution will additionally obtain a course-by-course credential evaluation report completed by a board-approved provider showing the completion of a teacher preparation program in lieu of a valid or expired teaching license.

13.1(4) *Military veterans and spouses.*

a. *Definitions.*

"Military service" means honorably serving on federal active duty, state active duty, or national guard duty, as defined in Iowa Code section 29A.1; in the military services of other states, as provided in 10 U.S.C. Section 101(c) (2021); or in the organized reserves of the United States, as provided in 10 U.S.C. Section 10101 (2006).

"Veteran" means an individual who meets the definition of "veteran" in Iowa Code section 35.1(2).

b. *Application fee waived for veterans, spouses, or spouses of active duty military service members applying for a teaching license.* To receive a waiver of the application fee for a teaching license, a veteran will provide a copy of the veteran's DD 214. A spouse will provide a copy of the veteran spouse's DD 214 or current military orders and the couple's marriage license.

c. *Military education, training, and service credit.* An applicant under this rule may apply for credit for verified military education, training, or service toward any experience or educational requirement. The board of educational examiners will promptly determine whether the verified military education, training, or service will satisfy all or any part of the identified experience or educational requirement for licensure.

[ARC 8812C, IAB 1/22/25, effective 2/26/25]

282—13.2(256) Initial license.

13.2(1) *Temporary initial license.* A temporary initial license valid for a minimum of two years with an expiration date of June 30 may be issued to an applicant who meets the requirements set forth in Iowa Code section 256.166 and rule 282—13.1(256).

13.2(2) *Initial license.* An initial license valid for a minimum of two years with an expiration date of June 30 may be issued to an applicant who meets the requirements set forth in rule 282—13.1(256).

[ARC 8812C, IAB 1/22/25, effective 2/26/25]

282—13.3(256) Standard license. A standard license valid for five years may be issued to an applicant who meets the general requirements set forth in rule 282—13.1(256) and Iowa Code section 256.163.

[ARC 8812C, IAB 1/22/25, effective 2/26/25]

282—13.4(256) Master educator license. A master educator license is valid for five years and may be issued to an applicant who:

1. Is the holder of or is eligible for a standard license as set out in rule 282—13.3(256), and
2. Provides verification of five years of successful teaching experience, and
3. Completes a master's degree.

[ARC 8812C, IAB 1/22/25, effective 2/26/25]

282—13.5(256) Teacher intern license.

13.5(1) Authorization. The teacher intern is authorized to teach within qualified endorsement areas approved by the board of educational examiners for teacher internships.

13.5(2) Term. The term of the teacher intern license will be one school year. This license is nonrenewable.

13.5(3) Teacher intern requirements. A teacher intern license and endorsement may be issued to an applicant who has been recommended by an institution with a state-approved intern program.

13.5(4) Teacher intern extension and experience.

a. A one-year extension of the teacher intern license may be issued upon application to an applicant who needs additional time to complete the internship program.

b. Teaching experience completed during the term of the teacher intern license or extension may be used toward the experience requirement for the standard teaching license.

[ARC 8812C, IAB 1/22/25, effective 2/26/25]

282—13.6(256) International teacher exchange program license. A nonrenewable international exchange program license may be issued to an applicant under the following conditions:

1. The applicant has completed a teacher education program in another country.
2. The applicant is a participant in a teacher exchange program administered through the Iowa department of education, the U.S. Department of Education, or the U.S. Department of State.
3. Each exchange license will be limited to the area(s) and level(s) of instruction as determined by an analysis of the application and the credential evaluation report.
4. This license will not exceed one year unless the applicant can verify continued participation in the exchange program.

[ARC 8812C, IAB 1/22/25, effective 2/26/25]

282—13.7(256) Substitute license.

13.7(1) Substitute teacher requirements. A substitute license may be issued to an individual who is eligible to hold a teaching license in Iowa.

13.7(2) Validity. A substitute license is valid for five years and for not more than 90 days of teaching in one assignment during any one school year.

13.7(3) Authorization. The holder of a substitute license may substitute teach in any position in which a regularly licensed teacher is employed except in the driver's education classroom. The holders of temporary initial, initial, standard, master educator, professional administrator, regional exchange, full career and technical education authorization, full native language teaching authorization, full content specialist authorization, professional service license, and permanent professional licenses may substitute on the same basis as the holder of a substitute license while the regular license is in effect. The executive director may grant permission for a substitute to serve outside of a substitute's regular authority or past the day limitation under unique circumstances.

[ARC 8812C, IAB 1/22/25, effective 2/26/25]

282—13.8(256) Permanent professional certificates. Effective October 1, 1988, the permanent professional certificate will no longer be issued. Any permanent professional certificate issued prior to October 1, 1988, will continue in force with the endorsements and approvals appearing thereon unless revoked or suspended for cause. If a permanent professional certificate is revoked and if the holder is able at a later date to overcome or remediate the reasons for the revocation, the holder may apply for the appropriate new class of license set forth in this chapter.

[ARC 8812C, IAB 1/22/25, effective 2/26/25]

282—13.9(256) Requirements for preschool and elementary endorsements.**13.9(1) Teacher—prekindergarten-kindergarten.**

a. Authorization. The holder of this endorsement is authorized to teach at the prekindergarten-kindergarten level. Applicants for this endorsement will also hold the teacher—elementary classroom endorsement set forth in this rule or the early childhood special education endorsement set forth in 282—subrule 14.1(1).

b. Content. A minimum of 18 semester hours to include the following:

(1) Child development and learning to include young children's characteristics and needs, with an emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical; the multiple interacting influences on early development; and the creation of environments that are healthy, respectful, supportive, and challenging for each and every child.

(2) Building family and community relationships to include understanding that successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies; that these partnerships have complex and diverse characteristics; and that all families should be involved in their children's development and learning.

(3) Assessment in early childhood to include child observation, documentation, and data collection; the development of appropriate goals; the benefits and uses of assessment for curriculum and instructional strategies; the use of technology when appropriate for assessment and adaptations; and building assessment partnerships with families to positively influence the development of each child.

(4) Developmentally effective approaches to include understanding how positive relationships and supportive interactions are the foundation of working with young children and families; knowing and understanding a wide array of developmentally appropriate approaches, including play and creativity, instructional strategies, and tools to connect with children and families; and reflecting on the teacher's own practice to promote positive outcomes for each child.

(5) Content knowledge to build a meaningful curriculum through the use of academic disciplines, including language and literacy, the arts (music, drama, dance, and visual arts), mathematics, science, social studies, physical activity, and health, for designing, implementing, and evaluating inquiry-based experiences that promote positive development and learning for each child.

(6) Collaboration and professionalism to include involvement in the early childhood field, knowledge about ethical and early childhood professional standards, engagement in continuous collaborative learning to inform practice, reflective and critical perspectives on early childhood education, and informed advocacy for young children and the profession.

(7) Field experiences and opportunities to observe and practice in a variety of early childhood settings, which include, at a minimum, 40 hours of observation and practice in a variety of preschool settings such as urban, rural, socioeconomic status, cultural diversity, program types, and program sponsorship.

(8) Historical, philosophical, and social foundations of early childhood education.

(9) Student teaching in a prekindergarten setting.

13.9(2) Teacher—kindergarten through grade six. The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

a. Growth and development. Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children unless completed as part of the professional education core.

b. Content. At least nine semester hours in literacy development, which will include:

(1) Content:

1. Oral and written communication development; and linguistics, including phonology and phonological awareness, sound-symbol association, syllable types, morphology, syntax and semantics, and the relationship of these components to typical and atypical reading development and reading instruction;

2. Phonemic awareness;

3. Word identification, including phonics and orthography;

4. Fluency;

5. Vocabulary;

6. Comprehension;

7. Writing mechanics;
 8. Writing conventions;
 9. Writing process;
 10. Children's literature.
- (2) Methods:
1. Assessment, diagnosis and evaluation of student learning in literacy, including the knowledge of the signs and symptoms of dyslexia and other reading difficulties;
 2. Integration of the language arts (to include reading, writing, speaking, viewing, and listening);
 3. Integration of technology in teaching and student learning in literacy;
 4. Current best-practice, research-based strategies and instructional technology for designing and delivering effective instruction, including appropriate interventions, groupings, remediation, assistive technology, and classroom accommodations for all students including students with dyslexia and other difficulties;
 5. Classroom management as it applies to literacy methods;
 6. Pre-student teaching clinical experience in teaching literacy.
- c. At least nine semester hours in mathematics, which will include:
- (1) Content:
1. Numbers and operations;
 2. Algebra/number patterns;
 3. Geometry;
 4. Measurement;
 5. Data analysis/probability.
- (2) Methods:
1. Assessment, diagnosis and evaluation of student learning in mathematics;
 2. Current best-practice, research-based instructional methods in mathematical processes (to include problem-solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representations; and the application of content to real-world experiences);
 3. Integration of technology in teaching and student learning in mathematics;
 4. Classroom management as it applies to mathematics methods;
 5. Pre-student teaching clinical experience in teaching mathematics.
- d. At least nine semester hours in social sciences, which will include:
- (1) Content:
1. History;
 2. Geography;
 3. Political science/civic literacy;
 4. Economics;
 5. Behavioral sciences.
- (2) Methods:
1. Current best-practice, research-based approaches to the teaching and learning of social sciences;
 2. Integration of technology in teaching and student learning in social sciences;
 3. Classroom management as it applies to social science methods.
- e. At least nine semester hours in science, which will include:
- (1) Content:
1. Physical science;
 2. Earth/space science;
 3. Life science.
- (2) Methods:
1. Current best-practice, research-based methods of inquiry-based teaching and learning of science;
 2. Integration of technology in teaching and student learning in science;
 3. Classroom management as it applies to science methods.
- f. At least three semester hours to include all of the following:

- (1) Methods of teaching elementary physical education, health, and wellness;
- (2) Methods of teaching visual arts for the elementary classroom;
- (3) Methods of teaching performance arts for the elementary classroom.
- g. Pre-student teaching field experience in at least two different grade levels to include one primary and one intermediate placement.
- h. A field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.
- i. Student teaching in an elementary general education classroom.

[ARC 8812C, IAB 1/22/25, effective 2/26/25]

282—13.10(256) Requirements for content area endorsements. Content methods courses that cover the specific endorsement area and grade levels are required in addition to the content coursework listed below.

13.10(1) Agriculture. 5-12. Completion of 24 semester credit hours in agriculture and agriculture education to include:

- a. Foundations of vocational and career education.
- b. Planning and implementing courses and curriculum.
- c. Methods and techniques of instruction to include evaluation of programs and students.
- d. Coordination of cooperative education programs.
- e. Coursework in each of the following areas and at least three semester credit hours in five of the following areas:
 - (1) Agribusiness systems.
 - (2) Power, structural, and technical systems.
 - (3) Plant systems.
 - (4) Animal systems.
 - (5) Natural resources systems.
 - (6) Environmental service systems.
 - (7) Food products and processing systems.

13.10(2) American Sign Language. K-12. Completion of 18 semester hours of coursework in American Sign Language to include second-language acquisition, sociology of the deaf and hard-of-hearing community, linguistic structure of American Sign Language, language teaching methodology specific to American Sign Language, teaching the culture of deaf and hard-of-hearing people, and assessment of students in an American Sign Language program.

13.10(3) Art. K-8 and 5-12. Completion of 24 semester hours in art to include coursework in art history, studio art, and two- and three-dimensional art.

13.10(4) Athletic coach. K-12. An applicant for the coaching endorsement will hold a teaching license with a teaching endorsement and complete the following requirements:

- a. One semester hour in the structure and function of the human body in relation to physical activity, and
- b. One semester hour in human growth and development of children and youth as related to physical activity, and
- c. Two semester hours in athletic conditioning, care and prevention of injuries and first aid as related to physical activity, and
- d. One semester hour in the theory of coaching interscholastic athletics, and
- e. Concussion training approved by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union, and
- f. A current certificate of CPR training from an approved provider.

13.10(5) Business—all. 5-12. Completion of 30 semester hours in business to include 6 semester hours in accounting; 3 semester hours in business law to include contract law; 3 semester hours in computer and technical applications in business; 6 semester hours in marketing to include consumer studies; 3 semester hours in management; 6 semester hours in economics; 3 semester hours in business communications to include formatting, language usage, and oral presentation; and coursework in entrepreneurship and financial literacy.

13.10(6) Computer science. K-8 and 5-12. Applicants will hold a valid Iowa teaching license with at least one additional teaching endorsement.

a. Content. A minimum of 12 semester hours of computer science to include coursework in the following:

(1) Data representation and abstraction to include primitive data types, static and dynamic data structures, and data types and stores.

(2) Designing, developing, testing and refining algorithms to include proficiency in two or more programming paradigms.

(3) Systems and networks to include operating systems, networks, mobile devices, and machine-level data representation.

b. Methods course. A computer science methods course to include the following:

(1) Curriculum development including recognizing and defining real-world computational problems; computing concepts and constructs; developing and using abstractions; creating, testing, and refining computational artifacts; and problem-solving strategies in computer science.

(2) Project-based methodologies that support active and authentic learning, fostering an inclusive computing culture, collaborative groupings, and opportunities for creative and innovative thinking.

(3) Communication about computing including multiple forms of media.

(4) Digital citizenship including the social, legal, ethical, safe and effective use of computer hardware, software, peripherals, and networks.

c. Computer science specialist. If the coursework requirements in this rule are met and the applicant achieves a minimum of 24 semester hours of computer science content, a computer science specialist endorsement will be granted and the additional teaching endorsement will not be required.

13.10(7) Career and technical education (CTE) information technology. 5-12. Applicants will hold a valid Iowa teaching license with at least one other teaching endorsement.

a. Content. Applicants will meet the coursework requirements for a computer science endorsement.

b. CTE methods.

(1) A minimum of six semester hours of career and technical curriculum and methods to include:

1. Foundations of career and technical education.

2. Methods of career and technical education.

3. Evaluation and assessment of career and technical programs.

(2) The CTE methods coursework is not required if the educator holds another career and technical endorsement.

13.10(8) Driver education. 5-12. Completion of nine semester hours in driver education to include coursework in accident prevention that includes drug and alcohol abuse, vehicle safety, and behind-the-wheel driving.

13.10(9) Engineering. 5-12.

a. Completion of 24 semester hours in engineering coursework.

b. Methods and strategies of STEM instruction or methods of teaching science or mathematics.

13.10(10) English/language arts.

a. K-8. Completion of 24 semester hours in English and language arts to include coursework in oral communication, written communication, language development, literacy, children's literature, creative drama or oral interpretation of literature, and American literature.

b. 5-12. Completion of 24 semester hours in English to include coursework in oral communication, written communication, language development, literacy, American literature, world literature, and adolescent literature.

c. 5-12 English language arts—all. Completion of 40 semester hours in English to include coursework in oral communication, written communication, language development, literacy, American literature, world literature, adolescent literature, creative voice, argumentation and debate, journalism, and mass media production.

d. 5-12 journalism. Completion of 15 semester hours in journalism to include coursework in writing, editing, production and visual communications.

e. K-8 speech communication/theater. Completion of 20 semester hours in speech communication/theatre to include coursework in speech communication, creative drama or theatre, and oral interpretation.

f. 5-12 speech communication/theater. Completion of 24 semester hours in speech communication/theatre to include coursework in speech communication, oral interpretation, creative drama or theatre, argumentation and debate, and mass media communication.

13.10(11) English language learning (ELL). K-12.

a. Authorization. The holder of this endorsement is authorized to teach English language learning in kindergarten and grades 1 through 12.

b. Content. Completion of 18 semester hours of coursework in English language learning to include the following:

- (1) Knowledge of pedagogy to include the following:
 1. Methods and curriculum to include the following:
 - Bilingual and ELL methods.
 - Literacy in native and second language.
 - Methods for subject matter content.
 - Adaptation and modification of curriculum.
 2. Assessment to include language proficiency and academic content.
- (2) Knowledge of linguistics to include the following:
 1. Psycholinguistics and sociolinguistics.
 2. Language acquisition and proficiency to include the following:
 - Knowledge of first and second language proficiency.
 - Knowledge of first and second language acquisition.
 - Language to include structure and grammar of English.
- (3) Knowledge of cultural and linguistic diversity to include the following:
 1. History.
 2. Theory, models, and research.
 3. Policy and legislation.
- (4) Current issues with transient populations.

13.10(12) Family and consumer sciences—general. 5-12. Completion of 24 semester hours in family and consumer sciences to include coursework in lifespan development, parenting and child development education, family studies, consumer resource management, textiles or apparel design and merchandising, housing, foods and nutrition, and foundations of career and technical education as related to family and consumer sciences.

13.10(13) Health. K-8 and 5-12. Completion of 24 semester hours, or 18 semester hours if the applicant holds a physical education or family and consumer science endorsement, in health to include coursework in public or community health, personal wellness, substance abuse, family life education, mental/emotional health, and human nutrition. A current certificate of CPR training is required in addition to the coursework requirements.

13.10(14) Industrial technology. 5-12. Completion of 24 semester hours in industrial technology to include coursework in manufacturing, construction, energy and power, graphic communications and transportation. Coursework is required in each area including at least 6 semester hours in three different areas.

13.10(15) Librarian—school teacher. K-8, 5-12, or PK-12.

a. Content. Completion of 24 semester hours in school library coursework to include the following:

(1) Literacy and reading. This requirement includes the following competencies at the elementary level for K-8 and secondary level for 5-12:

1. Practitioners collaborate with other teachers to integrate developmentally appropriate literature in multiple formats to support literacy for youth.
2. Practitioners demonstrate knowledge of resources and strategies to foster leisure reading and model personal enjoyment of reading, based on familiarity with selection tools and current trends in literature for youth.

3. Practitioners understand how to develop a collection of reading and informational materials in print and digital formats that supports the diverse developmental, cultural, social and linguistic needs of all learners and their communities.

4. Practitioners model and teach reading comprehension strategies to create meaning from text for youth.

(2) Information and knowledge. This requirement includes the following competencies:

1. Practitioners teach multiple strategies to locate, analyze, evaluate, and ethically use information in the context of inquiry-based learning.

2. Practitioners advocate for flexible and open access to library resources, both physical and virtual.

3. Practitioners uphold and promote the legal and ethical codes of their profession, including privacy, confidentiality, freedom and equity of access to information.

4. Practitioners use skills and knowledge to assess reference sources, services, and tools in order to mediate between information needs and resources to assist learners in determining what they need.

5. Practitioners model and facilitate authentic learning with current and emerging digital tools for locating, analyzing, evaluating and ethically using information resources to support research, learning, creating, and communicating in a digital society.

6. Practitioners demonstrate knowledge of creative and innovative uses of technologies to engage students and facilitate higher-level thinking.

7. Practitioners develop an articulated information literacy curriculum grounded in research related to the information search process.

