



HOUSE REPUBLICAN STAFF ANALYSIS

Bill:	HF 2230/HSB 555	House Committee: Passed on 1/28 (15-7)
Committee:	Education	House Floor:
Floor Manager:	Representative Ingels	Senate Floor:
Date:	March 24, 2026	Governor:
Staff:	Kristin Rozeboom (1-3015)	

Teacher Prep Programs—Dept. of Ed. Bill

- Clinical experiences for all students must include 15 practicum hours focused on differentiation of instruction and support for special populations including ELL, special education, instructional implementation and IEP progress monitoring.
- Students in teacher prep programs must take an assessment to measure mastery and give the chance for remediation.

Section by Section Analysis

Section 1. Section 256.16(1) New Paragraphs

Beginning July 1, 2027, the teacher prep programs will continue clinical experiences and preparation to prepare students admitted to an approved practitioner prep program to serve students with disabilities and English learners that incorporate knowledge, skills, and dispositions for each student.

The rules adopted by the State Board must prescribe practicum and clinical experience standards for all higher education institutions providing practitioner preparation related to serving students with disabilities and English learners, differentiated by standards that are applicable to all students admitted to an approved program in addition to standards that are applicable to students who are seeking endorsement in special education or English learner instruction.

Clinical experiences for all students must include a minimum of 15 practicum hours focused on differentiation of instruction and support for special populations, including supporting English learners, special education experiences, and instructional implementation and progress monitoring applicable to IEPs.

Clinical experiences for students who are seeking an endorsement in English learner instruction must include a minimum of 40 practicum hours, inclusive of methods of teaching English to English learners in both elementary and secondary school settings.

The Department shall establish a process to routinely review and provide ongoing support for the adoption and implementation of standards for preparation of teacher and administrator candidates in serving students with disabilities and English learners.

Beginning July 1, 2027, administer prior to a student's completion of the practitioner prep program, and require that each student complete a summative end-of-program assessment that is designed to measure the student's preparation in content areas that are required in the endorsement area the student will be teaching. The institution shall identify appropriate student remediation opportunities in endorsement areas by analyzing student performance on the assessment compared to the score set by the department.

On or before July 1, 2027 the Department shall identify and distribute to all higher education institutions providing practitioner prep a unified, valid, and reliable summative end-of-program assessment required for each endorsement area. The Department shall set

the minimum score for each assessment identified that will be used to determine mastery of content by a student enrolled in the program.

If, subsequent to July 1, 2027, the department creates a new endorsement area, then the department shall identify and distribute to all higher education institutions with practitioner prep a unified, valid, and reliable summative end-of-program assessment required for the new endorsement area as soon as is reasonably possible after the creation of the new endorsement area. The department shall set the minimum score for each summative assessment identified and distributed that will be used to determine mastery of content.

Report to the department information related to scores attained by students in the assessment.

Beginning August 1, 2028, the department shall publish on their website all of the following:

- Program-level data related to the passage rates
- Efforts the department has made to support higher education institutions in the implementation of curriculum improvements, remediation techniques, and program evaluation.
- Examples of program remediation and assessment plans the institutions have provided to students who scored below the minimum score set by the department prior to the student's completion of the practitioner prep program.

Section 2. Section 256.16

"English learner" means the same as 280.4

Section 3. Section 256.146 New subsection

Adopt rules that require an individual who has applied to a school to teach in a special education setting to complete a self-paced course created by the Dept. of ed. as a condition of awarding a class B license or a conditional license. The self-paced course must include content related to basic special education laws, assessment procedures, and other essential competencies.

Amendment Analysis

Amendment H-8250 by Matson—Strikes assessment language from those in teacher prep programs.