

**STATE OF IOWA**  
**BOARD OF EDUCATIONAL EXAMINERS**

Grimes State Office Building – 400 E.14<sup>th</sup> St.  
Second Floor State Board Room  
Des Moines, IA 50319-0147

**May 4, 2012**

**AGENDA**

**Times are approximate**

- 9:30 a.m.**      **1.      Call Meeting to Order**
- 9:32 a.m.**      **2.      Approve the Agenda (Tab 1)**
- 9:35 a.m.**      **3.      Consent Agenda (Tab 2)**
- Minutes of March 9, 2012 Board Meeting
  - Minutes of March 27, 2012 Special Board Meeting
  - Minutes of April 11, 2012, Telephonic Meeting
- 9:37 a.m.**      **4.      Professional Practices - Licensee Discipline – Closed Session – Board members only**
- 10:15 a.m.**      **5.      Open Session – Results of closed session announced**
- a. Approve closed session minutes
- 10:20 a.m.**      **6.      Communications**
- a. Board Reports
  - b. Public Comment
  - c. Executive Director’s Report
- 10:30 a.m.**      **7.      Rules [Iowa Administrative Code – Chapter 282 (272)]**
- a. Adopt [None]
  - b. Notice [None]
  - c. Items for Discussion
    - 1. IAC 282— Amend Chapter (272) Amend Chapter 13.28(12) Mathematics (Tab 3)
    - 2. IAC 282— Amend Chapter (272) Chapter 13.28(17) Science (Tab 4)
    - 3. IAC 282— Amend Chapter (272) Chapter 13.26(5) Elementary Classroom Teacher – HQT (Tab 5)
    - 4. IAC 282— Amend Chapter (272) Chapter 14.2(4) & 14.2(6) Instructional Strategist II (Tab 6)
- 11:00 a.m.**      **8.      Waiver(s) (Tab 7)**
- 1. 12-06 Patrick Carlin (Tab A)
  - 2. 12-07 Michael Matson (Tab B)
- 11:15 a.m.**      **9.      Reports / Approvals**
- 1. Legislative update – Beth Myer (Tab 8)
  - 2. Ethics Task Force Review – Beth Myer (Tab 9)
  - 3. Board Calendar – FY 2013 (Tab 10)

**11:30 p.m. 10. Adjournment**

**11:30 a.m. 11. Lunch for Board Members -- Room 3 North**



1 Bev Smith asked that Beth Myers update the Board on pending legislation regarding  
2 the executive director position. The Senate felt that the Governor's ed. reform package  
3 was different from what they thought the ed. reform package should be – they wrote  
4 their own. In writing their own, they indicated that the executive director's position be  
5 appointed by the Governor and not hired by the Board. Beth will continue to update  
6 the Board (the end of the session is April 17).

7  
8 Because of the undercurrent of uncertainty of the position due to pending legislation,  
9 Ray and Associates is working with candidates to keep them in the pool. Therefore,  
10 due to the number of candidates and the uncertainty of the position, it was decided to  
11 move the interviews from March 19-20, 2012 to March 27, 2012.

12  
13 Richard Wortmann moved, with a second by Tammy Duehr, that the Board go into  
14 closed session for the purposes of discussing whether to initiate licensee disciplinary  
15 proceedings and discussing the decision to be rendered in a contested case, pursuant  
16 to Iowa Code sections 21.5(1)(d) and 21.5(1)(f). Roll call vote: Almanza – yes; Duehr –  
17 yes; Hill – yes; Johnson – yes; Smith – yes; Stevens – yes; Trueg – yes; Wortmann -  
18 yes. **MOTION CARRIED.**

19  
20 Richard Wortmann moved, with a second by Tammy Duehr, that in **case number 11-**  
21 **93**, the Board finds that the evidence gathered in the investigation, including witness  
22 statements and the documentary evidence, does not substantiate the allegations in the  
23 complaint, and that the Board therefore lacks probable cause to proceed with this  
24 matter. Roll call vote: Almanza – yes; Duehr – yes; Hill – yes; Johnson – yes; Smith –  
25 yes; Stevens – recused; Trueg – yes; Wortmann - yes. **MOTION CARRIED.**

26  
27 Tammy Duehr moved, with a second by Richard Wortmann, that in **case number 11-**  
28 **96**, the Board finds that, although one or more of the allegations in the complaint may  
29 be substantiated by the witnesses interviewed in the course of the investigation  
30 [and/or] the documents gathered in the course of the investigation, and the allegations  
31 may constitute a technical violation of the board's statute or administrative rules; the  
32 evidence before the board indicates that the alleged violation was an isolated incident

1 and adequate steps have been taken to remedy the violation to ensure that incidents  
2 of a similar nature do not occur in the future. The Board will not pursue formal  
3 disciplinary action in this matter. **MOTION CARRIED UNANIMOUSLY.**

4  
5 Julio Almanza moved, with a second by Tammy Duehr, that in **case number 11-97**,  
6 the Board finds that the evidence gathered in the investigation, including witness  
7 statements and the documentary evidence, does not fully substantiate the allegations  
8 in the complaint, and that the Board therefore lacks probable cause to proceed with  
9 this matter. **MOTION CARRIED UNANIMOUSLY.**

10  
11 Tammy Duehr moved, with a second by Julio Almanza, that in **case number 11-99**,  
12 the Board finds probable cause to establish a violation of the following provisions of  
13 the Code of Professional Conduct and Ethics, 282 IAC 25.3(2) b and order this case set  
14 for hearing. **MOTION CARRIED UNANIMOUSLY.**

15  
16 Richard Wortmann moved, with a second by Tammy Duehr, that in **case number 12-**  
17 **09**, the Board finds that the evidence gathered in the investigation, including witness  
18 statements and the documentary evidence, does not substantiate the allegations in the  
19 complaint, and that the Board therefore lacks probable cause to proceed with this  
20 matter. **MOTION CARRIED UNANIMOUSLY.**

21  
22 Julio Almanza moved, with a second by Tammy Duehr, that in **case number 12-18**,  
23 the Board finds probable cause to establish a violation of the following provisions of  
24 the Code of Professional Conduct and Ethics, 282 IAC 25.3(1) e (4), and order this case  
25 set for hearing. **MOTION CARRIED UNANIMOUSLY.**