8. Practitioners understand the process of collecting, interpreting, and using data to develop new knowledge to improve the school library program.

9. Practitioners employ the methods of research in library and information science.

(3) Program administration and leadership. This requirement includes the following competencies:

1. Practitioners evaluate and select print, nonprint, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of the educational community.

2. Practitioners demonstrate knowledge necessary to organize the library collections according to current standard library cataloging and classification principles.

3. Practitioners develop policies and procedures to support ethical use of information, intellectual freedom, selection and reconsideration of library materials, and the privacy of users of all ages.

4. Practitioners develop strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

5. Practitioners demonstrate knowledge of best practices related to planning, budgeting (including alternative funding), organizing, and evaluating human and information resources and facilities to ensure equitable access.

6. Practitioners understand strategic planning to ensure that the school library program addresses the needs of diverse communities.

7. Practitioners advocate for school library and information programs, resources, and services among stakeholders.

8. Practitioners promote initiatives and partnerships to further the mission and goals of the school library program.

(4) Practicum. This requirement includes the following competencies at the elementary level for K-8 and secondary level for 5-12:

1. Practitioners apply knowledge of learning styles, stages of human growth and development, and cultural influences of learning at the elementary or secondary levels.

2. Practitioners implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning in a digital environment at the elementary or secondary levels.

3. Practitioners understand the teacher librarian role in curriculum development and the school improvement process at the elementary or secondary levels.

4. Practitioners collaborate to integrate information literacy and emerging technologies into content area curricula.

13.10(16) *Literacy—reading.* K-8 and 5-12. Completion of 24 semester hours in reading to include all of the following requirements:

a. Foundations of reading. This requirement includes the following competencies:

(1) The practitioner demonstrates knowledge of the psychological, sociocultural, motivational, and linguistic foundations of reading and writing processes and instruction.

(2) The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including the analysis of scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice and also definitions of reading difficulties including but not limited to dyslexia.

(3) The practitioner demonstrates knowledge of the major components of reading, such as comprehension, vocabulary, word identification, fluency, phonics, and phonemic awareness, and effectively integrates curricular standards with student interests, motivation, and background knowledge.

b. Reading curriculum and instruction. This requirement includes the following competencies:

(1) The practitioner demonstrates knowledge of designing and implementing an integrated, comprehensive, and balanced curriculum that addresses the major components of reading and contains a wide range of texts, including but not limited to narrative, expository, and poetry, and including traditional print, digital, and online resources.

(2) The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction, including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties.

(3) The practitioner demonstrates knowledge of grouping students, selecting materials appropriate for learners with diverse abilities at various stages of reading and writing development, differentiating instruction to meet the unique needs of all learners, including students with dyslexia, offering sufficient opportunities for students to practice reading skills, and providing frequent and specific instructional feedback to guide students' learning.

(4) The practitioner demonstrates knowledge of designing instruction to meet the needs of diverse populations, including populations in urban, suburban, and rural settings, as well as for students from various cultural and linguistic backgrounds.

(5) The practitioner demonstrates knowledge of creating a literate physical environment that is low risk, supports students as agents of their own learning, and supports a positive socio-emotional impact for students to identify as readers.

c. Reading assessment, diagnosis and evaluation. This requirement includes the following competencies:

(1) The practitioner understands types of reading and writing assessments and their purposes, strengths, and limitations.

(2) The practitioner demonstrates knowledge of selecting and developing appropriate assessment instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification, screening, and diagnosis of all students' reading proficiencies and needs including knowledge of the signs and symptoms of dyslexia and other reading difficulties.

(3) The practitioner demonstrates knowledge of assessment data analysis to inform, plan, measure, progress monitor, and revise instruction for all students and to communicate the outcomes of ongoing assessments to all stakeholders.

(4) The practitioner demonstrates awareness of policies and procedures related to special programs, including Title I.

d. Reading in the content areas. This requirement includes the following competencies:

(1) The practitioner demonstrates knowledge of morphology and the etymology of words, along with text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.

(2) The practitioner demonstrates an understanding of reading theory, reading knowledge, and a variety of research-based strategies and approaches to provide effective literacy instruction into content areas.

(3) The practitioner demonstrates knowledge of integrating literacy instruction into content areas for 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, students who have limited English language proficiency, and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B.

e. Language development. This requirement includes the following competency: The practitioner uses knowledge of oral language development, linguistics including phonology and phonological awareness, sound-symbol association, syllable types, morphology, syntax and semantics and the relationship of these components to typical and atypical reading development and reading instruction, cognitive academic language development, oral and written language proficiency (including second language development), acquisition of reading skills, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

f. Oral communication instruction. This requirement includes the following competencies:

(1) The practitioner has knowledge of the unique needs and backgrounds of students with language differences and delays.

(2) The practitioner uses effective strategies for facilitating the learning of language for academic purposes by all learners.

g. Written communication instruction. This requirement includes the following competency: The practitioner uses knowledge of reading-writing-speaking connections; the writing process to include structures of language and grammar; the stages of spelling development; the different types of writing, such as narrative, expressive, persuasive, informational, and descriptive; and the connections between oral and written language development to effectively teach writing as communication.

h. Children's fiction and nonfiction (K-8 only) or adolescent or young adult fiction and nonfiction (5-12 only). This requirement includes the following competency: The practitioner uses knowledge of children's literature (K-8) or adolescent or young adult literature (5-12) for:

(1) Modeling the reading and writing of varied genres, including fiction and nonfiction; technology- and media-based information; and nonprint materials;

(2) Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and

(3) Matching text complexities to the proficiencies and needs of readers.

i. Practicum. This requirement includes the following competencies:

(1) The practitioner works with appropriately licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing.

(2) The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development.

13.10(17) Literacy—reading specialist. K-12. The applicant will have met the requirements for the standard license and a K-8 or 5-12 reading endorsement and will present evidence of at least three years of experience that included the teaching of reading as a significant part of the responsibility.

a. Authorization. The holder of this endorsement is authorized to serve as a reading specialist in kindergarten and grades 1 through 12.

b. Program requirements. Degree—master's.

c. Content. Completion of a sequence of courses and experiences, which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 24 semester hours to include the following:

(1) Foundations of reading. The reading specialist will understand the historical, theoretical, and evidence-based foundations of reading and writing processes and instruction and will be able to interpret

these findings to model exemplary instructional methods for students with typical and atypical literacy development and effectively develop and lead professional development.

(2) Curriculum and instruction. The reading specialist will use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing including the following:

1. Work collaboratively with teachers to develop a literacy curriculum that has vertical and horizontal alignment K-12 and that uses instructional approaches supported by literature and research for the following areas: print, phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, critical thinking, and motivation.

2. Support classroom teachers to implement and adapt in-depth instructional approaches, including but not limited to approaches to improve decoding, comprehension, and information retention, to meet the language-proficiency needs of English language learners and the needs of students with reading difficulties or reading disabilities, including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties within or outside the regular classroom.

3. Demonstrate a knowledge of a wide variety of quality traditional print, digital, and online resources and support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.

4. Provide support for curriculum and instruction through modeling, coteaching, observing, planning, reviewing literacy data, and providing resources.

(3) Assessment, diagnosis, and evaluation. The reading specialist will use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction including the following:

1. Demonstrate an understanding of the literature and research related to assessments and their purposes, including the strengths and limitations of assessments, and assessment tools for screening, diagnosis, progress monitoring, and measuring outcomes; demonstrate an understanding of the signs and symptoms of reading difficulties including but not limited to dyslexia; and also demonstrate an understanding of district and state assessments, proficiency standards and student benchmarks.

2. Select, administer, and interpret assessments for specific purposes, including collaboration with teachers in the analysis of data, and leading schoolwide or districtwide scale analyses to select assessment tools that provide a systemic framework for assessing reading, writing, and language growth of all students, including those with reading difficulties and reading disabilities including but not limited to students with dyslexia and English language learners.

3. Use assessment information to plan and evaluate instruction, including multiple data sources for analysis and instructional planning, for examining the effectiveness of specific intervention practices and students' responses to interventions including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties, and to plan professional development initiatives.

4. Communicate assessment results and implications to a variety of audiences.

(4) Administration and supervision of reading programs. The reading specialist will:

1. Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

2. Demonstrate the practical application of literacy leadership including planning, developing, supervising, and evaluating literacy programs at all levels.

3. Demonstrate knowledge of supervising an overall reading program, including but not limited to staffing; budgetary practices; planning, preparing, and selecting materials; subsystems; special provisions; and evaluating teacher performance.

4. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs to effectively implement literacy instruction.

5. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

6. Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members, and advocate for change when necessary to promote effective literacy instruction.

(5) Educational research, measurement and evaluation. The reading specialist will effectively utilize existing research and learn to conduct new research to continuously improve the design and implementation of a comprehensive reading system.

(6) Psychology of language and reading. The reading specialist will understand the highly complex processes by which children learn to speak, read, and write, including language acquisition, linguistics including phonology and phonological awareness, sound-symbol association, syllable types, morphology, syntax and semantics and the relationship of these components to typical and atypical reading development and reading instruction, ranges of individual differences, reading difficulties and reading disabilities, including but not limited to dyslexia, and the importance of the role of diversity in learning to read and write.

(7) Practicum in reading leadership. The reading specialist will participate in elementary and secondary practicum experiences with licensed teachers who are serving in leadership roles in the area of reading.

13.10(18) Literacy—dyslexia specialist. K-12. The applicant will have met the requirements for the standard license and have completed at least three years of postbaccalaureate teaching experience in a K-12 setting. Applicants who have achieved dyslexia certification in another state may apply for a certification review through the Iowa department of education.

a. Authorization. The holder of this endorsement is authorized to serve as a dyslexia specialist in kindergarten and grades 1 through 12.

b. Content. Completion of 18 semester hours in dyslexia strategies to include the following:

(1) Knowledge of dyslexia. The dyslexia specialist will have knowledge of dyslexia and:

1. Understand the tenets of the International Dyslexia Association's definition of dyslexia, including the neurobiological nature and cognitive-linguistic correlates.

2. Identify distinguishing characteristics of dyslexia and commonly co-occurring disorders, including dysgraphia, dyscalculia, attention deficit hyperactivity disorder, expressive language disorders, receptive language disorders, and others.

3. Recognize that dyslexia may present differently along a continuum of severity and impact depending upon age, grade, and compensatory factors.

4. Understand federal and state laws that pertain to dyslexia, including use of the word "dyslexia" within school settings and documentation.

5. Understand common misconceptions regarding characteristics of and interventions for dyslexia.

(2) Psychology of language and reading. The dyslexia specialist will understand the highly complex processes by which children learn to speak, read, and write, including language acquisition, linguistics, and the structure of written language, including phonological processing, phonics, orthography, morphology, syntax, and semantics, as well as the relationship of these components to typical and atypical reading and writing development and instruction for students with dyslexia.

(3) Curriculum and instruction. The dyslexia specialist will use appropriate instructional approaches and materials including preparation in more than one curriculum as well as integrated, comprehensive, explicit, and systematic literacy instruction to support student learning in reading and writing, including the following:

1. Instruction utilizing multisensory and multimodal strategies (visual, auditory, kinesthetic, and tactile), systematic and cumulative instruction, direct instruction, diagnostic and prescriptive teaching, as well as synthetic and analytic instruction.

2. Instructional approaches supported by the science of reading for the following areas: phonological processing, phonics, fluency, comprehension, vocabulary, spelling, and writing.

3. Creation of a dyslexia-friendly learning environment (within or outside the regular classroom) utilizing evidence-based accommodations and modifications to meet the needs of students with dyslexia, including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia.

4. Use of data to determine effectiveness of the instruction and curriculum along with student responsiveness to it.

(4) Assessment, diagnosis, and evaluation. The dyslexia specialist will be confident using a variety of formal assessment tools and practices to evaluate students' reading and writing abilities in a variety of domains. The dyslexia specialist will:

1. Demonstrate an understanding of the literature and research related to assessments and their purposes (including the strengths and limitations of assessments) and assessment tools for screening, diagnosis, progress monitoring, and measuring outcomes.

2. Demonstrate an understanding of the signs and symptoms of reading difficulties, including but not limited to dyslexia, and also demonstrate an understanding of norms and student benchmarks.

3. Select, administer, and interpret assessments for specific purposes, including screening students at risk for dyslexia and identifying students who display a profile of dyslexia, and:

- Understand the features of standardized norm-referenced assessments.
- Understand the importance of selecting reliable and valid assessments to evaluate typical and atypical reading development.
- Interpret various scores derived from standardized norm-referenced and criterion-referenced assessments.

4. Use assessment information to plan and evaluate instruction, including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties. This will include the use of multiple data sources for analysis, instructional planning, examining the effectiveness of specific intervention practices, and examining students' responses to interventions.

5. Communicate assessment results and implications to a variety of audiences, including staff, parents, and students.

6. Understand appropriate IEP goals and Section 504 plans for students who display characteristics of dyslexia.

(5) Practicum in dyslexia. The dyslexia specialist will participate in elementary and secondary practicum experiences with instructors who have experience with and are currently serving students who display characteristics of dyslexia. The practicum will include:

1. Supervised administration of norm-referenced literacy assessments.
2. Practice composing a report of literacy assessment results that will include interpretation of the results and instructional recommendations.

3. Supervised delivery of systematic, explicit, and multisensory intervention for students with characteristics of dyslexia.

4. Practice composing a report of students' response to intervention.

13.10(19) Mathematics.

- a. K-8. Completion of 24 semester hours in mathematics to include coursework in algebra, geometry, number theory, measurement, computer programming, and probability and statistics.

- b. 5-12.

- (1) Completion of 24 semester hours in mathematics to include a linear algebra or an abstract (modern) algebra course, a geometry course, a two-course sequence in calculus, a computer programming course, a probability and statistics course, and coursework in discrete mathematics.

- (2) For holders of the 5-12 physics or 5-12 all science endorsement, completion of 17 semester hours in mathematics to include a geometry course, a two-course sequence in calculus, a probability and statistics course, and coursework in discrete mathematics.

- c. 5-8 algebra for high school credit. Hold a K-8 mathematics, middle school mathematics, K-8 STEM, or 5-8 STEM endorsement and complete a course titled college algebra or a higher algebra course.

- d. 5-12 mathematics—basic. Completion of 24 semester hours in mathematics, which will minimally include a course titled college algebra or a higher algebra course, a geometry course, a computer programming course, and a probability and statistics course.

13.10(20) Middle school language arts, mathematics, science, social studies.

- a. Middle school pedagogy. A minimum of nine semester hours in the following:

- (1) Coursework in the growth and development of the middle school age child.
- (2) Coursework in middle school design, curriculum, instruction, and assessment.
- (3) Coursework in middle school literacy strategies including incorporating literacy in the curriculum.
- b. *Concentration areas.* Two or more of the following concentration areas are required:
 - (1) For 5-8 language arts, 12 semester hours in language arts to include coursework in composition, language usage, speech, young adult literature, and literature across cultures.
 - (2) For 5-8 mathematics, 12 semester hours in mathematics to include coursework in algebra.
 - (3) For 5-8 science, 12 semester hours in science to include coursework in life science, earth science, and physical science.
 - (4) For 5-8 social studies, 12 semester hours to include coursework in United States history, world history, government and geography.

13.10(21) *Multioccupations.* 5-12. Completion of any 5-12 endorsement and coursework in foundations of career and technical education and coordination of cooperative programs. Holders of the career and technical authorization are eligible to apply to add this endorsement.

13.10(22) *Music.* K-8 and 5-12. Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history (at least two courses), applied music, a methods course in each of the following: general, choral, and instrumental music, and for the 5-12 endorsement only, coursework in conducting.

13.10(23) *Physical education.*

a. *K-8.* Completion of 24 semester hours in physical education to include coursework in human anatomy, human physiology, movement education, adaptive physical education, personal wellness, human growth and development of children related to physical education, and first aid and emergency care. A current certificate of CPR training is required in addition to the coursework requirements.

b. *5-12.* Completion of 24 semester hours in physical education to include coursework in human anatomy, kinesiology, human physiology, human growth and development related to maturational and motor learning, adaptive physical education, curriculum and administration of physical education, personal wellness, and first aid and emergency care. A current certificate of CPR training is required in addition to the coursework requirements.

13.10(24) *Professional school counselor.* K-8 and 5-12.

a. *Program requirements.* Master's degree from an accredited institution of higher education.

b. *Content.* Completion of a sequence of courses and experiences that may have been a part of, or in addition to, the degree requirements to include the following:

- (1) Nature and needs of individuals at all developmental levels.
 1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adulthood.
 2. Apply knowledge of learning and personality development to assist students in developing their full potential.
- (2) Social and cultural foundations.
 1. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
 2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.
 3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.
- (3) Fostering of relationships.
 1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.
 2. Communicate effectively with parents, colleagues, students and administrators.
 3. Counsel students in the areas of personal, social, academic, and career development.
 4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.
 5. Implement developmentally appropriate counseling interventions with children and adolescents.

6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.
7. Refer students for specialized help when appropriate.
8. Value the well-being of the students as paramount in the counseling relationship.
- (4) Group work.
 1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
 2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.
- (5) Career development, education, and postsecondary planning.
 1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
 2. Apply knowledge of career assessment and career choice programs.
 3. Implement occupational and educational placement, follow-up and evaluation.
 4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.
- (6) Assessment and evaluation.
 1. Demonstrate individual and group approaches to assessment and evaluation.
 2. Demonstrate an understanding of the proper administration and uses of standardized tests.
 3. Apply knowledge of test administration, scoring, and measurement concerns.
 4. Apply evaluation procedures for monitoring student achievement.
 5. Apply assessment information in program design and program modifications to address students' needs.
6. Apply knowledge of legal and ethical issues related to assessment and student records.
- (7) Professional orientation.
 1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
 2. Maintain a high level of professional knowledge and skills.
 3. Apply knowledge of professional and ethical standards to the practice of school counseling.
 4. Articulate the professional school counselor role to school personnel, parents, community, and students.
- (8) School counseling skills.
 1. Design, implement, and evaluate a comprehensive, developmental school counseling program.
 2. Implement and evaluate specific strategies designed to meet program goals and objectives.
 3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
 4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
 5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.
 6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.
 7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.
 8. Assist in the process of identifying and addressing the needs of the exceptional student.
 9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.
 10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
 11. Promote use of school counseling and educational and career planning activities and programs involving the total school community to provide a positive school climate.
- (9) Classroom management.

1. Apply effective classroom management strategies as demonstrated in delivery of classroom and large group school counseling curriculum.

2. Consult with teachers and parents about effective classroom management and behavior management strategies.

(10) Curriculum.

1. Write classroom lessons including objectives, learning activities, and discussion questions.

2. Utilize various methods of evaluating what students have learned in classroom lessons.

3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age-appropriate classroom management strategies.

