

(3) Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.
5. Acts with integrity, fairness, and in an ethical manner.
6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

c. Other.

- (1) Have had three years of teaching experience at the secondary level (7-12).
- (2) Graduates from institutions in other states who are seeking initial Iowa licensure and the secondary principal's endorsement must meet the requirements for the educational license in addition to the experience requirements.

14.23(3) Superintendent.

a. Authorization. The holder of this endorsement is authorized to serve as a superintendent from the prekindergarten level through grade twelve.

NOTE: This authorization does not permit general teaching, school service, or administration at any level except that level or area for which the holder is eligible or holds the specific endorsement(s).

b. Program requirements.

- (1) Degree—specialist—(or its equivalent: A master's degree plus at least 30 semester hours of planned graduate study in administration beyond the master's degree).
- (2) Content: Completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements. This sequence is to be at least 45 semester hours to include the following:

1. General elementary level administration.
2. General early adolescent level administration.
3. General secondary level administration.
4. Elementary, early adolescent, and secondary school supervision.
5. Curriculum development.
6. School law.
7. School finance.
8. School plant/facility planning.
9. School personnel/negotiations.

10. Knowledge of school-community relationships/public relations.
11. Administrative theory/principles of educational administration.
12. Social, philosophical, or psychological foundations.
13. Planned field experience in school administration.
14. Evaluator approval component.

c. Other.

(1) Have had three years' experience as a building principal or other PK-12 districtwide or area education agency administrative experience.

(2) Graduates from institutions in other states who are seeking initial Iowa licensure and the superintendent's endorsement must meet the requirements for the educational license in addition to the experience requirements.

14.23(4) AEA administrator license. The area education agency administrator's license shall be issued to an applicant who has met the requirements in two of the four following subsections:

Requirements:

a. Five years' experience in higher education administration at a two- or four-year college or university which is accredited by the North Central Association of Colleges and Secondary Schools accrediting agency or which has been certified by the North Central Association of Colleges and Secondary Schools accrediting agency as a candidate for accreditation by that agency or as a school giving satisfactory assurance that it has the potential for accreditation and is making progress which, if continued, will result in its achieving accreditation by that agency within a reasonable time; or an earned doctorate in higher education administration.

b. Five years' experience in special education, media services, or educational services administration; or an earned doctorate in special education, media services, or educational services or any subspecialty of these services.

c. Five years' experience in primary or secondary school education; or an earned doctorate in educational administration for the primary or secondary level; and five years' teaching experience at any educational level.

d. Five years' experience in business or other nonacademic career pursuit; or an earned doctorate in public administration or business administration.

e. Evaluator approval component.

A person shall not be issued a temporary or emergency license for more than one year; and an education agency shall not employ unlicensed administrators, or employ temporary or emergency licensed administrators for more than two consecutive years.

282—14.24(272) Two-year exchange license. A two-year nonrenewable exchange license may be issued to an individual under the following conditions:

1. Has completed a state-approved teacher education program in a college or university approved by the state board of education or the state board of educational examiners in the home state.
2. Holds a valid regular certificate or license in the state in which the preparation was completed.
3. Is not subject to any pending disciplinary proceedings in any state.

Each applicant for the exchange license shall comply with all requirements with regard to application processes and payments of licensure fees.

Each exchange license shall be limited to the area(s) and level(s) of instruction as determined by an analysis of the application, the transcripts and the license or certificate held in the state in which the basic preparation for licensure was completed.

Each individual receiving the two-year exchange license will have to complete any identified licensure deficiencies in order to be eligible for an initial regular license in Iowa.

282—14.25(272) Two-year administrator exchange license.

14.25(1) A two-year nonrenewable exchange license may be issued to an individual under the following conditions. The individual:

- a.* Has completed a state-approved teacher education program in a college or university approved by the state board of education or the state board of educational examiners in the individual's preparation state.
- b.* Has completed a state-approved administrator education program in a college or university approved by the state board of education or the state board of educational examiners in the individual's preparation state.
- c.* Holds a valid regular administrative certificate or license.
- d.* Is not subject to any pending disciplinary proceedings in any state.
- e.* Meets the experience requirements for the administrative endorsements. Verified successful completion of three years of full-time teaching experience in other states, on a valid license, shall be considered equivalent experience necessary for the principal endorsement. Verified successful completion of six years of full-time teaching and administrative experience in other states, on a valid license, shall be considered equivalent experience for the superintendent endorsement provided that at least three years were as a teacher and at least three years were as a building principal or other PK-12 districtwide administrator.

14.25(2) Each exchange license shall be limited to the area(s) and level(s) of administration as determined by an analysis of the application, the transcripts, and the license or certificate held in the state in which the basic preparation for the administrative licensure was completed.

14.25(3) Each individual receiving the two-year exchange license will have to complete any identified licensure deficiencies in order to be eligible for a regular educational and administrative license in Iowa.

282—14.26(272) Two-year nonrenewable school counseling exchange license.

14.26(1) A two-year nonrenewable school counseling exchange license may be issued to an individual, provided that the individual:

- a.* Has completed a regionally accredited master's degree program in school guidance counseling.
- b.* Holds a valid school counseling certificate or license issued by an examining board which issues certificates or licenses based on requirements which are substantially equivalent to those of the board of educational examiners.
- c.* Meets the qualifications in Iowa Code section 272.6.
- d.* Is not subject to any pending disciplinary proceeding in any state.

14.26(2) Each exchange license shall be limited to the area(s) and level(s) of counseling as determined by an analysis of the application, the transcripts, and the license or certificate held in the state in which the basic preparation for the school counseling license was completed.

14.26(3) Each applicant for the exchange license shall comply with all requirements with regard to application processes and payment of licensure fees.

14.26(4) Each individual receiving the two-year exchange license will have to complete any identified licensure deficiencies in order to be eligible for a regular educational license in Iowa.

14.26(5) Individuals licensed under this provision are subject to the administrative rules of the board.

282—14.27(272) Human relations requirements for practitioner licensure. Preparation in human relations shall be included in programs leading to practitioner licensure. Human relations study shall include interpersonal and intergroup relations and shall contribute to the development of sensitivity to and understanding of the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society.

14.27(1) Beginning on or after August 31, 1980, each applicant for an initial practitioner's license shall have completed the human relations requirement.

14.27(2) On or after August 31, 1980, each applicant for the renewal of a practitioner's license shall have completed an approved human relations requirement.

14.27(3) Credit for the human relations requirement shall be given to licensed practitioners who can give evidence that they have completed a human relations program which meets board of educational examiners criteria (see 14.30(272)).

282—14.28(272) Development of human relations components. Human relations components shall be developed by teacher preparation institutions. In-service human relations components may also be developed by educational agencies other than teacher preparation institutions, as approved by the board of educational examiners.

282—14.29(272) Advisory committee. Education agencies developing human relations components shall give evidence that in the development of their programs they were assisted by an advisory committee. The advisory committee shall consist of equal representation of various minority and majority groups.

282—14.30(272) Standards for approved components. Human relations components will be approved by the board of educational examiners upon submission of evidence that they are designed to develop the ability of participants to:

14.30(1) Be aware of and understand the various values, lifestyles, history, and contributions of various identifiable subgroups in our society.

14.30(2) Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination, and become aware of the impact that such biases have on interpersonal relations.

14.30(3) Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.

14.30(4) Recognize the ways in which dehumanizing biases may be reflected in instructional materials.

14.30(5) Respect human diversity and the rights of each individual.

14.30(6) Relate effectively to other individuals and various subgroups other than one's own.

282—14.31(272) Evaluation. Educational agencies providing the human relations components shall indicate the means to be utilized for evaluation.

282—14.32(272) Licensure and authorization application fee. All application and authorization fees are nonrefundable.

14.32(1) Issuance and renewal of licenses, authorizations, and statements of professional recognition. The fee for the issuance of each initial practitioner's license, the evaluator license, the statement of professional recognition, and the coaching authorization and the renewal of each license, evaluator approval license, statement of professional recognition, and coaching authorization shall be \$50.

14.32(2) Adding endorsements. The fee for the addition of each endorsement to a license, following the issuance of the initial license and endorsement(s), shall be \$25.

14.32(3) Duplicate licenses, authorizations, and statements of professional recognition. The fee for the issuance of a duplicate practitioner's license, evaluator license or coaching authorization shall be \$10.