26  
27 Julio Almanza moved, with a second by Richard Wortmann, that in **case number 11-**  
28 **49**, the Board accepts the Respondent's waiver of hearing and voluntary surrender  
29 and that the Board issue an order permanently revoking the Respondent's license with  
30 no possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

1 Tammy Duehr moved, with a second by Richard Wortmann, that in **case number 11-**  
2 **79**, the Board accepts the Respondent’s waiver of hearing and voluntary surrender  
3 and that the Board issue an order permanently revoking the Respondent’s license with  
4 no possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

5  
6 Julio Almanza moved, with a second by Tammy Duehr, that in **case number 11-91**,  
7 the Board accepts the Respondent’s waiver of hearing and voluntary surrender and  
8 that the Board issue an order permanently revoking the Respondent’s license with no  
9 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

10  
11 Tammy Duehr moved, with a second by Richard Wortmann, that in **case number 11-**  
12 **29**, the Board accepts the motion to dismiss the case because the State does not believe  
13 there is a preponderance of evidence to support the Statement of Charges pending  
14 against the Respondent. **MOTION CARRIED UNANIMOUSLY.** (Julie Bussanmas,  
15 Assistant Attorney General and Jim McNellis, Investigator, left the room during the  
16 discussion of this case.)

17  
18 Richard Wortmann moved, with a second by Julio Almanza, that in **case number 11-**  
19 **71**, the Board accepts the stipulation and settlement submitted by the parties, and  
20 issue an Order incorporating the agreement of the parties and imposing the agreed  
21 upon sanction. **MOTION CARRIED UNANIMOUSLY.**

22  
23 Tammy Duehr moved, with a second by Richard Wortmann, that in **case number 11-**  
24 **76**, the Board accepts the stipulation and settlement submitted by the parties, and  
25 issue an Order incorporating the agreement of the parties and imposing the agreed  
26 upon sanction. **MOTION CARRIED UNANIMOUSLY.**

27  
28 Julio Almanza moved, with a second by Tammy Duehr, that in **case number 11-65**,  
29 the Board accepts the stipulation and settlement submitted by the parties, and issue  
30 an Order incorporating the agreement of the parties and imposing the agreed upon  
31 sanction. **MOTION CARRIED UNANIMOUSLY.**

1 Richard Wortmann moved, with a second by Tammy Duehr, that in **case number 11-**  
2 **31**, the Board accept the stipulation and settlement submitted by the parties, and  
3 issue an Order incorporating the agreement of the parties and imposing the agreed  
4 upon sanction. **MOTION CARRIED UNANIMOUSLY.**

5  
6 Richard Wortmann moved, with a second by Julio Almanza, that the Board initiate  
7 review of the proposed decision in **case number 11-51, In the Matter of Susan**  
8 **Steinbeck**, to examine whether the proposed sanction is appropriate in light of the  
9 findings. **MOTION CARRIED UNANIMOUSLY.**

10  
11 Merle Johnson moved, with a second by Laura Stevens, to approve the closed session  
12 minutes of January 19, 2012. **MOTION CARRIED UNANIMOUSLY.**

13  
14 **Board Reports:**

15 Richard Wortmann made a comment regarding parking on the capitol complex. He  
16 received a ticket after attending the January meeting. Board members are considered  
17 “employees” and should display a parking decal on their vehicle. Therefore, the board  
18 members will be sent a link to apply for a parking decal to avoid receiving a ticket in  
19 the future.

20  
21 **Public Comment:**

22 There was no public comment.

23  
24 **Executive Director’s Report:**

25 Dr. Maurer informed the Board that Liz Sheka submitted a letter of resignation  
26 resigning from the Board due to personal and professional commitments. Dr. Maurer  
27 will forward the resignation to the Governor’s Office to seek a replacement.

28  
29 Dr. Maurer reviewed the financial report.

30  
31 The consultants received feedback while attending the superintendents’ meetings  
32 regarding the issue of math and science endorsements – particularly, students

1 receiving math and science credit at the 8<sup>th</sup> grade level. Dr. Maurer recommended  
2 there be further discussion of this issue at the May meeting.

3  
4 The legislature has removed the terminology “mental retardation” from their statutes.  
5 In our rules, we have not used that terminology but we use “mental disability” which  
6 has also been changed to “intellectual disability.” Dr. Maurer recommends a change  
7 in the rules that would use the word “mental disability.” The Department of  
8 Education has already gone that direction. This will be brought back at the May  
9 meeting.

10  
11 The board meeting calendar indicates that there be a meeting on April 6, if needed. At  
12 this time, since there are no time-sensitive professional practices cases, Dr. Maurer  
13 recommends that the April meeting is not necessary. Should a professional practices  
14 case arise, a telephonic meeting will be arranged.

15  
16 **Rules:**

17 None.

18  
19 **Items for Discussion:**

20 None.

21  
22 **Petitions for Waiver:**

23 Merle Johnson moved, with a second by Julio Almanza, that in **PFW 12-02**, Mark  
24 Allen Young, the Board deny the Petition for Waiver. Reasons for denial: The Board  
25 indicated that Mr. Young may be interested in pursuing other possibilities such as  
26 part time teaching or serving as a dean of students which would also meet the  
27 additional one year of teaching experience required. The Board reviewed past waivers  
28 which show a preponderance of board orders denying the waiver of petitioners who  
29 had not completed three years of teaching experience. Thus they believe it would be  
30 prejudicial to approve the waiver in light of those decisions. The Board has not  
31 previously accepted college teaching experience. When the Board adopted rules that  
32 changed the requirement of five years of teaching experience to three years of teaching  
33 experience in order to serve as a principal, they were adamant to draw a hard line at

1 the three years of teaching experience. The Board stated there would be no impact on  
2 the health and safety of others if the rule was waived or not. The Board also indicated  
3 that the legislature has not passed any laws regarding an alternative pathway for  
4 administration so there is no way of knowing if the alternative pathway would also  
5 include a different requirement for experience. **MOTION CARRIED UNANIMOUSLY.**

