Regulatory Analysis

Notice of Intended Action to be published: Iowa Administrative Code 282—Chapter 18
"Issuance of Administrator Licenses and Endorsements"

Iowa Code section(s) or chapter(s) authorizing rulemaking: 256.146
State or federal law(s) implemented by the rulemaking: Iowa Code section 256.146

Public Hearing

A public hearing at which persons may present their views orally or in writing will be held as follows:

September 11, 2024 9 a.m.	Board Room, Suite A 701 East Court Avenue Des Moines, Iowa

Public Comment

Any interested person may submit written or oral comments concerning this Regulatory Analysis. Written or oral comments in response to this Regulatory Analysis must be received by the Board of Educational Examiners no later than 4:30 p.m. on the date of the public hearing. Comments should be directed to:

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Board of Educational Examiners
701 East Court Avenue, Suite A
Des Moines, Iowa 50309
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Purpose and Summary

This proposed chapter provides procedures for the issuance of administrator licenses. The Board proposes removing duplicative statutory language.

Analysis of Impact

1. Persons affected by the proposed rulemaking:

- Classes of persons that will bear the costs of the proposed rulemaking:

Required fees are paid by applicants.

- Classes of persons that will benefit from the proposed rulemaking:

Iowans in general will benefit from the proposed rulemaking.

2. Impact of the proposed rulemaking, economic or otherwise, including the nature and amount of all the different kinds of costs that would be incurred:

- Quantitative description of impact:

Required fees are paid by applicants. Fees are required for all Board operations.

- Qualitative description of impact:

The Board discerns no qualitative impact.

3. Costs to the State:

- Implementation and enforcement costs borne by the agency or any other agency:

The Board bears the cost of compliance.

- Anticipated effect on state revenues:

There is no effect on state revenues.

4. Comparison of the costs and benefits of the proposed rulemaking to the costs and benefits of inaction:

This chapter provides required procedures for the issuance of administrator licenses.

5. Determination whether less costly methods or less intrusive methods exist for achieving the purpose of the proposed rulemaking:

The Board bears the cost of compliance. Rules for licensure are required.

6. Alternative methods considered by the agency:

- Description of any alternative methods that were seriously considered by the agency:

The Board determined that the chapter is required but that the language could be significantly reduced.

- Reasons why alternative methods were rejected in favor of the proposed rulemaking:

There is a benefit to the public of having information about licensure requirements.

Small Business Impact

If the rulemaking will have a substantial impact on small business, include a discussion of whether it would be feasible and practicable to do any of the following to reduce the impact of the rulemaking on small business:

- Establish less stringent compliance or reporting requirements in the rulemaking for small business.
- Establish less stringent schedules or deadlines in the rulemaking for compliance or reporting requirements for small business.
- Consolidate or simplify the rulemaking's compliance or reporting requirements for small business.
- Establish performance standards to replace design or operational standards in the rulemaking for small business.
- Exempt small business from any or all requirements of the rulemaking.

If legal and feasible, how does the rulemaking use a method discussed above to reduce the substantial impact on small business?

There is no effect on small business.

Text of Proposed Rulemaking

ITEM 1. Rescind 282—Chapter 18 and adopt the following **new** chapter in lieu thereof:

CHAPTER 18
ISSUANCE OF ADMINISTRATOR LICENSES AND ENDORSEMENTS

282—18.1(256) Administrator licenses.

18.1(1) *Applicants from Iowa institutions.* The applicant will complete all degree and coursework requirements to receive a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed.

18.1(2) *Applicants from non-Iowa institutions.*

a. Original application. An applicant from a non-Iowa institution applying for the applicant's first Iowa administrator license:

(1) Will meet the requirements set forth in Iowa Code sections 256.152 and 272C.12. Endorsements will be granted based on comparable Iowa endorsements, and endorsement requirements may be waived in order to grant the most comparable endorsement.

(2) Will not be subject to any pending disciplinary proceedings in any state or country.

b. Holders of an Iowa administrator license who applied under this rule prior to June 16, 2022, may submit a new application if the requirements in this subrule would have been met at the time of their initial application.

282—18.2(256) Initial administrator license. An initial license valid for a minimum of one year with an expiration date of June 30 may be issued to an applicant who meets the general requirements set forth in rule 282—18.1(256).

282—18.3(256) Professional administrator license. A professional administrator license valid for five years may be issued to an applicant who does all of the following:

18.3(1) Completes the requirements in rule 282—18.1(256).

18.3(2) Successfully meets each standard pursuant to rule 281—83.10(284A).

18.3(3) Completes one year of administrative experience in an Iowa public school and completes the administrator mentoring program while holding an administrator license, or successfully completes two years of administrative experience in a nonpublic or out-of-state school setting.

282—18.4(256) Area and grade levels of administrator endorsements.