14.32(4) Evaluation fee. Each application from an out-of-state institution for initial licensure shall include, in addition to the basic fee for the issuance of a license, a one-time nonrefundable \$50 evaluation fee.

Each application or request for a statement of professional recognition shall include a one-time nonrefundable \$50 evaluation fee.

14.32(5) One-year emergency license. The fee for the issuance of a one-year emergency license based on an expired conditional license or an expired administrative decision license shall be \$100.

14.32(6) Late renewal fee. Effective September 1, 2000, an additional fee of \$25 per calendar month, not to exceed \$100, shall be imposed if a renewal application is submitted after the date of expiration of a practitioner's license. The board may waive a late renewal fee upon application for waiver of the fee by a practitioner. Waiver of the late fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

282—14.33(272) Requirements for an alternative preparation license.

14.33(1) Following are the requirements for the issuance of a teaching license based on an alternative preparation program for persons prepared in Iowa.

a. Baccalaureate degree with a cumulative grade point average of 2.5 or better from a regionally accredited institution. This degree must have been conferred at least three years prior to application to an alternative preparation program.

b. Completion of an alternative preparation program approved by the state board of education.

c. Completion of an approved human relations component.

d. Completion of the exceptional learner program, which must include preparation that contributes to the education of individuals with disabilities and the gifted and talented.

e. Professional education core. Completed coursework or evidence of competency in:

(1) Student learning. The practitioner understands how students learn and develop and provides learning opportunities that support intellectual, career, social, and personal development.

(2) Diverse learners. The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

(3) Instructional planning. The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

(4) Instructional strategies. The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

(5) Learning environment/classroom management. The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

(6) Communication. The practitioner 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.

(7) Assessment. The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.

(8) Foundations, reflection, and professional development. The practitioner continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community and actively seeks out opportunities to grow professionally.

(9) Collaboration, ethics, and relationships. The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.

f. Computer technology related to instruction.

g. Completion of pre-student teaching field-based experiences.

h. Methods of teaching with an emphasis on the subject and grade level endorsement desired.

i. Content/subject matter specialization. The practitioner understands the central concepts, tools of inquiry, and structure of the discipline(s) the practitioner teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

This is evidenced by completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas or special education teaching endorsements listed in 282—14.20(272) or 282—15.2(272).

j. A minimum of 12 weeks of student teaching in the subject area and at the grade level in which the endorsement is desired.

14.33(2) Following are the basic requirements for the issuance of a teaching license based on an alternative preparation program with an endorsement for persons prepared in states other than Iowa.

a. Hold a baccalaureate degree from a regionally accredited institution.

b. Provide a valid out-of-state teaching license based on a state-approved alternative preparation program.

c. Provide a recommendation from a regionally accredited institution, Department of Education, or a state's standards board indicating the completion of an approved alternative teacher preparation program.

d. Provide official institutional transcript(s) to be analyzed for the coursework necessary for full Iowa licensure based on 14.33(1) "c" to "j" above.

e. Verify three years of teaching experience which will waive the student teaching requirement.

The alternative preparation license is valid for two years and may be renewed under certain prescribed conditions for a provisional license listed in 282—17.8(272).

282—14.34(272) NCATE accredited programs. The requirements of the professional education core at 282—subrule 14.19(3), notwithstanding, an applicant from an out-of-state institution who has completed a program accredited by the National Council for the Accreditation of Teacher Education on and after October 1, 1988, shall be recognized as having completed the professional education core set out in 14.19(3), with the exception of paragraphs "h" and "n."

These rules are intended to implement Iowa Code chapter 272.

282—14.35 to 14.100 Reserved.

RULES EFFECTIVE AUGUST 31, 2001

282—14.101(272) Applicants desiring Iowa licensure. Licenses are issued upon application filed on a form provided by the board of educational examiners.

14.101(1) Effective October 1, 2000, an initial applicant will be required to submit a completed fingerprint packet that accompanies the application to facilitate a national criminal history background check. The fee for the evaluation of the fingerprint packet will be assessed to the applicant.

14.101(2) Effective October 1, 2000, an Iowa division of criminal investigation background check will be conducted on initial applicants. The fee for the evaluation of the DCI background check will be assessed to the applicant.

282—14.102(272) Applicants from recognized Iowa institutions. An applicant for initial licensure who completes the teacher, administrator, or school service personnel preparation program from a recognized Iowa institution shall have the recommendation for the specific license and endorsement(s) or the specific endorsement(s) from the designated recommending official at the recognized education institution where the preparation was completed. A recognized Iowa institution is one which has its program of preparation approved by the state board of education according to standards established by said board, or an alternative program recognized by the state board of educational examiners.

282—14.103(272) Applicants from recognized non-Iowa institutions. An applicant for initial licensure who completes the teacher, administrator, or school service personnel preparation program from a recognized non-Iowa institution shall have the recommendation for the specific license and endorsement(s) or the specific endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed, provided all requirements for Iowa licensure have been met.

Applicants who hold a valid license from another state and whose preparation was completed through a nontraditional program, through an accumulation of credits from several institutions, shall file all transcripts with the practitioner preparation and licensure bureau for a determination of eligibility for licensure.

A recognized non-Iowa institution is one which is accredited by the regional accrediting agency for the territory in which the institution is located.

282—14.104(272) Applicants from foreign institutions. An applicant for initial licensure whose preparation was completed in a foreign institution will be required to have all records translated into English and then file these records with the board of educational examiners for a determination of eligibility for licensure.

282—14.105(272) Issue date on original license. A license is valid only from and after the date of issuance.

282—14.106(272) Adding endorsements to licenses. After the issuance of a teaching, administrative, or school service personnel license, an individual may add other endorsements to that license upon proper application, provided current requirements for that endorsement, as listed in 282—14.140(272) and 282—14.141(272), have been met. An updated license with expiration date unchanged from the original or renewed license will be prepared.

In addition to the requirements listed in 282—14.140(272) and 282—14.141(272), applicants for endorsements shall have completed a methods class appropriate for teaching the general subject area of the endorsement added.

Practitioners who are adding a secondary teaching endorsement and have not student taught on the secondary level shall complete a teaching practicum appropriate for teaching at the level of the new endorsement.

Practitioners holding the K-6 endorsement in the content area of the 7-12 endorsement being added may satisfy the requirement for a teaching practicum by completing all required coursework and presenting verification of competence. This verification of competence shall be signed by a licensed evaluator who has observed and formally evaluated the performance of the applicant at the secondary level.

14.106(1) To add an endorsement, the applicant must follow one of these options:

Option 1. Identify with a recognized Iowa teacher preparing institution, meet that institution's current requirements for the endorsement desired, and receive that institution's recommendation.

Option 2. Identify with a recognized Iowa teacher education institution and receive a statement that the applicant has completed the equivalent of the institution's approved program for the endorsement sought.

Option 3. Identify with a recognized teacher education institution and receive a statement that based on the institution's evaluation of the individual's preparation the applicant has completed all of the Iowa requirements for the endorsement sought.

14.106(2) Appeal. If an applicant cannot obtain a recommendation for an endorsement from an institution, and if the applicant can document that all of the Iowa requirements have been met, the applicant may apply for the endorsement by filing transcripts and supporting documentation for review. The application must be accompanied by a letter or rejection from an institution that offers the endorsement. Upon receipt of all materials, the staff of the board of educational examiners will review documents to determine if all Iowa requirements have been met.

282—14.107(272) Correcting licenses. If, at the time of the original issuance or renewal of a license, a person does not receive an endorsement for which the individual is eligible, a corrected license shall be issued. Also, a corrected license shall be issued if a person receives an endorsement for which the person is not eligible.

282—14.108(272) Duplicate licenses. Upon application and payment of the fee set out in subrule 14.121(3), duplicate licenses shall be issued.

282—14.109(272) Fraud in procurement or renewal of licenses. Fraud in procurement or renewal of a license or falsifying records for licensure purposes will constitute grounds for filing a complaint with the board of educational examiners.

282—14.110(272) Licenses. The following licenses will be issued effective August 31, 2001:

1. Initial.
2. Standard.
3. Master educator.
4. Professional administrator.
5. Conditional.
6. Substitute.
7. Area education agency administrator.
8. Alternative preparation.

