

**STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS**

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

2015-2016 BoEE Goals

- Goal 1: The Board will develop rules for practitioner licensure that maintain high standards, are research based, and provide flexibility in attainment in all credential types, especially in shortage areas.
- Goal 2: The Board will develop a plan to require ongoing ethics training for all licensees.
- Goal 3: The Board will develop a communication plan for the dissemination of information to its constituent groups.

AGENDA
TIMES ARE APPROXIMATE
April 8, 2016

7:30 a.m. Professional Practices Committee – State Board Room

8:30 a.m. Executive Committee – Conference Room 3SW

9:00 a.m. Call Meeting to Order

Approve the Agenda **Tab A**

Consent Agenda

- a. Minutes from February 12, 2016 board meeting **Tab B**
- b. Minutes from March 9, 2016 telephonic board meeting **Tab C**

**Professional Practices - Licensee Discipline – Closed Session –
Board Members Only (roll call)**

Open Session

- a. Results of closed session announced
- b. Approve closed session minutes from February 12, 2016 board meeting and March 9, 2016 telephonic board meeting
- c. Reinstatement(s)
 - 1. Case No. 11-71 Laurie Thomas
 - 2. Case No. 10-21 Eric Thompson

Board Communications

- a. Board Member Reports
- b. Legislative Update – Phil Wise
- c. Executive Director’s Report
 - 1. Financial Update **Tab D**
 - 2. Licensing System Update
 - 3. Board Retreat
 - 4. Board Operating Guidelines Committee Meeting (Behrens, Overholtzer, Pattee, and Schoening) **Tab E**
 - 5. Additional Expenditure Reductions

Communication from the Public

11:00 a.m. **Stakeholder Presentation**
Clemencia Spizzirri, 2015 Iowa Teacher of the Year and Isbelia Arzola,
DE Consultant in the Bureau of Educator Quality **Tab F & G**

12:05 p.m. **Lunch for Board Members**

Rules [Iowa Administrative Code – Chapter 282 (272)]

a. Adopt

1. IAC 282 Chapter 13.26 – Early childhood, ARC 2412C **Tab H**
2. IAC 282 Chapter 22 – Paraeducator substitute authorization, ARC 2411C **Tab I**
3. IAC 282 Chapter 24 – Paraeducator area of concentration, ARC 2410C **Tab J**

b. ARRC Review Pending

1. IAC 282 Chapter 12 – Fee increase, ARC 2229C – Session Delay ([SJR 2007 nullified this IAC change](#)) **Tab K**
Tab L
2. IAC 282 Chapter 14 K-12 Special education endorsement; specializations, ARC 1884C – Session Delay ([SJR 2006 nullified this IAC change](#)) **Tab M**
3. IAC 282 Chapter 18 – Administrator temporary permits and administrator experience, ARC 2454C **Tab N**
4. IAC 282 Chapter 13 – Out-of-state teaching assessment requirements, elementary education endorsement field experiences, minimum grade requirements for adding endorsements, ARC 2453C **Tab O**
5. IAC 282 Chapter 20 – Administrator and teacher renewal units, ARC 2452C **Tab P**
Tab Q
6. IAC 282 Chapter 13 – Reading endorsements, ARC 2450C **Tab Q**
7. IAC 282 Chapter 22 – Coaching authorization minimum education attainment requirement, ARC 2445C

c. Notice

1. None

d. Items for Discussion

1. IAC 282 Chapter 25 - Misrepresentation, falsification of information **Tab R**
Tab S
2. IAC 282 Chapters 13, 22, and 27 – Ethics training as a requirement for standard license

Waivers

1. PFW 16-02 Jeffrey M. Miller **Tab T**

Reports/Approvals

1. BoEE Communication Plan **Tab U**
2. FY17 Board Meeting Dates **Tab V**

2:00 p.m. **Adjournment**

Next Meeting: Friday, May 13, 2016

1 constitute a technical violation of the board's statute or administrative rules; the
2 evidence before the board indicates that the alleged violation was an isolated incident,
3 and adequate steps have been taken to remedy the violation and to ensure that
4 incidents of a similar nature do not occur in the future. The Board will not pursue
5 formal disciplinary action in this matter. **MOTION CARRIED UNANIMOUSLY.**

