

House File 2230 - Introduced

HOUSE FILE 2230
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO HSB 555)

A BILL FOR

1 An Act relating to teacher education and licensing, including
2 by modifying provisions related to practitioner preparation
3 programs and licenses issued by the board of educational
4 examiners.

5 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

unofficial

1 Section 1. Section 256.16, subsection 1, Code 2026, is
2 amended by adding the following new paragraphs:

3 NEW PARAGRAPH. p. (1) Beginning July 1, 2027, include
4 clinical experiences and preparation to prepare students admitted
5 to an approved practitioner preparation program to serve
6 students with disabilities and English learners that incorporates
7 knowledge, skills, and dispositions for each student admitted to
8 an approved practitioner preparation program.

9 (2) The rules adopted by the state board pursuant to
10 this paragraph must prescribe practicum and clinical experience
11 standards for all higher education institutions providing
12 practitioner preparation related to serving students with
13 disabilities and English learners, differentiated by standards
14 that are applicable to all students admitted to an approved
15 practitioner preparation program in addition to standards that
16 are applicable to students who are seeking an endorsement in
17 special education or English learner instruction.

18 (a) Clinical experiences for all students admitted to
19 an approved practitioner preparation program must include a
20 minimum of fifteen practicum hours focused on differentiation
21 of instruction and support for special populations, including
22 supporting English learners, special education experiences, and
23 instructional implementation and progress monitoring applicable
24 to individualized education programs.

25 (b) Clinical experiences for students admitted to an approved
26 practitioner preparation program who are seeking an endorsement
27 in English learner instruction must include a minimum of
28 forty practicum hours, inclusive of methods of teaching English
29 to English learners in both elementary and secondary school
30 settings.

31 (3) The department shall establish a process to routinely
32 review and provide ongoing support for the adoption and
33 implementation of standards for preparation of teacher and
34 administrator candidates in serving students with disabilities
35 and English learners.

1 NEW PARAGRAPH. q. (1) Beginning July 1, 2027, administer
2 prior to a student's completion of the practitioner preparation
3 program, and require that each student complete, a summative
4 end-of-program assessment that is designed to measure the
5 student's preparation in content areas that are required for
6 the endorsement area in which the student will be teaching,
7 and that was distributed to the higher education institution
8 providing practitioner preparation by the department pursuant
9 to subparagraph (2). A higher education institution providing
10 practitioner preparation shall identify appropriate student
11 remediation opportunities in endorsement areas by analyzing
12 student performance on the summative end-of-program assessment
13 described in this subparagraph compared to the score set by the
14 department pursuant to subparagraph (2).

15 (2) (a) On or before July 1, 2027, the department shall
16 identify and distribute to all higher education institutions
17 providing practitioner preparation a unified, valid, and reliable
18 summative end-of-program assessment required for each endorsement
19 area. The department shall set the minimum score for each
20 summative end-of-program assessment identified and distributed
21 pursuant to this subparagraph subdivision that will be used
22 to determine mastery of content by a student enrolled in the
23 practitioner preparation program.

24 (b) If, subsequent to July 1, 2027, the department creates
25 a new endorsement area, then the department shall identify
26 and distribute to all higher education institutions providing
27 practitioner preparation a unified, valid, and reliable summative
28 end-of-program assessment required for the new endorsement area
29 as soon as is reasonably possible after the creation of the
30 new endorsement area. The department shall set the minimum
31 score for each summative end-of-program assessment identified and
32 distributed pursuant to this subparagraph subdivision that will
33 be used to determine mastery of content by a student enrolled in
34 the practitioner preparation program.

35 (3) (a) Report to the department, in the form and manner

1 prescribed by the department, information related to the scores
2 attained by students on the summative end-of-program assessment
3 administered pursuant to subparagraph (1).

4 (b) Beginning August 1, 2028, the department shall publish on
5 the department's internet site all of the following:

6 (i) Program-level data related to the passage rates
7 attained by students on the summative end-of-program assessment
8 administered pursuant to subparagraph (1).