6  
7 Richard Wortmann moved, with a second by Tammy Duehr, that in **PFW 12-04**, Floyd  
8 Mashek, the Board grant the Petition for Waiver. Reasons for granting: The Board  
9 reviewed the deficiency letter that was sent to Mr. Mashek verifying that he needed to  
10 complete the course work for college credit and the emails that indicated the content  
11 of the course work was approved to be completed through the community college. The  
12 Board agreed that it would be a hardship to complete the same computer class for  
13 undergraduate credit. The Board also found that Mr. Mashek will be completing  
14 computer classes in order to meet the business all endorsement. The Board reviewed  
15 the misunderstanding that occurred with the responses to Mr. Mashek. They also  
16 asked what corrective measures would be taken to ensure this miscommunication  
17 does not occur in the future. The Board was informed that the staff has changed the  
18 deficiency letters to indicate the course work must be completed for undergraduate or  
19 graduate credit. The staff is also including information in email responses to indicate  
20 the course work must be completed for undergraduate or graduate credit. The Board  
21 reviewed past waivers but no other petitioners submitted a waiver on the basis of  
22 completing required course work for c.e.u. credit when the class had been previously  
23 approved. Thus there is no prejudice to the rights of others. The board stated that Mr.  
24 Mashek has completed the requirements that were approved by a staff member. The  
25 students are not at risk because Mr. Mashek completed a workshop in computer  
26 technology. The benefits for the school district will be to allow Mr. Mashek time to  
27 complete the business endorsement requirements which also include computer  
28 technology classes. The integrity of the licensure standards are upheld because Mr.  
29 Mashek did complete the course work that was approved. Roll call vote: Almanza –  
30 yes; Duehr – yes; Hill – no; Johnson – yes; Smith – yes; Stevens – yes; Trueg – yes;  
31 Wortmann - yes. **MOTION CARRIED.**

1 Merle Johnson moved, with a second by Larry Hill, that in **PFW 12-05**, Kevin Koffron,  
2 the Board deny the Petition for Waiver. Reasons for denial: The Board reviewed the  
3 waiver materials and found no verification of a job offer to serve as an assistant  
4 principal. The Board stated there would be other opportunities in the future after Mr.  
5 Koffron has completed one additional year of teaching experience for him to apply for  
6 administrative positions. Mr. Koffron is listed on the Basic Educational Data System  
7 as a coach and non-instructional paraprofessional. The Board indicated that Mr.  
8 Koffron may be interested in pursuing other possibilities such as part time teaching  
9 for one school year if a full time teaching position is not available. The Board reviewed  
10 past waivers which show a preponderance of board orders denying the waiver of  
11 petitioners who had not completed three years of teaching experience. Thus they  
12 believe it would be prejudicial to approve the waiver in light of those decisions. The  
13 Board would be willing to have the staff review Mr. Koffron's experience as an  
14 administrative assistant if Mr. Koffron believes his assignment is similar to an  
15 academic dean position or a dean of students' position that may be acceptable to meet  
16 the experience requirement. The Board stated there would be a positive impact for the  
17 welfare of students if their teachers have recent teaching experience and have at least  
18 three years of teaching experience. The Board indicated there would no effect on the  
19 public health and safety of the students since Mr. Koffron has worked with after  
20 school programs already. **MOTION CARRIED UNANIMOUSLY.**

21

## 22 **Reports/Approvals**

23 Legislative Update: Beth Myers provided the Board with an update. Beth will send  
24 periodic emails to the Board updating them on legislative issues.

25

26 Ethics Task Force Review: Beth Myers updated the Board on the Ethics Task Force  
27 Committee which met on February 17th. Representatives from educator preparation  
28 programs, ISEA, IASB, teachers, administrators, AEA consultants and the DE made  
29 up the committee. There was consensus that there should be some form of an ethics  
30 component in every stage of an educator's career, preparation, initial licensure or  
31 mentoring and induction and in renewal. The Board directed staff to look into other  
32 professional licensing boards to see how they deliver the ethics component. Another

1 meeting of the Ethics Task Force Committee will be scheduled and Dr. Maurer and  
2 staff will continue to update the Board.

3  
4 Renewal Program Request: Geri McMahon addressed the Board regarding the  
5 approval of the Iowa Association of School Business Officials Renewal Program.

6  
7 Data for Professional Practice: The Board reviewed the professional practice case data  
8 for cases from 2005-2011. The Board would like even more detailed raw data  
9 regarding endorsement area, license type, number of years in the profession,  
10 demographic info, high school, middle school or elementary practitioner. Once the  
11 additional criteria are included, the board will receive the updated data.

12  
13 Alternative Teacher Certification: Mike Cavin updated the Board on alternative  
14 licensure certification. Dr. Maurer indicated that the staff will have further discussion  
15 and do further research regarding the need for alternative programs.

16  
17 There being no further business, Bev Smith asked for a motion to adjourn the  
18 meeting. Carol Trueg moved, with a second by Julio Almanza to adjourn the meeting.

19 **MOTION CARRIED UNANIMOUSLY.** The meeting was adjourned at 1:28 p.m.



1 Duehr – yes; Hill – yes; Mickelson – yes; Smith – yes; Stevens – yes; Trueg – yes.

2 **MOTION CARRIED.**

3 Candidate #1 was interviewed.

4

5 Bev Smith moved, with a second by Laura Stevens, that the Board go into closed  
6 session to evaluate the professional competency of an individual whose appointment,  
7 hiring, performance, or discharge is being considered when necessary to prevent  
8 needless and irreparable injury to that individual’s reputation and that individual  
9 requests a closed session, pursuant to Iowa Code section 21.5(1)(i). Roll call vote:  
10 Duehr – yes; Hill – yes; Mickelson – yes; Smith – yes; Stevens – yes; Trueg – yes.

11 **MOTION CARRIED.**

12

13 Candidate #2 was interviewed.

14

15 The Board recessed for lunch and then resumed interviews.

16

17 Bev Smith moved, with a second by Laura Stevens, that the Board go into closed  
18 session to evaluate the professional competency of an individual whose appointment,  
19 hiring, performance, or discharge is being considered when necessary to prevent  
20 needless and irreparable injury to that individual’s reputation and that individual  
21 requests a closed session, pursuant to Iowa Code section 21.5(1)(i). Roll call vote:  
22 Duehr – yes; Hill – yes; Mickelson – yes; Smith – yes; Stevens – yes; Trueg – yes.