282—14.111(272) Requirements for an initial license. An initial license valid for two years may be issued to an applicant who:

1. Has a baccalaureate degree from a regionally accredited institution.
2. Has completed a state-approved teacher education program which meets the requirements of the professional education core.
3. Has completed an approved human relations component.
4. Has completed the exceptional learner component.
5. Has completed the requirements for one of the basic teaching endorsements, the special education teaching endorsements, or the secondary level occupational endorsements.
6. Meets the recency requirement of 14.115“3.”

Renewal requirements for this license are set out in 282—Chapter 17.

282—14.112(272) Requirements for a standard license. A standard license valid for five years may be issued to an applicant who:

1. Completes items “1” to “5” listed under 282—14.111(272).
2. Shows evidence of successful completion of a state-approved induction program or an approved alternative option or two years’ successful teaching experience based on a local evaluation process.
3. Meets the recency requirement of 14.115“3.”

Renewal requirements for this license are set out in 282—Chapter 17.

282—14.113(272) Requirements for a master educator’s license. A master educator’s license valid for eight years may be issued to an applicant who:

1. Is the holder of or eligible for a standard license.
2. Verifies seven years of successful teaching experience, or six years if the applicant has completed an approved induction program.
3. Completes one of the following options:
 - Master’s degree in a recognized endorsement area, or
 - Master’s degree in curriculum, effective teaching, or a similar degree program which has a focus on school curriculum or instruction, or
 - A planned 32-semester-hour graduate level program in an endorsement area or in instructional improvement, or
 - A planned sequence of graduate level coursework tied to an endorsement earned through the National Board for Professional Teaching Standards.

Renewal requirements for this license are set out in 282—Chapter 17.

282—14.114(272) Requirements for a professional administrator’s license. A professional administrator’s license valid for five years may be issued to an applicant who:

1. Is the holder of or eligible for a standard license.
2. Has three years of teaching experience.
3. Has completed the requirements for an administrative endorsement.

Renewal requirements for this license are set out in 282—Chapter 17.

282—14.115(272) Requirements for a one-year conditional license. A nonrenewable conditional license valid for one year may be issued to an individual under any one of the following conditions:

1. *Professional core requirements.* The individual has not completed all of the required courses in the professional core, 14.123(4)“a” to “j.”

2. *Human relations component.* The individual has not completed an approved human relations component.

3. *Recency.* The individual meets requirement(s) for a valid license, but has had fewer than 160 days of teaching experience during the five-year period immediately preceding the date of application or has not completed six semester hours of college credit from a recognized institution within the five-year period. To obtain the desired license, the applicant must complete recent credit and, where recent credits are required, these credits shall be taken in professional education or in the applicant’s endorsement area(s).

4. *Degree not granted until next regular commencement.* An applicant who meets the requirements for a license with the exception of the degree, but whose degree will not be granted until the next regular commencement, may be issued a one-year conditional license.

5. *Based on an expired Iowa certificate or license, exclusive of a conditional license.* The holder of an expired license, exclusive of a conditional license or a temporary certificate, shall be eligible to receive a conditional license upon application. This license shall be endorsed for the type of service authorized by the expired license on which it is based.

6. *Based on an administrative decision.* The bureau of practitioner preparation and licensure is authorized to issue a conditional license to applicants whose services are needed to fill positions in unique need circumstances.

282—14.116(272) Requirements for a two-year conditional license. A nonrenewable conditional license valid for two years may be issued to an individual under the following conditions: If a person is the holder of a valid license and is the holder of one or more endorsements, but is seeking to obtain some other endorsement, a two-year conditional license may be issued if requested by an employer and the individual seeking this endorsement has completed at least two-thirds of the requirements or one-half of the content requirements in a state-designated shortage area, leading to completion of all requirements for that endorsement.

For the principal’s endorsement, three years of teaching experience must have been met before application for the conditional license. For the superintendent’s endorsement, three years of teaching experience and three years as a building principal or other PK-12 districtwide or intermediate agency experience are acceptable for becoming a superintendent, and must have been met before application for the conditional license.

A school district administrator may file a written request with the board for an exception to the minimum content requirements on the basis of documented need and benefit to the instructional program. The board will review the request and provide a written decision either approving or denying the request.

This license is not renewable.

282—14.117(272) Conditional special education license. Based on the amount of preparation needed to complete the requirements for the endorsement, a conditional special education license may be issued to an individual for a term of up to three years under the following conditions:

1. The individual is the holder of a valid license.
2. The individual has completed at least one-half of the credits necessary for a special education endorsement.
3. The employing school official makes written request supported by the respective area education agency special education officials.
4. The college/university outlines the coursework to be completed for the endorsement.

282—14.118(272) Conditional occupational and postsecondary licenses.

14.118(1) Conditional occupational license. A two-year conditional occupational license may be issued to an applicant who has not met all of the experience requirements for the provisional occupational license.

14.118(2) Conditional postsecondary license. A two-year conditional postsecondary license may be issued to an applicant who has not met all of the initial requirements for a provisional postsecondary license or holds the provisional or regular postsecondary license with an endorsement and is seeking an endorsement in another teaching field.

282—14.119(272) Requirements for a substitute teacher's license.

14.119(1) A substitute teacher's license may be issued to an individual who:

- a.* Has been the holder of, or presently holds, a license in Iowa; or holds or held a regular teacher's license or certificate in another state, exclusive of temporary, emergency, substitute certificate or license, or a certificate based on an alternative certification program; or
- b.* Has successfully completed all requirements of an approved teacher education program and is eligible for the initial license, but has not applied for and been issued this license, or who meets all requirements for the initial license with the exception of the degree but whose degree will be granted at the next regular commencement.

14.119(2) A substitute license is valid for five years and for not more than 90 days of teaching in one assignment during any one school year.

A school district administrator may file a written request with the board for an extension of the 90-day limit in one assignment on the basis of documented need and benefit to the instructional program. The board will review the request and provide a written decision either approving or denying the request.

14.119(3) The holder of a substitute license is authorized to teach in any school system in any position in which a regularly licensed teacher was employed to begin the school year. In addition to the authority inherent in the provisional, initial, educational, standard, professional teacher, master educator, two-year exchange, and permanent professional licenses and the endorsement(s) held, the holder of one of these regular licenses may substitute on the same basis as the holder of a substitute license while the regular license is in effect.

14.119(4) Renewal requirements for this license are set out in 282—Chapter 17.

282—14.120(272) Exchange licenses.

14.120(1) Two-year teacher exchange license.

a. A two-year nonrenewable exchange license may be issued to an individual under the following conditions:

- (1) The individual has completed a state-approved teacher education program in a college or university approved by the state board of education or the state board of educational examiners in the home state.

(2) The individual holds a valid regular certificate or license in the state in which the preparation was completed.

(3) The individual is not subject to any pending disciplinary proceedings in any state.

(4) The applicant for the exchange license complies with all requirements with regard to application processes and payments of licensure fees.

b. Each exchange license shall be limited to the area(s) and level(s) of instruction as determined by an analysis of the application, the transcripts and the license or certificate held in the state in which the basic preparation for licensure was completed.

c. Each individual receiving the two-year exchange license must complete any identified licensure deficiencies in order to be eligible for an initial regular license in Iowa.

14.120(2) *Two-year administrator exchange license.*

a. A two-year nonrenewable exchange license may be issued to an individual under the following conditions. The individual:

(1) Has completed a state-approved teacher education program in a college or university approved by the state board of education or the state board of educational examiners in the individual's preparation state.

(2) Has completed a state-approved administrator education program in a college or university approved by the state board of education or the state board of educational examiners in the individual's preparation state.

(3) Holds a valid regular administrative certificate or license.

(4) Is not subject to any pending disciplinary proceedings in any state.

(5) Meets the experience requirements for the administrative endorsements. Verified successful completion of three years of full-time teaching experience in other states, on a valid license, shall be considered equivalent experience necessary for the principal endorsement. Verified successful completion of six years of full-time teaching and administrative experience in other states, on a valid license, shall be considered equivalent experience for the superintendent endorsement provided that at least three years were as a teacher and at least three years were as a building principal or other PK-12 districtwide administrator.

b. Each exchange license shall be limited to the area(s) and level(s) of administration as determined by an analysis of the application, the transcripts, and the license or certificate held in the state in which the basic preparation for the administrative licensure was completed.

c. Each individual receiving the two-year exchange license must complete any identified licensure deficiencies in order to be eligible for a regular educational and administrative license in Iowa.