18.4(1) *PK-12 principal and PK-12 supervisor of special education.*

a. Authorization. The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade 12, a supervisor of instructional special education programs for children from birth to the age of 21, and a supervisor of support for special education programs for children from birth to the age of 21.

b. Program requirements.

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences that may have been a part of, or in addition to, the degree requirements. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

1. Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community (Mission, Vision, and Improvement).

2. Advocate for ethical decisions and cultivate and enact professional norms (Ethics and Professional Norms).

3. Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture (Equity, Inclusiveness, and Cultural Responsiveness) to include meeting the needs of all learners, as well as ensuring teachers meet the needs of diverse learners, including:

- Students from diverse ethnic, racial and socioeconomic backgrounds.
- Students with disabilities, including preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.
- Students who are struggling with literacy, including those with dyslexia.
- Students who are gifted and talented.
- English language learners.
- Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including but not limited to behaviors related to substance abuse.

4. Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment (Learning and Instruction).

5. Strengthen student learning, support school improvement, and advocate for the needs of their school and community (Community and External Leadership).

6. Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations, including a dedicated course in current issues of special education administration (Operations and Management).

7. Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning, including the completion of Iowa evaluator training (Building Professional Capacity).

8. Successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills pursuant to this rule in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school, including planned experiences in elementary and secondary administration with special education administration.

c. Other. The applicant will have three years of experience at the early childhood through grade 12 level while holding a valid teaching license or professional service license.

18.4(2) Reserved.

282—18.5(256) Superintendent/area education agency (AEA) administrator.

18.5(1) *Authorization.* The holder of this endorsement is authorized to serve as a superintendent from the prekindergarten level through grade 12 or as an AEA administrator. Note: This authorization does not permit general teaching, school service, or administration at any level except that level or area for which the practitioner holds the specific endorsement(s).

18.5(2) *Program requirements.*

a. 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).

b. Content. Through completion of a sequence of courses and experiences, which may have been part of, or in addition to, the degree requirements, candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

(1) Collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community (District Mission, Vision, and Improvement).

(2) Advocate for ethical decisions and cultivate professional norms and culture (Ethics and Professional Norms).

(3) Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture (Equity, Inclusiveness, and Cultural Responsiveness) to include meeting the needs of all learners, as well as ensuring teachers meet the needs of diverse learners, including:

1. Students from diverse ethnic, racial and socioeconomic backgrounds.

2. Students with disabilities, including preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.

3. Students who are struggling with literacy, including those with dyslexia.

4. Students who are gifted and talented.

5. English language learners.

6. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors, including but not limited to behaviors related to substance abuse.

(4) Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership (Learning and Instruction).

(5) Understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs (Community and External Leadership).

(6) Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management, including instructional and noninstructional district support services (Operations and Management).

(7) Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations (Policy, Governance, and Advocacy).

(8) Successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in this rule in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

18.5(3) *Administrative experience.* The applicant will meet one of the following:

a. The applicant will have had three years of experience as a building principal while holding a valid license.

b. The applicant will have three years of administrative experience in any of the following areas: PK-12 regional education agency administrative experience, PK-12 state department of education administrative experience, PK-12 educational licensing board administrative experience or PK-12 building/district administrative experience while holding a valid Iowa administrator license.

c. The applicant will have six years of teaching and administrative experience, provided that at least two years are teaching experience and one year is administrative experience, all while holding a valid license.

282—18.6(256) Director of special education.

18.6(1) *Authorization.* The holder of this endorsement is authorized to serve as a director of special education.

18.6(2) *Program requirements.*

a. Degree—master's.

b. Endorsement. An applicant will hold or meet the requirements for one of the following:

(1) PK-12 principal and PK-12 supervisor of special education;

(2) Superintendent/AEA administrator;

(3) Supervisor of special education—instructional;

(4) Professional service administrator; or

(5) A letter of authorization for the special education supervisor issued prior to October 1, 1988.

c. Content. An applicant will have completed a sequence of courses and experiences of at least 15 additional semester hours to include the following:

(1) Knowledge of current issues in special education and administration, supervision, and evaluation of special education programs.

(2) Knowledge of special education school law and legislative and public policy issues affecting children and families including special education ethics.

(3) Mediation and conflict resolution in special education.

(4) Knowledge of the powers and duties of the director of special education pursuant to Iowa Code section 273.5.

(5) Practicum in administration, supervision, and evaluation of special education programs.

18.6(3) *Other.*

a. Option 1: Instructional. An applicant will hold a special education endorsement and have two years of teaching experience in special education or hold an administrator license with two years of experience in the administration of special education programs.

b. Option 2: Support. An applicant will meet the practitioner licensure requirements for one of the following endorsements and have three years of experience as a:

(1) School audiologist;

(2) School psychologist;

(3) School social worker; or

(4) Speech-language pathologist.

NOTE: An individual holding a statement of professional recognition is not eligible for the director of special education endorsement.

These rules are intended to implement Iowa Code chapter 256.