6
7 Dan Dutcher moved, with a second by Jay Prescott, that in **case number 15-180**, the
8 Board find probable cause to establish a violation of the following provisions of the
9 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(5)(a)(3), and order
10 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

11
12 Dan Dutcher moved, with a second by Sara Arnold, that in **case number 15-181**, the
13 Board find that the evidence gathered in the investigation, including witness
14 statements and the documentary evidence, does not substantiate the allegations in the
15 complaint, and that the Board therefore lacks probable cause to proceed with this
16 matter. **MOTION CARRIED UNANIMOUSLY.**

17
18 Jay Prescott moved, with a second by Sara Arnold, that in **case number 15-189**, the
19 Board find probable cause to establish a violation of the following provisions of the
20 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(4)(b), and order this
21 case set for hearing. Roll call vote: Arnold – yes; Behrens – yes; Dutcher – yes;
22 Overholtzer – yes; Pattee – yes; Prescott – yes; Schoening – recused; Wortmann – yes.
23 **MOTION CARRIED.**

24
25 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 15-193**, the
26 Board find that the evidence gathered in the investigation, including witness
27 statements and the documentary evidence, does not substantiate the allegations in the
28 complaint, and that the Board therefore lacks probable cause to proceed with this
29 matter. **MOTION CARRIED UNANIMOUSLY.**

30
31 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 15-162**, the
32 Board find probable cause to establish a violation of the following provisions of the

1 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(e)(4), and order
2 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

3

4 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 15-163**, the
5 Board find probable cause to establish a violation of the following provisions of the
6 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(e)(4) and order
7 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

8

9 Sara Arnold moved, with a second by Jay Prescott, that in **case number 15-152**, the
10 Board find probable cause to establish a violation of the following provisions of the
11 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(d), 25.3(1)(e)(4)
12 and 25.3(6)(c), and order this case set for hearing. **MOTION CARRIED**
13 **UNANIMOUSLY.**

14

15 Dan Dutcher moved, with a second by Jay Prescott, that in **case number APP 15-04**,
16 the Board accept the Applicant’s waiver of hearing and voluntary surrender and that
17 the Board issue an order permanently revoking the Applicant’s license with no
18 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

19

20 Jay Prescott moved, with a second by Sara Arnold, that in **case number 16-09**, the
21 Board accept the Respondent’s waiver of hearing and voluntary surrender and that the
22 Board issue an order permanently revoking the Respondent’s license with no
23 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

24

25 Sara Arnold moved, with a second by Jay Prescott, that in **case number 15-192**, the
26 Board accept the Respondent’s waiver of hearing and voluntary surrender and that the
27 Board issue an order permanently revoking the Respondent’s license with no
28 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

29

30 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 15-96**, the
31 Board accept the agreement submitted by the parties, and issue an Order
32 incorporating the agreement of the parties and imposing the agreed upon sanction.
33 **MOTION CARRIED UNANIMOUSLY.**

1 Sara Arnold moved, with a second by Dan Dutcher, that in **case number 15-148**, the
2 Board accept the agreement submitted by the parties, and issue an Order
3 incorporating the agreement of the parties and imposing the agreed upon sanction.

4 **MOTION CARRIED UNANIMOUSLY.**

5
6 Dan Dutcher moved, with a second by Jay Prescott, that in **case numbers 14-22 and**
7 **14-23**, the board accept the draft final order, accepting the proposed decision as the
8 final decision of the board, with the exception of the modifications imposing a
9 reprimand for both respondents. **MOTION CARRIED UNANIMOUSLY.** (Duane Magee
10 left the room during the discussion of this case in closed session.)

