

CHAPTER 18  
ISSUANCE OF ADMINISTRATOR LICENSES AND ENDORSEMENTS

[Prior to 1/14/09, see Educational Examiners Board[282] Ch 14]

**282—18.1(272) All applicants desiring an Iowa administrator license.** Administrator licenses are issued upon application filed on a form provided by the board of educational examiners and upon completion of the following:

**18.1(1) *National criminal history background check.*** 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.

**18.1(2) *Iowa division of criminal investigation background check.*** 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.

**18.1(3) *Temporary permits.*** The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application, including certification from the applicant of completion of the Praxis II examination, if required; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check. The temporary permit shall serve as evidence of the applicant's authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check and the board's receipt of verification of completion of the Praxis II examination. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

**282—18.2(272) Applicants from recognized Iowa institutions.** An applicant for initial licensure shall complete the administrator preparation program from a recognized Iowa institution or an alternative program recognized by the Iowa board of educational examiners. 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. Applicants shall complete the requirements set out in rule 282—18.1(272) and shall also 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.

**282—18.3(272) Applicants from recognized non-Iowa institutions.** Rescinded IAB 9/9/09, effective 10/14/09.

**282—18.4(272) General requirements for an administrator license.**

**18.4(1) *Eligibility for applicants who have completed a teacher preparation program.*** Applicants for the administrator license must first comply with the requirements for all Iowa practitioners set out in 282—Chapter 13. Additionally, the requirements of rules 282—13.2(272) and 282—13.3(272) and the license-specific requirements set forth under each license must be met before an applicant is eligible for an administrator license.

**18.4(2) *Specific requirements for an initial administrator license for applicants who have completed a teacher preparation program.*** An initial administrator license valid for one year may be issued to an applicant who:

- a. Is the holder of or is eligible for a standard license; and
- b. Has three years of teaching experience; and
- c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and

*d.* Is assuming a position as a PK-12 principal and PK-12 supervisor of special education (see subrule 18.9(1)) for the first time or has one year of out-of-state or nonpublic administrative experience; and

*e.* Has completed an approved human relations component; and

*f.* Has completed an exceptional learner component; and

*g.* Has completed an evaluator approval program.

**18.4(3)** *Eligibility for applicants who have completed a professional service endorsement program.* Applicants for the administrator license must first comply with the requirements set out in 282—Chapter 27.

**18.4(4)** *Specific requirements for an initial administrator license for applicants who have completed a professional service endorsement.* An initial administrator license valid for one year may be issued to an applicant who:

*a.* Is the holder of an Iowa professional service license; and

*b.* Has three years of experience in an educational setting in the professional service endorsement area; and

*c.* Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and

*d.* Is assuming a position as a PK-12 principal and PK-12 supervisor of special education (see subrule 18.9(1)) for the first time or has one year of out-of-state or nonpublic administrative experience; and

*e.* Has completed an approved human relations component; and

*f.* Has completed an exceptional learner component; and

*g.* Has completed the professional education core in 282—paragraphs 13.18(4) “a” through “j”; and

*h.* Has completed an evaluator approval program.

[ARC 8248B, IAB 11/4/09, effective 10/12/09; ARC 8958B, IAB 7/28/10, effective 9/1/10]

**282—18.5(272) Specific requirements for a professional administrator license.** A professional administrator license valid for five years may be issued to an applicant who:

**18.5(1)** Completes the requirements in 18.4(2) “a” to “g”; and

**18.5(2)** Successfully meets each standard listed below:

*a. Shared vision.* An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The administrator:

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

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

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

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

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

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

*b. Culture of learning.* An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. The administrator:

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

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

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

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

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

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

(7) Uses current research and theory about effective schools and leadership to develop and revise the administrator's professional growth plan.

(8) Promotes collaboration with all stakeholders.

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

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

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

*c. Management.* An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. The administrator:

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

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

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

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

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

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

*d. Family and community.* An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. The administrator:

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

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

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

[ARC 8248B, IAB 11/4/09, effective 10/12/09]

**282—18.6(272) Specific requirements for an administrator prepared out of state.** An applicant seeking Iowa licensure who completes an administrator preparation program from a recognized non-Iowa institution shall verify the requirements of rules 282—18.1(272) and 282—18.4(272) through traditional course-based preparation program and transcript review. A recognized non-Iowa administrator preparation institution is one that is state-approved and is accredited by the regional accrediting agency for the territory in which the institution is located.

