

**281—79.17(256) Administrator preparation candidate performance standards.****79.17(1) Candidate knowledge and competence.**

a. Candidates for administrator roles in schools shall be expected to support dispositions and develop the knowledge and skills identified by the profession and reflected in the Iowa Standards for School Leaders embedded in the requirements for an Iowa administrator license at a level appropriate for a novice administrator.

b. Alignment shall exist between the administrator preparation program's expectations for content, performance, and dispositions, Iowa board of educational examiners' licensure standards, Iowa Standards for School Leaders, educational leadership, and other standards appropriate for specific areas.

c. Administrator candidates shall demonstrate their knowledge of:

- (1) Administration, supervision, and evaluation for appropriate levels of schools.
- (2) Curriculum development and management for appropriate levels of schools.
- (3) Adult learning theory and its impact on professional development.
- (4) Human growth and development for children in appropriate levels of schools.
- (5) Family support systems, factors which place families at risk, child care issues, and home-school relationships and interactions designed to promote parent education, family involvement, and interagency collaboration for appropriate levels of schools.

(6) School law and legislative and public policy issues affecting children and families for appropriate levels of schools.

- (7) Evaluator approval requirements.

d. Administrator candidates shall demonstrate their dispositions and knowledge related to diversity as they work with faculty, student populations and communities.

e. Administrator candidates shall demonstrate competency in:

- (1) Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- (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 families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- (5) Acting in an ethical manner with integrity and fairness.
- (6) Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

f. Administrator candidates shall understand what elements are needed to effectively integrate technology to enhance learning.

**79.17(2) Administrator candidate assessment and administrator preparation program planning and evaluation.**

a. The performance assessment system for administrator candidates shall be an integral part of the administrator preparation program's planning and evaluation system.

b. Multiple criteria and assessments shall be used for admission to identify administrator candidates with potential for becoming school leaders.

c. Assessments of administrator candidates' performance shall be aligned with ISLLC standards, ISSL, state licensure standards, and the administrator preparation program's learning outcomes.

d. Information on performance of administrator candidates shall be drawn from multiple assessments, including, but not limited to, institutional assessment of content knowledge, professional knowledge and its application, pedagogical knowledge and its application; teaching and other school personnel performance and the effect on student learning, as candidates work with students, teachers, parents, and professional colleagues in school settings; and follow-up studies of graduates and employers.

e. The design and implementation of the assessment system shall include all stakeholders associated with the administrator preparation program's activities.

- f.* The administrator preparation program's assessment system shall:
- (1) Provide description of stakeholders' involvement in system development.
  - (2) Provide evidence that the assessment system reflects both the institution's mission and the administrator preparation program's framework for preparation of effective administrators.
  - (3) Include a coherent, sequential assessment system for individual administrator candidates that shall:
    1. Provide evidence that the unit and Iowa licensure standards are shared with administrator candidates.
    2. Utilize, for both formative and summative purposes, a range of performance-based assessment strategies throughout the program that shall provide administrator candidates with ongoing feedback about:
      - What performance of administrator candidates is being assessed or measured.
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    3. Require administrator candidates to demonstrate and provide evidence of what they have learned.
    4. Have multiple summative decision points.
    5. Clearly document administrator candidates' attainment of the unit and the board of educational examiners' licensure standards by providing evidence of:
      - Content knowledge via multiple measures.
      - Professional and pedagogical knowledge via multiple measures.
      - Collection and analysis of data related to student achievement via multiple measures.
    6. Include scoring rubrics or criteria for determining levels or benchmarks of administrator candidate accomplishment.
    7. Demonstrate credibility of both the overall assessment system and the instruments being used.
  - (4) Document the quality of programs through the collective presentation of assessment data related to performance of administrator candidates and demonstrate how the data are used for continuous program improvement. This shall include:
    1. Evidence of evaluative data collected by the department from teachers, administrators and other professional school personnel who work with the administrator preparation program's candidates. The department shall report this data to the unit.
    2. Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.
  - (5) Demonstrate how the information gathered via the individual administrator candidate assessment system is utilized to refine and revise the unit's framework and programs' goals, content and delivery strategies.
  - (6) Describe how the assessment system is managed.
  - (7) Explain the process for reviewing and revising the assessment system.
- g.* An annual report including a composite of evaluative data collected by the administrator preparation program shall be submitted to the bureau of practitioner preparation and licensure by September 30 of each year.