



OVERVIEW

At the May 2013 meeting of the State Board of Education, the Board directed the Iowa Department of Education to update the standards for educator preparation in Iowa Administrative Code 281, Chapter 79. A team of educators, Department of Education staff, Board of Educational Examiners staff, and others worked hard to research, evaluate, and rewrite the standards. Their work resulted in an updated version of chapter 79 that was officially adopted in January 2015.

The team drafted guidance for implementation of the updated standards. The guidance has been refined, edited, and finalized. The left column is the current and official standards from Iowa Administrative Code 281 chapter 79 and the right column is the guidance associated with each standard.

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p><i>Rules are approved by the State Board of Education and the Legislative rules approval process.</i></p>	<p><i>This is the Iowa Department of Education Director's guidance for implementing the rules. The Department has the authority and responsibility to monitor and enforce rules through the use of Director's Guidance.</i></p>
<p>281—79.10(256) Governance and resources standard. Governance and resources adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions.</p>	
<p>79.10(1) A clearly understood governance structure provides guidance and support for all educator preparation programs in the unit.</p>	<p>The structure must define which entities are responsible for decision-making at all levels and in all programs, and clearly demonstrate how the lines of communication and support are delineated.</p>
<p>79.10(2) The professional education unit has primary responsibility for all educator preparation programs offered by the institution through any delivery model.</p>	<p>The unit must be defined for membership by function. The unit must be responsible for decisions affecting the work of all educator preparation programs.</p>
<p>79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for all components of the educator preparation programs.</p>	<p>The conceptual framework provides direction for programs, courses, teaching, candidate performance, professional development, and unit accountability. The conceptual framework establishes the unit's best practices. The conceptual framework provides the following structural elements:</p> <ul style="list-style-type: none"> • the mission of the institution and unit; • the unit's philosophy, purposes, professional commitments, and dispositions; • unit standards, aligning them with professional, state, and institutional standards; <p>The unit defines the research basis and applicability of best practices used for the conceptual framework.</p> <p>Best practices are research-based, identified by the unit in the conceptual framework, and are evident in faculty members' teaching practices.</p>
<p>79.10(4) The unit demonstrates alignment of unit standards with current national professional standards for educator preparation. Teacher preparation must align with InTASC standards. Leadership preparation programs must align with ISSL standards.</p>	<p>Interstate Teacher Assessment and Support Consortium (InTASC): Current InTASC standards, performances, essential knowledge and critical dispositions are available on the Council of Chief State School Officers (CCSSO) InTASC website.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
	<p>http://www.ccsso.org/Resources.html</p> <p>Iowa Standards for School Leaders (ISSL): Current ISSL Standards are available on the Iowa Department of Education website: https://www.educateiowa.gov/documents/educator-quality/2013/03/iowa-standards-school-leaders</p> <p>Other programs must use appropriate current national standards.</p>
<p>79.10(5) The unit provides evidence of ongoing collaboration with appropriate stakeholders. There is an active advisory committee that is involved semi-annually in providing input for program evaluation and continuous improvement.</p>	<p>Stakeholders include, but are not limited to: alumni, employers, practitioners, school and education community partners, and others defined by the unit. All unit programs must be represented in the advisory committee structure.</p> <p>Advisory committee(s) must be operationalized to assure members are providing input to the program.</p>
<p>79.10(6) When a unit is a part of a college or university, there is ongoing collaboration with the appropriate departments of the institution, especially regarding content knowledge.</p>	<p>There is a defined process for ongoing communication and collaboration.</p> <p>This ongoing collaboration is designed to impact the integration of content knowledge and pedagogical knowledge in preparing candidates.</p>
<p>79.10 (7) The institution provides resources and support necessary for the delivery of quality preparation program(s). The resources and support include the following:</p> <ul style="list-style-type: none"> a. Financial resources; facilities; appropriate educational materials, equipment and library services; and commitment to a work climate, policies, and faculty/staff assignments which promote/support best practices in teaching, scholarship and service; b. Resources to support professional development opportunities; c. Resources to support technological and instructional needs to enhance candidate learning; d. Resources to support a quality clinical experiences for all educator candidates; and e. Commitment of sufficient administrative, clerical, and technical staff. 	<p>Resources must be equitable across all unit programs regardless of location or method of delivery.</p> <ul style="list-style-type: none"> a. Educational facilities and materials must be current, applicable, and readily available to candidates and faculty. Work climate and assignment policy must ensure faculty members have adequate time to prepare, deliver and assess quality instruction/support of candidates, b. Resources are adequate to provide for individual faculty members' professional development to stay current in their field, and access to opportunities must be equitable for all faculty members; c. Resources are adequate to assure candidates are prepared to use technology for teaching and learning that is current and available in Iowa schools; d. Resources are adequate to assure quality support (including supervision where applicable) for candidates in clinical placements;

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
	e. Resources, including faculty assignments must consider the additional responsibilities associated with an accredited program, to include candidate and program assessment, and management of information.