**18.6(1) Specific requirements.** A one-year nonrenewable administrator exchange license may be issued to an individual who completes the requirements in paragraphs 18.4(2) "a" through "f" and satisfies the following:

*a.* Has completed a state-approved, regionally accredited administrator preparation program in a college or university approved by the state board of education or the state licensing agency in the individual's preparation state; and

*b.* Has the recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized non-Iowa institution where the preparation was completed; and

*c.* Holds and submits a copy of a valid regular administrator certificate or license in the state in which the preparation was completed, exclusive of a temporary, emergency or substitute license or certificate; and

*d.* Meets the experience requirements for the administrator endorsement(s). 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; and

- e.* Is not subject to any pending disciplinary proceedings in any state; and
- f.* Complies with all requirements with regard to application processes and payment of licensure fees.

**18.6(2) Authorization.** Rescinded IAB 2/23/11, effective 3/30/11.

**18.6(3) Conversion.** Rescinded IAB 2/23/11, effective 3/30/11.  
[ARC 8141B, IAB 9/9/09, effective 10/14/09; ARC 9383B, IAB 2/23/11, effective 3/30/11]

**282—18.7(272) Specific requirements for a Class A license.** A nonrenewable Class A license valid for one year may be issued to an applicant who has completed an administrator preparation program under any one of the following conditions:

**18.7(1) Professional core requirements.** The individual has not completed all of the required courses in the professional core, 282—paragraphs 13.18(4)“a” through “j.”

**18.7(2) Human relations component.** The individual has not completed an approved human relations component.

**18.7(3) Based on an expired Iowa certificate or license, exclusive of a Class A or Class B license.** The holder of an expired license, exclusive of a Class A or Class B license, shall be eligible to receive a Class A license upon application. This license shall be endorsed for the type of service authorized by the expired license on which it is based.

**18.7(4) Based on evaluator requirement.** The applicant has not completed the approved evaluator training requirement.

**18.7(5) Authorization.** Each Class A 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 administrator license was completed.

**18.7(6) Conversion.** Each applicant receiving the one-year Class A license must complete any identified licensure deficiencies in order to be eligible for a professional administrator license in Iowa.  
[ARC 9384B, IAB 2/23/11, effective 3/30/11]

**282—18.8(272) Specific requirements for a Class B license.** A nonrenewable Class B license valid for two years may be issued to an individual under the following conditions:

**18.8(1) Endorsement in progress.** The individual has a valid Iowa teaching license but is seeking to obtain an administrator endorsement. A Class B license may be issued if requested by an employer and the individual seeking this endorsement has completed at least 75 percent of the requirements leading to completion of all requirements for this endorsement.

**18.8(2) Experience requirement.**

*a. Principal endorsement.* For the principal endorsement, three years of teaching experience must have been met before application for the Class B license.

*b. Superintendent endorsement.* For the superintendent 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 Class B license.

**18.8(3) Request for exception.** Rescinded IAB 2/23/11, effective 3/30/11.  
[ARC 9385B, IAB 2/23/11, effective 3/30/11]

**282—18.9(272) Area and grade levels of administrator endorsements.**

**18.9(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 twelve, 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 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

*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, early adolescent and secondary level administration, supervision, and evaluation.
    2. Knowledge and skill related to early childhood, elementary, early adolescent and secondary level curriculum development.
    3. Knowledge of child growth and development from birth through adolescence and developmentally appropriate strategies and practices of early childhood, elementary, and 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. Completion of evaluator training component.
    7. Knowledge of current issues in special education administration.
    8. Planned field experiences in elementary and secondary school administration, including special education administration.
  - (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 twelve level.
  - (2) Graduates from out-of-state institutions who are seeking initial Iowa licensure and the PK-12 principal and PK-12 supervisor of special education endorsement must meet the requirements for the standard license in addition to the experience requirements.
- 18.9(2) PK-8 principal—out-of-state applicants.** This endorsement is only for applicants from out-of-state institutions.
- a. Authorization.* The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade eight.
  - 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. Completion of evaluator training 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.* The applicant must have had three years of teaching experience at the early childhood through grade eight level.

**18.9(3) 5-12 principal—out-of-state applicants.** This endorsement is only for applicants from out-of-state institutions.

*a. Authorization.* The holder of this endorsement is authorized to serve as a principal in grades five 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.

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 adulthood, to include an observation practicum.

4. Knowledge of family support systems, factors which place families at risk, 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 secondary school administration.

7. Completion of evaluator training 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.* The applicant must have had three years of teaching experience at the secondary level (5-12).

**282—18.10(272) Superintendent/AEA administrator.**

**18.10(1) Authorization.** The holder of this endorsement is authorized to serve as a superintendent from the prekindergarten level through grade twelve 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).

**18.10(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, the administrator has knowledge and understanding of:

- (1) Models, theories, and practices that provide the basis for leading educational systems toward improving student performance.
- (2) Federal, state and local fiscal policies related to education.
- (3) Human resources management, including recruitment, personnel assistance and development, evaluation and negotiations.
- (4) Current legal issues in general and special education.
- (5) Noninstructional support services management including but not limited to transportation, nutrition and facilities.

