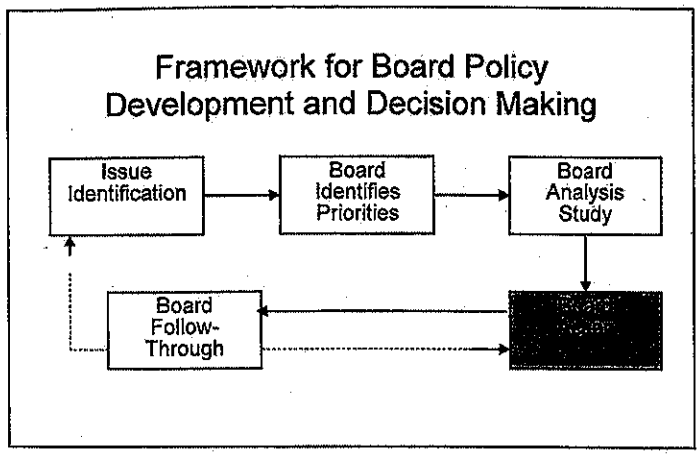
Iowa State Board of Education

Executive Summary

July 30, 2009



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

Iowa Goal: Individuals will pursue postsecondary education in order to drive economic success.

Equity Impact Statement: All practitioner and administrator preparation programs are governed by this uniform set of rules.

Presenter: None (Consent agenda)

Attachments: 1

Recommendation: It is recommended that the State Board adopt and file the following amendments to this chapter.

Background: The proposed amendments to this chapter are to update administrator preparation requirements to reflect current state and national standards, include requirements that address changing forms of delivery systems, include specific rules for approval of professional educational programs that lead to state licensure in areas other than teacher or administrator preparation, change the schedule for site visits, include requirements that better prepare new educators to implement the required Iowa Core Curriculum, and provide further clarification of rules.

EDUCATION DEPARTMENT [281]

Adopted and Filed

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

The State Board of Education seeks to amend this chapter to update administrator preparation requirements to reflect current state and national standards (Item 18); to include requirements that address changing forms of delivery systems (Items 4, 5, 7, 8, 10, 11, 12, 13, 15, and 16); to include specific rules for approval of professional educational programs that lead to state licensure in areas other than teacher or administrator preparation (Item 19); to change the schedule for site visits (Items 6 and 9); to include requirements that better prepare new educators to implement the required Iowa Core Curriculum (Items 16 and 18); and to provide further clarification of rules (Items 1, 2, 3, 14, and 17).

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

Notice of Intended Action was published in the May 20, 2009, Iowa Administrative Bulletin as ARC #7780B. A public hearing was held on June 12, 2009, and public comments were allowed until close of business on that same date. No written or oral comments were received.

These amendments are identical to those published under Notice.

These amendments are intended to implement Iowa Code sections 256.7(3), 256.16, and 272.25.

The following amendments are adopted.

Item 1. Amend rule **281—79.1(256)** as follows:

281-79.1(256) General statement. Programs of practitioner and administrator preparation leading to licensure in Iowa are subject to approval by the state board of education, as provided in Iowa Code chapter 256. All programs having accreditation on August 31, 2001, are presumed accredited unless or until the state board takes formal action to remove accreditation. ~~All~~

~~administrator preparation programs must submit program documentation between August 31, 2001, and August 31, 2002, for approval of administrator preparation programs under these rules. Commencing August 31, 2001, all program approval evaluations will be conducted under these rules.~~

Item 2. Amend rule **281—79.2(256)**, definitions of *"Director," "Institution," "ISSL,"* and *"Unit,"* as follows:

"Director" means director of ~~education~~ the department.

"Institution" means a college or university in Iowa offering practitioner~~, including administrator,~~ preparation or an educational organization offering administrator preparation and seeking state board approval of its practitioner preparation program(s).

"ISSL" means Iowa Standards for School Leaders~~, the ISLLC standards with additional expectations for Iowa school leaders~~.

"Unit" means the organizational entity within an institution with the responsibility of administering and delivering the practitioner preparation program(s).

Item 3. Amend rule **281—79.2(256)**, by deleting the definition of "ISLLC," and by adding the following **new** definitions in alpha order:

"*Area Education Agencies (AEAs)*" means regional service agencies that provide school improvement services for students, families, teachers, administrators and their communities.