14.120(3) *Two-year nonrenewable school counseling exchange license.*

a. A two-year nonrenewable school counseling exchange license may be issued to an individual, provided that the individual:

(1) Has completed a regionally accredited master's degree program in school guidance counseling.

(2) Holds a valid school counseling certificate or license issued by an examining board which issues certificates or licenses based on requirements which are substantially equivalent to those of the board of educational examiners.

(3) Meets the qualifications in Iowa Code section 272.6.

(4) Is not subject to any pending disciplinary proceeding in any state.

b. Each exchange license shall be limited to the area(s) and level(s) of counseling as determined by an analysis of the application, the transcripts, and the license or certificate held in the state in which the basic preparation for the school counseling license was completed.

c. Each applicant for the exchange license shall comply with all requirements with regard to application processes and payment of licensure fees.

- d. Each individual receiving the two-year exchange license must complete any identified licensure deficiencies in order to be eligible for a regular educational license in Iowa.
- e. Individuals licensed under this provision are subject to the administrative rules of the board.

282—14.121(272) Licensure and authorization application fee. All application and authorization fees are nonrefundable.

14.121(1) Issuance and renewal of licenses, authorizations, and statements of professional recognition. The fee for the issuance of each initial practitioner's license, the evaluator license, the statement of professional recognition, and the coaching authorization and the renewal of each license, evaluator approval license, statement of professional recognition, and coaching authorization shall be \$50.

14.121(2) Adding endorsements. The fee for the addition of each endorsement to a license, following the issuance of the initial license and endorsement(s), shall be \$25.

14.121(3) Duplicate licenses, authorizations, and statements of professional recognition. The fee for the issuance of a duplicate practitioner's license, evaluator license, statement of professional recognition or coaching authorization shall be \$10.

14.121(4) Evaluation fee. Each application from an out-of-state institution for initial licensure shall include, in addition to the basic fee for the issuance of a license, a one-time nonrefundable \$50 evaluation fee.

Each application or request for a statement of professional recognition shall include a one-time nonrefundable \$50 evaluation fee.

14.121(5) One-year emergency license. The fee for the issuance of a one-year emergency license based on an expired conditional license or an expired administrative decision license shall be \$100.

14.121(6) Late renewal fee. Effective September 1, 2000, an additional fee of \$25 per calendar month, not to exceed \$100, shall be imposed if a renewal application is submitted after the date of expiration of a practitioner's license. The board may waive a late renewal fee upon application for waiver of the fee by a practitioner. Waiver of the late fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

282—14.122(272) NCATE accredited programs. The requirements of the professional education core at subrule 14.123(4) notwithstanding, an applicant from an out-of-state institution who has completed a program accredited by the National Council for the Accreditation of Teacher Education on or after October 1, 1988, shall be recognized as having completed the professional education core set out in 14.123(4), with the exception of paragraph "m."

282—14.123(272) Requirements for an original teaching subject area endorsement. Following are the basic requirements for the issuance of a license with an endorsement.

14.123(1) Baccalaureate degree from a regionally accredited institution.

14.123(2) Completion of an approved human relations component.

14.123(3) Completion of the exceptional learner program, which must include preparation that contributes to the education of the handicapped and the gifted and talented.

14.123(4) Professional education core. Completed coursework or evidence of competency in:

a. Student learning. The practitioner understands how students learn and develop, and provides learning opportunities that support intellectual, career, social and personal development.

b. Diverse learners. The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

c. Instructional planning. The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

d. Instructional strategies. The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

e. Learning environment/classroom management. The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

f. Communication. The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.

g. Assessment. The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.

h. Foundations, reflection and professional development. The practitioner continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community, and actively seeks out opportunities to grow professionally.

i. Collaboration, ethics and relationships. The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.

j. Computer technology related to instruction.

k. Completion of prestudent teaching field-based experiences.

l. Methods of teaching with an emphasis on the subject and grade level endorsement desired.

m. Student teaching in the subject area and grade level endorsement desired.

14.123(5) Content/subject matter specialization. The practitioner understands the central concepts, tools of inquiry, and structure of the discipline(s) the practitioner teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

This is evidenced by completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements.

282—14.124(272) Human relations requirements for practitioner licensure. Preparation in human relations shall be included in programs leading to teacher licensure. Human relations study shall include interpersonal and intergroup relations and shall contribute to the development of sensitivity to and understanding of the values, beliefs, life styles and attitudes of individuals and the diverse groups found in a pluralistic society.

14.124(1) Beginning on or after August 31, 1980, each applicant for an initial practitioner's license shall have completed the human relations requirement.

14.124(2) On or after August 31, 1980, each applicant for the renewal of a practitioner's license shall have completed an approved human relations requirement.

14.124(3) Credit for the human relations requirement shall be given for licensed persons who can give evidence that they have completed a human relations program which meets board of educational examiners criteria (see 282—14.127(272)).

282—14.125(272) Development of human relations components. Human relations components shall be developed by teacher preparation institutions. In-service human relations components may also be developed by educational agencies other than teacher preparation institutions, as approved by the board of educational examiners.

282—14.126(272) Advisory committee. Education agencies developing human relations components shall give evidence that in the development of their programs they were assisted by an advisory committee. The advisory committee shall consist of equal representation of various minority and majority groups.

282—14.127(272) Standards for approved components. Human relations components will be approved by the board of educational examiners upon submission of evidence that they are designed to develop the ability of participants to:

14.127(1) Be aware of and understand the values, life styles, history, and contributions of various identifiable subgroups in our society.

14.127(2) Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.

14.127(3) Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.

14.127(4) Recognize the ways in which dehumanizing biases may be reflected in instructional materials.

14.127(5) Respect human diversity and the rights of each individual.

14.127(6) Relate effectively to other individuals and various subgroups other than one's own.

282—14.128(272) Evaluation. Educational agencies providing the human relations components shall indicate the means to be utilized for evaluation.

282—14.129(272) Requirements for an alternative preparation license.

14.129(1) Following are the requirements for the issuance of a teaching license based on an alternative preparation program for persons prepared in Iowa.

a. Baccalaureate degree with a cumulative grade point average of 2.5 or better from a regionally accredited institution. This degree must have been conferred at least three years prior to application to an alternative preparation program.

b. Completion of an alternative preparation program approved by the state board of education.

c. Completion of an approved human relations component.

d. Completion of the exceptional learner program, which must include preparation that contributes to the education of individuals with disabilities and the gifted and talented.

e. Professional education core. Completed coursework or evidence of competency in:

(1) Student learning. The practitioner understands how students learn and develop and provides learning opportunities that support intellectual, career, social, and personal development.

(2) Diverse learners. The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

(3) Instructional planning. The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

(4) Instructional strategies. The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

(5) Learning environment/classroom management. The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

(6) Communication. The practitioner 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.

(7) Assessment. The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.

(8) Foundations, reflection, and professional development. The practitioner continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community and actively seeks out opportunities to grow professionally.

(9) Collaboration, ethics, and relationships. The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.

- f. Computer technology related to instruction.
- g. Completion of pre-student teaching field-based experiences.
- h. Methods of teaching with an emphasis on the subject and grade level endorsement desired.
- i. Content/subject matter specialization. The practitioner understands the central concepts, tools of inquiry, and structure of the discipline(s) the practitioner teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

This is evidenced by completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas or special education teaching endorsements listed in 282—14.140(272), 282—14.141(272), or 282—15.2(272).

j. A minimum of 12 weeks of student teaching in the subject area and at the grade level in which the endorsement is desired.

14.129(2) Following are the basic requirements for the issuance of a teaching license based on an alternative preparation program with an endorsement for persons prepared in states other than Iowa.

- a. Hold a baccalaureate degree from a regionally accredited institution.
- b. Provide a valid out-of-state teaching license based on a state-approved alternative preparation program.
- c. Provide a recommendation from a regionally accredited institution, department of education, or a state's standards board indicating the completion of an approved alternative teacher preparation program.
- d. Provide official institutional transcript(s) to be analyzed for the coursework necessary for full Iowa licensure based on 14.129(1) "c" to "i" above.
- e. Verify three years of teaching experience which will waive the student teaching requirement.

The alternative preparation license is valid for two years and may be renewed under certain prescribed conditions for an initial license listed in 282—17.8(272).