79.10(8) The unit has a clearly articulated appeals process, aligned with the institutional policy, for decisions impacting candidates. This process is communicated to all candidates and faculty.	Policy/process is clearly described and readily available to all candidates/faculty/advisors.
79.10(9) The use of part-time faculty and graduate students in teaching roles is purposeful and is managed to ensure integrity, quality, and continuity of all programs.	Processes are in place that ensure part time faculty and graduate students are integrated into the unit for alignment with the conceptual framework, policies, curriculum and candidate/program assessment. Part time faculty and graduate students must be supported in professional development that will enhance unit goals.
79.10(10) Resources are equitable for all program components, regardless of delivery model or location.	A candidate who completes an educator preparation program through distance learning or at an off-campus site must have equitable access to curriculum, materials, faculty support, resources, etc. as candidates completing the same program at the home campus. Every program within a unit must have equitable resource support.

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
281—79.11(256) Diversity standard. The environment and experiences provided practitioner candidates support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions.	
79.11(1) The institution and unit work to establish a climate that promotes and supports diversity.	The concept of diversity addresses diverse groups, which are defined in IAC 281, chapter 79.2 (definitions). The institution and unit make efforts to educate, inform, and support students/faculty/staff about culture and issues of diversity. The institution and unit make efforts to support diverse students/faculty/staff.
79.11(2) The institution's and unit's plans, policies, and practices document their efforts in establishing and maintaining a diverse faculty and student body.	The institution and unit are taking steps to increase and maintain diversity, with the goal of candidates and faculty members' characteristics mirroring the population of Iowa students served.

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>281—79.12(256) Faculty standard. Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions.</p>	
<p>79.12(1) The unit defines the roles and requirements for faculty members by position. The unit describes how roles and requirements are determined.</p>	<p>Faculty roles/designations must be defined by the unit. All persons who meet the definition of faculty (in 79.2), whether full or part time, must be included in this designation.</p>
<p>79.12(2) The unit documents the alignment of teaching duties for each faculty member with that member's preparation, knowledge, experiences and skills.</p>	<p>Faculty members are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which they are preparing practitioner candidates. Faculty members have experience and adequate preparation in effective methods for any model of program delivery in which they are assigned responsibilities.</p>
<p>79.12(3) The unit holds faculty members accountable for teaching prowess. This accountability includes evaluation and indicators for continuous improvement.</p>	<p>Teaching prowess calls for faculty members to instruct and model best practices in teaching, including the assessment of their effectiveness as it relates to candidate performance.</p> <p>This requirement also calls for the unit to hold faculty members accountable for teaching the critical concepts and principles of their discipline.</p>
<p>79.12(4) The unit holds faculty members accountable for professional growth to meet the academic needs of the unit.</p>	<p>Faculty members/unit administrators use data to help determine professional development needs of the unit.</p> <p>All faculty members must be engaged in professional growth activities.</p> <p>Professional development should enhance faculty members' ability to teach the critical concepts and principles of their discipline.</p>
<p>79.12(5) Faculty members collaborate with:</p> <ul style="list-style-type: none"> a. Colleagues in the unit; b. Colleagues across the institution; c. Colleagues in PK-12 schools/agencies/learning settings. Faculty members engage in professional education and maintain ongoing involvement in activities in preschool, elementary, middle, or secondary schools. For faculty members engaged in teacher preparation, activities shall include at least forty 	<ul style="list-style-type: none"> a. Systematic procedures are in place for collaboration within the unit to examine and enhance unit goals and work. b. Systematic procedures are in place for collaboration across the institution to enhance unit goals and work. c. The purpose of this requirement is for faculty members to maintain meaningful, recent experience in current learning environments. This can include early access learning settings in