"*Delivery model*" means the form in which the educator preparation program is delivered to candidates and may include conventional campus-based face-to-face models, distance learning models, off-campus models, programs delivered through consortia arrangements, and program or elements delivered by contracted outside providers.

"*Distance learning*" means a formal education process in which the major portion of the instruction occurs when the learner and the instructor are not in the same place at the same time through virtually any media including printed materials, videotapes, audio recordings, facsimiles, telephone communications, the ICN, Internet communications through email, and web-based delivery systems.

"*Distance learning program*" means a program in which over half of the required courses in the program occur when the learner and the instructor are not in the same place at the same time (see definition of distance learning). These programs include those offered by the professional educational unit through a contract with an outside vendor or in a consortium arrangement with other higher education institutions, local education agencies, or other entities.

"EPS" means Educational Leadership Policy Standards, national standards for educational administration.

"Facility" means a residential or other setting for a child in which the child receives an appropriate educational program, and includes a foster care facility as defined in Iowa Code section 237.1,a facility that provides residential treatment pursuant to Iowa Code chapter 125, an approved or licensed shelter care home, as defined in Iowa Code section 232.2, subsection 34, an approved juvenile detention home, as defined in Iowa Code section 232.2, subsection 32, and a psychiatric medical institute for children, as defined in Iowa Code chapter 135H.

"*ICN*" means the Iowa Communication Network.

"Iowa Core Curriculum" means a legislatively-mandated state initiative that provides local school districts and nonpublic schools a guide to delivering instruction to students based on consistent, challenging and meaningful content.

"*Off-campus program*" means a program offered by a unit on sites other than the main campus. Off-campus programs may be offered in the same state, in other states, or in countries other than the United States.

"Regional accreditation" means official approval by an agency or organization approved or recognized by the federal department of education.

Item 4. Amend rule **281—79.3(256)** as follows:

281—79.3(256) Institutions affected. ~~All~~ In order to attain the authority to recommend candidates for Iowa licensure, colleges and universities offering ~~complete~~ practitioner preparation programs in Iowa, as well as other Iowa educational organizations engaged in the preparation of school administrators, shall meet the standards contained in this chapter to gain or maintain state board approval of their programs.

Item 5. Amend rule **281—79.4(256)** as follows:

281—79.4(256) Criteria for ~~Iowa~~ practitioner preparation programs. Each institution seeking approval by the state board of its programs of practitioner preparation, including those programs offered by distance delivery models or at off-campus locations, must be regionally accredited and shall file evidence of the extent to which it meets the standards contained in this chapter by means of a written self-evaluation report and an evaluation conducted by the department. The program shall demonstrate such evidence by means of a template developed by the department and through a site visit conducted by the department. After the state board has approved the practitioner preparation programs of an institution, students who complete the programs and are recommended by the authorized official of that institution will be issued the appropriate license and endorsement(s).

Item 6. Amend rule **281—79.5(256)** as follows:

281-79.5(256) Approval of programs. Approval of institutions' practitioner preparation programs by the state board shall be based on the recommendation of the director after study of the factual and evaluative evidence on record about each program in terms of the standards contained in this chapter.

Approval, if granted, shall be for a term of ~~five~~ seven years; however, approval for a lesser term may be granted by the state board if it determines conditions so warrant.

If approval is not granted, the applying institution will be advised concerning the areas in which improvement or changes appear to be essential for approval. In this case, the institution shall be given the opportunity to present factual information concerning its programs at a regularly scheduled meeting of the state board, not beyond three months of the board's initial decision. Following a minimum of six months after the board's decision to deny approval, the institution may reapply when it is ready to show what actions have been taken to address the areas of suggested improvement. Programs may be granted conditional approval upon review of appropriate documentation. In such an instance, the program shall receive a full review after one year or, in the case of a new program, at the point at which candidates demonstrate mastery of standards for licensure.

