

**281—79.17(256) Administrator knowledge, skills, and dispositions standard.** Administrator candidates shall demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

**79.17(1)** Each educational administrator program shall define program standards (aligned with current NELP standards) and embed them in coursework and clinical experiences at a level appropriate for a novice administrator.

**79.17(2)** Each principal candidate demonstrates the knowledge, skills, and dispositions necessary to:

*a.* 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)

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

*c.* Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. (Equity, Inclusiveness, and Cultural Responsiveness)

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

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

*f.* 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. (Operations and Management)

*g.* 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. (Building Professional Capacity)

**79.17(3)** Each superintendent candidate demonstrates competency in all of the following professional core curricula:

*a.* 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)

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

*c.* Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. (Equity, Inclusiveness, and Cultural Responsiveness)

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

*e.* 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)

*f.* Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. (Operations and Management)

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

**79.17(4)** Each new administrator candidate successfully completes the appropriate evaluator training provided by a state-approved evaluator trainer.

**79.17(5)** Each administrator candidate demonstrates the knowledge, skills, and dispositions necessary to support the implementation of the Iowa core.

**79.17(6)** Each administrator candidate demonstrates, within specific coursework and clinical experiences, the ability to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture with students and staff from diverse groups, as defined in rule 281—79.2(256).

The unit shall provide evidence that administrator candidates develop the ability to meet the needs of all learners, as well as ensuring teachers meet the needs of diverse learners, including:

- a.* Students from diverse ethnic, racial and socioeconomic backgrounds.
- b.* Students with disabilities. This will include 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.
- c.* Students who are struggling with literacy, including those with dyslexia.
- d.* Students who are gifted and talented.
- e.* English learners.
- f.* 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.

**79.17(7)** Each administrator candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department. [ARC 8053B, IAB 8/26/09, effective 9/30/09; ARC 1780C, IAB 12/10/14, effective 1/14/15; ARC 4620C, IAB 8/28/19, effective 8/5/19; ARC 5330C, IAB 12/16/20, effective 1/20/21; ARC 6724C, IAB 12/14/22, effective 1/18/23]