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>hours of teaching at the appropriate grade level(s) during a period not exceeding five years in duration.</p>	<p>addition to P-12 schools. The setting must be appropriate for the context and level of teaching in which the faculty member is engaged.</p> <p>For teacher preparation faculty, activities must involve engagement in teaching students in an instructional setting.</p> <p>The language of Iowa Code 272.25 requires 40 hours of team teaching for all faculty members in professional education. Based on code language, the 40 hour requirement applies to all faculty members who teach candidates strategies and methods for teaching and all faculty members who teach coursework for concepts contained in the professional core, as described in 79.15(5). Strategies and methods include: planning, assessment and instruction.</p> <p>For administrator preparation faculty, meaningful experiences must be aligned with leadership.</p> <p>For educator preparation faculty in areas other than teacher preparation and administrator preparation, experiences must be aligned with the work of their candidates' preparation.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>281 – 79.13(256) Assessment system and unit evaluation standard. The unit's assessment system shall appropriately monitor individual candidate performance and use that data in concert with other information to evaluate and improve the unit and its programs in accordance with the following provisions.</p>	
<p>79.13 (1) The unit has a clearly defined, cohesive assessment system.</p>	<p>The assessment system includes all aspects of candidate learning and performance data, analysis of that data in relationship to unit standards, and incorporating all other available elements of program data to make program decisions that will affect candidate growth.</p> <p>Data is collected on all candidates in all unit programs. Aggregated and analyzed data is used to set goals and inform all program improvement decisions. Results of data analysis are shared with all appropriate candidates and faculty across the unit and other stakeholders.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>79.13 (2) The assessment system is based on unit standards.</p>	<p>Unit standards are identified through the process required in 79.10(3). The unit identifies where/how/when standards are assessed throughout the program in coursework and field experiences.</p>
<p>79.13 (3) The assessment system includes both individual candidate assessment and comprehensive unit assessment.</p>	<p>No guidance is provided for this section at this time.</p>
<p>79.13(4) Candidate assessment includes clear criteria for:</p> <ol style="list-style-type: none"> Entrance into the program (for teacher education, this includes testing described in Iowa Code 256.16). Continuation in the program with clearly defined checkpoints/gates. Admission to clinical experiences (for teacher education, this includes specific criteria for admission to student teaching). Program completion (for teacher education, this includes testing described in Iowa Code section 256.16: see subrule 79.15(5) for required teacher candidate assessment). 	<p>Programs must communicate policy to candidates and faculty for testing and other restrictions on students who are allowed to reattempt to meet criteria.</p> <p>Programs must clearly articulate and follow a policy on:</p> <ul style="list-style-type: none"> Check point requirements Restrictions on students not meeting checkpoint requirements Options available to students not meeting checkpoint requirements
<p>79.13(5) Individual candidate assessment includes all of the following:</p> <ol style="list-style-type: none"> Measures used for candidate assessment are fair, reliable, and valid. Candidates are assessed on their demonstration/attainment of unit standards. Multiple measures are used for assessment of candidate on each unit standard. Candidates are assessed on unit standards at different developmental stages. Candidates are provided with formative feedback on their progress toward attainment of unit standards. Candidates use the provided formative assessment data to reflect upon and guide their development/growth toward attainment of unit standards. Candidates are assessed at the same level of performance across programs, regardless of the place or manner in which the program is delivered. 	<ol style="list-style-type: none"> Unit makes efforts/ takes measures to establish that assessments used are free of bias, and are reliable and valid. Units use assessments of performance to document attainment of standards. Developmental stages include expectations for candidates early in the program, candidates progressing through courses and practica, and candidates nearing completion. <p>No guidance is provided for subsections c, e, f, g at this time.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>79.13(6) Comprehensive unit assessment includes all of the following:</p> <ul style="list-style-type: none"> a. Individual candidate assessment data on unit standards, as described in subrule 79.13(5), are analyzed. b. The aggregated assessment data are analyzed to evaluate programs. c. Findings from the evaluation of aggregated assessment data are used to make program improvements. d. Evaluation data are shared with stakeholders. e. The collection, aggregation, analysis, and evaluation of assessment data described in this subrule takes place on a regular cycle. 	<p>Assessment system includes both direct measures (candidate performances) and indirect measures (surveys from graduates and employers). Other data used to evaluate program may include faculty evaluations, placement data, retention data and any other data collected for program evaluation. For teacher education, this includes aggregation of data on state required program completion assessment(s).</p> <p>The system provides the ability to disaggregate data for analysis of specific programs or components of programs, e.g., elementary vs. secondary candidates, main campus vs. satellite campus offerings, etc.</p> <p>Assessment data are shared with stakeholders for purposeful analysis and timely program improvement. Stakeholders include institution administrators, unit faculty, candidates, and advisory council as appropriate.</p>