23 **MOTION CARRIED.**

24

25 Candidate #3 was interviewed.

26

27 Bev Smith moved, with a second by Laura Stevens, that the Board go into closed  
28 session to evaluate the professional competency of an individual whose appointment,  
29 hiring, performance, or discharge is being considered when necessary to prevent  
30 needless and irreparable injury to that individual’s reputation and that individual  
31 requests a closed session, pursuant to Iowa Code section 21.5(1)(i). Roll call vote:

1 Duehr – yes; Hill – yes; Mickelson – yes; Smith – yes; Stevens – yes; Trueg – yes.

2 **MOTION CARRIED.**

3

4 Candidate #4 was interviewed.

5

6 The Board took a short recess and returned to closed session to discuss the  
7 candidates. Dr. Dick Christie from Ray and Associates joined the Board and explained  
8 the process for selecting a candidate. The Board gave direction to Ray and Associates  
9 to continue to move forward with the process and to do additional work.

10

11 There being no further business, Bev Smith asked for a motion to adjourn the  
12 meeting. Marianne Mickelson moved, with a second by Carol Trueg to adjourn the  
13 meeting. **MOTION CARRIED UNANIMOUSLY.** The meeting was adjourned at 5:20  
14 p.m.

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33



1 Merle Johnson moved, with a second by Larry Hill, that the Board initiate review of the  
2 proposed decision in **case number 11-61, In the Matter of Frederick Bindner**, to  
3 examine whether the proposed sanction is appropriate in light of the findings. Roll  
4 call vote: Almanza – yes; Hill – yes; Johnson – yes; Mickelson – yes; Ortiz – yes; Smith  
5 – yes; Stevens – yes; Trueg – yes; Wortmann – yes. **MOTION CARRIED.**

6

7 There being no further business, Bev Smith asked for a motion to adjourn the  
8 meeting. Merle Johnson moved, with a second by Marianne Mickelson, to adjourn the  
9 meeting. **MOTION CARRIED UNANIMOUSLY.** The meeting was adjourned at  
10 4:24 p.m.

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

## MEMO

**Date:** May 4, 2012

**To:** Board Members

**From:** George J. Maurer, Ed.D., Executive Director

**RE: Proposed Rules: IAC 282 Chapter 13.28(12) Mathematics - Discussion**

---

Over the past several years, we have found that districts are moving 9<sup>th</sup> grade Algebra into the 8<sup>th</sup> grade. We believe that the middle school math endorsement and the K-8 math endorsement does not adequately prepare teachers for Algebra; therefore, we propose the attached amendment for the math endorsement.

**13.28(12) Mathematics.**

*a. K-8.* Completion of 24 semester hours in mathematics to include coursework in algebra, geometry, number theory, measurement, computer programming, and probability and statistics.

*b.5-12.*

(1) Completion of 24 semester hours in mathematics to include a linear algebra or an abstract (modern) algebra course, a geometry course, a two-course sequence in calculus, a computer programming course, a probability and statistics course, and coursework in discrete mathematics.

(2) For holders of the physics 5-12 endorsement, completion of 17 semester hours in mathematics to include a geometry course, a two-course sequence in calculus, a probability and statistics course, and coursework in discrete mathematics.

(3) For holders of the all science 9-12 endorsement, completion of 17 semester hours in mathematics to include a geometry course, a two-course sequence in calculus, a probability and statistics course, and coursework in discrete mathematics.

*c. Grade 9.* The holder of this endorsement must hold either the K-8 mathematics or middle school math endorsement and complete a College Algebra or Linear Algebra class.

## MEMO

**Date:** May 4, 2012

**To:** Board Members

**From:** George J. Maurer, Ed.D., Executive Director

**RE:** Proposed Rules: IAC 282 Chapter 13.28(17) Science – Discussion

---

We are proposing three rules for science based on input from the field and issues generated by BEDS.

The first document is the current science rule.

The second document is the unified or integrated science proposal. This rule will replace the general science and physical science endorsements.

The third document is an all science endorsement for someone who has a science endorsement.

The fourth document is an all science endorsement that is a stand alone endorsement.

## **Document 1**

### **13.28(17) Science.**

#### *a. Science—basic. K-8.*

(1) Required coursework. Completion of at least 24 semester hours in science to include 12 hours in physical sciences, 6 hours in biology, and 6 hours in earth/space sciences.

(2) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.
2. Understand the fundamental facts and concepts in major science disciplines.
3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.
4. Be able to use scientific understanding when dealing with personal and societal issues.

#### *b. Biological science. 5-12.*

Completion of 24 semester hours in biological science or 30 semester hours in the broad area of science to include 15 semester hours in biological science.

#### *c. Chemistry. 5-12.*

Completion of 24 semester hours in chemistry or 30 semester hours in the broad area of science to include 15 semester hours in chemistry.

#### *d. Earth science. 5-12.*

Completion of 24 semester hours in earth science or 30 semester hours in the broad area of science to include 15 semester hours in earth science.

#### *e. General science. 5-12.*

Completion of 24 semester hours in science to include coursework in biological science, chemistry, and physics.

#### *f. Physical science. 5-12.*

Completion of 24 semester hours in physical sciences to include coursework in physics, chemistry, and earth science.

#### *g. Physics.*

(1) 5-12. Completion of 24 semester hours in physics or 30 semester hours in the broad area of science to include 15 semester hours in physics.

(2) For holders of the mathematics 5-12 endorsement, completion of:

1. 12 credits of physics to include coursework in mechanics, electricity, and magnetism; and
2. A methods class that includes inquiry-based instruction, resource management, and laboratory safety.

(3) For holders of the chemistry 5-12 endorsement, completion of 12 credits of physics to include coursework in mechanics, electricity, and magnetism.

#### *h. All science I. 5-8.*

The holder of this endorsement must also hold the middle school endorsement listed under rule [282—13.27\(272\)](#).