282—14.130 to 14.139 Reserved.

282—14.140(272) Requirements for other teaching endorsements. The holder of any K-6 instructional endorsement set out herein may be assigned by local school board action to teach that instructional area at the 7-8 grade levels, and the holder of any 7-12 instructional endorsement set out herein may be assigned by local school board action to teach that instructional area at the 5-6 grade levels.

14.140(1) Athletic coach. K-12.

- a. The holder of this endorsement may serve as a head coach or an assistant coach in kindergarten and grades one through twelve.
- b. Program requirements.
 - (1) One semester hour college or university course in the structure and function of the human body in relation to physical activity.
 - (2) One semester hour college or university course in human growth and development of children and youth as related to physical activity.
 - (3) Two semester hour college or university course in athletic conditioning, care and prevention of injuries and first aid as related to physical activity.
 - (4) One semester hour college or university course in the theory of coaching interscholastic athletics.

NOTE: An applicant for the coaching endorsement must hold a teacher's license with one of the teaching endorsements.

14.140(2) Teacher—elementary classroom.

a. Authorization. The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

b. Program requirements.

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations component.
- (3) Completion of the professional education core. See 14.123(3) and 14.123(4).
- (4) Content:
 1. Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core. See 14.123(4).
 2. Methods and materials of teaching elementary language arts.
 3. Methods and materials of teaching elementary reading.
 4. Elementary curriculum (methods and materials).
 5. Methods and materials of teaching elementary mathematics.
 6. Methods and materials of teaching elementary science.
 7. Children's literature.
 8. Methods and materials of teaching elementary social studies.
 9. Methods and materials in two of the following areas:
 - Methods and materials of teaching elementary health.
 - Methods and materials of teaching elementary physical education.
 - Methods and materials of teaching elementary art.
 - Methods and materials of teaching elementary music.
 10. Pre-student teaching field experience in at least two different grades.
 11. A field of specialization in a single discipline or a formal interdisciplinary program of at least twelve semester hours.

14.140(3) Teacher—prekindergarten-kindergarten.

a. Authorization. The holder of this endorsement is authorized to teach at the prekindergarten-kindergarten level.

b. Program requirements.

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.123(3) and 14.123(4).
- (4) Content:
 1. Human growth and development: infancy and early childhood, unless completed as part of the professional education core. See 14.123(4).
 2. Curriculum development and methodology for young children.
 3. Child-family-school-community relationships (community agencies).
 4. Guidance of young children three to six years of age.
 5. Organization of prekindergarten-kindergarten programs.
 6. Child and family nutrition.
 7. Language development and learning.
 8. Kindergarten: programs and curriculum development.

14.140(4) ESL. K-12.

a. Authorization. The holder of this endorsement is authorized to teach English as a second language in kindergarten and grades one through twelve.

b. Program requirements.

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.

(3) Completion of the professional education core. See 14.123(3) and 14.123(4).

(4) Content. Completion of 24 semester hours of coursework in English as a second language to include the following:

1. Teaching English as a second language.
2. Applied linguistics.
3. Language in culture.
4. Bilingual education.
5. Nature of language.
6. Process of language acquisition.

14.140(5) Elementary counselor.

a. Authorization. The holder of this endorsement is authorized to serve as a school guidance counselor in kindergarten and grades one through six.

b. Program requirements.

- (1) Master's degree from an accredited institution of higher education.
- (2) Completion of an approved human relations component.
- (3) Completion of an approved exceptional learner component.

c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:

- (1) Nature and needs of individuals at all developmental levels.
 1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adult.
 2. Apply knowledge of learning and personality development to assist students in developing their full potential.
- (2) Social and cultural foundations.
 1. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
 2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.
 3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.
- (3) Fostering of relationships.
 1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.
 2. Communicate effectively with parents, colleagues, students and administrators.
 3. Counsel students in the areas of personal, social, academic, and career development.
 4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.
 5. Implement developmentally appropriate counseling interventions with children and adolescents.
 6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.
 7. Refer students for specialized help when appropriate.
 8. Value the well-being of the students as paramount in the counseling relationship.
- (4) Group work.
 1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
 2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.

- (5) Career development, education, and postsecondary planning.
 1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
 2. Apply knowledge of career assessment and career choice programs.
 3. Implement occupational and educational placement, follow-up and evaluation.
 4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.
- (6) Assessment and evaluation.
 1. Demonstrate individual and group approaches to assessment and evaluation.
 2. Demonstrate an understanding of the proper administration and uses of standardized tests.
 3. Apply knowledge of test administration, scoring, and measurement concerns.
 4. Apply evaluation procedures for monitoring student achievement.
 5. Apply assessment information in program design and program modifications to address students' needs.
 6. Apply knowledge of legal and ethical issues related to assessment and student records.
- (7) Professional orientation.
 1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
 2. Maintain a high level of professional knowledge and skills.
 3. Apply knowledge of professional and ethical standards to the practice of school counseling.
 4. Articulate the counselor role to school personnel, parents, community, and students.
- (8) School counseling skills.
 1. Design, implement, and evaluate a comprehensive, developmental school guidance program.
 2. Implement and evaluate specific strategies designed to meet program goals and objectives.
 3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
 4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
 5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.
 6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.
 7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.
 8. Assist in the process of identifying and addressing the needs of the exceptional student.
 9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.
 10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
 11. Promote use of counseling and guidance activities and programs involving the total school community to provide a positive school climate.
- (9) Classroom management.
 1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.
 2. Consult with teachers and parents about effective classroom management and behavior management strategies.

(10) Curriculum.

1. Write classroom lessons including objectives, learning activities, and discussion questions.
2. Utilize various methods of evaluating what students have learned in classroom lessons.
3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age-appropriate classroom management strategies.
4. Design a classroom unit of developmentally appropriate learning experiences.
5. Demonstrate knowledge in writing standards and benchmarks for curriculum.

(11) Learning theory.

1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.
2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.
3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.

(12) Teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation.

14.140(6) Secondary counselor.

a. Authorization. The holder of this endorsement is authorized to serve as a school guidance counselor in grades seven through twelve.

b. Program requirements.

- (1) Master's degree from an accredited institution of higher education.
- (2) Completion of an approved human relations component.
- (3) Completion of an approved exceptional learner component.

c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:

(1) Nature and needs of individuals at all developmental levels.

1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adult.

2. Apply knowledge of learning and personality development to assist students in developing their full potential.

(2) Social and cultural foundations.

1. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.

2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.

3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.

(3) Fostering of relationships.

1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.

2. Communicate effectively with parents, colleagues, students and administrators.

3. Counsel students in the areas of personal, social, academic, and career development.

4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.

5. Implement developmentally appropriate counseling interventions with children and adolescents.

6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.

7. Refer students for specialized help when appropriate.

8. Value the well-being of the students as paramount in the counseling relationship.

(4) Group work.

1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.

(5) Career development, education, and postsecondary planning.

1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.

2. Apply knowledge of career assessment and career choice programs.

3. Implement occupational and educational placement, follow-up and evaluation.

4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.

(6) Assessment and evaluation.

1. Demonstrate individual and group approaches to assessment and evaluation.

2. Demonstrate an understanding of the proper administration and uses of standardized tests.

3. Apply knowledge of test administration, scoring, and measurement concerns.

4. Apply evaluation procedures for monitoring student achievement.

5. Apply assessment information in program design and program modifications to address students' needs.

6. Apply knowledge of legal and ethical issues related to assessment and student records.

(7) Professional orientation.

1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.

2. Maintain a high level of professional knowledge and skills.

3. Apply knowledge of professional and ethical standards to the practice of school counseling.

4. Articulate the counselor role to school personnel, parents, community, and students.

(8) School counseling skills.

1. Design, implement, and evaluate a comprehensive, developmental school guidance program.

2. Implement and evaluate specific strategies designed to meet program goals and objectives.

3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.

4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.

5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.

6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.

7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.