4. Design a classroom unit of developmentally appropriate learning experiences.

5. Demonstrate knowledge in writing standards and benchmarks for curriculum.

(11) Learning theory.

1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.

2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.

3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.

(12) Teaching and counseling practicum. The candidate will complete a preservice supervised practicum of a minimum of 100 hours, and at least 40 of these hours will be direct service. Candidates will complete a supervised internship for a minimum of 600 hours, and at least 240 of these hours will be direct service. For candidates seeking both the K-8 and 5-12 professional school counselor endorsements, a minimum of 100 hours of the practicum or internship experiences listed above will be completed at each of the desired endorsement levels.

13.10(25) Science.

- a. *Science—basic.* K-8. Completion of at least 24 semester hours in science to include 12 hours in physical sciences, 6 hours in biology, and 6 hours in earth/space sciences.

- b. *Biological science.* 5-12. Completion of 24 semester hours in biological science or 30 semester hours in the broad area of science to include 15 semester hours in biological science.

- c. *Chemistry.* 5-12. Completion of 24 semester hours in chemistry or 30 semester hours in the broad area of science to include 15 semester hours in chemistry.

- d. *Earth science.* 5-12. Completion of 24 semester hours in earth science or 30 semester hours in the broad area of science to include 15 semester hours in earth science.

- e. *Physics.*

- (1) 5-12. Completion of 24 semester hours in physics or 30 semester hours in the broad area of science to include 15 semester hours in physics.

- (2) For holders of the mathematics 5-12 endorsement, completion of:

1. 12 credits of physics to include coursework in mechanics, electricity, and magnetism; and

2. A methods class that includes inquiry-based instruction, resource management, and laboratory safety.

- (3) For holders of the chemistry 5-12 endorsement, completion of 12 credits of physics to include coursework in mechanics, electricity, and magnetism.

- f. *Basic science.* 5-12. Completion of 24 semester hours of credit in science to include 6 semester hours in earth and space science, 6 semester hours in life science/biological science, 6 semester hours in physics/physical science, and 6 semester hours of credit in chemistry.

- g. *All science.* 5-12. Completion of 36 semester hours in science to include 9 semester hours in earth and space science, 9 semester hours in life science/biological science, 9 semester hours in physics/physical science, and 9 semester hours of credit in chemistry.

13.10(26) STEM. K-8 and 5-8. For 5-8 STEM, be the holder of a 5-12 science, mathematics, or industrial technology endorsement or 5-8 middle school mathematics or science endorsement.

a. Content.

1. Completion of 12 semester hours of college-level science.
2. Completion of 12 semester hours of college-level math (or the completion of Calculus I) to include coursework in computer programming.
3. Completion of a minimum of three semester hours of coursework in content or pedagogy of engineering and technological design that includes engineering design processes or programming logic and problem-solving models and that may be met through either of the following:
 - Engineering and technological design courses for education majors;
 - Technology or engineering content coursework.
4. Completion of a minimum of six semester hours of required coursework in STEM curriculum and methods to include the following essential concepts and skills:
 - Comparing and contrasting the nature and goals of each of the STEM disciplines;
 - Promoting learning through purposeful, authentic, real-world connections;
 - Integration of content and context of each of the STEM disciplines;
 - Interdisciplinary/transdisciplinary approaches to teaching (including but not limited to problem-based learning and project-based learning);
 - Curriculum and standards mapping;
 - Engaging subject-matter experts (including but not limited to colleagues, parents, higher education faculty/students, business partners, and informal education agencies) in STEM experiences in and out of the classroom;
 - Assessment of integrative learning approaches;
 - Information literacy skills in STEM;
 - Processes of science and scientific inquiry;
 - Mathematical problem-solving models;
 - Communicating to a variety of audiences;
 - Classroom management in project-based classrooms;
 - Instructional strategies for the inclusive classroom;
 - Computational thinking;
 - Mathematical and technological modeling.
5. Completion of a STEM field experience of a minimum of 30 contact hours that may be met through the following:
 - Completing a STEM research experience;
 - Participating in a STEM internship at a STEM business or informal education organization; or
 - Leading a STEM extracurricular activity.

b. STEM specialist K-12.

(1) Authorization. The holder of this endorsement is authorized to serve as a STEM specialist in kindergarten and grades 1 through 12.

(2) Program requirements.

1. The applicant will have met the requirements for a standard Iowa teaching license and a teaching endorsement in mathematics, science, engineering, industrial technology, or agriculture.
2. The applicant will hold a master's degree in math, science, engineering or technology or another area with at least 12 hours of college-level science and at least 12 hours of college-level math (or completion of Calculus I) to include coursework in computer programming.
- (3) Content. Completion of the engineering and STEM coursework required for the K-8 or 5-8 STEM endorsement, three additional semester hours in STEM leadership, and an internship/externship professional experience or prior professional experience in STEM for a minimum of 90 contact hours.

13.10(27) Social sciences.

a. American government. 5-12. Completion of 24 semester hours in American government or 30 semester hours in the broad area of social sciences to include 15 semester hours in American government.

- b. *American history*. 5-12. Completion of 24 semester hours in American history or 30 semester hours in the broad area of social sciences to include 15 semester hours in American history.
- c. *Anthropology*. 5-12. Completion of 24 semester hours in anthropology or 30 semester hours in the broad area of social sciences to include 15 semester hours in anthropology.
- d. *Economics*. 5-12. Completion of 24 semester hours in economics or 30 semester hours in the broad area of social sciences to include 15 semester hours in economics or 30 semester hours in the broad area of business to include 15 semester hours in economics.
- e. *Geography*. 5-12. Completion of 24 semester hours in geography or 30 semester hours in the broad area of social sciences to include 15 semester hours in geography.
- f. *History*. K-8. Completion of 24 semester hours in history to include at least 9 semester hours in American history and 9 semester hours in world history.
- g. *Psychology*. 5-12. Completion of 24 semester hours in psychology or 30 semester hours in the broad area of social sciences to include 15 semester hours in psychology.
- h. *Social studies*. K-8. Completion of 24 semester hours in social studies, to include coursework from at least three of these areas: history, sociology, economics, American government, psychology and geography.
- i. *Sociology*. 5-12. Completion of 24 semester hours in sociology or 30 semester hours in the broad area of social sciences to include 15 semester hours in sociology.
- j. *World history*. 5-12. Completion of 24 semester hours in world history or 30 semester hours in the broad area of social sciences to include 15 semester hours in world history.
- k. *All social sciences*. 5-12. Completion of 51 semester hours in the social sciences to include 9 semester hours in each of American and world history, 9 semester hours in government, 6 semester hours in sociology, 6 semester hours in psychology other than educational psychology, 6 semester hours in geography, and 6 semester hours in economics.
- l. *Social sciences—basic*. 5-12. Completion of 27 semester hours to include 9 semester hours in each of American history, world history, and American government. Holders of the 5-12 social sciences—basic endorsement may add the following endorsements with six semester hours per endorsement area: 5-12 economics, 5-12 geography, 5-12 psychology, or 5-12 sociology.

13.10(28) *Talented and gifted*. Completion of 12 semester hours of coursework include the following:

- (1) Psychology of the gifted.
 - 1. Social needs.
 - 2. Emotional needs.
- (2) Programming for the gifted.
 - 1. Prekindergarten-12 identification.
 - 2. Differentiation strategies.
 - 3. Collaborative teaching skills.
 - 4. Program goals and performance measures.
 - 5. Program evaluation.
- (3) Practicum experience in gifted programs.

13.10(29) *World language*. K-8 and 5-12. Completion of 24 semester hours in each world language for which endorsement is sought.

[ARC 8812C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapter 256.

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¹ January 6, 2021, effective date of 13.6 [ARC 5303C, Item 1] delayed until the adjournment of the 2021 session of the General Assembly by the Administrative Rules Review Committee at its meeting held December 8, 2020.

CHAPTER 14
SPECIAL EDUCATION ENDORSEMENTS
[Prior to 1/14/09, see Educational Examiners Board[282] Ch 15]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—14.1(256) Special education instructional endorsements. Twenty-four semester hours in special education are required for each endorsement in this rule unless otherwise stated, including evidence-based reading instruction; direct and explicit literacy strategies; systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension; and effective strategies for dyslexia.

14.1(1) *Early childhood—special education.*

a. Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

b. Characteristics of learners. Preparation that includes an overview of current trends in educational programming and theories of child development, both typical and atypical; the identification of pre-, peri-, and postnatal development and factors that affect children's development and learning. Identification of specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children. Application of the knowledge of cultural and linguistic diversity and the significant sociocultural context for the development of and learning in young children.

c. Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions. Assess children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development; select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities.

d. Methods and strategies. Methods and strategies that include numerous models to plan and implement appropriate curricular and instructional practices based on knowledge of individual children, the family, the community, and curricular goals and content. Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional and cognitive disabilities. Implement developmentally and functionally appropriate individual and group activities using a variety of formats; develop and implement an integrated curriculum that focuses on special education children from birth to age six, and incorporate information and strategies from multiple disciplines in the design of intervention strategies. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. This preparation will include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

e. Managing student behavior and social interaction skills. Preparation in individual behavioral management; behavioral change strategies; and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

f. Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular

classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. Student teaching. Student teaching in a PK-K special education program.

14.1(2) Teacher—birth through grade three, inclusive settings.

a. *Authorization.* The holder of this endorsement is authorized to teach children from birth through grade three in inclusive settings.

b. *Content.*

(1) Promoting child development and learning and individual learning differences.

1. Understand the nature of child growth and development for infants and toddlers (birth through age two), preprimary (age three through age five) and primary school children (age six through age eight), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, mental health, aesthetics, and adaptive behavior and how these impact development and learning in the first years of life, including the etiology, characteristics, and classifications of common disabilities in infants and young children and specific implications for development and learning.

2. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity, stress, risk factors, biological and environmental factors, family strengths, and trauma influence development and learning at all stages, including pre-, peri-, and postnatal development and learning. Communicate the importance of responsive care to a child's development of identity and sense of self.

3. Use developmental knowledge to create learning environments and classroom procedures that promote positive social interaction, active engagement, high expectations for learning, mutual respect, and self-regulation through individually appropriate expectations and positive guidance techniques for each child to meet the child's optimum potential regardless of proficiency. Implement and evaluate preventative and reductive strategies to address challenging behaviors. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. Know how to intervene safely and appropriately with individuals in crisis.

4. Use both child-initiated and teacher-facilitated instructional methods, including strategies such as small- and large-group projects, play, systematic instruction, group discussion and cooperative decision making. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. Embed learning opportunities in everyday routines, relationships, activities, and places. Understand the impact of social and physical environments on development and learning.

5. Engage in intentional practices and implement learning experiences that value diversity and demonstrate understanding that bias and discrimination impact development. Understand how language, culture, and family background influence and support the learning of each child.

(2) Building family and community relationships.

1. Build family and community relationships to include understanding that successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies; that these partnerships have complex and diverse characteristics; and that all families should be involved in their children's development and learning.

2. Understand diverse family and community characteristics and how language, culture, and family background influence and support children's learning, and apply that knowledge to develop, implement, and evaluate learning experience and strategies that respect and reflect the diversity of children and their families.

3. Understand how to apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities. Recognize how to adapt consistently to the expressed and observed strengths and needs of the family, including two-way communication, and how to support families' choices and priorities in the development of goals and intervention strategies.

4. Understand how to coordinate with all (caregivers, professionals, and agencies) who provide care and learning opportunities for each child by developing a community of support for children and families through interagency collaboration to include agreements, referrals, and consultation.

(3) Observing, documenting, and assessing to support young children and families.

1. Use technically sound formal and informal assessments that minimize bias and evaluation results to adapt and guide instruction. Demonstrate a range of appropriate assessment and evaluation strategies (e.g., family interview, observation, documentation, assessment instrument) to support individual strengths, interests, and needs.

2. Design curricula, assessments, and teaching and intervention strategies that align with learner and program goals, including the development of individualized family service plans (IFSPs) and individualized education plans (IEPs). Assist families in identifying resources, priorities, and concerns in relation to the child's development. Understand and utilize assessment partnerships with families and with professional colleagues to build effective learning environments. Understand the role of the families in the assessment process and support the choices they make (e.g., observer, participant). Participate as a team member to integrate assessment results in the development and implementation of individualized plans.

3. Understand and utilize observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. Implement authentic assessment based on observation of spontaneous play. Demonstrate knowledge of alignment of assessment with curriculum, content standards, and local, state, and federal requirements. Assess progress in the developmental domains, play, and temperament.

4. Understand and utilize responsible assessments to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.

5. Implement current educational, legal, and ethical guidelines when using assessment practices to support children's individual strengths, interests, and needs (e.g., cultural, linguistic, ability diversity).

- (4) Using developmentally and individually effective approaches to connect with children and families.

1. Understand positive relationships and supportive interactions as the foundation of the teacher's work with young children. Reflect on the teacher's own practice to promote positive outcomes for each child and family.

2. Develop, implement, and evaluate individualized plans, including IFSPs and IEPs, as a team leader with families and other professionals. Demonstrate appropriate and effective supports for children and families transitioning into and out of programs or classrooms. Seek and use additional resources and agencies outside the program/school when needed to effectively facilitate the learning and social/emotional development of each child.

3. Plan, develop, implement, and evaluate integrated learning experiences for home-, center- and school-based environments for infants, toddlers, preprimary and primary children, their families, and other care providers based on knowledge of individual children, the family, and the community. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments. Develop adaptations and accommodations for infants, toddlers, preprimary children, and primary children to meet their individual needs. Use a broad repertoire of developmentally and individually appropriate teaching/learning approaches and effective strategies and tools for early education, including appropriate uses of technology. Facilitate child-initiated development and learning.

4. Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Use teacher-scaffolded and -initiated instruction to complement child-initiated learning. Link development, learning experiences, and instruction to promote educational transitions. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children. Use strategies to teach social skills and conflict resolution.

5. Implement basic health, nutrition, and safety management procedures, including the design of physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.

6. Understand principles of administration, organization, and operation of programs for children from birth to age eight and their families, including staff and program development, supervision, evaluation of

staff, and continuing improvement of programs and services. Employ adult learning principles in consulting with and training family members and service providers.

7. Demonstrate the ability to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities and diverse abilities in meaningful learning activities and social interactions.

(5) Using content knowledge to build a meaningful curriculum.

1. Develop and implement appropriate current research-supported learning experiences with a focus on the developmental domains, play, temperament, language and literacy to include first (home) and second language acquisition, mathematics, science, the arts (music, visual art, and drama), physical activity, health and safety, social studies, social skills, higher-thinking skills, and developmentally and individually appropriate methodology. Methods courses for teaching students in kindergarten through grade three are required for the following areas: literacy, mathematics, social studies, science, physical education and wellness, and visual and performing arts.

2. Use the Iowa Early Learning Standards and the Iowa core with information from ongoing child observations and assessments to plan, implement, and evaluate appropriate instruction that improves academic and developmental progress of each child, including those with IFSPs/IEPs.

3. Understand the central concepts, structures of the discipline, and tools of inquiry of content areas taught, and demonstrate the ability to organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (diverse abilities).

4. Modify general and specialized curricula to make them accessible to individuals with exceptionalities (diverse abilities). Develop adaptations and accommodations for infants, toddlers, preprimary children, and primary children to meet their individual needs.

(6) Professional responsibilities.

1. Demonstrate awareness of early childhood program criteria, including the following: National Association for the Education of Young Children (NAEYC), Iowa Early Learning Standards, Head Start Performance Standards, and Iowa Quality Preschool Program Standards (IQPPS).

2. Collaborate with supervisors, mentors, and colleagues to enhance professional growth within and across disciplines to inform practice, including the use of data for decision making, and understand how to design and implement a professional development plan based on student achievement; self, peer, and supervisory evaluations; and recommended practices.

3. Understand the significance of lifelong learning and participate in professional activities and learning communities. Participate in activities of professional organizations relevant to early childhood regular education, special education, and early intervention.

4. Use relevant national and state professional guidelines (national, state, or local), state curriculum standards, and current trends for content and outcomes and to inform and improve practices for young children and their families.

5. Adhere to state and national professional and ethical principles, practices, and codes.

6. Advocate for developmentally and individually appropriate practice, demonstrate awareness of issues that affect the lives of each child, and demonstrate necessary communication skills.

7. Understand historical, philosophical and foundational knowledge and how current issues and the legal bases of services influence professional practice in early childhood, early intervention, early childhood special education, and general and regular education in the K-3 age groups. Understand trends and issues in early childhood education, early childhood special education, and early intervention.

8. Provide guidance and direction to paraeducators, tutors, and volunteers.

(7) Early childhood field experiences.

1. Pre-student teaching field experiences, which will comprise a minimum of 100 clock hours, to include at least 20 hours of working with each age group (infants and toddlers, preprimary, and primary).

2. Experiences working in at least three settings that offer early childhood education, such as approved child care centers and registered child development homes, school-based preschool, community agencies, or home visiting programs.

3. Experiences working with children who have a range of abilities and disabilities and who reflect diverse family systems and other differentiating factors, such as urban and rural, socioeconomic status, and cultural and linguistic diversity.

4. Completion of supervised student teaching experience in at least two different settings including registered child development homes, home visiting programs, state-accredited child care centers, or classrooms that include children both with and without disabilities in two of three age levels: infant and toddler, preprimary, and primary.

14.1(3) *Instructional strategist I: mild and moderate.*

a. K-8.

(1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

(2) Characteristics of learners. Preparation that includes various etiologies of mild and moderate disabilities, an overview of current trends in educational programming for mild and moderate disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming, and includes the general developmental, academic, social, career and functional characteristics of individuals with mild and moderate disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities.

(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies that include numerous models for providing curricular and instructional methodologies utilized in the education of the mildly and moderately disabled, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at the K-8 level. This preparation will include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Elementary curriculum methods and materials to include strategies and remediation in literacy, language arts, and mathematics.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Student teaching. Student teaching in a K-8 mild and moderate special education program.

b. 5-12.

(1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

(2) Characteristics of learners. Preparation that includes various etiologies of mild and moderate disabilities, an overview of current trends in educational programming for mild and moderate disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming, and includes the general developmental, academic, social, career and functional characteristics of individuals with mild and moderate disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities.

(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies that include numerous models for providing curricular and instructional methodologies utilized in the education of the mildly and moderately disabled, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. This preparation will include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Secondary curriculum methods and material to include strategies and remediation in literacy, language arts, and mathematics.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Transitional collaboration. Sources of services, organizations, and networks for individuals with mild and moderate disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

(8) Student teaching. Student teaching in a 5-12 mild and moderate special education program.