9 (ii) Efforts the department has made to support the higher
10 education institutions providing practitioner preparation in
11 the implementation of curriculum improvements, remediation
12 techniques, and program evaluation.

13 (iii) Examples of program remediation and assessment plans
14 that higher education institutions providing practitioner
15 preparation have provided to students who scored below the
16 minimum score set by the department pursuant to subparagraph (2)
17 prior to the student's completion of the practitioner preparation
18 program.

19 Sec. 2. Section 256.16, Code 2026, is amended by adding the
20 following new subsection:

21 NEW SUBSECTION. 3. For purposes of this section, "*English*
22 *learner*" means the same as defined in section 280.4.

23 Sec. 3. Section 256.146, Code 2026, is amended by adding the
24 following new subsection:

25 NEW SUBSECTION. 28. Adopt rules pursuant to chapter 17A
26 that require an individual who has applied to a school to
27 teach in a special education setting to complete a self-paced
28 course created by the department of education as a condition
29 of awarding the individual a class B license or a conditional
30 license. The self-paced course must include content related to
31 basic special education laws, assessment procedures, and other
32 essential competencies.

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 relates to teacher education and licensing,
2 including by modifying provisions related to practitioner
3 preparation programs and licenses issued by the board of
4 educational examiners (BOEE).

5 Beginning July 1, 2027, the bill requires higher education
6 institutions providing practitioner preparation to include
7 clinical experiences and preparation to prepare students admitted
8 to a practitioner preparation program to serve students with
9 disabilities and English learners. The rules adopted by the
10 state board pursuant to this provision must prescribe practicum
11 and clinical experience standards for practitioner preparation
12 programs related to serving students with disabilities and
13 English learners. Clinical experiences for all students are
14 required to include a minimum of 15 practicum hours focused
15 on differentiation of instruction and support for special
16 populations. Meanwhile, clinical experiences for students who
17 are seeking an endorsement in English learner instruction must
18 include a minimum of 40 practicum hours, inclusive of methods
19 of teaching English to English learners in both elementary and
20 secondary school settings. The bill requires the department
21 of education (DE) to establish a process to review and provide
22 ongoing support for the adoption and implementation of standards
23 for preparation of teacher and administrator candidates in
24 serving students with disabilities and English learners.

25 Beginning July 1, 2027, the bill requires higher education
26 institutions providing practitioner preparation to administer
27 prior to a student's completion of the practitioner preparation
28 program a summative end-of-program assessment that is designed
29 to measure the student's preparation in content areas that are
30 required for the endorsement area in which the student will
31 be teaching, and that was distributed to the higher education
32 institution by DE pursuant to the bill's provisions.

33 The bill requires DE to, on or before July 1, 2027, identify
34 and distribute to all higher education institutions providing
35 practitioner preparation a summative end-of-program assessment

1 required for each endorsement area. If DE creates a new
2 endorsement area after July 1, 2027, the bill requires DE to
3 identify and distribute to all higher education institutions
4 providing practitioner preparation a summative end-of-program
5 assessment required for the new endorsement area. DE is required
6 to set the minimum score for each summative end-of-program
7 assessment that will be used to determine mastery of content by a
8 student enrolled in a practitioner preparation program.

9 Higher education institutions are required to report to DE
10 information related to the scores attained by students on the
11 summative end-of-program assessment. Beginning August 1, 2028,
12 the bill requires DE to publish on the DE's internet site passage
13 rates attained by students on the summative end-of-program
14 assessment, information related to efforts DE has made to support
15 the higher education institutions in certain specified areas, and
16 examples of program remediation and assessment plans that higher
17 education institutions have provided to students who scored below
18 the minimum score set by DE.

19 BOEE is required to adopt rules requiring an individual who
20 has applied to a school to teach in a special education setting
21 to complete a self-paced course created by DE as a condition
22 of awarding the individual a class B license or a conditional
23 license.