*c.* Practicum in PK-12 school administration. In the coursework and the practicum, the administrator facilitates processes and engages in activities for:

- (1) Developing a shared vision of learning through articulation, implementation, and stewardship.
- (2) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- (3) Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- (4) Collaborating with school staff, families, community members and boards of directors; responding to diverse community interests and needs; and mobilizing community resources.
- (5) Acting with integrity, fairness, and in an ethical manner.
- (6) Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**18.10(3) Administrative experience.**

*a.* The applicant must have had three years of experience as a building principal.

*b.* Other administrative experience. PK-12 or area education agency administrative experience is acceptable if the applicant acquires the three years’ experience while holding a valid administrator license.

[ARC 8248B, IAB 11/4/09, effective 10/12/09]

**282—18.11(272) Director of special education of an area education agency.**

**18.11(1) Authorization.** The holder of this endorsement is authorized to serve as a director of special education of an area education agency. Assistant directors are also required to hold this endorsement.

**18.11(2) Program requirements.**

*a. Degree—specialist or its equivalent.* An applicant must hold a master's degree plus at least 32 semester hours of planned graduate study in administration or special education beyond the master's degree.

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

- (1) PK-12 principal and PK-12 supervisor of special education (see rule 282—18.9(272));
- (2) Supervisor of special education—instructional (see rule 282—15.5(272));
- (3) Professional service administrator (see 282—subrule 27.3(5)); or
- (4) A letter of authorization for special education supervisor issued prior to October 1, 1988.

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

- (1) Knowledge of federal, state and local fiscal policies related to education.
- (2) Knowledge of school plant/facility planning.
- (3) Knowledge of human resources management, including recruitment, personnel assistance and development, evaluations and negotiations.
- (4) Knowledge of models, theories and philosophies that provide the basis for educational systems.
- (5) Knowledge of current issues in special education.
- (6) Knowledge of special education school law and legislative and public policy issues affecting children and families.
- (7) Knowledge of the powers and duties of the director of special education of an area education agency as delineated in Iowa Code section 273.5.

(8) Practicum in administration and supervision of special education programs.

*d. Experience.* An applicant must have three years of administrative experience as a PK-12 principal or PK-12 supervisor of special education.

*e. Competencies.* Through completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements, the director of special education accomplishes the following:

- (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 educational staff, families and community members; responds to diverse community interests and needs; and mobilizes community resources.
- (5) Acts with integrity and fairness and in an ethical manner.
- (6) Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
- (7) Collaborates and assists in supporting integrated work of the entire agency.

**18.11(3) Other.**

*a. Option 1: Instructional.* An applicant must meet the requirements for one special education teaching endorsement and have three years of teaching experience in special education.

*b. Option 2: Support.* An applicant must 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 of an area education agency endorsement.

[ARC 9075B, IAB 9/8/10, effective 10/13/10]

**282—18.12 and 18.13** Reserved.

**282—18.14(272) Endorsements.**

**18.14(1)** After the issuance of an administrator license, an individual may add other administrator endorsements to that license upon proper application, provided current requirements for that endorsement, as listed in rules 282—18.9(272) through 282—18.11(272), have been met. An updated license with expiration date unchanged from the original or renewed license will be prepared.

**18.14(2)** The applicant must follow one of these options:

- a. Identify with a recognized Iowa administrator preparing institution, meet that institution's current requirements for the endorsement desired, and receive that institution's recommendation; or
- b. Identify with a recognized non-Iowa administrator preparation institution and receive a statement that the applicant has completed the equivalent of the institution's approved program for the endorsement sought.

**282—18.15(272) Licenses—issue dates, corrections, duplicates, and fraud.**

**18.15(1)** *Issue date on original license.* A license is valid only from and after the date of issuance.

**18.15(2)** *Correcting licenses.* If a licensee notifies board staff of a typographical or clerical error on the license within 30 days of the date of the board's mailing of a license, a corrected license shall be issued without charge to the licensee. If notification of a typographical or clerical error is made more than 30 days after the date of the board's mailing of a license, a corrected license shall be issued upon receipt of the fee for issuance of a duplicate license. For purposes of this rule, typographical or clerical errors include misspellings, errors in the expiration date of a license, errors in the type of license issued, and the omission or misidentification of the endorsements for which application was made. A licensee requesting the addition of an endorsement not included on the initial application must submit a new application and the appropriate application fee.

**18.15(3)** *Duplicate licenses.* Upon application and payment of the fee set out in 282—Chapter 12, a duplicate license shall be issued.

**18.15(4)** *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.

These rules are intended to implement Iowa Code chapter 272.

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