(1) Required coursework. Completion of at least 24 semester hours in science to include 6 hours in chemistry, 6 hours in physics or physical sciences, 6 hours in biology, and 6 hours in the earth/space sciences.

(2) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.
2. Understand the fundamental facts and concepts in major science disciplines.
3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.
4. Be able to use scientific understanding when dealing with personal and societal issues.

*i. All science II. 9-12.*

(1) Required coursework.

1. Completion of one of the following endorsement areas listed under subrule [13.28\(17\)](#): biological science 5-12 or chemistry 5-12 or earth science 5-12 or physics 5-12.
2. Completion of at least 12 hours in each of the other three endorsement areas.

(2) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.
2. Understand the fundamental facts and concepts in major science disciplines.
3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.
4. Be able to use scientific un

## **Document 2**

### Unified Science

This endorsement authorizes the holder to teach unified or integrated introductory science courses. This will replace the general science and physical science endorsements.

Complete 24 semester hours of credit in science which includes the following:

Six semester hours of credit in earth and space science which includes the following essential concepts and skills:

- Understand and apply knowledge of energy in the earth system
- Understand and apply knowledge of geochemical cycles

Six semester hours of credit in life science/biological science which includes the following essential concepts and skills:

- Understand and apply knowledge of the cell
- Understand and apply knowledge of the molecular basis of heredity
- Understand and apply knowledge of the interdependence of organisms
- Understand and apply knowledge of matter, energy, and organization in living systems
- Understand and apply knowledge of the behavior of organisms

Six semester hours of credit in physics/physical science which includes the following essential concepts and skills

- Understand and apply knowledge of the structure of atoms
- Understand and apply knowledge of the structure and properties of matter
- Understand and apply knowledge of motions and forces
- Understands and applies knowledge of interactions of energy and matter

Six semester hours of credit in chemistry which includes the following essential concepts and skills:

- Understand and apply knowledge of chemical reactions
- Design and conduct scientific investigations

### **Document 3**

All Science

This endorsement authorizes the holder to teach all high school science courses.

Complete 36 semester hours of credit in science which includes the following:

9 semester hours of credit in earth and space science which includes the following essential concepts and skills:

- Understand and apply knowledge of energy in the earth system
- Understand and apply knowledge of geochemical cycles
- Understand and apply knowledge of the origin and evolution of the earth system
- Understand and apply knowledge of the origin and evolution of the universe

9 semester hours of credit in life science/biological science which includes the following essential concepts and skills:

- Understand and apply knowledge of the cell
- Understand and apply knowledge of the molecular basis of heredity
- Understand and apply knowledge of the interdependence of organisms
- Understand and apply knowledge of matter, energy, and organization in living systems
- Understand and apply knowledge of the behavior of organisms
- Understand and apply knowledge of biological evolution

9 semester hours of credit in physics/physical science which includes the following essential concepts and skills

- Understand and apply knowledge of the structure of atoms
- Understand and apply knowledge of the structure and properties of matter
- Understand and apply knowledge of motions and forces
- Understands and applies knowledge of interactions of energy and matter
- Understands and applies knowledge of conservation of energy and increase in disorder

9 semester hours of credit in chemistry which includes the following essential concepts and skills:

- Understand and apply knowledge of chemical reactions
- Design and conduct scientific investigations

## **Document 4**

All Science

This endorsement authorizes the holder to teach all high school science courses.

Complete 36 semester hours of credit in science which includes the following:

9 semester hours of credit in earth and space science which includes the following essential concepts and skills:

- Understand and apply knowledge of energy in the earth system
- Understand and apply knowledge of geochemical cycles
- Understand and apply knowledge of the origin and evolution of the earth system
- Understand and apply knowledge of the origin and evolution of the universe

9 semester hours of credit in life science/biological science which includes the following essential concepts and skills:

- Understand and apply knowledge of the cell
- Understand and apply knowledge of the molecular basis of heredity
- Understand and apply knowledge of the interdependence of organisms
- Understand and apply knowledge of matter, energy, and organization in living systems
- Understand and apply knowledge of the behavior of organisms
- Understand and apply knowledge of biological evolution

9 semester hours of credit in physics/physical science which includes the following essential concepts and skills

- Understand and apply knowledge of the structure of atoms
- Understand and apply knowledge of the structure and properties of matter
- Understand and apply knowledge of motions and forces
- Understands and applies knowledge of interactions of energy and matter
- Understands and applies knowledge of conservation of energy and increase in disorder

9 semester hours of credit in chemistry which includes the following essential concepts and skills:

- Understand and apply knowledge of chemical reactions
- Design and conduct scientific investigations

## MEMO

**Date:** May 4, 2012

**To:** Board Members

**From:** George J. Maurer, Ed.D., Executive Director

**RE:** Proposed Rules: IAC 282 Chapter 13.26(5) Elementary Classroom Teacher – HQT - Discussion

---

When the new elementary endorsement was adopted in 2010, we did not include the HQT language from the old rule 13.26(4). So when 13.26(4) sunsets on September 1, 2015 we will not be able to address out-of-state applicants that need the HQT language for licensure in Iowa. Therefore, I propose that we add the 13.26(4) language to the new elementary endorsement 13.26(5). Please see section 4 below.

### **13.26(5)**

*Teacher—elementary classroom.*

*a.Authorization.*

The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

*b.Program requirements.*

(1) Degree—baccalaureate, and

(2) Completion of an approved human relations component, and

(3) Completion of the professional education core. See subrules [13.18\(3\)](#) and [13.18\(4\)](#).

(4) Highly qualified teacher (HQT) status. Applicants from non-Iowa institutions who have completed the requirements for this endorsement must verify their HQT status. The board shall determine the test and the minimum passing score for HQT status. Verification must be provided through one of the following:

1. Written verification from the department of education in the state in which the applicant completed the elementary teacher preparation program that the applicant has achieved HQT status in that state; or
2. Written verification from the department of education in the state where the applicant is currently teaching that the applicant has achieved HQT status in that state; or
3. Submission of the official test score report indicating the applicant has met the qualifying score for licensure in the state in which the applicant completed the elementary teacher preparation program; or
4. Obtaining the qualifying score set by the Iowa board of educational examiners if the applicant has not been teaching within the last five years and completion of a teacher preparation program prior to enactment of the federal highly qualified

- teacher legislation (June 2006). This option may also be utilized by applicants from outside the United States.
5. For applicants who have completed the requirements for one of the Iowa elementary endorsements, verification of HQT status by meeting the minimum score set by the Iowa board of educational examiners if the applicant has not been teaching within the last five years and completion of a teacher preparation program prior to enactment of the federal highly qualified teacher legislation (June 2006). This option may also be utilized by applicants who have been teaching outside the United States.