8. Assist in the process of identifying and addressing the needs of the exceptional student.
 9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.
 10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
 11. Promote use of counseling and guidance activities and programs involving the total school community to provide a positive school climate.
- (9) Classroom management.
1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.
 2. Consult with teachers and parents about effective classroom management and behavior management strategies.
- (10) Curriculum.
1. Write classroom lessons including objectives, learning activities, and discussion questions.
 2. Utilize various methods of evaluating what students have learned in classroom lessons.
 3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age-appropriate classroom management strategies.
 4. Design a classroom unit of developmentally appropriate learning experiences.
 5. Demonstrate knowledge in writing standards and benchmarks for curriculum.
- (11) Learning theory.
1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.
 2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.
 3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.
- (12) Teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance and consultation.
- 14.140(7) Reading specialist. K-12.**
- a. Authorization.* The holder of this endorsement is authorized to serve as a reading specialist in kindergarten and grades one through twelve.
- b. Program requirements.*
- (1) Degree—master's.
 - (2) Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 27 semester hours to include the following:
 1. Educational psychology/human growth and development.
 2. Educational measurement and evaluation.
 3. Foundations of reading.
 4. Diagnosis of reading problems.
 5. Remedial reading.
 6. Psychology of reading.

7. Language learning and reading disabilities.
8. Practicum in reading.
9. Administration and supervision of reading programs at the elementary and secondary levels.

NOTE: The applicant must have met the requirements for the standard license and a teaching endorsement, and present evidence of at least one year of experience which included the teaching of reading as a significant part of the responsibility.

14.140(8) Elementary school media specialist.

a. *Authorization.* The holder of this endorsement is authorized to serve as a school media specialist in kindergarten and grades one through six.

b. *Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.123(3) and 14.123(4).
- (4) Content. Completion of 24 semester hours in school media coursework to include the following:

1. Knowledge of materials and literature in all formats for elementary children.
2. Selection, utilization and evaluation of library media materials and equipment.
3. Design and production of instructional materials.
4. Acquisition, cataloging and classification of materials and organization of equipment.
5. Information retrieval, reference services and networking.
6. Planning, evaluation and administration of media programs.
7. Practicum in an elementary school media center.

14.140(9) Secondary school media specialist.

a. *Authorization.* The holder of this endorsement is authorized to serve as a school media specialist in grades seven through twelve.

b. *Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.123(3) and 14.123(4).
- (4) Content. Completion of 24 semester hours in school media coursework to include the following:

1. Knowledge of materials and literature in all formats for adolescents.
2. Selection, utilization and evaluation of library media materials and equipment.
3. Design and production of instructional materials.
4. Acquisition, cataloging and classification of materials and organization of equipment.
5. Information retrieval, reference services and networking.
6. Planning, evaluation and administration of media programs.
7. Practicum in a secondary school media center.

14.140(10) School media specialist. K-12.

a. *Authorization.* The holder of this endorsement is authorized to serve as a school media specialist in kindergarten and grades one through twelve.

b. *Program requirements:*

- (1) Degree—master's.
- (2) Content. Completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements. This sequence is to be at least 30 semester hours in school media coursework, to include the following:

1. Planning, evaluation and administration of media programs.
2. Curriculum development and teaching and learning strategies.

3. Instructional development and communication theory.
4. Selection, evaluation and utilization of library media materials and equipment.
5. Acquisition, cataloging and classification of materials and organization of equipment.
6. Design and production of instructional materials.
7. Methods for instruction and integration of media skills into the school curriculum.
8. Information retrieval, reference services and networking.
9. Knowledge of materials and literature in all formats for elementary children and adolescents.
10. Reading, listening and viewing guidance.
11. Utilization and application of computer technology.
12. Practicum at both the elementary and secondary levels.
13. Research in media and information science.

NOTE: The applicant must be the holder of or eligible for the initial license.

14.140(11) School nurse.

a. Authorization. The holder of this endorsement is authorized to provide service as a school nurse at the prekindergarten and kindergarten levels and in grades one through twelve.

b. Program requirements.

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.123(3) and 14.123(4).
- (4) Content:

1. Organization and administration of school nurse services including the appraisal of the health needs of children and youth.

2. School-community relationships and resources/coordination of school and community resources to serve the health needs of children and youth.

3. Knowledge and understanding of the health needs of exceptional children.

4. Health education.

c. Other. Hold a license as a registered nurse issued by the board of nursing.

NOTE: Although the school nurse endorsement does not authorize general classroom teaching, it does authorize the holder to teach health at all grade levels.

14.140(12) Teacher—prekindergarten through grade three.

a. Authorization. The holder of this endorsement is authorized to teach children from birth through grade three.

b. Program requirements.

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.123(3) and 14.123(4).
- (4) Content:

1. Child growth and development with emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, for infants and toddlers, preprimary, and primary school children (grades one through three), unless combined as part of the professional education core. See 14.123(4) of the licensure rules for the professional core.

2. Historical, philosophical, and social foundations of early childhood education.

3. Developmentally appropriate curriculum with emphasis on integrated multicultural and non-sexist content including language, mathematics, science, social studies, health, safety, nutrition, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology, including adaptations for individual needs, for infants and toddlers, preprimary, and primary school children.

4. Characteristics of play and creativity, and their contributions to the cognitive, language, physical, social and emotional development and learning of infants and toddlers, preprimary, and primary school children.

5. Classroom organization and individual interactions to create positive learning environments for infants and toddlers, preprimary, and primary school children based on child development theory emphasizing guidance techniques.

6. Observation and application of developmentally appropriate assessments for infants and toddlers, preprimary, and primary school children recognizing, referring, and making adaptations for children who are at risk or who have exceptional educational needs and talents.

7. Home-school-community relationships and interactions designed to promote and support parent, family and community involvement, and interagency collaboration.

8. Family systems, cultural diversity, and factors which place families at risk.

9. Child and family health and nutrition.

10. Advocacy, legislation, and public policy as they affect children and families.

11. Administration of child care programs to include staff and program development and supervision and evaluation of support staff.

12. Pre-student teaching field experience with three age levels in infant and toddler, preprimary, and primary programs, with no less than 100 clock hours, and in different settings, such as rural and urban, socioeconomic status, cultural diversity, program types, and program sponsorship.

(5) Student teaching experiences with two different age levels, one before kindergarten and one from kindergarten through grade three.

14.140(13) Talented and gifted teacher-coordinator.

a. Authorization. The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the talented and gifted from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.

b. Program requirements—content. Completion of 12 graduate semester hours of coursework in the area of the talented and gifted to include the following:

- (1) Psychology of the gifted.
- (2) Programming for the gifted.
- (3) Administration and supervision of gifted programs.
- (4) Practicum experience in gifted programs.

NOTE: Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.

Practitioners licensed and employed after August 31, 1995, and assigned as teachers or coordinators in programs for the talented and gifted will be required to hold this endorsement.

14.140(14) American Sign Language endorsement.

a. Authorization. The holder of this endorsement is authorized to teach American Sign Language in kindergarten and grades one through twelve.

b. Program requirements.

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core.
- (4) Content. Completion of 18 semester hours of coursework in American Sign Language to include the following:

1. Second language acquisition.
2. Sociology of the deaf community.
3. Linguistic structure of American Sign Language.
4. Language teaching methodology specific to American Sign Language.
5. Teaching the culture of deaf people.
6. Assessment of students in an American Sign Language program.

c. Other. Be the holder of or be eligible for one other teaching endorsement listed in rule 14.140(272) or 14.141(272).

14.140(15) Middle school endorsement.

a. Authorization. The holder of this endorsement is authorized to teach all subjects in grades five through eight with the exception of art, industrial arts, music, reading, physical education and special education.

b. Program requirements.

(1) Be the holder of a currently valid Iowa teacher's license with either the general elementary endorsement or one of the subject matter secondary level endorsements set out in rule 14.141(272C), or 282—subrules 16.1(1) to 16.1(3).

(2) Required coursework.

1. Three semester hours of coursework in the growth and development of the middle school age child, specifically addressing the emotional, physical and mental characteristics and needs of middle school age children in addition to related studies completed as part of the professional education core in 14.123(4).

2. Three semester hours of coursework in middle school design, instruction, and curriculum including, but not limited to, instruction in interdisciplinary teaming, pedagogy, and methods in addition to related studies completed as part of the professional education core in 14.123(4).

3. Six semester hours of coursework in the social studies to include coursework in American history, world history, and geography.

4. Six semester hours in mathematics to include coursework in algebra.

5. Six semester hours in science to include coursework in life science and physical science.

6. Six semester hours in language arts to include coursework in grammar, composition, and speech.

14.140(16) Teacher—prekindergarten through grade three, including special education.

a. Authorization. The holder of this endorsement is authorized to teach children from birth through grade three.

b. Program requirements.