14.1(4) *Instructional strategist II: behavior disorders/learning disabilities.* The applicant will complete the following requirements:

a. Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

b. Characteristics of learners. Preparation that includes various etiologies of behavior disorders and learning disabilities, an overview of current trends in educational programming for students with behavior disorders and learning disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Preparation in the social, emotional and behavioral characteristics of individuals with behavior disorders

and learning disabilities including the impact of such characteristics on classroom learning as well as associated domains such as social functioning and at-risk behaviors that may lead to involvement with the juvenile justice or mental health system. Preparation in the psychological and social-emotional characteristics of individuals with behavior disorders and learning disabilities will include the major social characteristics of individuals with behavior disorders and the effects of dysfunctional behavior on learning, and the social and emotional aspects of individuals with learning disabilities including social imperceptiveness and juvenile delinquency. Physical development, physical disability and health impairments as they relate to the development and behavior of students with behavior disorders and the medical factors influencing individuals with learning disabilities, including intelligence, perception, memory and language development.

c. Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

d. Methods and strategies. Methods and strategies that include numerous models for providing curricular and instructional methodologies utilized in the education of behavior and learning disabled students, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. This preparation will include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

e. Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

f. Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. Transitional collaboration. Sources of services, organizations, and networks for individuals with behavior and learning disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

h. Student teaching. Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-8 or 5-12), there will be planned activities that incorporate interactive experiences at the other age level.

14.1(5) *Instructional strategist II: intellectual disabilities.* The applicant will complete the following requirements:

a. Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

b. Characteristics of learners. Preparation that includes various etiologies of intellectual disabilities, an overview of current trends in educational programming for students with intellectual disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Preparation will also provide for

an overview of the general developmental, academic, social, career and functional characteristics of individuals with intellectual disabilities as the characteristics relate to levels of instructional support required. This preparation will include the causes and theories of intellectual disabilities and implications and preventions; the psychological characteristics of students with intellectual and developmental disabilities, including cognition, perception, memory, and language development; medical complications and implications for student support needs, including seizure management, tube feeding, catheterization and CPR; and the medical aspects of intellectual disabilities and their implications for learning. The social-emotional aspects of intellectual disabilities, including adaptive behavior, social competence, social isolation and learned helplessness.

c. Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

d. Methods and strategies. Methods and strategies that include numerous models for providing curricular and instructional methodologies utilized in the education of intellectually disabled students, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques. The focus of these experiences is for students at all levels from age 5 to age 21. This preparation will include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Proficiency in adapting age-appropriate curriculum to facilitate instruction within the general education setting, to include partial participation of students in tasks, skills facilitation, collaboration, and support from peers with and without disabilities; the ability to select and use augmentative and alternative communications methods and systems. An understanding of the impact of speech-language development on behavior and social interactions. Approaches to create positive learning environments for individuals with special needs and approaches to utilize assistive devices for individuals with special needs. The design and implementation of age-appropriate instruction based on the adaptive skills of students with intellectual disabilities; integrate selected related services into the instructional day of students with intellectual disabilities. Knowledge of culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Use of appropriate physical management techniques including positioning, handling, lifting, relaxation, and range of motion and the use and maintenance of orthotic, prosthetic, and adaptive equipment effectively.

e. Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with intellectual disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

f. Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. Transitional collaboration. Sources of services, organizations, and networks for individuals with intellectual disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

h. Student teaching. Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-8 or 5-12), there will be planned activities that incorporate interactive experiences at the other age level.

14.1(6) *K-12 instructional strategist I and II: all.* This endorsement authorizes instruction for students in K-12 mild and moderate instructional special education programs, students with behavior disorders and learning disabilities, and students with intellectual disabilities, from age 5 to age 21. The applicant will complete the following requirements:

a. Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds. A review of special education law, including progress monitoring, data collection, and individualized education plans.

b. Characteristics of learners. Preparation that includes various etiologies of disabilities, an overview of current trends in educational programming for students with disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. This preparation will include the psychological characteristics of students with disabilities, including classroom learning, cognition, perception, memory, and language development; medical complications including seizure management, tube feeding, catheterization and CPR; the social-emotional aspects of disabilities including adaptive behavior, social competence, social isolation, and learned helplessness; and the social and emotional aspects including dysfunctional behaviors, mental health issues, at-risk behaviors, social imperceptiveness, and juvenile justice.

c. Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions. A review of special education law, including progress monitoring, data collection, and individualized education plans.

d. Methods and strategies. Methods and strategies that include numerous models for providing curricular and instructional methodologies utilized in the education of individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at all levels from age 5 to age 21. This preparation will include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Proficiency in adapting age-appropriate curriculum to facilitate instruction within the general education setting, to include partial participation of students in tasks, skills facilitation, collaboration, and support from peers with and without disabilities; the ability to select and use augmentative and alternative communications methods and systems. An understanding of the impact of speech-language development on behavior and social interactions. Approaches to create positive learning environments for individuals with special needs and approaches to utilize assistive devices for individuals with special needs. The design and implementation of age-appropriate instruction based on the adaptive skills of students with disabilities; integrate selected related services into the instructional day of students with disabilities. Knowledge of culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Use of appropriate physical management techniques including positioning, handling, lifting, relaxation, and range of motion and the use and maintenance of orthotic, prosthetic, and adaptive equipment effectively. Elementary and secondary curriculum methods and material to include strategies and remediation in literacy, language arts, and mathematics.

e. Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with intellectual disabilities and the use of nonaversive techniques for the purpose of controlling targeted

behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

f. Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. Transitional collaboration. Sources of services, organizations, and networks for individuals with all disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

h. Student teaching. Student teaching in special education programs across the age levels of this endorsement.

14.1(7) *Deaf or hard of hearing endorsement.* The applicant will complete the following requirements:

a. Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, and including individuals from culturally and linguistically diverse backgrounds.

b. Characteristics of learners. Preparation that includes various etiologies of hearing loss, an overview of current trends in educational programming for students with hearing loss and educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from birth to age 21. Preparation in the social, emotional and behavioral characteristics of individuals with hearing loss, including the impact of such characteristics on classroom learning. Knowledge of the anatomy and physiology of the hearing mechanism and knowledge of the development of secondary senses when a hearing disorder is present, effect of hearing loss on learning experiences, psychological aspects of hearing loss, and effects of medications on the hearing system. Preparation in the psychological and social-emotional characteristics of individuals with hearing loss to include the major social characteristics of individuals with hearing loss and the effects of this disability on learning, and the social and emotional aspects of individuals with hearing loss. Physical development and potential health implications as they relate to the development and behavior of students with hearing loss. Components of linguistic and nonlinguistic communication used by individuals who are deaf or hard of hearing and communication modes used by and with individuals who are deaf or hard of hearing, including current theories of language development in individuals who are deaf or hard of hearing.

c. Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities, including necessary alternative assessment techniques arising out of the nature of the disability and medical reports and other related diagnostic information. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

d. Methods and strategies. Methods and strategies that include numerous models for providing curricular and instructional methodologies utilized in the education of students who are deaf or hard of hearing and sources of specialized materials for individuals who are deaf or hard of hearing. These strategies will include knowledge of teaching academic subjects and language and speech to students who are deaf or hard of hearing and have knowledge of American Sign Language. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals who are deaf or hard of hearing, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at all levels from birth to age 21. This preparation will include alternatives for teaching skills and strategies to individuals who are deaf or hard of hearing who differ in degree and nature of disability and the integration of appropriate age- and

ability-level academic instruction. Strategies for teaching technology skills and other instructional aids for students who are deaf or hard of hearing.

e. Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

f. Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities, including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. Transitional collaboration. Sources of services, organizations, and networks for individuals who are deaf or hard of hearing, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

h. Student teaching. Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-8 or 5-12), there will be planned activities that incorporate interactive experiences at the other age level.

14.1(8) *Visually disabled endorsement.* The applicant will complete the following requirements:

a. Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, and including individuals from culturally and linguistically diverse backgrounds.

b. Characteristics of learners. Preparation that includes various etiologies of visual impairment, an overview of current trends in educational programming for students with visual disabilities and educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from birth to age 21. Preparation in the social, emotional and behavioral characteristics of individuals with visual disabilities, including the impact of such characteristics on classroom learning. Development of the human visual system, development of secondary senses when vision is impaired, effect of visual disability on development, impact of visual disability on learning and experiences, psychological aspects of visual disability, and effects of medications on the visual system. Preparation in the psychological and social-emotional characteristics of individuals with visual disabilities to include the major social characteristics of individuals with visual disabilities and the effects of this disability on learning, and the social and emotional aspects of individuals with visual disabilities. Physical development and potential health impairments as they relate to the development and behavior of students with visual disabilities.

c. Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities, including necessary alternative assessment techniques arising out of the nature of the disability and medical reports and other related diagnostic information. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

d. Methods and strategies. Methods and strategies that include numerous models for providing curricular and instructional methodologies utilized in the education of visually disabled students and sources of curriculum materials for individuals with disabilities. These strategies will include knowledge of teaching Braille reading and writing, the skill in teaching handwriting and signature writing to individuals with low vision or who are blind, listening and compensatory auditory skills and typing and keyboarding skills. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with visual disabilities, and related instructional and remedial methods and techniques,

including appropriate assistive technology. The focus of these experiences is for students at all levels from birth to age 21. This preparation will include alternatives for teaching skills and strategies to individuals with visual disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Strategies for teaching technology skills, other instructional aids for visually disabled students, strategies for teaching organization and study skills, tactual and perceptual skills, adapted physical and recreational skills and strategies for promoting self-advocacy in individuals with visual disabilities and for structured pre-cane orientation and mobility assessment and instruction.

e. Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

f. Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities, including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. Transitional collaboration. Sources of services, organizations, and networks for individuals with visual disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

h. Student teaching. Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-8 or 5-12), there will be planned activities that incorporate interactive experiences at the other age level.

[ARC 8813C, IAB 1/22/25, effective 2/26/25]

282—14.2(256) Special education support personnel.

14.2(1) *Special education consultant.* Applicants who desire to serve as consultants serving deaf or hard-of-hearing or visually disabled students will hold the respective special education instructional endorsement. Applicants will meet the following requirements:

- a.* Master's degree and an Iowa teaching license with an endorsement in at least one special education instructional area.
- b.* A minimum of eight graduate semester hours to include the following:
 - (1) Curriculum development design.
 - (2) Consultation process in special or regular education:
 - 1. Examination, analysis, and application of a methodological model for consulting with teachers and other adults involved in the educational program.
 - 2. Interpersonal relations, interaction patterns, interpersonal influence, and communication skills.
 - (3) Skills required for conducting a needs assessment, delivering staff in-service needs, and evaluating in-service sessions.
- c.* Four years of successful teaching experience, two of which will be in special education.

14.2(2) *Supervisor of special education—instructional.* The early childhood—special education supervisor endorsement allows the individual to provide services to programs with pupils below the age of seven. The supervisor of special education—instructional endorsement (K-12) allows the individual to provide services to programs with pupils from age 5 to age 21. Applicants will meet the following requirements:

- a.* An applicant will hold a master's degree.
 - (1) Option 1. Master's in special education.
 - (2) Option 2. Master's in another area of education plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.
- b.* An applicant will meet the requirements for or hold the consultant endorsement.

- c. A minimum of 16 graduate semester hours to include the following:
 - (1) Coursework requirements specified for special education consultant.
 - (2) Current issues in special education administration including school law/special education law.
 - (3) School personnel administration.
 - (4) Program evaluation.
 - (5) Educational leadership.
 - (6) Administration and supervision of special education.
 - (7) Practicum: special education administration. This requirement may be waived based on two years of experience as a special education administrator.
 - (8) Evaluator approval component.
- d. An applicant will have two years of consultant/supervisor/coordinator/head teacher or equivalent experience in special education.
- e. The supervisor for early childhood—special education will meet the requirements for that endorsement. The K-12 supervisor will meet the requirements for one special education teaching endorsement to include instructional grade levels K-8 and 5-12.

14.2(3) *Work experience coordinator.* The holder of this endorsement is authorized to provide support service as a work experience coordinator to secondary school programs, grades 5-12. Applicants will meet the following requirements:

- a. Coursework to include the following:
 - (1) A course in career-vocational programming for special education students (if not included in the program for 5-12 endorsement).
 - (2) A course in coordination of cooperative occupational education programs.
 - (3) A course in career-vocational assessment and guidance for those with disabilities.
- b. An applicant will hold a special education endorsement—grades 5-12.

[ARC 8813C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapter 256.

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[Filed ARC 1884C (Notice ARC 1602C, IAB 9/3/14), IAB 2/18/15, effective 3/25/15]^{1,1}

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[Filed ARC 8813C (Notice ARC 8292C, IAB 10/30/24), IAB 1/22/25, effective 2/26/25]

¹ March 25, 2015, effective date of ARC 1884C [14.2(10), 14.2(11)] delayed until the adjournment of the 2016 General Assembly by the Administrative Rules Review Committee at its meeting held March 6, 2015.

¹ See SJR 2006 of the 2016 Session of the Eighty-sixth General Assembly regarding nullification of 14.2(10) and 14.2(11) (ARC 1884C, IAB 2/18/15). Nullified language removed IAC Supplement 4/27/16.

CHAPTER 15
SPECIAL EDUCATION SUPPORT PERSONNEL AUTHORIZATIONS
Rescinded **ARC 8814C**, IAB 1/22/25, effective 2/26/25

CHAPTER 16
STATEMENTS OF PROFESSIONAL RECOGNITION (SPR)
[Prior to 1/14/09, see Educational Examiners Board[282] Ch 14]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—16.1(256) Statements of professional recognition (SPR).

16.1(1) *SPR.* The following statements of professional recognition may be obtained by first obtaining licensure from the department of inspections, appeals, and licensing and do not permit service as a teacher:

- a.* School audiologist.
- b.* Speech-language pathologist.
- c.* School nurse.
- d.* School occupational therapist.
- e.* School physical therapist.
- f.* School social worker.
- g.* School behavior analyst.
- h.* Mental health professional.

16.1(2) *Validity.* The SPR is valid for five years. Applicants will also maintain their license from the department of inspections, appeals, and licensing during the term of the SPR, and this valid license will be required for the issuance and renewal of the SPR.

16.1(3) *Temporary authorization.* A temporary SPR may be issued for one school year if the license from the department of inspections, appeals, and licensing is temporary.

16.1(4) *Request for SPR.* The employer will submit a letter requesting that the SPR be issued.

[ARC 8815C, IAB 1/22/25, effective 2/26/25]

282—16.2(256) School audiologist. The holder of this SPR is authorized to serve as a school audiologist to pupils from birth to age 21 who are deaf or hard of hearing. The person is required to obtain a professional service license or SPR from the board of educational examiners.

[ARC 8815C, IAB 1/22/25, effective 2/26/25]

282—16.3(256) Speech-language pathologist. The holder of this SPR is authorized to serve as a speech-language pathologist to pupils from birth to age 21. The person is required to obtain a professional service license or SPR from the board of educational examiners.

[ARC 8815C, IAB 1/22/25, effective 2/26/25]

282—16.4(256) School nurse. The holder of this SPR is authorized to promote the health and safety of the students, including providing medical treatment as allowed under the authority granted by virtue of holding a license from the department of inspections, appeals, and licensing. Applicants will also pass the registered nurse examination.

[ARC 8815C, IAB 1/22/25, effective 2/26/25]

282—16.5(256) School occupational therapist. The holder of this SPR can serve as a school occupational therapist to pupils from birth to age 21 who have physical impairments.

[ARC 8815C, IAB 1/22/25, effective 2/26/25]

282—16.6(256) School physical therapist. The holder of this SPR can serve as a school physical therapist to pupils from birth to age 21 who have physical impairments.

[ARC 8815C, IAB 1/22/25, effective 2/26/25]

282—16.7(256) School social worker. The holder of this SPR is authorized to serve as a school social worker to pupils from birth to age 21 and will hold a licensed independent social worker (LISW) or licensed master social worker (LMSW) license.

[ARC 8815C, IAB 1/22/25, effective 2/26/25]

282—16.8(256) School behavior analyst. The holder of this SPR can serve as a school behavior analyst to pupils from birth to age 21.

[ARC 8815C, IAB 1/22/25, effective 2/26/25]

282—16.9(256) Mental health professional. A mental health professional pursuant to Iowa Code section 228.1 will obtain an SPR from the board of educational examiners to be employed by or provide services to an accredited public or private school. The holder of this authorization can serve as a mental health professional to pupils from birth to age 21. Social workers will instead obtain the professional service license or SPR specific to school social work, which includes the authorization to provide mental health services to an accredited public or private school or area education agency.

[ARC 8815C, IAB 1/22/25, effective 2/26/25]

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CHAPTER 17
CAREER AND TECHNICAL ENDORSEMENTS AND LICENSES
[Prior to 1/14/09, see Educational Examiners[282] Ch 16]
Rescinded **ARC 2015C**, IAB 6/10/15, effective 7/15/15

CHAPTER 18
ADMINISTRATOR LICENSES AND ENDORSEMENTS
[Prior to 1/14/09, see Educational Examiners Board[282] Ch 14]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—18.1(256) Administrator licenses.

18.1(1) *Applicants from Iowa institutions.* The applicant will complete all degree and coursework requirements to receive a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed.

18.1(2) *Applicants from non-Iowa institutions.*

a. Original application. An applicant from a non-Iowa institution applying for the applicant's first Iowa administrator license:

(1) Will meet the requirements set forth in Iowa Code sections 256.152 and 272C.12. Endorsements will be granted based on comparable Iowa endorsements, and endorsement requirements may be waived in order to grant the most comparable endorsement.

(2) Will not be subject to any pending disciplinary proceedings in any state or country.

b. Holders of an Iowa administrator license who applied under this rule prior to June 16, 2022, may submit a new application if the requirements in this subrule would have been met at the time of their initial application.

[ARC 8816C, IAB 1/22/25, effective 2/26/25]

282—18.2(256) Initial administrator license. An initial license valid for a minimum of one year with an expiration date of June 30 may be issued to an applicant who meets the general requirements set forth in rule 282—18.1(256).

[ARC 8816C, IAB 1/22/25, effective 2/26/25]

282—18.3(256) Professional administrator license. A professional administrator license valid for five years may be issued to an applicant who does all of the following:

18.3(1) Completes the requirements in rule 282—18.1(256).

18.3(2) Successfully meets each standard pursuant to rule 281—83.10(284A).

18.3(3) Completes one year of administrative experience in an Iowa public school and completes the administrator mentoring program while holding an administrator license, or successfully completes two years of administrative experience in a nonpublic or out-of-state school setting.

[ARC 8816C, IAB 1/22/25, effective 2/26/25]

282—18.4(256) Area and grade levels of administrator endorsements.

18.4(1) *PK-12 principal and PK-12 supervisor of special education.*

a. Authorization. The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade 12, a supervisor of instructional special education programs for children from birth to the age of 21, and a supervisor of support for special education programs for children from birth to the age of 21.

b. Program requirements.