11
12 Dan Dutcher moved, with a second by Jay Prescott, to extend the 180-day deadline for
13 issuance of the final decision in **case number 15-139**, based upon the amount of time
14 needed to complete the investigation due to pending criminal charges. **MOTION**

15 **CARRIED UNANIMOUSLY.**

16
17 Jay Prescott moved, with a second by Sara Arnold, to extend the 180-day deadline for
18 issuance of the final decision in **case number 15-146**, based upon the amount of time
19 needed to complete the investigation due to pending criminal charges. **MOTION**

20 **CARRIED UNANIMOUSLY.**

21
22 Sara Arnold moved, with a second by Dan Dutcher, to extend the 180-day deadline for
23 issuance of the final decision in **case number 15-147**, based upon the amount of time
24 needed to complete the investigation due to pending criminal charges. **MOTION**

25 **CARRIED UNANIMOUSLY.**

26
27 Sara Arnold moved, with a second by Dan Dutcher, that the Board approve the closed
28 session minutes January 14, 2016. **MOTION CARRIED UNANIMOUSLY.**

29
30 Board Member Reports

31 None.

1 Legislative Update

2 Duane Magee provided the legislative update to the board since Phil Wise was not
3 available.

4
5 Executive Director's Report

6 Executive Director Magee reviewed the financial report.

7
8 Licensing System Update: We are continuing to move ahead and have launched a few
9 more applications.

10
11 NASDTEC Board Meeting and Ted Andrews Winter Symposium: Executive Director
12 Magee and Board Member, Linda Carroll, attended the meeting which was in San
13 Diego, February 3-5. This year's theme was "*Equity and the Equitable Distribution of*
14 *Educators.*" It provided jurisdictions, districts, and teacher preparation providers an
15 in-depth opportunity to further develop their models for goal achievement in this
16 crucial area.

17
18 Board Retreat: The retreat and meeting will take place in Waukee at the Waukee City
19 Hall on June 16-17, 2016. Waukee is home to current board member Dan Dutcher.
20 We will have a joint presentation between the City of Waukee and Waukee Community
21 School District and discuss how they are managing the growth and handling the
22 challenges of the growing school district. Board members were asked to email agenda
23 items/topics and legislative priorities for 2017, to Executive Director Magee.

24
25 Board Operating Guidelines: The Board Operating Guidelines will be reviewed by
26 committee members Kathy Behrens, Mary K. Overholtzer, Andy Pattee and Erin
27 Schoening. The committee will determine if any updates will be needed via a virtual
28 meeting. A copy of the guidelines will be emailed to the committee.

29
30 Introduction of New Consultant: Executive Director Magee introduced the newest
31 BoEE consultant – Dr. Linda Espey. Dr. Espey joined the staff on February 1.

1 Communication from the Public

2 Matt Eichhorn addressed the board regarding his petition for waiver that the board
3 will review at today's meeting.

4
5 Katie Greving, President of Decoding Dyslexia Iowa, provided feedback about the
6 reading endorsement requirements, which are on today's agenda. She also provided a
7 handout to the board.

8
9 Meetings with Stakeholder Leadership: Since the last board meeting, Executive
10 Director Magee met with SAI and PEI leadership– those meetings went very well. The
11 next meeting will be with IACTE leadership.

12
13 Stakeholder Presentation

14 Peggy Brookins, President and CEO of the National Board for Professional Teaching
15 Standards (NBPTS), provided information regarding the NBPTS. The presentation
16 included the background and creation of NBPTS; certification requirements; advancing
17 board certified teachers in Iowa.

18
19 Rules

20 Adopt:

21 None.

22
23 ARRC Review Pending

24 IAC 282 Chapter 12 – Fee increase, ARC 2229C – Session Delay

25 IAC 282 Chapter 14 K-12 Special education endorsement; specializations, ARC 1884C
26 – Session Delay

27 IAC 282 Chapters 13 and 27 – Counseling internships and practicums, ARC 2237C

28 IAC 282 Chapter 13.26 – Early childhood

29 IAC 282 Chapter 22 – Paraeducator substitute authorization

30 IAC 282 Chapter 24 – Paraeducator area of concentration

1 Notice:

2 Mary K. Overholtzer moved, with a second by Andy Pattee, to file under notice of
3 intended action, the proposed changes to IAC 282 Chapter 18 – Administrator
4 temporary permits and administrator experience. **MOTION CARRIED UNANIMOUSLY.**

5

6 Andy Pattee moved, with a second by Dan Dutcher, to file under notice of intended
7 action, the proposed changes to IAC 282 Chapter 13 – Out-of-state teaching
8 assessment requirements, elementary education endorsement file experiences, and
9 minimum grade requirements for adding endorsements. **MOTION CARRIED**
10 **UNANIMOUSLY.**