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core. See 14.123(3) and 14.123(4).

c. Content.

(1) Child growth and development.

1. Understand the nature of child growth and development for infants and toddlers (birth through age 2), preprimary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, aesthetics, and adaptive behavior.

2. Understand individual differences in development and learning including risk factors, developmental variations and developmental patterns of specific disabilities and special abilities.

3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influences development and learning.

(2) Developmentally appropriate learning environment and curriculum implementation.

1. Establish learning environments with social support, from the teacher and from other students, for all children to meet their optimal potential, with a climate characterized by mutual respect, encouraging and valuing the efforts of all regardless of proficiency.

2. Appropriately use informal and formal assessment to monitor development of children and to plan and evaluate curriculum and teaching practices to meet individual needs of children and families.

3. Plan, implement, and continuously evaluate developmentally and individually appropriate curriculum goals, content, and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families and community.

4. Use both child-initiated and teacher-directed instructional methods, including strategies such as small and large group projects, unstructured and structured play, systematic instruction, group discussion and cooperative decision making.

5. Develop and implement integrated learning experiences for home-, center- and school-based environments for infants, toddlers, preprimary and primary children:

- Develop and implement integrated learning experiences that facilitate cognition, communication, social and physical development of infants and toddlers within the context of parent-child and caregiver-child relationships.

- Develop and implement learning experiences for preprimary and primary children with focus on multicultural and nonsexist content that includes development of responsibility, aesthetic and artistic development, physical development and well-being, cognitive development, and emotional and social development.

- Develop and implement learning experiences for infants, toddlers, preprimary, and primary children with a focus on language, mathematics, science, social studies, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology.

- Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs.

6. Adapt materials, equipment, the environment, programs and use of human resources to meet social, cognitive, physical motor, communication, and medical needs of children and diverse learning needs.

(3) Health, safety and nutrition.

1. Design and implement physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning.

2. Promote nutritional practices that support cognitive, social, cultural and physical development of young children.

3. Implement appropriate appraisal and management of health concerns of young children including procedures for children with special health care needs.

4. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures.

5. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.

(4) Family and community collaboration.

1. Apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities.

2. Assist families in identifying resources, priorities, and concerns in relation to the child's development.

3. Link families, based on identified needs, priorities and concerns, with a variety of resources.

4. Use communication, problem-solving and help-giving skills in collaboration with families and other professionals to support the development, learning and well-being of young children.

5. Participate as an effective member of a team with other professionals and families to develop and implement learning plans and environments for young children.

(5) Professionalism.

1. Understand legislation and public policy that affect all young children, with and without disabilities, and their families.

2. Understand legal aspects, historical, philosophical, and social foundations of early childhood education and special education.

3. Understand principles of administration, organization and operation of programs for children aged birth to age 8 and their families, including staff and program development, supervision and evaluation of staff, and continuing improvement of programs and services.

4. Identify current trends and issues of the profession to inform and improve practices and advocate for quality programs for young children and their families.
 5. Adhere to professional and ethical codes.
 6. Engage in reflective inquiry and demonstration of professional self-knowledge.
- (6) Pre-student teaching field experiences. Complete 100 clock hours of pre-student teaching field experience with three age levels in infant and toddler, preprimary and primary programs and in different settings, such as rural and urban, encompassing differing socioeconomic status, ability levels, cultural and linguistic diversity and program types and sponsorship.
- (7) Student teaching. Complete a supervised student teaching experience of a total of at least 12 weeks in at least two different classrooms which include children with and without disabilities in two of three age levels: infant and toddler, preprimary, and primary.

282—14.141(272) Minimum content requirements for teaching endorsements. The holder of any K-6 instructional endorsement set out herein may be assigned by local school board action to teach that instructional area at the 7-8 grade levels, and the holder of any 7-12 instructional endorsement set out herein may be assigned by local school board action to teach that instructional area at the 5-6 grade levels.

14.141(1) Agriculture. 7-12. Completion of 24 semester hours in agriculture to include coursework in agronomy, animal science, agricultural mechanics, and agricultural economics.

14.141(2) Art. K-6 or 7-12. Completion of 24 semester hours in art to include coursework in art history, studio art, and two- and three-dimensional art.

14.141(3) Business—general. 7-12. Completion of 24 semester hours in business to include 6 semester hours in accounting, 6 semester hours in business law, and coursework in computer applications, and coursework in consumer studies.

14.141(4) Business—office. 7-12. Completion of 24 semester hours in business to include advanced coursework in typewriting, computer applications or word processing, and office management.

14.141(5) Business—marketing/management. 7-12. Completion of 24 semester hours in business to include a minimum of 6 semester hours each in marketing, management, and economics.

14.141(6) Driver and safety education. 7-12. Completion of 15 semester hours in driver and safety education to include coursework in accident prevention, vehicle safety, and behind-the-wheel driving.

14.141(7) English/language arts.

a. K-6. Completion of 24 semester hours in English and language arts to include coursework in oral communication, written communication, language development, reading, children's literature, creative drama or oral interpretation of literature, and American literature.

b. 7-12. Completion of 24 semester hours in English to include coursework in oral communication, written communication, language development, reading, American literature, English literature and adolescent literature.

14.141(8) Foreign language. K-6 and 7-12. Completion of 24 semester hours in each foreign language for which endorsement is sought.

14.141(9) Health. K-6 and 7-12. Completion of 24 semester hours in health to include coursework in public or community health, consumer health, substance abuse, family life education, mental/emotional health, and human nutrition.

14.141(10) Home economics—general. 7-12. Completion of 24 semester hours in home economics to include coursework in family life development, clothing and textiles, housing, and foods and nutrition.

14.141(11) Industrial technology. 7-12. Completion of 24 semester hours in industrial technology to include coursework in manufacturing, construction, energy and power, graphic communications and transportation. The coursework is to include at least 6 semester hours in three different areas.

14.141(12) Journalism. 7-12. Completion of 15 semester hours in journalism to include coursework in writing, editing, production and visual communications.

14.141(13) Mathematics.

a. K-6. Completion of 24 semester hours in mathematics to include coursework in algebra, geometry, number theory, measurement, computer programming, and probability and statistics.

b. 7-12. Completion of 24 semester hours in mathematics to include coursework in algebra, geometry, calculus, computer programming, and probability and statistics.

14.141(14) Music.

a. K-6. Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history, and applied music.

b. 7-12. Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history (at least two courses), applied music, and conducting.

14.141(15) Physical education.

a. K-6. Completion of 24 semester hours in physical education to include coursework in human anatomy, human physiology, movement education, adapted physical education, physical education in the elementary school, human growth and development of children related to physical education, and first aid and emergency care.

b. 7-12. Completion of 24 semester hours in physical education to include coursework in human anatomy, kinesiology, human physiology, human growth and development related to maturational and motor learning, adapted physical education, curriculum and administration of physical education, assessment processes in physical education, and first aid and emergency care.

14.141(16) Reading.

a. K-6. Completion of 20 semester hours in reading to include at least 12 semester hours specifically in reading by course title which must include foundations in methods and materials for teaching reading in the elementary classroom, corrective reading, remedial reading, a supervised tutoring experience, and at least 8 hours of coursework from oral and written communication, language development, children's literature, and tests and measurement.

b. 7-12. Completion of 20 semester hours in reading to include at least 12 semester hours specifically in reading by course title which must include foundations in methods and materials of teaching reading in the secondary classroom, corrective reading, reading in content areas, remedial reading, a supervised tutoring experience, and at least 8 hours of coursework from oral and written communication, the structure of language, adolescent literature, and tests and measurement.

14.141(17) Science.

a. *Science—basic.* K-6. Completion of at least 24 semester hours in science to include 12 hours in physical sciences, 6 hours in biology, and 6 hours in earth/space sciences.