Item 7. Amend rule **281—79.6(256)** as follows:

281—79.6(256) Visiting teams. Upon application or reapplication for approval, a team shall visit each institution for evaluation of its practitioner preparation program(s). When an institution offers off-campus practitioner preparation programs, the review team may elect to include visits to some or all of the sites of the off-campus programs. The membership of the team shall be selected by the department with the concurrence of the institution being visited. The team may include faculty members of other practitioner preparation institutions; personnel from elementary and secondary schools, to include licensed practitioners; personnel of the state department of education; personnel staff of the board of educational examiners; and representatives from professional education organizations. Each team member should have appropriate competencies, background, and experiences to enable the member to contribute to the evaluation visit. The expenses for the visiting team shall be borne by the institution.

Item 8. Amend rule **281—79.7(256)** as follows:

281—79.7(256) Periodic reports. Approved programs shall make periodic reports upon request of the department which shall provide basic information necessary to keep records of each practitioner preparation program up to date and to provide information necessary to carry out research studies relating to practitioner preparation. The department may request that information be disaggregated by attendance center or delivery model or both.

Item 9. Amend rule **281—79.8(256)** as follows:

281-79.8(256) Reevaluation of practitioner ~~or administrator~~ preparation programs. Every ~~five~~ seven years or at any time deemed necessary by the director, an institution shall file a written self-evaluation of its practitioner or administrator preparation programs to be followed by a team visit. Any action for continued approval or rescission of approval shall be approved by the state board.

Item 10. Amend rule **281—79.9(256)** as follows:

281—79.9(256) Approval of program changes. Upon application by an institution, the director is authorized to approve minor additions to, or changes within, the curricula of an institution's approved practitioner or administrator preparation program. When an institution proposes a

revision which exceeds the primary scope of its programs, including revisions which significantly change the delivery model(s), the revisions shall become operative only after having been approved by the state board.

Item 11. Amend rule **281—79.10(256)** as follows:

281—79.10(256) Governance and resources standard. Governance and resources shall adequately support the preparation of ~~practitioner~~ candidates to meet professional, state and institutional standards in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all types of delivery models, including programs delivered by distance learning, those offered on-campus, off-campus, and all other models of program delivery.

79.10(1) A clearly understood governance structure provides guidance and support for the practitioner preparation program(s). Programs offered by various delivery models, including distance learning and off-campus models, are integrated appropriately into the governance structure of the institution.

79.10(2) The professional education unit has primary responsibility for all programs offered ~~at~~ by the institution for the initial and continuing preparation of teachers, administrators and other professional school personnel.

79.10(3) The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation aligned with appropriate professional standards and best practice in classroom instruction and school leadership.

79.10(4) and **79.10(5).** No change.

79.10(6) When a unit is part of a college or university, the unit provides evidence of ongoing collaboration with ~~the arts and sciences~~ other departments of the institution, especially regarding content endorsements.

79.10(7) and **79.10(8).** No change.

79.10(9) The institution provides the commitment and resources necessary to support a quality clinical program for all ~~practitioner~~ candidates.

79.10(10) Institutional commitment to the unit includes financial resources, facilities, appropriate educational materials, library services, and equipment to ensure the fulfillment of the institution's and unit's missions and the delivery of quality programs, ~~and preparation of practitioner candidates~~ regardless of delivery mode.

79.10(11) to **79.10(13).** No change.

79.10(14) 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, including those delivered by distance learning, off-campus, and other delivery models.

Item 12. Amend rule **281—79.11(256)** as follows:

281—79.11(256) Diversity standard. The environment and experiences provided ~~practitioner~~ candidates shall support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all types of delivery models, including programs delivered by distance learning, those offered on-campus, off-campus, and all other models of program delivery.

79.11(1) and **79.11(2).** No change.

79.11(3) ~~Practitioner~~ Candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs.

Item 13. Amend rule **281—79.12(256)** as follows:

281—79.12(256) Faculty standard. Faculty qualifications and performance shall facilitate the professional development of ~~practitioner~~ candidates in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all types of delivery models, including programs delivered by distance learning, those offered on-campus, off-campus, and all other models of program delivery.

79.12(1) Faculty members in professional education are adequately prepared for responsibilities assigned to them and have had experiences in situations similar to those for which the ~~practitioner~~ candidates are being prepared. Faculty members have experience and adequate

preparation in effective methods for any model of program delivery in which they are assigned responsibilities.