11

12 Andy Pattee moved, with a second by Mary K. Overholtzer, to file under notice of
13 intended action, the proposed changes to IAC 282 Chapter 20 – Administrator and
14 teacher renewal units (Option 2). **MOTION CARRIED UNANIMOUSLY.**

15

16 Andy Pattee moved, with a second by Mary K. Overholtzer, to file under notice of
17 intended action, the proposed changes to IAC 282 Chapter 13 – Reading
18 endorsements. **MOTION CARRIED UNANIMOUSLY.**

19

20 Andy Pattee moved, with a second by Dan Dutcher, to file under notice of intended
21 action, the proposed changes to IAC 282 Chapter 22 – Coaching authorization
22 minimum education attainment requirement. **MOTION CARRIED UNANIMOUSLY.**

23

24 Items for Discussion

25 IAC 282 Chapters 13, 22, and 27 – Ethics training as a requirement for standard
26 license. One of the paramount goals of the Board is to create clear guidelines and
27 expectations for code of conduct and ethics education for educators. This series of
28 revised changes will allow educators to complete current and relevant training as a
29 condition of transitioning from an initial to a standard license or authorization.

30 Authorizations not listed below already include ethics training as a requirement.

31 Chapter 272.2 also states that the board shall provide this training to any person who
32 holds a license, certificate, authorization, or statement of professional recognition.

33 Discussion on this item will continue at a future meeting.

1 IAC 282 Chapter 25 – Misrepresentation, falsification of information. In light of the
2 judicial review ruling in case number 13-76 regarding Standard III of the Code of
3 Professional Conduct and Ethics, the board directed its counsel to draft a potential
4 revision to that standard such that copying of identified test items would clearly be an
5 ethical violation. This will move forward to Notice at an upcoming meeting.

6

7 Petitions for Waiver

8 Dan Dutcher moved, with a second by Mary K. Overholtzer, that in **PFW 16-01 Matt**
9 **Eichhorn**, the Board grant the waiver. Reasons for granting: Mr. Eichhorn holds a
10 bachelor’s degree in communications and a Master of Arts in Teaching degree. Mr.
11 Eichhorn has work experience as an assistant activities director, coach, substitute
12 teacher, and behavior interventionist. He is currently in his fourth year as Activities
13 Coordinator at Valley High School in West Des Moines, Iowa. The board finds that a
14 refusal to waive the degree requirement would create an undue hardship under the
15 unique circumstances presented in this case. Mr. Eichhorn began working in his
16 current role (essentially an assistant activities director position) well before joint
17 Department of Education/Board of Educational Examiners guidance was issued to the
18 field resolving longstanding confusion about who is qualified to serve as an activities
19 director. The board believes Mr. Eichhorn accepted his current position with a good
20 faith belief, based on guidance available at the time, that he would be able to advance
21 in his chosen field of activities administration without taking additional coursework.
22 Mr. Eichhorn states in his petition that waiving the rule in question would not
23 prejudice the substantial legal rights of any person. In light of the unique nature of
24 his situation, the board finds he has met his burden to provide clear and convincing
25 evidence on this point. The Board finds that Mr. Eichhorn has provided clear and
26 convincing evidence that, under the unique circumstances presented here,
27 substantially equal protection of public health, safety, and welfare will be afforded by a
28 means other than that prescribed in the particular rule for which the waiver is
29 requested. Mr. Eichhorn has significant relevant experience and, although his
30 program did not lead to Iowa teacher licensure, has completed a Master of Arts in
31 Teaching degree. Roll call vote: Arnold – yes; Behrens – yes; Dutcher – yes;
32 Overholtzer – yes; Pattee – no; Schoening – yes; Wortmann – yes. **MOTION CARRIED.**

1 (Matt Eichhorn was present at the meeting and addressed the board regarding his
2 waiver.)