*c. Content.*

- (1) Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core. See subrule [13.18\(4\)](#).
- (2) Methods and materials of teaching elementary language arts.
- (3) Methods and materials of teaching elementary reading.
- (4) Elementary curriculum (methods and materials).
- (5) Methods and materials of teaching elementary mathematics.
- (6) Methods and materials of teaching elementary science.
- (7) Children's literature.
- (8) Methods and materials of teaching elementary social studies.
- (9) Methods and materials in two of the following areas:
  1. Methods and materials of teaching elementary health.
  2. Methods and materials of teaching elementary physical education.
  3. Methods and materials of teaching elementary art.
  4. Methods and materials of teaching elementary music.
- (10) Pre-student teaching field experience in at least two different grades.
- (11) A field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

**13.26(5)**

*Teacher—elementary classroom.*

Effective September 1, 2015, the following requirements apply to persons who wish to teach in the elementary classroom:

*a. Authorization.*

The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

*b. Program requirements.*

- (1) Degree—baccalaureate, and
- (2) Completion of an approved human relations component, and
- (3) Completion of the professional education core. See subrules [13.18\(3\)](#) and [13.18\(4\)](#).

*c. Content.*

(1) Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core. See subrule [13.18\(4\)](#).

(2) At least 9 semester hours in literacy which must include:

1. Content:
  - Children's literature;
  - Oral and written communication skills for the twenty-first century.
2. Methods:
  - Assessment, diagnosis and evaluation of student learning in literacy;
  - Integration of the language arts (to include reading, writing, speaking, viewing, and listening);
  - Integration of technology in teaching and student learning in literacy;
  - Current best-practice, research-based approaches of literacy instruction;
  - Classroom management as it applies to literacy methods;
  - Pre-student teaching clinical experience in teaching literacy.

(3) At least 9 semester hours in mathematics which must include:

1. Content:
  - Numbers and operations;
  - Algebra/number patterns;
  - Geometry;
  - Measurement;
  - Data analysis/probability.
2. Methods:
  - Assessment, diagnosis and evaluation of student learning in mathematics;
  - Current best-practice, research-based instructional methods in mathematical processes (to include problem solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representations; and the application of content to real world experiences);
  - Integration of technology in teaching and student learning in mathematics;
  - Classroom management as it applies to mathematics methods;
  - Pre-student teaching clinical experience in teaching mathematics.

(4) At least 9 semester hours in social sciences which must include:

1. Content:
  - History;
  - Geography;
  - Political science/civic literacy;
  - Economics;
  - Behavioral sciences.
2. Methods:

- Current best-practice, research-based approaches to the teaching and learning of social sciences;
- Integration of technology in teaching and student learning in social sciences;
- Classroom management as it applies to social science methods.

(5) At least 9 semester hours in science which must include:

1. Content:
  - Physical science;
  - Earth/space science;
  - Life science.
2. Methods:
  - Current best-practice, research-based methods of inquiry-based teaching and learning of science;
  - Integration of technology in teaching and student learning in science;
  - Classroom management as it applies to science methods.

(6) At least 3 semester hours to include all of the following:

1. Methods of teaching elementary physical education, health, and wellness;
2. Methods of teaching visual arts for the elementary classroom;
3. Methods of teaching performance arts for the elementary classroom.

(7) Pre-student teaching field experience in at least two different grade levels to include one primary and one intermediate placement.

(8) A field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

## MEMO

**Date:** May 4, 2012

**To:** Board Members

**From:** George J. Maurer, Ed.D., Executive Director

**RE:** Proposed Rules: IAC 282 Chapter 14.2(4) & 14.2(6) Instructional Strategist II - Discussion

---

We are proposing a change in language for this rule. The change is from “mental disabilities” to “intellectual disabilities”.

Change of Language for 282—14.2(4) to comply with Department of Education change of language.

**14.2(4) Instructional strategist II:** ~~mental disabilities~~ intellectual disabilities.

This endorsement authorizes instruction in programs serving students with mental disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section [256B.8](#)). The applicant must present evidence of having completed the following program requirements.

*a. Foundations of special education.*

The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

*b. Characteristics of learners.*

Preparation which includes various etiologies of mental disabilities, an overview of current trends in educational programming for students with ~~mental disabilities~~ intellectual disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Preparation must also provide for an overview of the general developmental, academic, social, career and functional characteristics of individuals with mental disabilities as the characteristics relate to levels of instructional support required. This preparation must include the causes and theories of intellectual disabilities and implications and preventions; the psychological characteristics of students with ~~mental~~ intellectual and developmental disabilities, including cognition, perception, memory, and language development; medical complications and implications for student support needs, including seizure management, tube feeding, catheterization and CPR; and the medical aspects of intellectual disabilities and their implications for learning. The social-emotional aspects of ~~mental disabilities~~ intellectual disabilities, including adaptive behavior, social competence, social isolation and learned helplessness.

*c. Assessment, diagnosis and evaluation.*

Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

*d. Methods and strategies.*

Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of ~~mentally disabled~~ intellectual disabled students, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques. The focus of these experiences is for students at all levels from age 5 to age 21. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Proficiency in adapting age-appropriate curriculum to facilitate instruction within the general education setting, to include partial participation of students in tasks, skills facilitation, collaboration, and support from peers with and without disabilities; the ability to select and use augmentative and alternative communications methods and systems. An understanding of the impact of speech-language development on behavior and social interactions. Approaches to create positive learning environments for individuals with special needs and approaches to utilize assistive devices for individuals with special needs. The design and implementation of age-appropriate instruction based on the adaptive skills of students with mental disabilities; integrate selected related services into the instructional day of students with ~~mental disabilities~~ intellectual disabilities. Knowledge of culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Use of appropriate physical management techniques including positioning, handling, lifting, relaxation, and range of motion and the use and maintenance of orthotic, prosthetic, and adaptive equipment effectively.