79.12(2) Faculty members in all program delivery models instruct and model best practices in teaching, including the assessment of their own effectiveness as it relates to candidate performance.

79.12(3) Faculty members in all program delivery models are engaged in professional development as well as scholarly and service activities that relate to teaching, learning, and practitioner preparation.

79.12(4) Faculty members in all program delivery models collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, the department, area education agencies, and professional associations as well as with community representatives.

79.12(5) Part-time faculty members and graduate assistants in all program delivery models, when employed, are identified as faculty members and meet the ~~licensure~~ background and experience requirements appropriate for their assigned responsibilities.

79.12(6) Faculty members in all program delivery models preparing ~~practitioner~~ candidates maintain an ongoing, meaningful involvement in activities in preschools or elementary, middle, or secondary schools, in AEAs, or in appropriate facilities. A minimum of 60 hours of such activities shall include team teaching or appropriate collaborative experiences during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising ~~preservice~~ candidates ~~in PK-12 classroom settings~~.

Item 14. Add **new** rule **281—79.13(256)** to Division II as follows:

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. All provisions of this standard shall be demonstrated appropriately and equitably for all types of delivery models, including programs delivered by distance learning, those offered on-campus, off-campus, and all other models of program delivery.

79.13(1) *Unit assessment system.*

a. The unit utilizes a clearly defined management system for the collection, analysis, and use of assessment data.

b. The unit provides evidence that the assessment system is congruent with the institution's mission and the unit's framework for preparation of effective practitioners.

c. The unit demonstrates an alignment of unit standards with INTASC standards for teacher preparation, ISSL standards for administrator preparation, and appropriate standards for other professional programs, as well as Iowa teaching standards, Iowa preparation core professional standards in subrule 79.15(7), and Iowa board of educational examiners' licensing standards in 282—13.18(4), 13.18(5), 18.4(1), 18.4(2), 18.9(1), and 18.10.

d. The unit clearly documents candidates' attainment of the unit standards.

e. The unit demonstrates propriety, utility, accuracy and fairness of both the overall assessment system and the instruments used and provides scoring rubrics or other criteria used in evaluation instruments.

f. The unit documents the quality of programs through the collective presentation of assessment data related to performance of teacher candidates. Documentation shall include:

(1) Data collected throughout the program, including data from all delivery models;

(2) Evidence of evaluative data collected from practitioners who work with the unit's candidates;

(3) Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.

g. The unit explains the process for reviewing and revising the assessment system.

h. The unit demonstrates how the information gathered by the unit and from the candidate assessment system is shared with faculty and other stakeholders and used for program improvement.

79.13(2) *Performance assessment system for candidates.*

a. The system is an integral part of the unit's planning and evaluation system.

b. The system has multiple admission criteria and assessments to identify candidates with the potential to become successful practitioners.

c. For teacher preparation programs, the system includes the administration of a basic skills test with program admission denied to any applicants failing to achieve the institution's designated criterion score.

d. The system has multiple decision points. (Minimum: admission to professional education program; approval for student teaching, administrative field experience, or other culminating clinical experiences; and recommendation for licensure.)

e. The system includes a coherent, sequential assessment system for individual practitioner candidates that is shared with faculty with guidance for course and program improvement, as well as assessment criteria and a process for ongoing feedback to practitioner candidates about their achievement of program standards with guidance for reflection and improvement, and is drawn from multiple formative and summative assessments of each of the following, including, but not limited to, institutional assessment of content knowledge, professional knowledge, and pedagogical knowledge and their applications, and teaching or leadership performance including the effect on student learning.

f. Practitioner candidate performance is assessed at the same standard regardless of the place or manner in which the program is delivered.

79.13(3) The unit annually reports to the department such data as is required by the state and federal governments at dates determined by the department.

79.13(4) The department shall periodically conduct a survey of educational agencies employing licensed graduates of approved programs to ensure that the graduates' needs are adequately met by their programs and by the approval process herein.

Item 15. Renumber existing rule **281—79.13(256)** as rule **281—79.14(256)** and amend as follows:

281—79.14(256) ~~**Clinical**~~ **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. All provisions of this standard shall be demonstrated appropriately and equitably for all types of

delivery models, including programs delivered by distance learning, those offered on-campus, off-campus, and all other models of program delivery.