<p>79.13(7) The unit shall conduct a survey of graduates and their employers to ensure that the graduates are well prepared, and the data shall be used for program improvement.</p>	<p>Surveys of recent graduates and their employers must be conducted annually. The surveys must include the questions developed and supplied by the Iowa DE. Programs may add their own specific questions/prompts.</p>
<p>79.13(8) The unit regularly reviews, evaluates, and revises the assessment system.</p>	<p>No guidance is provided for this section at this time.</p>
<p>79.13(9) The unit annually reports to the department such data as is required by the state and federal governments.</p>	<p>Reports include HEA Title II (US DE) and the Annual Report for Iowa DE.</p> <p>All reports must be complete and submitted by the due date.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>281—79.14(256) Teacher preparation clinical practice standard: The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions.</p>	
<p>79.14 (1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified</p>	<p>Clinical experiences should increase in complexity and candidate responsibility as the candidate progresses through the program.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>personnel, monitored by the unit, and integrated into the unit standards. These expectations are shared with teacher candidates, college/university supervisors, and cooperating teachers.</p>	<p>Clinical experiences are clearly aligned with program standards. The unit has a defined process for making placements, managing, and monitoring clinical placements and experiences.</p>
<p>79.14(2) PK-12 school partners and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:</p> <ol style="list-style-type: none"> a. High-quality college/university supervisors, and b. High-quality cooperating teachers. 	<p>The unit collaborates with PK-12 systems to select, prepare, evaluate, support, and retain supervisors and cooperating teachers. The unit has a plan to select college/university supervisors that have knowledge and experience that allows them to evaluate teaching quality in the placement(s) for which they are supervising candidates. The unit has a plan to select cooperating teachers using the criteria determined by the unit to define high-quality cooperating teacher. The unit uses a coherent system for evaluating supervisors and cooperating teachers. The unit uses a system of support that provides information on unit standards and requirements as well as professional development and resources necessary to provide quality supervision/mentoring. The unit communicates with supervisors/cooperating teachers to ensure their needs are met.</p>
<p>79.14(3) Cooperating teachers and college/university supervisors share responsibility for evaluating the teacher candidates' achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' attainment of unit standards.</p>	<p>Evaluation of candidates will be determined collectively through a collaborative sharing of evaluative information to include cooperating teachers, supervisors, and unit faculty members based on:</p> <ul style="list-style-type: none"> • Documentation of achievement aligned with requirements identified in the assessment standard (79.13), and • Performance based assessments based on the knowledge, skills and dispositions as determined by the unit.
<p>79.14(4) Candidates experience clinical practices in multiple settings that include diverse groups and diverse learning needs.</p>	<p>Each candidate is provided experiences in multiple diverse settings with multiple diverse groups.</p>
<p>79.14(5) Teacher candidates admitted to a teacher preparation program must complete a minimum of 80 hours of pre-student teaching field experiences, with at least 10 hours occurring prior to acceptance into the program.</p>	<p>The 10 hours occurring prior to acceptance into the program may consist of observation. However, at least 70 hours of pre-student teaching field experience must include active engagement with PK-12 students.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>79.14(6) Pre-student teaching field experiences support learning in context, and include all of the following:</p> <ul style="list-style-type: none"> a. High-quality instructional programs for PK-12 students in a state-approved school or educational facility. b. Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice. c. The active engagement of teacher candidates in planning, instruction, and assessment. 	<p>The unit demonstrates that the pre-student teaching field experiences are of sufficient depth, breadth, coherence, and duration to ensure candidates' developing competency.</p>
<p>79.14(7) The unit is responsible for ensuring that the student teaching experience for initial licensure:</p> <ul style="list-style-type: none"> a. Includes a full-time experience for a minimum of 14 consecutive weeks in duration during the teacher candidate's final year of the teacher preparation program. b. Takes place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the teacher candidate is being prepared. c. