

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.

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