79.14(1) No change.

79.14(2) Clinical practice for teacher ~~and other professional school personnel~~ candidates supports the development of knowledge, dispositions, and skills that are identified in the unit standards. The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit, and integrated into the conceptual framework of the program.

79.14(3) to **79.14(10)** No change.

79.14(11) The institution annually offers one or more workshops for all 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 institution deems necessary. The cumulative instructional time for the workshops shall be one school day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered through feedback from workshop participants.

79.14(12) No change.

Item 16. Renumber existing rule **281—79.14(256)** as rule **281—79.15(256)** and amend as follows:

281—79.15(256) ~~Candidate~~ Teacher preparation candidate knowledge, skills and dispositions standard. Teacher candidates shall demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all types of delivery models, including programs delivered by distance learning, those offered on-campus, off-campus, and all other models of program delivery.

79.15(1) to **79.15(9)** No change.

79.15(10) Candidates seeking an ~~endorsement in elementary education~~ initial Iowa teaching license demonstrate competency in ~~content~~ coursework directly related to the ~~curricula commonly taught in Iowa elementary schools~~ Iowa Core Curriculum.

Item 17. Rescind present rule **281—79.15(256)**.

Item 18. Strike present rules **281—79.16(256)** and **281—79.17(256)**, and replace with **new** rules **281—79.16(256)** and **281—79.17(256)** as follows:

281—79.16(256) Administrator preparation clinical practice standards. The unit and its school partners shall provide clinical experiences that assist candidates in becoming successful school administrators in accordance with the following provisions. All provisions of this standard shall be demonstrated appropriately and equitably for all types of delivery models, including programs delivered by distance learning, those offered on-campus, off-campus, and all other models of program delivery.

79.16(1) Clinical practice for administrator candidates supports the development of knowledge, dispositions, and skills that are identified in the unit standards. The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit, and integrated into the conceptual framework of the program.

79.16(2) Administrator candidates participate in field experiences that include both observation and involvement in management and leadership responsibilities. Programs document clinical expectations at various developmental levels that are directly linked to coursework throughout the program. These expectations reflect collaboration among program faculty and are shared with candidates, supervisors and cooperating administrators.

79.16(3) Environments for clinical practice support learning in context, and include all of the following:

a. Scheduling and use of time and resources to allow candidates to participate with administrators and other practitioners and learners in the school setting.

b. Administrator candidate learning that takes place in the context of providing high quality instructional programs for students in a state-approved school or educational facility.

c. Opportunities for administrator candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.

d. The involvement of administrator candidates in relevant responsibilities directed toward the improvement of teaching and learning to include demonstration of the capacity to facilitate the use of formative and summative assessment data in effecting student learning within their school.

79.16(4) The field experiences for initial administrator licensure meets all of the following requirements:

a. Includes experience for a minimum of 400 hours during the candidates' preparation program.

b. Takes place in multiple educational settings that include diverse populations and students of different age groups.

c. Takes place with appropriately licensed cooperating administrators.

d. Consists of communication among institution personnel, the candidate, and the cooperating administrator regarding candidate progress.

e. Includes prescribed minimum expectations and responsibilities of the candidate for both leadership and managerial tasks as well as ethical behavior.

f. Includes minimum expectations and responsibilities for the participating entities: cooperating administrators; school districts, accredited nonpublic schools, or AEAs, and higher education supervising faculty members.

g. Involves the candidate in professional meetings and other school-based activities directed toward the improvement of teaching and learning.

h. Involves the candidate in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating administrator in the school.

79.16(5) PK – 12 school and institution professionals share responsibility for the selection of cooperating administrators who demonstrate skills, knowledge, and dispositions appropriate for administrator practitioners.

79.16(6) The unit is responsible for all of the following:

a. Defining qualifications for candidates entering clinical practice and for cooperating administrators who mentor candidates in their clinical experiences.

b. Providing quality supervision that included primary responsibility for communication/collaboration with cooperating administrators and candidates.

c. Responding to specific needs of cooperating schools.

d. Selection, training, evaluation and support of institution faculty members who are prepared to supervise administrator candidates.

e. Selection, training, evaluation and support of school administrators who mentor administrator candidates.