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the teacher candidate. d. Involves the teacher candidate in communication and interaction with parents or guardians of students in the teacher candidate's classroom. e. Requires the teacher candidate to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation, which shall not be used as an assessment tool by the unit, performed by the cooperating teacher or a person who holds an Iowa evaluator license. f. Requires collaborative involvement of the teacher candidate, cooperating teacher, and college/university supervisor in candidate growth. This collaborative involvement includes biweekly supervisor observations with feedback. g. Requires the teacher candidate to bear primary responsibility for planning, instruction, and assessment within the classroom for a minimum of two weeks (ten school days). 	<p>A candidate must complete all preparation and endorsement coursework before student teaching in the associated endorsement.</p> <ul style="list-style-type: none"> g. Co-teaching is an acceptable model for bearing primary responsibility. <p>No guidance is provided for subsections a through f and h at this time.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>h. Includes a written evaluation procedure, after which the completed evaluation form is included in the teacher candidate's permanent record.</p>	
<p>79.14(11) The unit annually offers one or more workshops for cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the unit deems necessary. The duration of the workshop shall be equivalent to one day.</p>	<p>Workshop may be conducted in various formats (face-to-face, electronic, etc.) in ways that the unit determines best fulfills the purpose.</p> <p>Each cooperating teacher must be afforded the equivalent of an entire one day workshop to be completed by the end of the semester of the student teaching assignment.</p>
<p>79.14(12) The institution enters into a written contract with the cooperating school or district providing clinical experiences, including field experiences and student teaching.</p>	<p>Paraphrased from Iowa Code 272.27: An institution with a practitioner preparation program that requires candidates to complete work in student teaching, pre-student teaching experiences, field experiences, practicums, clinicals, or internships, shall enter into a written contract with any school district, accredited nonpublic school, preschool registered or licensed by the department of human services, or area education agency in Iowa under terms and conditions as agreed upon by the contracting parties. Students actually teaching or engaged in preservice licensure activities in a school district under the terms of such a contract are entitled to the same protection as employees of the school district, during the time they are so assigned.</p> <p>For placements in preschools, the terms and conditions of a written contract shall provide that a student teacher be under the direct supervision of an appropriately licensed cooperating teacher who is employed to teach at the preschool.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>281—79.15(256) Teacher candidate knowledge, skills and dispositions standard: Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.</p>	
<p>79.15(1) Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge including but not limited to English composition,</p>	<p>Specific requirements for English composition, mathematics, natural sciences, social sciences, and humanities are established by the institution. These</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
mathematics, natural sciences, social sciences, and humanities.	requirements must be met for all teacher education candidates.
<p>79.15(2) Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281-79.2 (256). The unit shall provide evidence that teacher candidates develop the ability to meet the needs of all learners, including:</p> <ol style="list-style-type: none"> a. Students from diverse ethnic, racial and socioeconomic backgrounds. b. Students with disabilities. c. Students who are gifted and talented. d. English language learners. e. Students who may be at risk of not succeeding in school. 	Evidence will show that candidates demonstrate, through performance-based measures, the attainment of the knowledge, skills, and dispositions necessary to meet the needs of each group of learners defined in this rule.
<p>79.15(3) Each teacher candidate demonstrates knowledge about literacy, and receives preparation in literacy. Each candidate also develops and demonstrates the ability to integrate reading strategies into content area coursework. Each teacher candidate in elementary education demonstrates knowledge related to the acquisition of literacy skills and receives preparation in a variety of instructional approaches to reading programs, including but not limited to reading recovery.</p>	Evidence must show that candidates demonstrate, through performance-based measures, the knowledge and abilities described in this rule.
<p>79.15(4) Each unit defines unit standards (aligned with InTASC standards) and embeds them in courses and field experiences.</p>	Current InTASC standards, performances, essential knowledge and critical dispositions are available on the CCSSO InTASC website. http://www.ccsso.org/Resources.html