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences that may have been a part of, or in addition to, the degree requirements. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

1. 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).

2. Advocate for ethical decisions and cultivate and enact professional norms (Ethics and Professional Norms).
 3. Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture (Equity, Inclusiveness, and Cultural Responsiveness) to include meeting the needs of all learners, as well as ensuring teachers meet the needs of diverse learners, including:
 - Students from diverse ethnic, racial and socioeconomic backgrounds.
 - Students with disabilities, including 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.
 - Students who are struggling with literacy, including those with dyslexia.
 - Students who are gifted and talented.
 - English language learners.
 - 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.
 4. Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment (Learning and Instruction).
 5. Strengthen student learning, support school improvement, and advocate for the needs of their school and community (Community and External Leadership).
 6. 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, including a dedicated course in current issues of special education administration (Operations and Management).
 7. 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, including the completion of Iowa evaluator training (Building Professional Capacity).
 8. Successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills pursuant to this rule in ways that approximate the full range of responsibilities required 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, including planned experiences in elementary and secondary administration with special education administration.
- c. *Other.* The applicant will have three years of experience at the early childhood through grade 12 level while holding a valid teaching license or professional service license.

18.4(2) Reserved.

[ARC 8816C, IAB 1/22/25, effective 2/26/25]

282—18.5(256) Superintendent/area education agency (AEA) administrator.

18.5(1) *Authorization.* The holder of this endorsement is authorized to serve as a superintendent from the prekindergarten level through grade 12 or as an AEA administrator. Note: This authorization does not permit general teaching, school service, or administration at any level except that level or area for which the practitioner holds the specific endorsement(s).

18.5(2) *Program requirements.*

- a. Degree—specialist (or its equivalent: a master's degree plus at least 30 semester hours of planned graduate study in administration beyond the master's degree).
- b. Content. Through completion of a sequence of courses and experiences, which may have been part of, or in addition to, the degree requirements, candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

(1) 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).

(2) Advocate for ethical decisions and cultivate professional norms and culture (Ethics and Professional Norms).

(3) Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture (Equity, Inclusiveness, and Cultural Responsiveness) to include meeting the needs of all learners, as well as ensuring teachers meet the needs of diverse learners, including:

1. Students from diverse ethnic, racial and socioeconomic backgrounds.
2. Students with disabilities, including 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.
3. Students who are struggling with literacy, including those with dyslexia.
4. Students who are gifted and talented.
5. English language learners.
6. 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.

(4) Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership (Learning and Instruction).

(5) 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).

(6) Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management, including instructional and noninstructional district support services (Operations and Management).

(7) Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations (Policy, Governance, and Advocacy).

(8) Successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in this rule in ways that approximate the full range of responsibilities required 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.

18.5(3) *Administrative experience.* The applicant will meet one of the following:

a. The applicant will have had three years of experience as a building principal while holding a valid license.

b. The applicant will have three years of administrative experience in any of the following areas: PK-12 regional education agency administrative experience, PK-12 state department of education administrative experience, PK-12 educational licensing board administrative experience or PK-12 building/district administrative experience while holding a valid Iowa administrator license.

c. The applicant will have six years of teaching and administrative experience, provided that at least two years are teaching experience and one year is administrative experience, all while holding a valid license.

[ARC 8816C, IAB 1/22/25, effective 2/26/25]

282—18.6(256) Director of special education.

18.6(1) *Authorization.* The holder of this endorsement is authorized to serve as a director of special education.

18.6(2) *Program requirements.*

a. Degree—master's.

b. Endorsement. An applicant will hold or meet the requirements for one of the following:

- (1) PK-12 principal and PK-12 supervisor of special education;

- (2) Superintendent/AEA administrator;
 - (3) Supervisor of special education—instructional;
 - (4) Professional service administrator; or
 - (5) A letter of authorization for the special education supervisor issued prior to October 1, 1988.
 - c. Content. An applicant will have completed a sequence of courses and experiences of at least 15 additional semester hours to include the following:
 - (1) Knowledge of current issues in special education and administration, supervision, and evaluation of special education programs.
 - (2) Knowledge of special education school law and legislative and public policy issues affecting children and families including special education ethics.
 - (3) Mediation and conflict resolution in special education.
 - (4) Knowledge of the powers and duties of the director of special education pursuant to Iowa Code section 273.5.
 - (5) Practicum in administration, supervision, and evaluation of special education programs.
- 18.6(3) Other:**
- a. *Option 1: Instructional.* An applicant will hold a special education endorsement and have two years of teaching experience in special education or hold an administrator license with two years of experience in the administration of special education programs.
 - b. *Option 2: Support.* An applicant will meet the practitioner licensure requirements for one of the following endorsements and have three years of experience as a:
 - (1) School audiologist;
 - (2) School psychologist;
 - (3) School social worker; or
 - (4) Speech-language pathologist.
- NOTE: An individual holding a statement of professional recognition is not eligible for the director of special education endorsement.

[ARC 8816C, IAB 1/22/25, effective 2/26/25]

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CHAPTER 19
EVALUATOR ENDORSEMENT AND LICENSE
[Prior to 1/14/09, see Educational Examiners Board[282] Ch 20]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—19.1(256) Evaluator endorsement and license. This endorsement or this license authorizes services as required by Iowa Code section 284.10.

[ARC 8817C, IAB 1/22/25, effective 2/26/25]

282—19.2(256) Evaluator endorsement. To obtain this authorization as an endorsement on an administrator or evaluator license, an applicant will complete the requirements as specified in rule 281—83.4(284).

[ARC 8817C, IAB 1/22/25, effective 2/26/25]

282—19.3(256) Evaluator license. Applicants may apply for the five-year evaluator license upon completion of the evaluator training required in Iowa Code section 284.10. An individual holding the evaluator license may convert this license to an endorsement on an administrator license. The fee for this conversion process will equal the fee for license renewal.

[ARC 8817C, IAB 1/22/25, effective 2/26/25]

282—19.4(256) Holder of permanent professional certificate. The holder of the permanent professional certificate with an administrator endorsement will also hold a valid evaluator license if the person serves as an administrator who evaluates licensed personnel.

[ARC 8817C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapters 256 and 284.

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CHAPTER 20
RENEWALS AND EXTENSIONS

[Prior to 1/14/09, see Educational Examiners Board[282] Ch 17]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—20.1(256) Renewal of licenses, authorizations, certificates, and statements of professional recognition.

20.1(1) *Validity.* A renewed license is valid only from and after the date of issuance until the expiration date.

20.1(2) *Child abuse training.* Every renewal applicant will provide a valid certificate of child abuse training approved by the department of health and human services. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

- a. A person is engaged in active duty in the military service of this state or of the United States.
- b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
- c. A person is practicing a licensed profession outside this state.
- d. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child abuse training in this state.

20.1(3) *Recency of credits for renewal.* If a license is renewed on or before the date of expiration, the credits for renewal are acceptable if earned during the term of the license. If a license is not renewed before the date of expiration, the credits for renewal will have been completed within the five-year period immediately preceding the date of application for the renewal.

20.1(4) *Timely renewal.* An application to renew may be submitted no earlier than one year before the license expires.

[ARC 8818C, IAB 1/22/25, effective 2/26/25]

282—20.2(256) Renewal and extension requirements for the initial license.

20.2(1) *Initial license renewals.* The temporary initial teaching license, initial teaching license, initial professional service license, or initial administrator license may be renewed twice if the experience requirement for conversion has not been met. The second renewal will require proof of contracted employment that will lead to the full license.

20.2(2) *Initial license extensions.* A one-year extension may be granted if:

- a. All standards have been met and the applicant needs one additional year to meet the experience requirement for the standard teaching license, professional service license, or professional administrator license.
- b. The school district, after conducting a comprehensive evaluation, recommends and verifies that the temporary initial, initial teaching, or initial professional service license holder will participate in the mentoring program for a third year. No further extensions or renewals are available.

[ARC 8818C, IAB 1/22/25, effective 2/26/25]

282—20.3(256) Renewal requirements for other license types.

20.3(1) *Approved renewal credit options.*

- a. One credit may be earned for each semester hour of college credit completed related to education or any endorsement area.
- b. Renewal credits may be earned for each licensure renewal course or activity completed as approved through guidelines established by the board of educational examiners.
- c. Four credits may be earned for successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or master educator license. Four credits may also be earned for each National Board for Professional Teaching Standards certification renewal and may be used toward the subsequent renewal of either the standard or master educator license.

d. One-half of the required renewal credits may be earned upon the successful completion of an individualized professional development plan as verified by the supervising licensed evaluator.

20.3(2) *Specific renewal requirements.*

a. The standard teaching license, career and technical authorization, content specialist authorization, native language teaching authorization, and orientation and mobility specialist authorization require six renewal credits.

b. The master educator license, professional service license, and professional administrator license require four renewal credits. For an applicant who also holds a specialist's or doctor's degree, two renewal credits are required. The professional administrator license renewal also requires verification of completion of an approved evaluator course.

c. The substitute license requires one renewal credit, or verification of 30 days of substitute teaching, or one year of classroom teaching, within the recency requirement.

d. The paraeducator certificate requires three renewal credits.

e. The substitute authorization requires two renewal credits.

f. The coaching authorization requires four approved renewal activities to include concussion training, mandatory reporter training for child abuse, a current certificate of CPR training, and one athletic rules meeting or one renewal credit.

g. The activities administrator authorization requires one of the following renewal options:

(1) Document attendance at one state IHSADA convention and one LTI course relating to the knowledge and understanding of professional ethics and legal responsibilities of activities administrators.

(2) Complete three LTI courses.

(3) Complete two semester hours of college credit or renewal credits.

h. The school business official authorization requires four renewal credits or the equivalent approved contact hours within the three-year licensure period.

i. The standard school administration manager requires three renewal credits or approved SAM trainings.

j. The iJAG authorization requires verification of iJAG training renewal.

k. The statement of professional recognition requires verification of the valid license from the other state licensing board.

l. The behind-the-wheel authorization and the work-based learning program supervisor authorization require verification of child abuse training only as stated in 282—subrule 20.1(2).

m. The evaluator license and charter school administrator authorization require verification of completion of an approved evaluator course.

20.3(3) *Advanced degree and ten years of experience.* Licensees who hold a master's degree or higher and who have at least ten years of PK-12 licensed experience may submit verification of the advanced degree and experience in lieu of renewal credits. The professional administrator license renewal also requires verification of completion of an approved evaluator course that is less than ten years old.

[ARC 8818C, IAB 1/22/25, effective 2/26/25]

282—20.4(256) Extensions.

20.4(1) For licenses, authorizations, and certificates that require renewal credits, a one-year Class A extension may be issued if the applicant needs more time to complete the renewal requirements. Other authorizations may be extended with the approval of the executive director.

20.4(2) A final Class E emergency extension of a Class A or B license may be issued if the applicant provides transcripts of coursework completed during the term of the expired license and a program of study or registration for coursework to be completed during the term of the Class E emergency extension license.

20.4(3) An application to extend a coaching authorization will require verification of an approved concussion training course and no additional extensions will be granted.

[ARC 8818C, IAB 1/22/25, effective 2/26/25]

282—20.5(256) Licensure renewal programs.

20.5(1) *Application for licensure renewal program.*

- a. The application will describe a minimum of ten planned licensure renewal credit courses or five administrator renewal credit courses per year at a minimum of 15 contact hours each that are evidence-based and model best practices in education.
- b. The application will identify the criteria used in selecting faculty/instructors for the licensure renewal courses.
- c. The application will provide survey results showing the professional development needs that will be met through the courses.
- d. The application will identify a licensure renewal credit coordinator who will serve as a contact person, file required reports, provide records of credit and maintain these records for at least ten years.
- e. Each approved licensure renewal program will be monitored by the board of educational examiners to determine the extent to which the program meets/continues to meet program standards and is moving toward the attainment of program objectives. This will include an annual report that will include an annotated description of the courses provided, evidence of the collaborative efforts used in developing the courses, evidence of the intended results of the courses, and the data for demonstrating progress toward the intended results.

20.5(2) Eligible agencies/institutions.

- a. Area education agencies, school districts, and charter schools.
- b. Accredited nonpublic schools.
- c. Iowa educational professional organizations.
- d. Iowa colleges and universities approved for teacher education.
- e. Iowa community colleges.

[ARC 8818C, IAB 1/22/25, effective 2/26/25]

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CHAPTER 21 CONDITIONAL ENDORSEMENTS

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—21.1(256) Specific requirements for a Class B license. A Class B license, which is valid for two academic years and is nonrenewable, may be issued under the following conditions:

21.1(1) *Endorsement in progress.* The individual has a valid teaching license other than a teacher intern license, a professional administrator license, or a professional service license and is seeking to obtain another endorsement. A Class B license may be issued if requested by an employer and if the individual has completed at least one-half of the content requirements for a teaching or professional service license endorsement or 75 percent of the content requirements and experience requirement for an administrator endorsement. A Class B license may not be issued for the driver's education endorsement.

21.1(2) *Program of study or transcripts.* The applicant will submit a program of study or transcripts showing that the minimum coursework requirements have been met.

21.1(3) *Expiration.* The Class B license will expire on June 30 of the second academic year after issuance.

[ARC 8819C, IAB 1/22/25, effective 2/26/25]

282—21.2(256) Request for executive director decision. If the minimum content requirements have not been met for the Class B license for a teaching endorsement, an executive director decision license may be issued for one academic year if requested by the employer and if the employer can demonstrate that a candidate with the proper endorsement was not found after a diligent search. The executive director decision license may not be renewed or extended and will expire on June 30.

[ARC 8819C, IAB 1/22/25, effective 2/26/25]

282—21.3(256) Adding, removing or reinstating an endorsement.

21.3(1) *Adding an endorsement.* To add an endorsement to an existing license, the applicant will follow one of these options:

a. Option 1. Receive the Iowa education institution's recommendation that the current approved program requirements or state minimum requirements for the endorsement have been met.

b. Option 2. Apply for a review of transcripts, out-of-state licensure, or approved assessment score reports by the board of educational examiners' staff to determine whether Iowa requirements have been met. Applicants will have achieved a C- grade or higher in the courses that will be considered for an endorsement. The methods course can be waived if the practitioner holds an endorsement in the same content area at a different level and teaches in the new content area successfully while holding a Class B license.

21.3(2) *Removal of an endorsement; reinstatement of removed endorsement.*

a. Removal of an endorsement. A practitioner may remove an endorsement from the practitioner's license as follows:

(1) To remove an endorsement, the practitioner will meet the following conditions:

1. A practitioner who holds a standard or master educator license is eligible to request removal of an endorsement from the license if the practitioner has not taught in the subject or assignment area of the endorsement in the five years prior to the request for removal of the endorsement, and

2. The practitioner will submit a notarized written application form furnished by the board of educational examiners to remove an endorsement at the time of licensure renewal (licensure renewal is limited to one calendar year prior to the expiration date of the current license), and

3. The application may be signed by the superintendent or designee in the district in which the practitioner is under contract. The superintendent's signature will serve as notification and acknowledgment of the practitioner's intent to remove an endorsement from the practitioner's license. The absence of the superintendent's or designee's signature does not impede the removal process.

(2) The endorsement will be removed from the license at the time of application.

(3) If a practitioner is not employed and submits an application, the provisions of this rule will not be required.

(4) If a practitioner submits an application that does not meet the criteria listed in this rule, the application will be rendered void and the practitioner will forfeit the processing fee.

(5) The executive director has the authority to approve or deny the request for removal. Any denial is subject to the appeal process set forth in rule 282—11.35(256).

b. Reinstatement of a removed endorsement.

(1) If the practitioner wants to add the removed endorsement at a future date, all coursework for the endorsement will have been completed within the five years preceding the application to add the endorsement.

(2) The practitioner will meet the current endorsement requirements upon application.

[ARC 8819C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapter 256.

[Filed ARC 8819C (Notice ARC 8298C, IAB 10/30/24), IAB 1/22/25, effective 2/26/25]

CHAPTER 22
LIMITED AUTHORIZATIONS

[Prior to 1/14/09, see Educational Examiners Board[282] Ch 19]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—22.1(256) Coaching authorization. A coaching authorization allows an individual to coach any sport in a middle school, junior high school, or high school.

22.1(1) Requirements. Applicants for the coaching authorization will have completed the following requirements:

a. Content requirements.

(1) Successful completion of the required coursework pursuant to Iowa Code section 256.165.

(2) Current certificate of concussion training approved by the Iowa high school athletic association or Iowa girls high school athletic union.

(3) Current certificate of CPR training from an approved provider.

b. Minimum age or diploma. Applicants will have attained a minimum age of 18 years. Applicants will also possess a high school diploma or equivalent, home school completion as verified by the executive director, or be 20 years of age or older.

22.1(2) Validity. The coaching authorization is valid for five years.

22.1(3) Transitional coaching authorization. Applicants for the transitional coaching authorization will meet the requirements pursuant to Iowa Code section 256.165.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.2(256) Substitute authorization.

22.2(1) Requirements. Applicants for the substitute authorization will meet the requirements pursuant to Iowa Code section 256.165 and complete an approved substitute authorization workshop consisting of the following components and totaling a minimum of 15 clock hours:

a. Classroom management. This component includes an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

b. Strategies for learning. This component includes understanding and using a variety of learning strategies to encourage students' development of critical thinking, problem solving, and performance skills.

c. Diversity. This component includes understanding how students differ in their approaches to learning and creating learning opportunities that are equitable and are adaptable to diverse learners.

d. Ethics. This component includes fostering relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development and to be aware of the board's rules of professional practice and competent performance.

22.2(2) Validity. The substitute authorization is valid for five years.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.3(256) Career and technical authorization.

22.3(1) Requirements for the initial career and technical authorization.

a. Applicants will meet one of the following qualifications:

(1) Have 6,000 hours of recent and relevant experience;

(2) Have 4,000 hours of recent and relevant experience if the applicant holds a baccalaureate degree;

(3) Have 3,000 hours of recent and relevant experience if the applicant holds an associate's degree in the teaching endorsement area sought, if such a degree is considered terminal for that field of instruction;

(4) Hold a baccalaureate or graduate degree or closely related degree in the teaching endorsement area sought; or

(5) Hold a baccalaureate degree in any area of study if at least 18 of the credit hours were completed in the teaching endorsement area sought.