79.16(7) School administrator candidates develop and demonstrate the capacity to utilize assessment data in effecting student learning within their schools.

79.16(8) Accountability for field experiences is demonstrated through all of the following:

a. Collaboration of the cooperating administrator and the institution supervisors in formative evaluation of candidates to include identifying areas for improvement, developing and implementing plans for improvement, and in determining final evaluation of the candidates.

b. Use of authentic performance measures appropriate to the required assignments in the clinical experiences, with written documentation and completed evaluation forms included in administrator candidates' permanent institutional records.

79.16(9) 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 shall utilize delivery strategies identified as appropriate for professional development and reflect information gathered through feedback from workshop participants.

79.16(10) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for administrator candidates as stipulated in Iowa Code 272.27.

281—79.17(256) Administrator candidate knowledge, skills, and dispositions standards. 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. All provisions of this standard shall be demonstrated appropriately and equitably for all types of delivery models, including programs delivered by distance learning, those offered on-campus, off-campus, and all other models of program delivery.

79.17(1) Administrator candidates shall demonstrate through coursework the knowledge, skills and dispositions necessary to meet the following Iowa Standards for School Leadership (ISSL), at a level appropriate for a novice administrator:

a. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISSL Standard 1: Shared Vision)

Each administrator candidate:

(1) In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

(2) Uses research and/or best practices in improving the educational program.

(3) Articulates and promotes high expectations for teaching and learning.

(4) Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.

(5) Provides leadership for major initiatives and change efforts.

(6) Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

b. Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (ISSL Standard 2: Culture of Learning)

Each administrator candidate:

(1) Provides leadership for assessing, developing and improving climate and culture.

(2) Systematically and fairly recognizes and celebrates accomplishments of staff and students.

(3) Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.

(4) Monitors and evaluates the effectiveness of curriculum, instruction and assessment.

(5) Evaluates staff and provides ongoing coaching for improvement.

(6) Ensures staff members have professional development that directly enhances their performance and improves student learning.

(7) Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.

(8) Promotes collaboration with all stakeholders.

(9) Is easily accessible and approachable to all stakeholders.

(10) Is highly visible and engaged in the school community.

(11) Articulates the desired school culture and shows evidence about how it is reinforced.

c. Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (ISSL Standard 3: Management)

Each administrator candidate:

(1) Complies with state and federal mandates and local board policies.

(2) Recruits, selects, inducts, and retains staff to support quality instruction.

(3) Addresses current and potential issues in a timely manner.

(4) Manages fiscal and physical resources responsibly, efficiently, and effectively.

(5) Protects instructional time by designing and managing operational procedures to maximize learning.

(6) Communicates effectively with both internal and external audiences about the operations of the school.

d. Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (ISSL Standard 4: Family and Community)

Each administrator candidate:

(1) Engages family and community by promoting shared responsibility for student learning and support of the education system.

(2) Promotes and supports a structure for family and community involvement in the education system.

(3) Facilitates the connections of students and families to the health and social services that support a focus on learning.

(4) Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

e. Acting with integrity, fairness and in an ethical manner. (ISSL Standard 5:Ethics)

Each administrator candidate:

(1) Demonstrates ethical and professional behavior.

(2) Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.

(3) Fosters and maintains caring professional relationships with staff.

(4) Demonstrates appreciation for and sensitivity to diversity in the school community.

(5) Is respectful of divergent opinions.

f. Understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (ISSL Standard 6: Societal Context)

Each administrator candidate:

(1) Collaborates with service providers and other decision-makers to improve teaching and learning.

(2) Advocates for the welfare of all members of the learning community.

(3) Designs and implements appropriate strategies to reach desired goals.

79.17(2) Each new administrative candidate successfully completes the appropriate evaluator training based on the Iowa teaching standards and ISSL standards provided by a state-approved evaluator trainer.

79.17(3) Each administrator candidate demonstrates the knowledge, skills, and dispositions necessary to support the implementation of the Iowa Core Curriculum.

79.17(4) Each administrator candidate demonstrates acquisition of knowledge about and skill in interpersonal and intergroup relations that contribute to the development of sensitivity to and understanding of the values, beliefs, cultures, and attitudes of individuals and the diverse groups found in a pluralistic society. The program shall provide evidence of candidates' attainment of

such knowledge and skills through the integration of these human relations and cultural competency issues within the program's coursework.