<p>79.15(5) Each teacher candidate exhibits competency in all of the following professional core curricula:</p> <ol style="list-style-type: none"> a. <i>Content/subject matter specialization.</i> The teacher 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 specialization is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least 	<p>a. Approved assessments and required passing scores are listed on the Iowa Department of Education website: https://www.educateiowa.gov/pk-12/educator-quality/practitioner-preparation</p> <p>The central concepts, tools of inquiry, and structure of the discipline(s) are aligned with the appropriate national standards.</p> <p>Evidence must show that candidates demonstrate, through performance-based measures, the ability to</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. The teacher candidate must either meet or exceed a score above the 25th percentile nationally on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score above the 25th percentile nationally on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning. Additionally, each elementary teacher candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.</p> <p>b. <i>Student learning.</i> The teacher candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.</p> <p>c. <i>Diverse learners.</i> The teacher candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.</p> <p>d. <i>Instructional planning.</i> The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.</p> <p>e. <i>Instructional strategies.</i> The teacher candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.</p> <p>f. <i>Learning environment/classroom management.</i> The teacher candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management;</p>	<p>demonstrate the knowledge, skills, and dispositions listed in this rule.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>and is prepared to address behaviors related to substance abuse and other high-risk behaviors.</p> <p>g. <i>Communication</i>. The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.</p> <p>h. <i>Assessment</i>. The teacher candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.</p> <p>i. <i>Foundations, reflective practice and professional development</i>. The teacher candidate develops knowledge of the social, historical, and philosophical foundations of education. The teacher candidate continually evaluates the effects of the candidate's choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.</p> <p>j. <i>Collaboration, ethics and relationships</i>. The teacher candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.</p> <p>k. <i>Technology</i>. The teacher candidate effectively integrates technology into instruction to support student learning.</p> <p>l. <i>Methods of teaching</i>. Methods of teaching have an emphasis on the subject and grade-level endorsement desired.</p>	

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>79.15(6) Teacher candidates demonstrate competency in content coursework directly related to the Iowa Core.</p>	<p>Competency is demonstrated through application of Iowa Core content to the teaching and learning process.</p>
<p>79.15(7) Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended.</p>	<p>Find detailed requirements on the BoEE website: http://www.boee.iowa.gov/.</p>
<p>79.15(8) Programs shall submit curriculum exhibit sheets for approval by the Iowa board of educational examiners and the department.</p>	<p>Curriculum exhibits must be submitted and approved at the time of accreditation review and when changes are made by the unit.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>281—79.16(256) Administrator preparation clinical practice standard. The unit and its school partners shall provide clinical experiences that assist candidates in becoming successful school administrators in accordance with the following provisions.</p>	
<p>79.16 (1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, purposeful, supervised by appropriately qualified personnel, monitored by the unit, and integrated into unit standards. These expectations are shared with candidates, supervisors and cooperating administrators.</p>	<p>Clinical experiences should increase in complexity and candidate responsibility as the candidate progresses through the program. The unit provides a clear and comprehensive documentation of alignment of standards with clinical experiences.</p> <p>The unit has a defined process for making placements, managing and monitoring clinical placements and experiences.</p>
<p>79.16 (2) The PK-12 school and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:</p> <ul style="list-style-type: none"> a. High-quality college/university supervisors, and b. High-quality cooperating administrators. 	<p>The unit collaborates with PK-12 systems to select, prepare, evaluate, support, and retain supervisors and cooperating administrators. The unit has a plan to select college/university supervisors that have knowledge and experience that allows them to evaluate candidates in the placement(s) for which they are supervising. The unit has a plan to select cooperating administrators using the criteria determined by the unit to define high-quality cooperating administrators. The unit uses a coherent system for evaluating supervisors and cooperating administrators. The unit uses a system of support that provides information on unit standards and requirements as well as professional development and resources necessary</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
	to provide quality supervision/mentoring. The unit communicates with supervisors/cooperating administrators to ensure their needs are met.
<p>79.16 (3) Cooperating administrators and college/university supervisors share responsibility for evaluating the candidate’s achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ attainment of unit standards.</p>	<p>Evaluation of candidates will be determined collectively through a collaborative sharing of evaluative information to include cooperating administrators, supervisors, and unit faculty members based on:</p> <ul style="list-style-type: none"> • Documentation of achievement aligned with requirements identified in the assessment standard (79.13), and • Performance based assessments based on the knowledge, skills and dispositions as determined by the unit.