For a career and technical cluster endorsement, an applicant will meet one of the above qualifications and have at least 2,000 hours of recent and relevant experience or nine semester hours each in two

additional areas within the cluster endorsement. Combinations of experience and education may be approved by the executive director.

b. Recent and relevant experience will have been accrued within the ten years prior to the date of application. Experience that does not meet these criteria may be considered at the discretion of the executive director. In subjects for which state registration, certification or licensure is required, the applicant will hold the appropriate license, registration or certificate before the initial career and technical secondary authorization or the career and technical secondary authorization will be issued.

c. During the term of the initial authorization, the applicant will complete board-approved training in the following:

- (1) Coursework in the methods and techniques of career and technical education.
- (2) Coursework in course and curriculum development.
- (3) Coursework in the measurement and evaluation of programs and students.
- (4) An approved human relations course.
- (5) Coursework in the instruction of exceptional learners to include the education of individuals with disabilities and the gifted and talented.
- (6) Ethics training.

d. The applicant will be assigned a mentor by the hiring school district.

22.3(2) *Validity—initial authorization.* The initial authorization is valid for three years.

22.3(3) *Requirements for the career and technical authorization.* The initial career and technical authorization may be converted to the career and technical authorization if the applicant completes the required coursework set forth in paragraph 22.3(1) “*c.*” This authorization is valid for five years.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.4(256) Native language teacher authorization.

22.4(1) *Requirements for an initial native language teacher authorization.*

a. The applicant will have completed a baccalaureate degree or higher.

b. The applicant will provide a recommendation from a school administrator verifying that the school wishes to hire the applicant. Before the applicant is hired, the school administrator will verify that a diligent search was completed to hire a fully licensed teacher for the position.

c. The applicant will provide verification of successfully passing an approved language assessment by meeting the minimum score set by the department of education.

d. During the term of the initial authorization, the applicant will complete board-approved training in the following:

- (1) Methods of teaching a world language.
- (2) Coursework in human relations.
- (3) Coursework in the instruction of exceptional learners to include the education of individuals with disabilities and the gifted and talented.
- (4) Ethics training.

e. The applicant will be assigned a mentor by the hiring school district.

22.4(2) *Validity—initial authorization.* The initial authorization is valid for three years.

22.4(3) *Requirements for the native language teacher authorization.* The initial native language teaching authorization may be converted to the native language teaching authorization if the applicant completes the required coursework set forth in paragraph 22.4(1) “*d.*” This authorization is valid for five years.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.5(256) Content specialist authorization.

22.5(1) *Requirements for the initial content specialist authorization.*

a. The applicant will have completed a master’s degree or higher in an endorsement area.

b. The applicant will provide a recommendation from a school administrator verifying that the school wishes to hire the applicant. Before the applicant is hired, the school administrator will verify that a diligent search was completed to hire a fully licensed teacher for the position.

c. During the term of the initial authorization, the applicant will complete board-approved training in the following:

- (1) Methods of teaching in the endorsement content area or areas.
- (2) Coursework in human relations.
- (3) Coursework in the instruction of exceptional learners to include the education of individuals with disabilities and the gifted and talented.

(4) Ethics training.

d. The applicant will be assigned a mentor by the hiring school district.

22.5(2) *Validity—initial authorization.* The initial authorization is valid for three years.

22.5(3) *Requirements for the content specialist authorization.* The initial content specialist authorization may be converted to the content specialist authorization if the applicant has completed the required coursework set forth in paragraph 22.5(1) “c.”

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.6(256) School business official authorization.

22.6(1) *Requirements for an initial school business official authorization.* Applicants for an initial school business official authorization will have completed the following requirements:

a. *Education.* Applicants will have a minimum of an associate’s degree in business or accounting or 60 semester hours of coursework in business or accounting, of which nine semester hours will be in accounting.

b. *Temporary school business official authorization.* If the applicant has not completed nine semester hours in accounting but has completed six or more semester hours in accounting, the applicant may be issued a temporary school business official authorization valid for one year, and an administrator will file a written request for an exception to the minimum content requirements on the basis of documented need and benefit to the district.

(1) If the nine semester hours of accounting are not completed within the time allowed, the applicant will not be eligible for the initial school business official authorization.

(2) If the applicant received a temporary school business official authorization, then the initial school business official authorization will not exceed one year.

22.6(2) *Requirements for a standard school business official authorization.*

a. Applicants will complete 9 semester hours or the equivalent (1 semester hour is equivalent to 15 contact hours) in an approved program in the following areas/competencies:

(1) Generally accepted accounting principle concepts: fund accounting, account codes, Uniform Financial Accounting.

(2) Accounting cycles: budgets, payroll/benefits, purchasing/inventory, cash, receipts, disbursements, financial reporting, investments.

(3) Technology: management of accounting systems, proficiency in understanding and use of systems technology and related programs.

(4) Regulatory: Uniform Administrative Procedures Manual, school policies and procedures, administrative procedures, public records law, records management, school law, employment law, construction and bidding law.

(5) Personal skills: effective communication and interpersonal skills, ethical conduct, information management, ability to analyze and evaluate, ability to recognize and safeguard confidential information, accurate and timely performance.

b. Applicants will demonstrate completion of or competency in the following:

(1) A board of educational examiners ethics program.

(2) A mentoring program as described in 281—Chapter 81.

(3) The promotion of the value of the school business official’s fiduciary responsibility to the taxpayer.

22.6(3) *Validity.* The initial school business official authorization is valid for two years. The standard school business official authorization is valid for three years.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.7(256) School administration manager authorization.

22.7(1) *Application for authorization.* The following persons will obtain an authorization:

- a. A Model 1 school administration manager (SAM): a person who is hired to be a full-time SAM and who is authorized to assume the responsibilities of a SAM;
- b. A Model 2 SAM: a person whose position in the school is reconfigured to include the responsibilities of being a SAM and is authorized as a SAM; and
- c. A Model 3 SAM: a person who is a secretary/administrative assistant and is also authorized as a SAM.

22.7(2) *Responsibilities.* A SAM authorization allows an individual to assist a school administrator in performing noninstructional, administrative-type duties.

22.7(3) *Requirements for an initial SAM authorization.* Applicants will hold a high school degree or general equivalency diploma. The application will also include verification of employment from a school administrator.

22.7(4) *Requirements for a standard SAM authorization.* The initial SAM authorization will be converted to the standard SAM authorization, provided the following requirements are met:

- a. *Training.* A SAM will attend an approved training program at the onset of the individual's hire as a SAM. The training for SAMs is set forth in 281—subrule 82.7(2).

- b. *Experience.* An applicant will complete one year of experience as a SAM in an Iowa school. The supervising administrator will verify this experience and the applicant's completion of the required competencies.

- c. *Competencies.* Applicants will demonstrate completion of or competency in the following:

- (1) Each SAM will demonstrate competence in technology appropriate to the SAM position. The SAM will:

1. Become proficient in the use of the approved time-tracking software tool;
2. Schedule the administrator's time using the approved software, update and reconcile the calendar daily, and attempt to pre-calendar the administrator at or above the administrator's goal; and
3. Regularly schedule, review, and reflect with the administrator on the graphs and data provided through the software.

- (2) Each SAM will demonstrate appropriate personal skills. The SAM:

1. Is an effective communicator with all stakeholders, including but not limited to colleagues, community members, parents, and students;
2. Works effectively with employees, students, and stakeholders;
3. Maintains confidentiality when dealing with student, parent, and staff issues;
4. Clearly understands the administrator's philosophy of behavior expectations and consequences; and
5. Maintains an environment of mutual respect, rapport, and fairness.

22.7(5) *Validity.* The initial SAM authorization is valid for three years. The standard SAM authorization is valid for five years.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.8(256) Activities administration authorization. An activities administration authorization allows an individual to administer any student activity program in a K-12 school setting.

22.8(1) *Requirements.* Applicants for the activities administration authorization will meet the following requirements:

- a. *Degree.* A baccalaureate degree or higher related to athletics, physical education or a related field is required. Additional degree areas may be considered at the discretion of the executive director.

- b. *Credit hours.* Applicants will complete credit hours or courses offered by the Leadership Training Institute (LTI) from the National Interscholastic Athletic Administrators Association in the following areas:

- (1) Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of risk management, Title IX, sexual harassment, hazing, Americans with Disabilities Act (ADA), and employment law as they pertain to the role of the activities administrator.

(2) Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of activities administration foundations including philosophy, leadership, professional programs and activities administration principles, strategies and methods.

(3) Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of the role of the activities director in supporting and developing sports medicine programs, management of athletic player equipment, concussion assessment and proper fitting of athletic protective equipment, and sports field safety.

(4) Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of the techniques and theory of coaching concepts and strategies for interscholastic budget and concepts and strategies for interscholastic fundraising.

(5) Successful completion of 1 semester credit hour or LTI course, approved by the board, relating to the assessment and evaluation of interscholastic athletic programs and personnel, dealing with challenging personalities, and administration of professional growth programs for interscholastic personnel.

(6) Successful completion of concussion training approved by the Iowa high school athletic association or Iowa girls high school athletic union.

22.8(2) *Validity.* The activities administration authorization is valid for five years.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.9(256) Charter school administrator authorization. The charter school administrator authorization is only valid for service or employment as a charter school administrator.

22.9(1) *Requirements for the initial charter school administrator authorization.*

a. The applicant will provide a recommendation from an Iowa charter school governing board verifying that the organization wishes to hire the applicant as a charter school administrator.

b. The applicant will provide verification of completion of child abuse training as stated in 282—subrule 20.1(2).

22.9(2) *Validity—initial authorization.* The initial charter school administrator authorization is valid for one year. No additional endorsement areas may be added to the initial charter school administrator authorization, with the exception of evaluator approval.

22.9(3) *Renewal.* The initial charter school administrator authorization may be renewed once.

22.9(4) *Conversion.* The initial charter school administrator authorization may be converted to a charter school administrator authorization if the applicant has met the following:

a. Completion of an approved code of professional conduct and ethics training. The training will be completed after the issuance of the initial authorization and no more than three years prior to the date of application.

b. Completion of an approved evaluator course.

c. Recommendation from an Iowa charter school governing board verifying that the organization wishes to retain the applicant as a charter school administrator.

22.9(5) *Requirements for the charter school administrator authorization.*

a. The charter school administrator authorization is valid for five years. No additional endorsement areas may be added to the charter school administrator authorization, with the exception of evaluator approval.

b. An applicant for this authorization will first meet the requirements for the initial charter school administrator authorization.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.10(256) Iowa jobs for America's graduates (iJAG) authorization. The iJAG authorization allows individuals to teach iJAG coursework in grades 7-12.

22.10(1) *Requirements.*

a. The applicant will have completed a baccalaureate degree.

b. The applicant will have completed a board of educational examiners-approved iJAG training program consisting of the following components and totaling a minimum of 40 clock hours annually:

(1) Instructional methods. Develop skills to effectively deliver project-based instruction in the iJAG core competencies.

(2) Curriculum. Develop skills to effectively develop curriculum, projects and other educational opportunities consistent with the goals of iJAG.

(3) Measurement and evaluation of programs and students. Analyze student data, administer testing, and monitor the following: basic skills, individualized development plans, attendance, graduation requirements, and course enrollment.

(4) Code of ethics. Develop an understanding of how to foster relationships with parents, students, school colleagues, and organizations in the larger community to support students' learning and development and become aware of the board's rules of professional practice and code of ethics.

(5) Diversity training for educators. Develop an understanding of and sensitivity to the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society, including preparation that contributes to the education of individuals with disabilities and the gifted and talented.

c. The applicant will provide a recommendation from an iJAG administrator verifying that the organization wishes to hire the applicant.

d. The applicant will be assigned a mentor by the hiring school district.

22.10(2) Validity. This authorization is valid for five years.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.11(256) Work-based learning program supervisor authorization. The work-based learning program supervisor authorization is only valid for service or employment as a work-based learning program supervisor in grades 9-12.

22.11(1) Requirements for the work-based learning program supervisor authorization.

a. The applicant will provide verification of completion of the approved work-based learning program supervisor course pursuant to Iowa Code section 256.161.

b. The applicant will provide verification of completion of child abuse training as stated in 282—subrule 20.1(2).

22.11(2) Validity. The work-based learning program supervisor authorization is valid for five years.

22.11(3) Temporary authorization. A one-year temporary work-based learning program supervisor authorization may be issued to applicants who have met all other requirements with the exception of the work-based learning program supervisor course. This temporary authorization is nonrenewable and cannot be extended.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.12(256) Orientation and mobility authorization. The holder of this authorization may teach pupils with a visual impairment, including those pupils who are deaf-blind.

22.12(1) Initial orientation and mobility authorization. An applicant will:

a. Hold a baccalaureate or master's degree from an approved state program in orientation and mobility or equivalent coursework.

b. Have completed an approved human relations component.

c. Have completed the exceptional learner program, which will include preparation that contributes to the education of students with disabilities and students who are gifted and talented.

d. Have completed a minimum of 21 semester credit hours in the following areas:

(1) Medical aspects of blindness and visual impairment, including sensory motor.

(2) Psychosocial aspects of blindness and visual impairment.

(3) Child development.

(4) Concept development.

(5) History of orientation and mobility.

(6) Foundations of orientation and mobility.

(7) Orientation and mobility instructional methods and assessments.

(8) Techniques of orientation and mobility.

(9) Research or evidence-based practices in orientation and mobility.

(10) Professional issues in orientation and mobility, including legal issues.

e. Have completed at least 350 hours of fieldwork and training under the supervision of the university program.

22.12(2) *Validity—initial authorization.* The initial authorization is valid for three years.

22.12(3) *Standard orientation and mobility license.* An applicant will:

- a. Complete the requirements set forth in subrule 22.12(1).
- b. Verify successful completion of a three-year probationary period.

22.12(4) *Exception.* An orientation and mobility specialist is not eligible for any administrator license in either general education or special education.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.13(256) Approval of courses. Each institution of higher education, accredited Iowa school, or area education agency wishing to offer the semester credit or contact hours for the issuance or renewal of authorizations in this chapter will submit course descriptions for each offering to the board of educational examiners for approval. After initial approval, any changes by agencies or institutions in course offerings will be filed with the board of educational examiners.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

282—22.14(256) Limited authorizations. Authorizations are limited in scope and do not equate to full teaching or administrator licensure. Conditional licenses may not be added to authorizations. Additional endorsement areas may not be added unless otherwise stated.

[ARC 8820C, IAB 1/22/25, effective 2/26/25]

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- ¹ December 14, 2016, effective date of 22.1(2)“a”(7) and 22.1(4)“a”(4) [ARC 2793C, Item 2] delayed until the adjournment of the 2017 General Assembly by the Administrative Rules Review Committee at its meeting held December 13, 2016.
- ¹ January 6, 2021, effective date of 22.2 [ARC 5303C, Item 2] delayed until the adjournment of the 2021 session of the General Assembly by the Administrative Rules Review Committee at its meeting held December 8, 2020.

CHAPTER 23
BEHIND-THE-WHEEL DRIVING INSTRUCTOR AUTHORIZATION
[Prior to 1/14/09, see Educational Examiners Board[282] Ch 21]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—23.1(256,321) Requirements.

23.1(1) Applicants for the behind-the-wheel driving instructor authorization will meet the requirements set forth by the department of transportation pursuant to rule 761—634.6(321).

23.1(2) To be eligible to provide classroom instruction, holders of the behind-the-wheel driving instructor authorization will additionally hold a valid or expired initial, standard, exchange, or master educator license with a teaching endorsement for 5-12 driver and safety education.

[ARC 8821C, IAB 1/22/25, effective 2/26/25]

282—23.2(256,321) Validity. The behind-the-wheel driving instructor authorization is valid for one year from the date of issuance. The behind-the-wheel driving instructor authorization is valid only if the holder continues to be qualified under subrule 23.1(1).

[ARC 8821C, IAB 1/22/25, effective 2/26/25]

282—23.3(256,321) Approval of courses. Each institution of higher education, private college or university, community college, or area education agency wishing to offer the behind-the-wheel driving instructor authorization will submit course descriptions to the department of transportation for approval. After initial approval, any changes by agencies or institutions in course offerings will be filed with the department of transportation.

[ARC 8821C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapters 256 and 321.

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CHAPTER 24
PARAEDUCATOR CERTIFICATES

[Prior to 1/14/09, see Educational Examiners Board[282] Ch 22]

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—24.1(256) Paraeducator certificates. An applicant for an initial paraeducator certificate who completes the paraeducator preparation program from a recognized Iowa paraeducator-approved program will have the recommendation from the designated certifying official at the recognized area education agency, local education agency, community college, or institution of higher education where the preparation was completed.

[ARC 8822C, IAB 1/22/25, effective 2/26/25]

282—24.2(256) Prekindergarten through grade 12 paraeducator generalist certificate.

24.2(1) Applicants will possess a minimum of a high school diploma or a graduate equivalent diploma.

24.2(2) Applicants will have successfully completed at least 90 clock hours of training in the areas of behavior management, exceptional child and at-risk child behavior, collaboration skills, interpersonal relations skills, child and youth development, technology, and ethical responsibilities and behavior.

24.2(3) Applicants will have successfully completed the following list of competencies:

a. Foundations. Under the supervision of a licensed education professional, the paraeducator will:

- (1) Recognize the different developmental stages of students.
- (2) Believe every student can learn.
- (3) Recognize that each learner has unique learning needs that may require accommodations.
- (4) Demonstrate knowledge of the common core, including competence in reading, writing and math.
- (5) Function in a manner that demonstrates a positive regard for the distinction between roles and responsibilities of paraeducators and other professionals, including respecting the teacher as supervisor and seeing the teacher as ultimately responsible for the education and behavior of the students.

b. Learning environment. Under the supervision of a licensed education professional, the paraeducator will:

- (1) Follow the prescribed health, safety, and emergency school and classroom policy and procedures.
- (2) Organize materials to support teaching and learning.
- (3) Facilitate the integration of students with diverse needs in various settings.
- (4) Assist with special health services, under the supervision of a licensed health care provider.
- (5) Promote a safe and positive learning environment.
- (6) Function in various instructional settings (e.g., large group, small group, tutoring).

c. Content and instruction. Under the supervision of a licensed education professional, the paraeducator will:

- (1) Assist with learning activities and opportunities to accomplish instructional objectives.
- (2) Support high expectations that are shared, clearly defined and appropriate.
- (3) Monitor progress and document and report objective observations that inform instructional decisions.
- (4) Effectively use verbal and nonverbal forms of communication with students.
- (5) Assist with the implementation and use of instructional and assistive technology.

d. Emotional and behavioral. Under the supervision of a licensed education professional, the paraeducator will:

- (1) Assist in modeling and teaching specific appropriate behaviors, social skills, and procedures that facilitate safety and learning in various environments.
- (2) Assist in the implementation of individualized behavior management plans.
- (3) Document and report objective observations on student behaviors.
- (4) Assist in modifying the learning environment to manage behavior and social skills.
- (5) Recognize that there is a cause or reason for misbehavior and assist in determining the cause or reason.