79.17(5) Each administrator candidate demonstrates, within specific coursework dedicated to understanding exceptional learners, in other coursework, and in clinical experiences, the necessary knowledge, skills, and dispositions toward meeting the learning needs of all students, including students from diverse ethnic, racial, and socioeconomic backgrounds, students with disabilities, students who are gifted and talented, English language learners, and students who may be at risk of not succeeding in school.

79.17(6) Each administrator candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

281—79.18(256). Reserved.

Item 19. Add **new** Division V and rules **281—79.19(256)** to **281—79.22(256)**, as follows:

DIVISION V

SPECIFIC EDUCATION STANDARDS APPLICABLE ONLY TO PRACTITIONER PREPARATION PROGRAMS OTHER THAN TEACHER OR ADMINISTRATOR PREPARATION PROGRAMS

281—79.19(256) Purpose. This division addresses preparation of an individual seeking a license based on school-centered preparation for service 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 282—chapter 15, rules of board of educational examiners, regarding licenses for service other than as a teacher.]

281—79.20(256) Clinical practice standards. 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. All provisions of these standards shall be demonstrated

appropriately and equitably for all types of delivery models, including programs delivered by distance learning, those offered on-campus, off-campus, and all other models of program delivery.

79.20(1) Clinical practice for candidates supports the development of knowledge, dispositions, and skills that are identified in the unit standards. The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit, and integrated into the conceptual framework of the program.

79.20(2) Candidates participate in clinical/field experiences that include both observation and involvement in professional responsibilities. Programs document clinical expectations at various developmental levels that are directly linked to coursework throughout the program. These expectations reflect collaboration among program faculty and are shared with candidates, supervisors and cooperating mentors.

79.20(3) Environments for clinical/field practice support learning in context, and include all of the following:

a. Scheduling and use of time and resources to allow candidates to participate with practitioners and learners in the school/agency setting.

b. Learning that takes place in the context of providing high quality instructional programs for students in a state-approved school or educational facility.

c. Opportunities for candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.

d. The involvement of candidates in relevant responsibilities directed toward the work for which they are preparing.

79.20(4) PK – 12 school, AEA, or facility professionals share responsibility for the selection of cooperating mentors who demonstrate appropriate skills, knowledge, and dispositions.

79.20(5) The unit is responsible for all of the following:

a. Defining qualifications for candidates entering clinical practice and for cooperating mentors who support candidates in their clinical experiences.

b. Providing quality supervision that includes primary responsibility for communication/collaboration with cooperating mentors and candidates.

c. Responding to specific needs of cooperating schools and agencies.

d. Selection, training, evaluation and support of institution faculty members who are prepared to supervise candidates.

79.20(6) Accountability for clinical experiences is demonstrated through all of the following:

a. Collaboration of the cooperating mentor and the college/university supervisors in formative evaluation of candidates to include identifying areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the candidates.

b. Use of authentic performance measures appropriate to the required assignments in the clinical experiences, with written documentation and completed evaluation forms included in candidates' permanent institutional records.

79.20(7) The institution shall enter into a written contract with the cooperating school district, AEA, or facility that provides field experiences for candidates as stipulated in Iowa Code 272.27.

281—79.21(256) Candidate knowledge, skills, and dispositions standards. Candidates shall demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the provisions of the appropriate professional standards. All provisions of this standard shall be demonstrated appropriately and equitably for all types of delivery models, including programs delivered by distance learning, those offered on-campus, off-campus, and all other models of program delivery.

79.21(1) Each candidate demonstrates acquisition of knowledge about and skill in interpersonal and intergroup relations that contribute to the development of sensitivity to and understanding of the values, beliefs, cultures, and attitudes of individuals and the diverse groups found in a pluralistic society. The program shall provide evidence of candidates' attainment of such knowledge and skills through the integration of these human relations and cultural competency issues within the program's coursework.

79.21(2) Each candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended, including the

professional service license. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

These rules are intended to implement Iowa Code sections 256.7, 256.16 and 272.25(1).