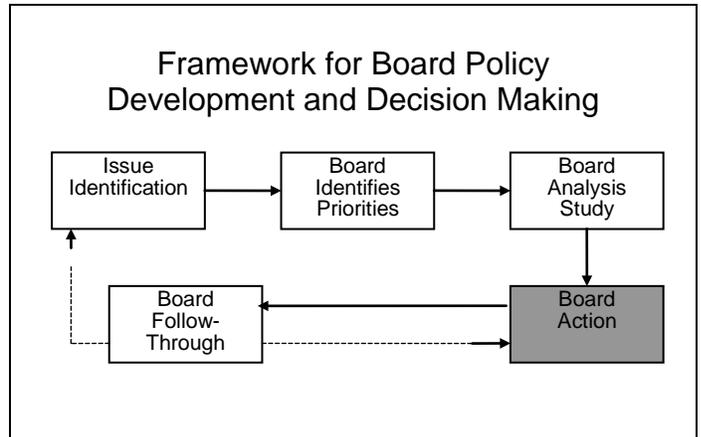


# Iowa State Board of Education

## Executive Summary

November 7, 2012



**Agenda Item:** Rules: Chapter 79 – Standards for Practitioner and Administrator Preparation Programs (Adopt)

**Iowa Goal:** All PK-12 students will achieve at a high level.

**State Board Role/Authority:**

Iowa Code section 256.7(5) gives the State Board of Education the statutory authority to adopt rules under chapter 17A. Iowa Code section 256.7(3) directs the State Board to prescribe standards and procedures for the approval of practitioner preparation programs and Iowa Code section 256.16 directs the State Board to adopt rules setting specific criteria for practitioner preparation programs. Pursuant to Iowa Code sections 256.7(3) and 256.16, the State Board adopted rules – Iowa Administrative Code (IAC) Chapter 79, “Standards for Practitioner and Administrator Preparation Programs.” 2012 Iowa Acts, Senate File (SF) 2284, section 39, amended Iowa Code 256.16 and modified the testing requirements for admission to teacher preparation programs and for successful completion of the programs. These proposed amendments bring the rules into compliance with the revised legislation.

**Presenter:** Mike Cormack, Policy Liaison  
Office of the Director

**Attachments:** 1

**Recommendation:** It is recommended that the State Board amend and adopt Chapter 79.

**Background:**

SF 2284 made changes to testing requirements for prospective teaching applicants in practitioner and administrator preparation programs. These changes impact those entering and leaving these programs.

Upon entrance to a preparation program, students will now be required to take a preprofessional skills test from a nationally recognized testing service instead of the broader basic skills test that was previously required. Upon completion of the program students must take, subject to the director's approval, an assessment designed by a nationally recognized testing service that measures pedagogy and knowledge in at least one subject area; or a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates. The director has determined that a valid performance-based assessment does not currently exist, so these rules address the pedagogy and knowledge assessment designed by a nationally recognized testing service, and the rules related to the performance assessment will be developed over the next year.

There were three public comments and one written comment on this measure. Concerns were raised about the proper time to put these rules into effect, the testing choices available to graduates, and the potential impact on candidates who did not pass these tests.

It is the Department's position that the rules presented today should be adopted at this time and implemented with fidelity in order to promote teacher quality in the classroom.

Some technical changes were made to the proposed rules to make sure that all teachers were covered by these requirements and an enactment date was inserted specifying that these rules go into effect for the 2<sup>nd</sup> semester of this academic year. Otherwise, these are essentially the same rules that were presented to the State Board at the notice stage.

## EDUCATION DEPARTMENT [281]

### Adopted and Filed

Pursuant to the authority of Iowa Code section 256.7(5) and Iowa Code section 256.16, the State Board of Education hereby amends Chapter 79, “Standards for Practitioner and Administrator Preparation Programs,” Iowa Administrative Code.

2012 Iowa Acts, Senate File 2284, section 39, amended Iowa Code section 256.16 regarding pretesting of candidates for admission to teacher preparation programs.

Whereas presently teacher preparation programs are required to administer a “basic skills test” to admission candidates, the new legislation requires that the test be “a preprofessional skills test offered by a nationally recognized testing service.” The new legislation also imposes a new requirement that, prior to completion of the program, each student in a teacher preparation program achieve scores above the 25<sup>th</sup> percentile nationally on an assessment that measures pedagogy and knowledge of at least one subject area. The proposed amendments implement this legislation.

An agencywide waiver provision is provided in 281—Chapter 4.

Notice of Intended Action was published in the August 22, 2012, Iowa Administrative Bulletin as **ARC 0299C**. Public comments were allowed until 4:30 p.m. on September 11, 2012. On that date, a public hearing was held and three persons attended. One written comment was received. This rule has been revised since publication under Notice to make clear that the changes to IAC Chapter 79.15(7)“a” reflect the changes to Iowa Code section 256.16 mandated by 2012 Iowa Acts, Senate File 2284, section 39. This revision also reflects a written comment received during the public comment period. An effective date for this rule has also been included so as to not

unduly burden practitioner preparation candidates who are completing a practitioner preparation program during the current academic term.

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

These amendments are intended to implement 2012 Iowa Acts, Senate File 2284, section 39, and Iowa Code section 256.16.

The following amendments are proposed.

ITEM 1. Amend paragraph 79.13(2)“c” as follows:

c. For teacher preparation programs, the system includes the administration of a ~~basic~~ preprofessional skills test offered by a nationally recognized testing service, with program admission denied to any applicant who fails to achieve the institution’s designated criterion score.

ITEM 2. Amend subrule 79.15(1) as follows:

79.15(1) Prior to admission to the teacher preparation program, each teacher candidate attains the qualifying score determined by the unit on a ~~basic~~ preprofessional skills test ~~of reading, writing, and mathematics~~ administered pursuant to paragraph 79.13(2)“c.”

ITEM 3. Amend paragraph 79.15(7)“a” as follows:

a. Content/subject matter specialization. The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or

secondary level occupational endorsements. Each candidate must achieve a score above the twenty-fifth percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area. Additionally, each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

These rules shall become effective January 2, 2013.