- (6) Recognize, address, and report bullying.
 - (7) Recognize and report atypical emotional behavior.
 - e. *Professional relationships.* Under the supervision of a licensed education professional, the paraeducator will:
 - (1) Demonstrate a commitment to work as an effective team member.
 - (2) Foster a professional and caring relationship with each student's family.
 - (3) Develop and maintain positive and professional relationships with students.
 - f. *Ethical and professional practice.* Under the supervision of a licensed education professional, the paraeducator will:
 - (1) Follow ethical practices for confidential information.
 - (2) Participate in ongoing professional development.
 - (3) Accept and apply constructive feedback.
 - (4) Abide by the Iowa code of ethics and professional practice rules of the board of educational examiners and rules of the department of education.
 - (5) Demonstrate the ability to separate personal issues from one's responsibilities in the workplace.
 - (6) Maintain a high level of competency and integrity.
 - (7) Share information regarding students' performance, behavior, or program with students' parents or guardians only as directed by the supervising teacher or educator.
 - (8) Be aware of personal biases and beliefs and refrain from discriminatory practices based on a student's disability, race, creed, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin.
 - (9) Demonstrate ethical behavior when supporting students with graded activities, quizzes, and tests.
 - (10) Abide by Iowa law regarding the use of restraint and seclusion.
 - (11) Recognize that the paraeducator may not be given primary responsibility for the education of an individual student(s).
 - (12) Recognize that instructional decisions are made by the individualized education program (IEP) team for students with disabilities and that any changes to instruction, accommodations, supports, and services cannot be made outside the IEP team.
- [ARC 8822C, IAB 1/22/25, effective 2/26/25]

282—24.3(256) Paraeducator area of concentration. An area of concentration is not required but optional. Applicants will currently hold or have previously held an Iowa paraeducator generalist certificate. Applicants may complete one or more areas of concentration but will complete at least 45 clock hours in each area of concentration, with the exception of the substitute authorization.

24.3(1) Early childhood—prekindergarten through grade 3. The paraeducator will successfully complete the following list of competencies:

- a. *Foundations.* Under the supervision of a licensed education professional, the paraeducator will:
 - (1) Know and understand young children's typical and atypical developmental stages and their needs at each stage.
 - (2) Recognize multiple influences on young children's development and learning.
 - (3) Recognize developmentally appropriate practices for interactions with and the education of young children.
- b. *Learning environment.* Under the supervision of a licensed education professional, the paraeducator will:
 - (1) Describe the elements of environments that support children's learning and well-being.
 - (2) Demonstrate skills, strategies, and activities involving an individual child or small groups of children to reinforce instruction from a licensed teacher.
 - (3) Set up environments that are safe, inclusive, and responsive to children's developmental strengths, interests and needs.
- c. *Content and instruction.* Under the supervision of a licensed education professional, the paraeducator will:
 - (1) Recognize effective strategies and techniques to stimulate cognitive, physical, social, emotional, and language development for each child in a developmentally appropriate way.

(2) Demonstrate knowledge and understanding of the Iowa Early Learning Standards by describing what young children know and do in order to provide experiences and interactions to promote learning.

(3) Gather information, as instructed by the classroom teacher, about an individual child's development, learning and behaviors, including observing, recording, and charting.

d. Emotional and behavioral competencies. Under the supervision of a licensed education professional, the paraeducator will:

(1) Gather information, as instructed by the classroom teacher, to identify children's skills and provide appropriate levels of support needed for the children to access, participate and engage in activities.

(2) Implement teacher-designed intervention plans to promote positive social relationships, interactions and behaviors that are age- and developmentally appropriate.

e. Professional relationships. Under the supervision of a licensed education professional, the paraeducator will:

(1) Demonstrate the ability to collaborate with an educational team to systematically and regularly exchange information to support problem solving, planning, and the implementing of instruction and individualized interventions.

(2) Demonstrate the ability to establish relationships with all children and their families that are respectful, supportive and sensitive.

(3) Demonstrate a collaborative relationship with the teacher to support children's learning.

(4) Demonstrate knowledge of community services and agencies available to assist families.

f. Ethical and professional practice. Under the supervision of a licensed education professional, the paraeducator will demonstrate knowledge of Iowa Early Learning Standards and the preschool program standards being implemented, which may include the Iowa Quality Preschool Program Standards, Head Start Program Performance Standards and National Association for the Education of Young Children (NAEYC) Program Standards and Accreditation Criteria.

24.3(2) *Special needs—prekindergarten through grade 12.* The paraeducator will successfully complete the following list of competencies:

a. Foundations. Under the supervision of a licensed education professional, the paraeducator will demonstrate an understanding of an IEP.

b. Learning environment. Under the supervision of a licensed education professional, the paraeducator will demonstrate an understanding of the value of serving children and youth with disabilities and special needs in inclusive settings.

c. Content and instruction. Under the supervision of a licensed education professional, the paraeducator will:

(1) Implement the activities assigned by a teacher to meet the goals and objectives in an IEP.

(2) Assist in academic subjects through use of lesson plans and instructional strategies developed by teachers and other professional support staff.

(3) Gather and maintain data about the performance of individual students and confer with special and general education practitioners about student schedules, instructional goals, progress, and performance.

(4) Operate computers and use assistive technology and adaptive equipment that will enable students with special needs to participate more fully in general education.

d. Emotional and behavioral. Under the supervision of a licensed education professional, the paraeducator will:

(1) Gather and maintain data about the behavior of individual students and confer with special and general education practitioners about student schedules, instructional goals, progress, and performance.

(2) Use appropriate instructional procedures and reinforcement techniques as specified in the IEP or by the behavior team.

e. Professional relationships. Under the supervision of a licensed education professional, the paraeducator will, if asked, participate as a member of the IEP team responsible for developing service plans and educational objectives.

24.3(3) *English as a second language—prekindergarten through grade 12.* The paraeducator will successfully complete the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

- a. Operate computers and use technology that will enable students to participate effectively in the classroom.
- b. Work with the classroom teacher as collaborative partners.
- c. Demonstrate knowledge of the role and use of primary language of instruction in accessing English for academic purposes.
- d. Demonstrate knowledge of instructional methodologies for second language acquisition.
- e. Communicate and work effectively with parents or guardians of English as a second language students in their primary language.
- f. Demonstrate knowledge of appropriate translation and interpretation procedures.

24.3(4) *Career and transitional programs—grades 5 through 12.* The paraeducator will successfully complete the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

- a. Assist in the implementation of career and transitional programs.
- b. Assist in the implementation of appropriate behavior management strategies for career and transitional students and those students who may have special needs.
- c. Assist in the implementation of assigned performance and behavior assessments, including observation, recording, and charting for career and transitional students and those students who may have special needs.
- d. Provide training at job sites using appropriate instructional interventions.
- e. Participate in preemployment, employment, or transitional training in classrooms or at off-campus sites.
- f. Communicate effectively with employers and employees at work sites and with personnel or members of the public in other transitional learning environments.

24.3(5) *School library media—prekindergarten through grade 12.* The school library media paraeducator will successfully complete the following list of competencies so that, under the direct supervision and direction of a qualified school library supervisor or school librarian, the paraeducator will be able to:

- a. Be aware of, implement, and support the goals, objectives, and policies of the school library media program.
- b. Assist the school library supervisor or school librarian in general operations, such as processing materials, circulating materials, performing clerical tasks, assisting students and staff, and working with volunteers and student helpers, and to understand the role of the paraeducator in the library setting in order to provide efficient, equitable, and effective library services.
- c. Demonstrate knowledge of library technical services, including but not limited to cataloging, processing, acquisitions, routine library maintenance, automation and new technologies.
- d. Be aware of and support the integration of literacy initiatives and content area standards (e.g., visual information and technology in support of the curriculum).
- e. Be aware of the role school libraries play in improving student achievement, literacy, and lifelong learning.
- f. Demonstrate an understanding of ethical issues related to school libraries, such as copyright, plagiarism, privacy, diversity, confidentiality, and freedom of speech.
- g. Assist in the daily operations of the school library program, such as shelving, working with volunteers and student helpers, inventory, materials repair and maintenance.
- h. Exhibit welcoming behaviors to all library patrons and visitors to encourage use of the library and its resources.
- i. Demonstrate knowledge of the school library collection and the availability of other resources that will meet individual student information or research needs.
- j. Demonstrate a general knowledge of basic technology skills and assist in troubleshooting basic hardware and software problems.

24.3(6) *Speech-language pathology (SLP)—prekindergarten through grade 12.* The SLP paraeducator will successfully complete the following list of competencies so that, under the direction and supervision of a qualified speech-language pathologist, the paraeducator will be able to:

- a. Understand the roles and responsibilities of the SLP paraeducator.
- b. Demonstrate a basic understanding of the four areas of communication, including articulation, language, fluency, and voice, and how they occur through typical development.
- c. Demonstrate an understanding of articulation/phonological disabilities.
- d. Demonstrate an understanding of language disabilities.
- e. Use appropriate instructional procedures and reinforcement techniques when working with children with articulation/phonological disabilities.
- f. Use appropriate instructional procedures and reinforcement techniques when working with children with language disabilities.
- g. Gather information as directed by the speech-language pathologist regarding the performance of children, including recording and charting responses.

24.3(7) *Vision impairments—prekindergarten through grade 12.* Under the direction and supervision of a qualified classroom teacher, the paraeducator will successfully complete the following list of competencies:

- a. Demonstrate knowledge of the impact of vision loss on learning and concept development for students who are blind or visually impaired.
 - (1) Demonstrate introductory knowledge of expanded core curriculum (ECC) and the ability to support ECC skills as directed by the supervising professional.
 - (2) Demonstrate introductory knowledge of functional vision assessments (FVA) and learning media assessments (LMA) of students who have vision impairments.
- b. Demonstrate knowledge of and skills in technology appropriate to the needs of students with vision impairments.
 - (1) Operate and use assistive technology that supports students who have vision impairments.
 - (2) Support and strengthen each student's capability to access and utilize assistive technology.
- c. Demonstrate introductory knowledge of instructional strategies unique to students who have vision impairments.
 - (1) Demonstrate the ability to adapt educational materials by using varied learning media as determined by student needs.
 - (2) Demonstrate an introductory knowledge of Braille in relation to identified or expressed student needs or both.
 - (3) Demonstrate introductory skills in operating transcription software and equipment.
- d. Demonstrate introductory knowledge of motor skills, movement, orientation, and mobility for students with vision impairments.
- e. Demonstrate knowledge of the role of paraeducators in student plans, including IEPs and individualized family service plans (IFSPs).
- f. Demonstrate knowledge about and skills in fostering independence, self-determination, social skills, self-advocacy, and appropriate behaviors for students with vision impairments.
- g. Demonstrate professionalism and ethical practices, including appropriate communication skills in relation to students with vision impairments and the students' service providers and families.

24.3(8) *Autism spectrum disorders.* Under the direction and supervision of a qualified classroom teacher, the paraeducator will successfully complete the following list of competencies:

- a. *Foundations.* Under the supervision of a licensed education professional, the paraeducator will:
 - (1) Demonstrate an understanding of the components of education plans (IEP, behavior intervention plan (BIP), functional behavioral analysis (FBA), and Section 504 Plan).
 - (2) Identify common characteristics of students with autism spectrum disorder (communication, social, restricted interest and behavior) and how these characteristics compare to those of typical children.
- b. *Learning environment.* Under the supervision of a licensed education professional, the paraeducator will:
 - (1) Assist in structuring the environment to meet the needs of students with autism spectrum disorder.
 - (2) Implement with integrity schedules and educational programs prescribed by the licensed teacher.
- c. *Content and instruction.* Under the supervision of a licensed education professional, the paraeducator will:

(1) Implement the educational, academic, and communication accommodations, adaptations, and supports assigned by a teacher.

(2) Provide opportunities for students with autism spectrum disorders to initiate and respond to large interactions and small interactions in academic settings.

(3) Provide opportunities for students with autism spectrum disorders to initiate, respond to, and participate in interactions in large groups and small groups in authentic situations.

(4) Gather and maintain data on student academic performance as directed by a licensed teacher.

(5) Assist educational staff in developing accommodations and adaptations and self-determination skills to increase student independence.

d. Emotional and behavioral. Under the supervision of a licensed education professional, the paraeducator will:

(1) Understand and identify the function of a behavior (e.g., antecedents, behaviors, consequences).

(2) Collect data on student behavior and related environmental stimuli, based on the concepts of antecedents, behaviors and consequences.

(3) Implement antecedent strategies on student behavior as defined by the licensed educator.

(4) Reinforce and practice replacement behaviors as defined by the licensed educator.

(5) Respond to problem behaviors in a consistent manner as defined by the licensed educator.

(6) Gather and maintain data on student social and behavioral performance as directed by a licensed teacher.

e. Professional relationships. Under the supervision of a licensed education professional, the paraeducator will:

(1) Demonstrate the ability to support the viewpoints and perspectives of students with autism and be empathetic to the students' learning styles.

(2) Respond to challenging behaviors in a respectful, empathetic manner.

f. Ethical and professional practice. Under the supervision of a licensed education professional, the paraeducator will:

(1) Know and understand the expectations of confidentiality in regard to student information and social media usage.

(2) Know and understand the legal constructs of the IEP and the Individuals with Disabilities Education Act (IDEA).

24.3(9) Paraeducator substitute authorization. An individual who holds a paraeducator certificate and completes the substitute authorization requirements set forth in rule 282—22.2(256) but who does not meet the degree requirement in 282—subparagraph 22.2(1)“a”(2) is authorized to substitute only in the special education classroom in which the individual paraeducator is employed unless emergency permission is granted by the executive director or designee based on documented need provided by the employer. The employer will make a good-faith effort to employ a substitute teacher who is not a paraeducator before requesting such emergency permission. A school district employing a paraeducator as a substitute pursuant to this subrule will compensate the person at the higher rate of either the school district's substitute pay per diem or the hourly pay to which the paraeducator is otherwise entitled.

[ARC 8822C, IAB 1/22/25, effective 2/26/25]

282—24.4(256) Prekindergarten through grade 12 advanced paraeducator certificate. Applicants for the prekindergarten through grade 12 advanced paraeducator certificate will have met the following requirements:

24.4(1) Currently hold or have previously held an Iowa paraeducator generalist certificate.

24.4(2) Possess an associate's degree or have earned 62 semester hours of college coursework. Degrees and semester hour credits will be completed through a college or university accredited by an institutional accrediting agency as recognized by the U.S. Department of Education.

24.4(3) Complete a minimum of 2 semester hours of coursework involving at least 100 clock hours of a supervised practicum with children and youth. These 2 semester hours of practicum may be part of an associate's degree or part of the earned 62 semester hours of college coursework.

[ARC 8822C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapter 256.

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¹ January 6, 2021, effective date of 24.4 [ARC 5303C, Item 3] delayed until the adjournment of the 2021 session of the General Assembly by the Administrative Rules Review Committee at its meeting held December 8, 2020.

CHAPTER 25
CODE OF PROFESSIONAL CONDUCT AND ETHICS

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—25.1(256) Scope of standards. This code of professional conduct and ethics constitutes mandatory minimum standards of practice for all licensed practitioners as defined in Iowa Code chapter 256. The adherence to certain professional and ethical standards is essential to maintaining the integrity of the education profession.

[ARC 8823C, IAB 1/22/25, effective 2/26/25]

282—25.2(256) Definitions. Except where otherwise specifically defined by law:

“Administrative and supervisory personnel” means any licensed employee such as a superintendent, associate superintendent, assistant superintendent, principal, associate principal, assistant principal, or other person who does not have as a primary duty the instruction of pupils in the schools.

“Board” means the board of educational examiners.

“Discipline” means the process of sanctioning a license, certificate, or authorization issued by the board.

“Ethics” means a set of principles governing the conduct of all persons governed by these rules.

“Fraud” means knowingly providing false information or representations on an application for licensure or employment, or knowingly providing false information or representations made in connection with the discharge of duties.

“License” means any license, certificate, or authorization granted by the board.

“Licensee” means any person holding a license, certificate, or authorization granted by the board.

“Practitioner” means an administrator, teacher, or other licensed professional, including an individual who holds a statement of professional recognition, who provides educational assistance to students.

“Responsibility” means a duty for which a person is accountable by virtue of licensure.

“Right” means a power, privilege, or immunity secured to a person by law.

“Student” means a person, regardless of age, enrolled in a prekindergarten through grade 12 school who is receiving direct or indirect assistance from a person licensed by the board.

“Teacher” means any person engaged in the instructional program for prekindergarten through grade 12 children, including a person engaged in teaching, administration, and supervision, and who is required by law to be licensed for the position held.

[ARC 8823C, IAB 1/22/25, effective 2/26/25]

282—25.3(256) Standards of professional conduct and ethics. Licensees are required to abide by all federal, state, and local laws applicable to the fulfillment of professional obligations. Violation of federal, state, or local laws in the fulfillment of professional obligations constitutes unprofessional and unethical conduct that can result in disciplinary action by the board. In addition, it is hereby deemed unprofessional and unethical for any licensee to violate any of the following standards of professional conduct and ethics:

25.3(1) Standard I—conviction of crimes, sexual or other immoral conduct with or toward a student, and child and dependent adult abuse. Violation of this standard includes:

a. *Fraud.* Fraud means the same as defined in rule 282—25.2(256).

b. *Criminal convictions.* Criminal convictions include the commission of or conviction for a criminal offense as defined by Iowa law, provided that the offense is relevant to or affects teaching or administrative performance.

(1) Disqualifying criminal convictions. The board will deny an application for licensure and will revoke a previously issued license if the applicant or licensee has, on or after July 1, 2002, been convicted of, pled guilty to, or been found guilty of the following criminal offenses, regardless of whether the judgment of conviction or sentence was deferred:

1. Any of the following forcible felonies included in Iowa Code section 702.11: child endangerment, assault, murder, sexual abuse, or kidnapping;

2. Any of the following criminal sexual offenses, as provided in Iowa Code chapter 709, involving a child:

- First-, second- or third-degree sexual abuse committed on or with a person who is under the age of 18;

- Lascivious acts with a child;
- Assault with intent to commit sexual abuse;
- Indecent contact with a child;
- Sexual exploitation by a counselor;
- Lascivious conduct with a minor; or
- Sexual exploitation by a school employee;

3. Enticing a minor under Iowa Code section 710.10;

4. Human trafficking under Iowa Code section 710A.2;

5. Incest involving a child as prohibited by Iowa Code section 726.2;

6. Dissemination and exhibition of obscene material to minors as prohibited by Iowa Code section 728.2;

7. Telephone dissemination of obscene material to minors as prohibited by Iowa Code section 728.15;

8. Any offense specified in the laws of another jurisdiction, or any offense that may be prosecuted in a federal, military, or foreign court, that is comparable to an offense listed in subparagraph 25.3(1) “b”(1); or

9. Any offense under prior laws of this state or another jurisdiction, or any offense under prior law that was prosecuted in a federal, military, or foreign court, that is comparable to an offense listed in subparagraph 25.3(1) “b”(1).