*e. Managing student behavior and social interaction skills.*

Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with ~~mental disabilities~~ intellectual disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

*f. Communication and collaborative partnerships.*

Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and

consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

*g. Transitional collaboration.*

Sources of services, organizations, and networks for individuals with mental disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

*h. Student teaching.*

Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-8 or 5-12), there must be planned activities which incorporate interactive experiences at the other age level.

**14.2(6)**

*K-8 mildly disabled endorsement.*

This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular classroom for basic instructional purposes, or mildly disabled students placed in a special education class who receive part of their instruction in a regular classroom, or mildly disabled students requiring specially designed instruction while assigned to a regular classroom for basic instructional purposes. To fulfill the requirements for this endorsement, the applicant must:

- a.* Hold a regular education instruction endorsement at the elementary level. For the elementary level, this is the general elementary classroom endorsement.
- b.* Hold one of the following endorsements at the elementary level: learning disabilities, mild to moderate ~~mentally handicapped~~ intellectual disabilities, behavioral disorders, multicategorical resource room or multicategorical-special class with integration.

**14.2(7) 5-12 mildly disabled endorsement.**

This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular classroom for basic instructional purposes, or mildly disabled students placed in a special education class who receive part of their instruction in a regular classroom, or mildly disabled students requiring specially designed instruction while assigned to a regular classroom for basic instructional purposes. To fulfill the requirements for this endorsement, the applicant must:

- a.* Hold a regular education instruction endorsement at the secondary level (grades 5-12).
- b.* Hold one of the following endorsements at the secondary level: learning disabilities, mild to moderate ~~mentally handicapped~~ intellectual disabilities, behavioral disorders, multicategorical resource room or multicategorical-special class with integration.

*Note:*

These endorsements are designed for programs serving primarily mildly disabled students; the sensory impaired are not included as “mildly disabled.”

## Petition for Waiver

**Name:** Patrick Carlin

**License:** Folder # 819332

Holds an initial administrator license, a standard teaching license with endorsements for general elementary and elementary social studies. Holds a Class E conditional license for K-12 Instructional Strategist II BD/LD endorsement.

**Reason for Waiver:** Mr. Carlin is completing the endorsement requirements for the Instructional Strategist II endorsement but has not completed the student teaching/practicum requirement.

**Rationale:** Mr. Carlin serves as a Sector Coordinator (special education administrator) and is not able to complete the student teaching experience required by his university. He has requested a shortened experience but was denied by the university. He has served students with special needs for several years under the terms of the conditional licenses.

**Rule Citation: 14.2(4)**

*Instructional strategist II: mental disabilities.*

This endorsement authorizes instruction in programs serving students with mental disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The applicant must present evidence of having completed the following program requirements.

h. Student teaching.

Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-8 or 5-12), there must be planned activities which incorporate interactive experiences at the other age level.

**Hardship:** Mr. Carlin believes if he is not able to waive the student teaching requirement, it would greatly limit his career options in education. The hardship would be that he would not be able to pursue positions in high need special education areas. Mr. Carlin would have to take a leave of absence in order to fulfill the student teaching requirement which would result in a loss of income.

**Prejudice to others:** Mr. Carlin stated there would be no prejudice to others by waiving this rule.

**Public Health, Welfare & Safety:** Mr. Carlin indicates that he would still be bound by the same code of ethics and he is a licensed administrator and teacher. Thus there would be no threat to public health, safety, or welfare.

**Staff Recommendation:** Deny the waiver.

**Rationale:** Mr. Carlin obtained the administrative decision license in November 2006 which was valid until 2007. In 2007, he converted this license to the Class C conditional license which was valid until 2010. Then Mr. Carlin applied for an extension from 2010-2011. His extension expired on January 31, 2011. Mr. Carlin indicates that he must complete 7 weeks of student teaching and was denied a shorter student teaching by his college. In the six years that he has held the conditional licenses and extension, he has not been able to complete a 7 week experience. There are a variety of opportunities in the summer for student teaching/practicum experiences. Mr. Carlin's address is Cedar Falls and the University of Northern Iowa has opportunities for practicum experiences in the summer. Mr. Carlin needs to research options for completing the practicum/student teaching requirement

**Hardship:** Mr. Carlin indicated it would be a hardship to complete the practicum. His first program of study for the Instructional Strategist endorsement was through Western Illinois University in 2006. In April 2009, we received the application for an administrative license. Then in June 2009, we received a new program of study from Upper Iowa University for the Instructional Strategist II endorsement. This program of study indicated that a practicum was scheduled for 2011. It appears that Mr. Carlin completed an administrative program in the middle of the course work for the Instructional Strategist endorsement instead of arranging for the practicum/ student teaching experience to be completed. Mr. Carlin is not currently serving as a teacher. Thus he does not need this student teaching/practicum experience to keep his current position.

**Prejudice to Others:**

02-12 Anne Grahek. Denied waiver of the K-6 special education endorsement when petitioner only had early childhood special education endorsements.

02-28 Tamara Baldes. Denied waiver of secondary learning disabilities endorsement when held elementary learning disabilities endorsement.

04-06 Tiffany Manker. Granted waiver of secondary learning disabilities student teaching. Completed K-12 LD program in Minnesota and served as secondary teacher there.

09-13 Justin Miller. Denied waiver of secondary special education student teaching based on his experience.

**Public Health, Welfare & Safety:** The public health, welfare and safety of the students are not affected by the approval or denial of the waiver. A denial of the waiver will protect the integrity of the licensure standards.

## Petition for Waiver

**Name:** Michael Matson

**License:** Folder # 824081

Holds a provisional career and technical license for military science.

**Reason for Waiver:** Has completed all of the deficiencies for the full career and technical license except for the class in the foundations of vocational education. Mr. Matson is requesting that his experience should be accepted in lieu of completion of the course work.