(1) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

2. Understand the fundamental facts and concepts in major science disciplines.

3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

4. Be able to use scientific understanding when dealing with personal and societal issues.

(2) Reserved.

b. *Biological science.* 7-12. Completion of 24 semester hours in biological science or 30 semester hours in the broad area of science to include 15 semester hours in biological science.

c. *Chemistry.* 7-12. Completion of 24 semester hours in chemistry or 30 semester hours in the broad area of science to include 15 semester hours in chemistry.

d. *Earth science.* 7-12. Completion of 24 semester hours in earth science or 30 semester hours in the broad area of science to include 15 semester hours in earth science.

e. General science. 7-12. Completion of 24 semester hours in science to include coursework in biological science, chemistry, and physics.

f. Physical science. 7-12. Completion of 24 semester hours in physical sciences to include coursework in physics, chemistry, and earth science.

g. Physics. 7-12. Completion of 24 semester hours in physics or 30 semester hours in the broad area of science to include 15 semester hours in physics.

h. All science I. Grades 5-8. The holder of this endorsement must also hold the middle school endorsement listed under 14.140(15).

(1) Required coursework. Completion of at least 24 semester hours in science to include 6 hours in chemistry, 6 hours in physics or physical sciences, 6 hours in biology, and 6 hours in the earth/space sciences.

(2) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

2. Understand the fundamental facts and concepts in major science disciplines.

3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

4. Be able to use scientific understanding when dealing with personal and societal issues.

i. All science II. Grades 9-12.

(1) Required coursework.

1. Completion of one of the following endorsement areas listed under 14.21(17): biological 7-12 or chemistry 7-12 or earth science 7-12 or physics 7-12.

2. Completion of at least 12 hours in each of the other three endorsement areas.

(2) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

2. Understand the fundamental facts and concepts in major science disciplines.

3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

4. Be able to use scientific understanding when dealing with personal and societal issues.

14.141(18) Social sciences.

a. American government. 7-12. Completion of 24 semester hours in American government or 30 semester hours in the broad area of social sciences to include 15 semester hours in American government.

b. American history. 7-12. Completion of 24 semester hours in American history or 30 semester hours in the broad area of the social sciences to include 15 semester hours in American history.

c. Anthropology. 7-12. Completion of 24 semester hours in anthropology or 30 semester hours in the broad area of social sciences to include 15 semester hours in anthropology.

d. Economics. 7-12. Completion of 24 semester hours in economics or 30 semester hours in the broad area of the social sciences to include 15 semester hours in economics, or 30 semester hours in the broad area of business to include 15 semester hours in economics.

e. Geography. 7-12. Completion of 24 semester hours in geography or 30 semester hours in the broad area of the social sciences to include 15 semester hours in geography.

f. History. K-6. Completion of 24 semester hours in history to include at least 9 semester hours in American history and 9 semester hours in world history.

g. Psychology. 7-12. Completion of 24 semester hours in psychology or 30 semester hours in the broad area of social sciences to include 15 semester hours in psychology.

h. Social studies. K-6. Completion of 24 semester hours in social studies, to include coursework from at least three of these areas: history, sociology, economics, American government, psychology and geography.

i. Sociology. 7-12. Completion of 24 semester hours in sociology or 30 semester hours in the broad area of social sciences to include 15 semester hours in sociology.

j. World history. 7-12. Completion of 24 semester hours in world history or 30 semester hours in the broad area of social sciences to include 15 semester hours in world history.

k. All social sciences. 7-12. Effective July 1, 2000, completion of 51 semester hours in the social sciences to include 9 semester hours in each of American and world history, 9 semester hours in government, 6 semester hours in sociology, 6 semester hours in psychology other than educational psychology, 6 semester hours in geography, and 6 semester hours in economics.

14.141(19) *Speech communication/theatre.*

a. K-6. Completion of 20 semester hours in speech communication/theatre to include coursework in speech communication, creative drama or theatre, and oral interpretation.

b. 7-12. Completion of 24 semester hours in speech communication/theatre to include coursework in speech communication, oral interpretation, creative drama or theatre, argumentation and debate, and mass media communication.

282—14.142(272) Area and grade levels of administrative endorsements.

14.142(1) *Elementary principal.*

a. Authorization. The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade six. The holder of this endorsement may be assigned by local school board action to fulfill this responsibility at the 7-8 grade level.

b. Program requirements.

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

1. Knowledge of early childhood, elementary, and early adolescent level administration, supervision, and evaluation.

2. Knowledge and skill related to early childhood, elementary, and early adolescent level curriculum development.

3. Knowledge of child growth and development from birth through early adolescence and developmentally appropriate strategies and practices of early childhood, elementary, and early adolescence, to include an observation practicum.

4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.

5. Knowledge of school law and legislative and public policy issues affecting children and families.

6. Planned field experiences in early childhood and elementary or early adolescent school administration.

7. Evaluator approval component.

(3) Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.

3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.
5. Acts with integrity, fairness, and in an ethical manner.
6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

c. Other.

- (1) The applicant must have had three years of teaching experience at the early childhood through grade six level.
- (2) Graduates from institutions in other states who are seeking initial Iowa licensure and the elementary principal's endorsement must meet the requirements for the standard license in addition to the experience requirements.

14.142(2) Secondary principal.

a. Authorization. The holder of this endorsement is authorized to serve as a principal in grades seven through twelve. The holder of this endorsement may be assigned by local school board action to fulfill this responsibility at the 5-6 grade level.

b. Program requirements.

- (1) Degree—master's.
- (2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.
 1. Knowledge of early adolescent and secondary level administration, supervision, and evaluation.
 2. Knowledge and skill related to early adolescent and secondary level curriculum development.
 3. Knowledge of human growth and development from early adolescence through early adult development, to include an observation practicum.
 4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.
 5. Knowledge of school law and legislative and public policy issues affecting children and families.
 6. Planned field experiences in early adolescence or early adult school administration.
 7. Evaluator approval component.
- (3) Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.
 1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
 2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
 3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
 4. Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.
 5. Acts with integrity, fairness, and in an ethical manner.
 6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

c. Other.

- (1) The applicant must have had three years of teaching experience at the secondary level (7-12).
- (2) Graduates from institutions in other states who are seeking initial Iowa licensure and the secondary principal's endorsement must meet the requirements for the standard license in addition to the experience requirements.

14.142(3) Superintendent.

a. Authorization. The holder of this endorsement is authorized to serve as a superintendent from the prekindergarten level through grade twelve.

NOTE: This authorization does not permit general teaching, school service, or administration at any level except that level or area for which the holder is eligible or holds the specific endorsement(s).

b. Program requirements.

(1) Degree—specialist—(or its equivalent: A master's degree plus at least 30 semester hours of planned graduate study in administration beyond the master's degree).

(2) Content: Completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements. This sequence is to be at least 45 semester hours to include the following:

1. General elementary level administration.
2. General early adolescent level administration.
3. General secondary level administration.
4. Elementary, early adolescent, and secondary school supervision.
5. Curriculum development.
6. School law.
7. School finance.
8. School plant/facility planning.
9. School personnel/negotiations.
10. Knowledge of school-community relationships/public relations.
11. Administrative theory/principles of educational administration.
12. Social, philosophical, or psychological foundations.
13. Planned field experience in school administration.
14. Evaluator approval component.

c. Other.

(1) The applicant must have had three years of experience as a building principal or other PK-12 districtwide or area education agency administrative experience.

(2) Graduates from institutions in other states who are seeking initial Iowa licensure and the superintendent's endorsement must meet the requirements for the standard license in addition to the experience requirements.

14.142(4) AEA administrator license. The area education agency administrator's license shall be issued to an applicant who has met the requirements in two of the four following paragraphs "a" through "d" and has also met the requirement in paragraph "e":

a. Five years' experience in higher education administration at a two- or four-year college or university which is accredited by the North Central Association of Colleges and Secondary Schools accrediting agency or which has been certified by the North Central Association of Colleges and Secondary Schools accrediting agency as a candidate for accreditation by that agency or at a school giving satisfactory assurance that it has the potential for accreditation and is making progress which, if continued, will result in its achieving accreditation by that agency within a reasonable time; or an earned doctorate in higher education administration.

b. Five years' experience in special education, media services, or educational services administration; or an earned doctorate in special education, media services, or educational services or any sub-specialty of these services.

c. Five years' experience in primary or secondary school education; or an earned doctorate in educational administration for the primary or secondary level; and five years' teaching experience at any educational level.

d. Five years' experience in business or other nonacademic career pursuit; or an earned doctorate in public administration or business administration.

e. Evaluator approval component.

A person shall not be issued a temporary or emergency license for more than one year. An area education agency shall neither employ unlicensed administrators nor employ temporary or emergency licensed administrators for more than two consecutive years.

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∅Two or more ARCs

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