(2) Other criminal convictions and founded child abuse. In determining whether a person should be denied a license or whether a licensee should be disciplined based upon any other criminal conviction, including a conviction for an offense listed in subparagraph 25.3(1) “b”(1) that occurred before July 1, 2002, or a founded report of abuse of a child, the board will consider:

1. The nature and seriousness of the crime or founded abuse in relation to the position sought;
2. The time elapsed since the crime or founded abuse was committed;
3. The degree of rehabilitation that has taken place since the crime or founded abuse was committed;
4. The likelihood that the person will commit the same crime or abuse again;
5. The number of criminal convictions or founded abuses committed; and
6. Such additional factors as may in a particular case demonstrate mitigating circumstances or heightened risk to public safety.

c. *Sexual involvement or indecent contact with a student.* Sexual involvement includes but is not limited to the following acts, whether consensual or nonconsensual: fondling or touching the inner thigh, groin, buttocks, anus or breasts of a student; permitting or causing to fondle or touch the practitioner’s inner thigh, groin, buttocks, anus, or breasts; or the commission of any sex act as defined in Iowa Code section 702.17.

d. *Sexual exploitation of a minor.* Sexual exploitation includes the commission of or any conviction for an offense prohibited by Iowa Code section 728.12, Iowa Code chapter 709, or 18 U.S.C. §2252A(a)(5) (B) (2018).

e. *Student abuse.* Licensees will maintain professional relationships with all students, both inside and outside the classroom. The following acts or behavior constitute unethical conduct without regard to the existence of a criminal charge or conviction:

- (1) Committing any act of physical abuse of a student;
- (2) Committing any act of dependent adult abuse on a dependent adult student;
- (3) Committing or soliciting any sexual or otherwise indecent act with a student or any minor;
- (4) Soliciting, encouraging, or consummating any of the following:
 1. A sexual or physical relationship with a student;
 2. Grooming behavior toward a student; or
 3. An otherwise inappropriate relationship with a student;

(5) Furnishing alcohol or illegal or unauthorized drugs or drug paraphernalia to any student or knowingly allowing a student to consume alcohol or illegal or unauthorized drugs in the presence of the licensee;

(6) Failing to report any suspected act of child or dependent adult abuse as required by state law; or

(7) Committing or soliciting any sexual conduct as described in Iowa Code section 709.15(3) or acts or behavior listed in subparagraph 25.3(1) “e”(4) toward any person who was a student within 90 days prior to any conduct alleged in the complaint, if that person was taught by the practitioner or was supervised by the practitioner in any school activity when that person was a student.

25.3(2) Standard II—alcohol or drug abuse. Violation of this standard includes:

a. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs or abusing legal drugs.

b. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming alcohol.

25.3(3) Standard III—misrepresentation, falsification of information. Violation of this standard includes:

a. Falsifying or deliberately misrepresenting or omitting material information regarding professional qualifications, criminal history, college credit, staff development credit, degrees, academic award, or employment history when applying for employment or licensure.

b. Falsifying or deliberately misrepresenting or omitting material information regarding compliance reports submitted to federal, state, and other governmental agencies.

c. Falsifying or deliberately misrepresenting or omitting material information submitted in the course of an official inquiry or investigation.

d. Falsifying any records or information submitted to the board in compliance with the license renewal requirements imposed under 282—Chapter 20.

e. Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized tests, including but not limited to changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests.

25.3(4) Standard IV—misuse of public funds and property. Violation of this standard includes:

a. Failing to properly account for funds collected that were entrusted to the practitioner in an educational context.

b. Converting public property or funds to the personal use of the practitioner.

c. Submitting fraudulent requests for reimbursement of expenses or for pay.

d. Combining public or school-related funds with personal funds.

e. Failing to use time or funds granted for the purpose for which they were intended.

25.3(5) Standard V—violations of contractual obligations.

a. Violation of this standard includes:

(1) Asking a practitioner to sign a written professional employment contract before the practitioner has been unconditionally released from a current contract, unless the practitioner provided notice to the practitioner’s employing board as set forth in subparagraph 25.3(5) “b”(2).

(2) Abandoning a written professional employment contract without prior unconditional release by the employer.

(3) As an employer, executing a written professional employment contract with a practitioner that requires the performance of duties that the practitioner is not legally qualified to perform.

(4) As a practitioner, executing a written professional employment contract that requires the performance of duties that the practitioner is not legally qualified to perform.

b. In addressing complaints based upon contractual obligations, the board will consider factors beyond the practitioner’s control. For purposes of enforcement of this standard, a practitioner will not be found to have abandoned an existing contract if:

(1) The practitioner obtained a release from the employing board before discontinuing services under the contract; or

(2) The practitioner provided notice to the employing board no later than the latest of the following dates:

1. The practitioner's last work day of the school year;
2. The date set for return of the contract as specified in statute; or
3. June 30.

25.3(6) *Standard VI—unethical practice toward other members of the profession, parents, students, and the community.* Violation of this standard includes:

- a. Denying the student, without just cause, access to varying points of view.
- b. Deliberately suppressing or distorting subject matter for which the educator bears responsibility.
- c. Failing to make reasonable effort to protect the health and safety of the student or creating conditions harmful to student learning.
- d. Conducting professional business in such a way that the practitioner repeatedly exposes students or other practitioners to unnecessary embarrassment or disparagement.
- e. Engaging in any act of illegal discrimination, or otherwise denying a student or practitioner participation in the benefits of any program, on the grounds of race, creed, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin.
- f. Soliciting students or parents of students to purchase equipment, supplies, or services from the practitioner for the practitioner's personal advantage.
- g. Accepting gifts from vendors or potential vendors where there may be the appearance of a or an actual conflict of interest.
- h. Intentionally disclosing confidential information, including but not limited to unauthorized sharing of information concerning student academic or disciplinary records, health and medical information, assessment or testing results, or family income. Licensees will comply with state and federal laws and local school board policies relating to the confidentiality of student records unless disclosure is required or permitted by law.
- i. Refusing to participate in a professional inquiry when requested by the board.
- j. Aiding, assisting, or abetting an unlicensed person in the completion of acts for which licensure is required.
- k. Failing to self-report to the board within 60 days any founded child abuse report or any conviction for a criminal offense listed in subparagraph 25.3(1) "b"(1) that requires revocation of the practitioner's license.
- l. Delegating tasks to unqualified personnel.
- m. Failing to comply with federal, state, and local laws applicable to the fulfillment of professional obligations.
- n. Allowing another person to use one's practitioner license for any purpose.
- o. Performing services beyond the authorized scope of practice for which the individual is licensed or prepared or performing services without holding a valid license.
- p. Falsifying, forging, or altering a license issued by the board.
- q. Failure of a practitioner holding a contract under Iowa Code section 279.13 to disclose to the school official responsible for determining assignments a teaching assignment for which the practitioner is not properly licensed.
- r. Failure of a school official responsible for assigning licensed practitioners holding contracts under Iowa Code section 279.13 to adjust an assignment if the practitioner discloses to the official that the practitioner is not properly licensed for the assignment.
- s. Failure of an administrator to protect the safety of staff and students.
- t. Failure of an administrator to meet mandatory reporter obligations.
- u. Refusal of the practitioner to implement provisions of an individualized education program or behavioral intervention plan.
- v. Habitual nonparticipation in professional development by the practitioner.

25.3(7) *Standard VII—compliance with state law governing obligations to state or local governments, child support obligations, and board orders.* Violation of this standard includes:

a. Failing to comply with 282—Chapter 8 concerning payment of debts to state or local governments.

b. Failing to comply with 282—Chapter 10 concerning child support obligations.

c. Failing to comply with a board order.

25.3(8) *Standard VIII—incompetence.* Violation of this standard includes but is not limited to:

a. Willfully or repeatedly departing from or failing to conform to the minimum standards of acceptable and prevailing educational practice in the state of Iowa.

b. Willfully or repeatedly failing to practice with reasonable skill and safety.

[ARC 8823C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code chapter 256.

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¹ December 18, 2013, effective date of ARC 1170C [25.3(1)] delayed until the adjournment of the 2014 General Assembly by the Administrative Rules Review Committee at its meeting held December 10, 2013.

CHAPTER 26 CODE OF RIGHTS AND RESPONSIBILITIES

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—26.1(256) Purpose. The code of professional conduct and ethics in 282—Chapter 25 defines unprofessional and unethical conduct justifying disciplinary sanction. The board acknowledges that the discharge of professional obligations should occur in recognition of certain fundamental rights and responsibilities. Accordingly, the board recognizes the following rights and responsibilities of all educators licensed under Iowa Code chapter 256 and agrees that the exercise of these rights and responsibilities may present mitigating facts and circumstances in the board's evaluation of allegations of unprofessional or unethical conduct.

[ARC 8824C, IAB 1/22/25, effective 2/26/25]

282—26.2(256) Rights. Educators licensed under Iowa Code chapter 256 have the following rights:

1. The educator has a right to be licensed and endorsed under professional standards established and enforced by the board.
2. The educator has a right to refuse assignments for which the educator is not legally authorized, in terms of holding a valid Iowa license with the appropriate endorsement(s) or approval(s).
3. The educator has a right, subject to board and administrator authority, to exercise professional judgment in the evaluation, selection, and use of teaching methods and instructional materials appropriate to the needs, abilities, and background of each student.

[ARC 8824C, IAB 1/22/25, effective 2/26/25]

282—26.3(256) Responsibilities. Educators licensed under Iowa Code chapter 256 have the following responsibilities:

1. The educator has a responsibility to maintain and improve the educator's professional competence.
2. The educator has a responsibility to accept only those assignments for which the educator is legally authorized.
3. The educator has a responsibility to provide conditions that are conducive to teaching and student learning.
4. The educator will protect students from conditions harmful to learning or to health or safety.
5. The educator will not, without just cause, restrain a student from independent action in the pursuit of learning and will not, without just cause, deny a student access to varying points of view.
6. The educator will not use professional relationships with students for personal advantage.
7. The educator will not discriminate against any student on the grounds of race, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin.
8. The educator will accord just and equitable treatment to all members of the profession.
9. The educator will keep in confidence personally identifiable information regarding a student or the student's family members that has been obtained in the course of professional service, unless disclosure is required by law or is necessary for the personal safety of the student or others.
10. The educator who has reasonable basis to believe that a student has been abused, as defined by law, will make all reports that are required by law and the Iowa Administrative Code and that are necessary to ensure the safety and well-being of the student.
11. In the administration of discipline, the educator will treat all students with respect and in compliance with all policies of the school district served by the educator.
12. The educator will provide accurate, truthful, and complete information to the board and to the local education system concerning all licensure transactions.
13. The educator will not refuse to participate in a professional inquiry when requested by the board.
14. The educator will not require or direct another educator to violate any provisions of the code of professional conduct and ethics or any rights of a student, parent, educator or citizen.
15. The educator will not delegate assigned tasks to unqualified personnel.

[ARC 8824C, IAB 1/22/25, effective 2/26/25]

These rules are intended to implement Iowa Code section 256.146(1)“*a.*”

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CHAPTER 27
ISSUANCE OF PROFESSIONAL SERVICE LICENSES

Chapter rescission date pursuant to Iowa Code section 17A.7: 2/26/30

282—27.1(256) Professional service license. A professional service license may be issued in the following areas but does not permit service as a teacher:

1. School counselor.
2. School psychologist.
3. Speech-language pathologist.
4. Supervisor of special education (support).
5. Director of special education of an area education agency.
6. School social worker.
7. School audiologist.

[ARC 8825C, IAB 1/22/25, effective 2/26/25]

282—27.2(256) Requirements for a professional service license.

27.2(1) Initial professional service license. An initial professional service license valid for a minimum of two years with an expiration date of June 30 may be issued to an applicant for licensure who has a master's degree in a recognized professional educational service area set forth in rule 282—27.1(256) and who has completed a state-approved program for a professional service license endorsement.

27.2(2) Standard professional service license. A standard professional service license valid for five years may be issued to an applicant who meets the general requirements set forth in this rule and Iowa Code section 256.163.

27.2(3) School counseling Class G license. A nonrenewable Class G license valid for one year may be issued to an individual who is required to complete a school counseling practicum or internship in an approved program in preparation for the professional school counselor endorsement. The Class G license may be issued under the following limited conditions:

- a. Verification of a baccalaureate degree.
- b. Verification from the institution that the individual is admitted and enrolled in a school counseling program.
- c. Verification that the individual has completed at least 75 percent of the coursework and competencies required prior to the practicum or internship.

27.2(4) School psychologist one-year Class A license. A nonrenewable Class A license valid for one year may be issued to an individual who is required to complete an internship or thesis as an aspect of an approved program in preparation for the school psychologist endorsement. The one-year Class A license may be issued under the following limited conditions:

- a. Verification from the institution that the internship or thesis is a requirement for successful completion of the program.
- b. Verification that the employment situation will be satisfactory for the internship experience.
- c. Verification from the institution of the length of the approved and planned internship or the anticipated completion date of the thesis.
- d. Verification of the evaluation processes for successful completion of the internship or thesis.
- e. Verification that the internship or thesis is the only requirement remaining for successful completion of the approved program.

[ARC 8825C, IAB 1/22/25, effective 2/26/25]

282—27.3(256) Specific requirements for professional service license endorsements.

27.3(1) Professional school counselor—K-8 and 5-12.

a. Program requirements.

- (1) Master's degree from an accredited institution of higher education.
- (2) Completion of an approved human relations component.
- (3) Completion of an approved exceptional learner component.

b. Content. Completion of the competencies and coursework set forth in 282—subrule 13.10(24).

27.3(2) School psychologist—birth to age 21.

a. Program requirements. An applicant will have completed a program of graduate study that is currently approved (or that was approved at the time of graduation) by the National Association of School Psychologists or the American Psychological Association, or be certified as a Nationally Certified School Psychologist by the National Association of School Psychologists, in preparation for service as a school psychologist through one of the following options:

(1) Completion of a master's degree with sufficient graduate semester hours beyond a baccalaureate degree to total 60; or

(2) Completion of a specialist's degree of at least 60 graduate semester hours with or without completion of a terminal master's degree program; or

(3) Completion of a doctoral degree program of at least 60 graduate semester hours with or without completion of a terminal master's degree program or specialist's degree program.

b. Additional content.

(1) Completion of an approved human relations component.

(2) Completion of an approved exceptional learner component.

27.3(3) Speech-language pathologist—birth to age 21.

a. Program requirements.

(1) An applicant will hold a master's degree in speech pathology.

(2) *Content.* An applicant will have completed the requirements in speech pathology and in the professional education sequence (i.e., 20 semester hours including student teaching/internship as a school speech-language pathologist). Courses in the following areas may be recognized for fulfilling the 20-hour sequence:

1. Curriculum courses (e.g., reading, methods, curriculum development).

2. Foundations (e.g., philosophy of education, foundations of education).

3. Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction).

4. Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification).

5. Courses in special education (e.g., introduction to special education, learning disabilities).

6. Child development courses (e.g., human growth and development, principles and theories of child development, history and theories of early childhood education).

NOTE: General education courses (e.g., introduction to psychology, sociology, history, literature, humanities) will not be credited toward fulfillment of the required 20 hours.

(3) An applicant will have completed an approved human relations component.

(4) An applicant will have completed an approved exceptional learner component.

b. A person may meet the requirements in this subrule or the requirements for a statement of professional recognition (SPR) in this area as set forth in 282—Chapter 16.

27.3(4) Professional service administrator. The holder of this endorsement is authorized to serve as a supervisor of special education support programs. However, an individual holding an SPR is not eligible for the professional service administrator endorsement.

a. Program requirements.

(1) An applicant will hold a master's degree in preparation for school psychology, speech/language pathology, audiology (or education of students who are deaf or hard of hearing), or social work.

(2) *Content.* The program will include a minimum of 16 graduate semester hours to specifically include the following:

1. Consultation process in special or regular education.

2. Current issues in special education administration including school law/special education law.

3. Program evaluation.

4. Educational leadership.

5. Administration and supervision of special education.

6. Practicum: Special education administration. This requirement may be waived based on two years of experience as a special education administrator.

7. School personnel administration.

8. Evaluator approval component.

b. Other: The applicant will:

(1) Have four years of support service in a school setting with special education students in the specific discipline area desired.

(2) Meet the practitioner licensure requirements of one of the following endorsements:

1. School audiologist (or deaf or hard of hearing at K-8 and 5-12).

2. School psychologist.

3. School social worker.

4. Speech-language pathologist.

27.3(5) *School social worker—birth to age 21.*

a. Program requirements. An applicant will hold a master's degree in social work from an accredited school of social work to include a minimum of 20 semester hours of coursework (including practicum experience) that demonstrates skills, knowledge, and competencies in the following areas:

(1) Social work.

1. Assessment (e.g., social, emotional, behavioral, and familial).

2. Intervention (e.g., individual, group, and family counseling).

3. Related studies (e.g., community resource coordination, multidiscipline teaming, organizational behavior, and research).

(2) Education.

1. General education (e.g., school law, foundations of education, methods, psychoeducational measurement, behavior management, child development).

2. Special education (e.g., exceptional children, psychoeducational measurement, behavior management, special education regulations, counseling school-age children).

(3) Practicum experience. A practicum experience in a school setting under the supervision of an experienced school social work practitioner is required. The practicum will include experiences that lead to the development of professional identity and the disciplined use of self. These experiences will include assessment, direct services to children and families, consultation, staffing, community liaison and documentation. If a person has served two years as a school social worker, the practicum experience can be waived.

(4) Completion of an approved human relations component.

(5) Completion of an approved exceptional learner component.

b. A person may meet the requirements in this subrule or the requirements for an SPR in this area as set forth in 282—Chapter 16.

27.3(6) *School audiologist—birth to age 21.*

a. Program requirements.

(1) An applicant will hold a master's degree in audiology.

(2) Content. An applicant will complete the requirements in audiology and in the professional education sequence (i.e., 20 semester hours including student teaching/internship as a school audiologist). Courses in the following areas may be recognized for fulfilling the 20-hour sequence:

1. Curriculum courses (e.g., reading, methods, curriculum development).

2. Foundations (e.g., philosophy of education, foundations of education).

3. Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction).

4. Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification).

5. Courses in special education (e.g., introduction to special education, learning disabilities).

6. Child development courses (e.g., human growth and development, principles and theories of child development, history of early childhood education).

NOTE: General education courses (e.g., introduction to psychology, sociology, history, literature, humanities) will not be credited toward fulfillment of the required 20 hours.

(3) An applicant will have completed an approved human relations component.

(4) An applicant will have completed an approved exceptional learner component.

b. A person may meet the requirements in this subrule or the requirements for an SPR in this area as set forth in 282—Chapter 16.

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