<p>79.16 (4) Clinical experiences include all of the following criteria:</p> <ol style="list-style-type: none"> a. A minimum of 400 hours during the candidate’s preparation program. b. Take place with appropriately licensed cooperating administrators in state-approved schools or educational facilities. c. Take place in multiple high-quality educational settings that include diverse populations and students of different age groups. d. Include minimum expectations and responsibilities for cooperating administrators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members. e. Include prescribed minimum expectations and responsibilities of the candidate for ethical performance of both leadership and management tasks. f. The involvement of the administrator candidate in relevant responsibilities to include demonstration of the capacity to facilitate the use of assessment data in effecting student learning. g. Involves the candidate in professional meetings and other school-based activities directed toward the improvement of teaching and learning. h. Involve the candidate in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating administrators in the school. 	<p>Requirements for administrator preparation clinical experiences include :</p> <ol style="list-style-type: none"> a. Active engagement by the candidates. c. Clinical practices in multiple settings that include diverse groups and diverse learning needs, significant experiences in special education and diverse student populations (e.g. TAG, ELL, at-risk, etc.) and all age levels from PK-12. In addition, superintendent requirements include significant experiences in an AEA. e. Ethical performance guidelines must be aligned with IAC 282 chapter 25. <p>No guidance is provided for subsections b, d, and f through h at this time.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>79.16(5) The institution annually delivers one or more professional development opportunities for cooperating administrators to define the objectives of the field experience, review the responsibilities of the cooperating administrator, build skills in coaching and mentoring, and provide the cooperating administrator other information and assistance the institution deems necessary. The professional development opportunities incorporate feedback from participants and utilize appropriate delivery strategies.</p>	<p>Professional development plans show consistent alignment with the requirements in 79.16(2), ISSL standards, and the unit standards and/or goals for all cooperating administrators.</p> <p>Delivery of professional development for cooperating administrators may be conducted in various formats (face-to-face, electronic, etc.) in ways that the unit determines best fulfills the purpose.</p>
<p>79.16 (6) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for administrator candidates.</p>	<p>The unit will maintain a record of an agreement with all cooperating districts, schools or agencies in which candidates are placed.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>281—79.17(256) Administrator candidate knowledge, skills, and dispositions standard. Administrator candidates shall demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.</p>	
<p>79.17(1) Each educational administrator program shall define program standards (aligned with current ISSL standards) and embed them in coursework and clinical experiences at a level appropriate for a novice administrator.</p>	<p>The current standards required for educational administration programs are the Iowa Standards for School Leadership (ISSL), which are consistent with standards adopted by the National Policy Board for Educational Administration (NPBEA).</p> <p style="text-align: center;">Current ISSL Standards</p> <p>specific criteria for each standard can be found at https://www.educateiowa.gov/pk-12/educator-quality/administrator-evaluation#Iowa Standards for School Leaders ISSL</p>
<p>79.17(2) Each new administrator candidate successfully completes the appropriate evaluator training provided by a state-approved evaluator trainer.</p>	<p>Evaluator training must be provided by an evaluator approved by the state of Iowa.</p>
<p>79.17(3) Each administrator candidate demonstrates the knowledge, skills, and dispositions necessary to support the implementation of the Iowa core.</p>	<p>Candidates demonstrate, through performance-based measures, the attainment of the knowledge, skills, and dispositions for designing, implementing and assessing appropriate learning experiences based on the Iowa core.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>79.17(4) Each administrator candidate demonstrates, within specific coursework and clinical experiences related to the study of human relations, cultural competency, and diverse learners, that the candidate is prepared to work with students from diverse groups, as defined in rule 281-79.2(256). The unit shall provide evidence that administrator candidates develop the ability to meet the needs of all learners, including:</p> <ul style="list-style-type: none"> a. Students from diverse ethnic, racial and socioeconomic backgrounds. b. Students with disabilities. c. Students who are gifted and talented. d. English language learners. e. Students who may be at risk of not succeeding in school. 	<p>Candidates demonstrate, through performance-based measures, the attainment of the knowledge, skills, and dispositions for hiring, supporting and retaining teachers/staff to meet the needs of all learners. Candidates demonstrate, through performance-based measures, the attainment of the knowledge, skills, and dispositions for building and supporting a school/district climate that will support learners from diverse backgrounds and with diverse needs as defined in this rule.</p>
<p>79.17(5) Each administrator candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.</p>	<p>Curriculum exhibits must be submitted and approved at the time of accreditation review and when changes are made by the unit.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>281—79.19(256) Purpose. This division addresses preparation of an individual seeking a license based on school-centered preparation for employment as one of the following: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist). (See also the board of educational examiners' 282—Chapter 27, regarding licenses for service other than as a teacher.)</p>	
<p>281—79.20(256) Clinical practice standard. The unit and its school, AEA, and facility partners shall provide clinical experiences that assist candidates in becoming successful practitioners in accordance with the following provisions.</p>	
<p>79. 20 (1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, purposeful, supervised by appropriately qualified personnel, monitored by the unit, and integrated into unit standards. These expectations are shared with candidates, supervisors and cooperating professional educators.</p>	<p>Clinical experiences should increase in complexity and candidate responsibility as the candidate progresses through the program. The unit provides a clear and comprehensive documentation of alignment of standards with clinical experiences.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
	The unit has a defined process for making placements, managing and monitoring clinical placements and experiences.
