

**Senate File 248 - Introduced**

SENATE FILE 248  
BY BOLKCOM

**A BILL FOR**

1 An Act relating to diversity, equity, and inclusion as  
2 components of Iowa's approved practitioner preparation  
3 programs, twenty-first century learning skills, Iowa  
4 teaching standards, administrator standards and criteria,  
5 and teacher licensure renewal requirements.  
6 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. Section 256.7, subsection 26, paragraph a,  
2 subparagraph (3), Code 2021, is amended to read as follows:

3 (3) The rules establishing a core curriculum shall address  
4 the core content standards in [subsection 28](#) and the skills and  
5 knowledge students need to be successful in the twenty-first  
6 century. The core curriculum shall include social studies and  
7 twenty-first century learning skills which include but are  
8 not limited to civic literacy, health literacy, technology  
9 literacy, financial literacy, family life and consumer  
10 sciences, and employability skills; and shall address the  
11 curricular needs of students in kindergarten through grade  
12 twelve in those areas. The state board shall further define  
13 the twenty-first century learning skills components by rule.  
14 The rules shall require that the universal constructs address  
15 equitable instruction and culturally responsive pedagogy.

16 Sec. 2. Section 256.9, subsection 47, Code 2021, is amended  
17 to read as follows:

18 47. Develop Iowa standards for school administrators,  
19 including knowledge and skill criteria, and develop, based on  
20 the Iowa standards for administrators, mentoring and induction,  
21 evaluation processes, and professional development plans  
22 pursuant to [chapter 284A](#). The standards and criteria shall  
23 include restorative justice training and shall prioritize  
24 cultural responsiveness training. The criteria shall further  
25 define the characteristics of quality administrators as  
26 established by the Iowa standards for school administrators.

27 Sec. 3. Section 256.9, Code 2021, is amended by adding the  
28 following new subsection:

29 NEW SUBSECTION. 63. Develop and include an equitability  
30 assessment and ranking of schools operated by school districts  
31 in the Iowa school performance profiles published by the  
32 department.

33 Sec. 4. Section 256.16, subsection 1, Code 2021, is amended  
34 by adding the following new paragraph:

35 NEW PARAGRAPH. *n.* Include instruction in restorative

1 justice and cultural responsiveness.

2 Sec. 5. Section 272.2, subsection 1, Code 2021, is amended  
3 by adding the following new paragraph:

4 NEW PARAGRAPH. *c.* Establish as a renewal requirement  
5 for a standard license the completion of two clock hours  
6 of training in a course relating to cultural competency.  
7 For purposes of this paragraph, "*cultural competency*" means  
8 awareness and understanding of the values, lifestyles, history,  
9 and contributions of various identifiable cultural groups in  
10 society; recognizing and dealing with dehumanizing biases such  
11 as sexism, racism, prejudice, and discrimination and raising  
12 awareness of the impact that such biases have on interpersonal  
13 relations; recognizing the ways in which dehumanizing biases  
14 may be reflected in instructional materials; and acquiring  
15 strategies to manage students from different cultures in a  
16 classroom setting.

17 Sec. 6. Section 284.3, subsection 2, paragraph a, Code 2021,  
18 is amended to read as follows:

19 *a.* For purposes of comprehensive evaluations, standards  
20 and criteria which measure a beginning teacher's performance  
21 against the Iowa teaching standards specified in [subsection 1](#),  
22 and the criteria for the Iowa teaching standards developed by  
23 the department in accordance with [section 256.9](#), to determine  
24 whether the teacher's practice meets the requirements specified  
25 for a career teacher. ~~These~~ The standards and criteria shall  
26 include restorative justice training and shall prioritize  
27 cultural responsiveness training. The standards and criteria  
28 shall be set forth in an instrument provided by the department.  
29 The comprehensive evaluation and instrument are not subject to  
30 negotiations or grievance procedures pursuant to [chapter 20](#) or  
31 determinations made by the board of directors under section  
32 279.14.

33

EXPLANATION

34 The inclusion of this explanation does not constitute agreement with  
35 the explanation's substance by the members of the general assembly.

1 This bill provides for diversity, equity, and inclusion  
2 as components of Iowa's approved practitioner preparation  
3 programs, 21st century learning skills, Iowa teaching  
4 standards, administrator standards and criteria, and teacher  
5 licensure renewal requirements.

6 The bill requires that the state board of education's rules  
7 regarding the universal constructs must address equitable  
8 instruction and culturally responsive pedagogy.

9 The bill requires that the standards and criteria for  
10 school teachers and administrators, developed by the director  
11 of the department of education, include restorative justice  
12 training and prioritize cultural responsiveness training. The  
13 director is also required to develop and include, in the Iowa  
14 school performance profiles published by the department, an  
15 equitability assessment and ranking of schools operated by  
16 school districts.

17 The bill requires that approved practitioner preparation  
18 programs include instruction in restorative justice and  
19 cultural responsiveness.

20 The bill directs the board of educational examiners to  
21 establish, as a renewal requirement for a standard license, the  
22 completion of two clock hours of training in a course relating  
23 to cultural competency. The bill defines cultural competency  
24 as awareness and understanding of the values, lifestyles,  
25 history, and contributions of societal cultural groups;  
26 recognizing certain dehumanizing biases and their impact on  
27 interpersonal relations and their reflection in instructional  
28 materials; and acquiring strategies to manage students from  
29 different cultures in a classroom setting.