**Rationale:** Mr. Matson has years of active duty and has completed JROTC certification classes. He believes these experiences should be sufficient for meeting the requirement for the foundations of vocational education class.

**Rule Citation:** 282—17.2(272)

**Requirements for the initial career and technical secondary license.**

This license is valid for five years. This license is provided to noneducators entering the education profession to instruct in occupations and specialty "fields" that are recognized in career and technical service areas and career cluster areas.

### **17.2(2)**

Applicants must commit to complete the following requirements within the term of this license. Holders of this license are expected to make annual progress at a minimum rate of one course per year to complete the studies.

- a. A new teachers' workshop of a minimum of 30 clock hours and specified competencies, to be completed during the first year of license validity.
- b. Competency development in the methods and techniques of teaching.
- c. Competency development in course and curriculum development.
- d. Competency development in the measurement and evaluation of programs and students.
- e. Competency development in the history and philosophy (foundations) of career and technical education.
- f. An approved human relations course as described in rule 282—13.22(272).

### **17.2(3)**

Individuals who believe that their previous professional experiences or formal education and preparation indicate mastery of competencies in the required study areas may have the specific requirements waived. Transcripts or other supporting data should be provided to a teacher educator at one of the institutions which has an approved teacher education program. The results of the competency determination will be forwarded with recommendations to the board of educational examiners. Board personnel will make final determination as to the competencies mastered and cite studies which yet need to be completed, if any.

**Hardship:** Mr. Matson attends JROTC certification courses every three years in order to teach Army JROTC. It would be a hardship of time and money if he had to complete an additional course.

**Prejudice to Others:** Mr. Matson did not believe the granting of the waiver would be prejudicial to others.

**Public Health, Welfare & Safety:** Mr. Matson indicates that attending the certification courses for JROTC protects the professionalism and integrity of the license. He indicates the Army National JROTC certification process is extensive. He believes most teachers do not have to complete as many certification requirements as he does.

**Staff recommendation:** Deny the waiver.

**Rationale:** Mr. Matson submitted a certificate of training for a professional development in vocational technical education. The course was provided to education military service members getting ready to leave the service and possibly pursue a career in teaching vocational education. We indicated to Mr. Matson that this appeared to be training on how an adult would pursue a career as a teacher and we asked for further information on how this training would meet the requirement for the history and philosophy (foundations) of vocational and career education. Mr. Matson indicated that during this training he had to pick one vocational area and present a lesson to the other class members. He presented a lesson on problem solving models in a Basics of Industrial Technology course. We did not accept this professional development training as the equivalent of course work in the history and philosophy (foundations) of career and technical education.

**Hardship:** Mr. Matson indicates that it would be a hardship of time and money in order to complete the class. Mr. Matson received a letter in February 2007 that this class would be required. He was also provided information on the online course offerings. Mr. Matson was informed again in May 2009 that he needed to complete the foundations of vocational education class. When Mr. Matson applied to convert his provisional license to the full career and technical license in 2012, we again indicated he needed to complete the foundations course. Thus he has had ample opportunity to complete the class.

**Prejudice to Others:** All career and technical teachers must complete this course for college credit. It would be prejudicial to accept Mr. Matson's experience as a teacher to waive this requirement. The provisional career and technical license is a five year license that allows time for the person to complete the course work while teaching.

**Public Health, Welfare & Safety:** The public health, welfare and safety are not in jeopardy because Mr. Matson does complete the JROTC renewal courses that are required by the Army.

**MEMO**

**Date: May 4, 2012**

**To: Board Members**

**From: George J. Maurer, Ed.D., Executive Director**

**RE: Reports and Approvals – Legislative Update**

---

Beth will provide an update of the current legislative issues.

## MEMO

**Date: May 4, 2012**

**To: Board Members**

**From: George J. Maurer, Ed.D., Executive Director**

**RE: Reports and Approvals – Ethics Task Force Review**

---

Below is the outline you had requested from our previous discussions.

### Ethics Outline

- I. Pre-service
  - a. All licenses
  - b. 1-3 semester hour course
  - c. BOEE develop curriculum with input from constituent group
  
- II. Initial license
  - a. 15-30 clock hours program
  - b. Develop curriculum with input from constituent group
  
- III. Renewal
  - a. 4-10 hour training
  - b. Approved by board
  - c. In addition to renewal class

## MEMO

**Date:** May 4, 2012

**To:** Board Members

**From:** George J. Maurer, Ed.D., Executive Director

**RE:** Reports / Approvals – Calendar

---

The Board, by rule, must adopt a meeting calendar no later than June 2012 for FY 2013. Please see the attached recommendation for FY13. The FY13 calendar is the corresponding dates from FY12.

# IOWA BOARD OF EDUCATIONAL EXAMINERS

## Board Meeting Calendar Fiscal Year 2013

<b>Day(s) of week Date</b>	<b>Location</b>	<b>Other Information</b>	<b># of Wks. Between Meetings</b>
July 2012 NO MEETING			
Thursday & Friday, August 2-3, 2012	Grimes Bldg.	Board Retreat	6 weeks
Wednesday, September 5, 2012	Grimes Bldg.	Telephonic Meeting at 4 p.m. (if needed)	
Friday, October 5, 2012	Grimes Bldg.		9 weeks
Friday, November 16, 2012	Grimes Bldg.		6 weeks
Wednesday, December 12, 2012	Grimes Bldg.	Telephonic Meeting at 4 p.m. (if needed)	
Thursday, January 17, 2013	Capitol Rotunda & Grimes Bldg	Legislative Reception	9 weeks
Wednesday, February 6, 2013	Grimes Bldg	Telephonic Meeting at 4 p.m. (if needed)	
Friday, March 8, 2013	Grimes Bldg.		7 weeks
Friday, April 5, 2013	Grimes Bldg.	Meeting <b><u>(if needed)</u></b>	
Friday, May 3, 2013	Grimes Bldg.		8 weeks
Thursday & Friday, June 20-21, 2013	Grimes Bldg.	Board Orientation	7 weeks
July 2013 NO MEETING			
Thursday & Friday, August 1-2, 2013	Grimes Bldg.	Board Retreat	6 weeks