<p>79.20 (2) The PK-12 school, AEA, and facility partners and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:</p> <ul style="list-style-type: none"> a. High-quality college/university supervisors, and b. High-quality cooperating professional educators. 	<p>The unit collaborates with PK-12 systems to select, prepare, evaluate, support, and retain supervisors and cooperating educators.</p> <p>The unit has a plan to select college/university supervisors that have knowledge and experience that allows them to evaluate candidates in the placement(s) for which they are supervising.</p> <p>The unit has a plan to select cooperating educators using the criteria determined by the unit to define high-quality cooperating educators.</p> <p>The unit uses a coherent system for evaluating supervisors and cooperating educators.</p> <p>The unit uses a system of support that provides information on unit standards and requirements as well as professional development and resources necessary to provide quality supervision/mentoring. The unit communicates with supervisors/cooperating educators to ensure their needs are met.</p>
<p>79.20 (3) Cooperating professional educators and college/university supervisors share responsibility for evaluating the candidate's achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate the candidate's attainment of unit standards.</p>	<p>Evaluation of candidates will be determined collectively through a collaborative sharing of evaluative information among cooperating educators, supervisors, and unit faculty members based on:</p> <ul style="list-style-type: none"> • Documentation of achievement aligned with requirements identified in the assessment standard (79.13), and • Performance based assessments based on the knowledge, skills and dispositions as determined by the unit.
<p>79.20 (4) Clinical experiences include all of the following criteria:</p> <ul style="list-style-type: none"> a. Learning that takes place in the context of providing high-quality instructional programs for students in a state-approved school, agency, or educational facility; b. Take place in educational settings that include diverse populations and students of different age groups; c. Provide opportunities for candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice; d. Include minimum expectations and responsibilities for cooperating professional 	<p>Requirements for educator preparation clinical experiences include :</p> <ul style="list-style-type: none"> b. Clinical practices in multiple settings that include diverse groups and diverse learning needs, significant experiences in special education and diverse student populations (e.g. TAG, ELL, at-risk, etc.) and all age levels from PK-12. e. Active engagement by the candidates in the educational setting in which they are placed. <p>No guidance is provided for subsections a, c, d, f and g at this time.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>educators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members;</p> <p>e. Include prescribed minimum expectations for involvement of candidates in relevant responsibilities directed toward the work for which they are preparing;</p> <p>f. Involve the candidate in professional meetings and other activities directed toward the improvement of teaching and learning; and</p> <p>g. Involve candidates in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating professional educators in the school.</p>	
<p>79.20 (5) The institution annually delivers one or more professional development opportunities for cooperating professional educators to define the objectives of the field experience, review the responsibilities of the cooperating professional educators, build skills in coaching and mentoring, and provide the cooperating professional educators other information and assistance the institution deems necessary. The professional development opportunities incorporate feedback from participants and utilize appropriate delivery strategies.</p>	<p>Professional development plans show consistent alignment with the requirements in 79.20 (2), appropriate national standards, and the unit standards and/or goals for all cooperating educators.</p> <p>Delivery of professional development for cooperating educators may be conducted in various formats (face-to-face, electronic, etc.) in ways that the unit determines best fulfills the purpose.</p>
<p>79.20 (6) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for candidates.</p>	<p>The unit will maintain a record of an agreement with all cooperating districts, schools or agencies in which candidates are placed.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>281—79.21(256) Candidate knowledge, skills and dispositions standard. Candidates shall demonstrate the content knowledge and the pedagogical and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.</p>	
<p>79.21 (1) Each professional educator program shall define program standards (aligned with current national standards) and embed them in coursework and clinical experiences at a level appropriate for a novice professional educator.</p>	<p>The appropriate national standards will be used.</p>

Rules (Iowa Administrative Code 281-79)	Guidance to the Field
<p>79.21(2) Each candidate demonstrates, within specific coursework and clinical experiences related to the study of human relations, cultural competency, and diverse learners, such that they are prepared to work with students from all diverse groups, as defined in rule 281-79.2(256). The unit shall provide evidence that candidates develop the ability to meet the needs of all learners, including:</p> <ul style="list-style-type: none"> a. Students from diverse ethnic, racial and socioeconomic backgrounds. b. Students with disabilities. c. Students who are gifted and talented. d. English language learners. e. Students who may be at risk of not succeeding in school. 	<p>Evidence will show that candidates demonstrate, through performance-based measures, the attainment of the knowledge, skills, and dispositions necessary to meet the needs of each group of learners defined in this rule.</p>
<p>79.21(3) Each candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.</p>	<p>Curriculum exhibits must be submitted and approved at the time of accreditation review and when changes are made by the unit.</p>