3
4 Reports/Approvals

5 Expenditure Reductions: The Board must consider revising budget expenditures due
6 to an anticipated decline in cash reserves and the uncertainty surrounding any
7 potential fee increase. Failure by the BoEE to implement expenditure reductions now
8 will lead to more severe expenditure reductions in the future. Executive Director
9 Magee is recommending, based on conversations with BoEE staff members, that the
10 board implement the following three expenditure reductions: Do not fill current
11 support staff vacancy; stop printing and mailing paper licenses effective July 1, 2016;
12 and, stop remote fingerprinting of Iowa teacher preparation program students effective
13 July 1, 2016. Andy Pattee moved, with a second by Mary K. Overholtzer, that the
14 Board approve the above-mentioned expenditure reductions. **MOTION CARRIED**
15 **UNANIMOUSLY.**

16
17 BoEE Communication Plan: The Board reviewed the communication plan. The BoEE
18 will utilize all available communication methodologies to increase the Board's
19 communication efforts including, but not limited to, "Zoom" meetings (or other online
20 meeting tools), email, Twitter, Facebook, blogging, website/Internet, in-person
21 meetings, landline telephones, cell phones, attendance at relevant conferences and
22 meetings, and U.S. mail.

23
24 Future Meeting Date: The Board will consider changing the May 6 meeting to either
25 May 5 or May 13. This will be discussed and/or approved at the March 9 telephonic
26 meeting.

27
28 NASDTEC Clearinghouse: Executive Director Magee informed the Board of a call he
29 received from a USA Today and The Des Moines Register reporter who is conducting
30 an investigation of the clearinghouse. The reporter discovered gaps/missing
31 information from what Iowa (and other states) have listed regarding various sanctions
32 in the clearinghouse v. final orders listed on our website. We will address the

1 discrepancies, make the necessary corrections and conduct an audit which will be
2 done by an outside agency.

3

4 There being no further business, Dan Dutcher moved, with a second by Andy Pattee to
5 adjourn the meeting. Meeting adjourned at 2:10 p.m. **MOTION CARRIED**

6 **UNANIMOUSLY.**

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

1 possibility of reinstatement. Roll call vote: Behrens – yes; Carroll – yes; Garcia – yes;
2 Hill – yes; Overholtzer – recused; Pattee – yes; Prescott – yes; Sullivan – yes; Yedlik –
3 yes; Wortmann – yes. **MOTION CARRIED.** (Note: Mary K. Overholtzer is listed as
4 recused due to technical difficulties during the meeting.)

5

6 Sara Yedlik moved, with a second by Andy Pattee, that in **case number 15-175**, the
7 Board accept the Respondent’s waiver of hearing and voluntary surrender and that the
8 Board issue an order permanently revoking the Respondent’s license with no
9 possibility of reinstatement. Roll call vote: Behrens – yes; Carroll – yes; Garcia – yes;
10 Hill – yes; Overholtzer – recused; Pattee – yes; Prescott – yes; Sullivan – yes; Yedlik –
11 yes; Wortmann – yes. **MOTION CARRIED.** (Note: Mary K. Overholtzer is listed as
12 recused due to technical difficulties during the meeting.)

13

14 Andy Pattee moved, with a second by Sara Yedlik, that in **case number 15-16**, the
15 Board accept the Respondent’s waiver of hearing and voluntary surrender and that the
16 Board issue an order permanently revoking the Respondent’s license with no
17 possibility of reinstatement. Roll call vote: Behrens – yes; Carroll – yes; Garcia – yes;
18 Hill – yes; Overholtzer – recused; Pattee – yes; Prescott – yes; Sullivan – yes; Yedlik –
19 yes; Wortmann – yes. **MOTION CARRIED.** (Note: Mary K. Overholtzer is listed as
20 recused due to technical difficulties during the meeting.)

21

22 Anne Sullivan moved, with a second by Sara Yedlik, that in **case number 15-155**, the
23 Board accept the stipulation and settlement submitted by the parties, and issue an
24 Order incorporating the agreement of the parties and imposing the agreed upon
25 sanction. Roll call vote: Behrens – yes; Carroll – yes; Garcia – yes; Hill – yes;
26 Overholtzer – recused; Pattee – yes; Prescott – yes; Sullivan – yes; Yedlik – yes;
27 Wortmann – yes. **MOTION CARRIED.** (Note: Mary K. Overholtzer is listed as recused
28 due to technical difficulties during the meeting.)

29

30 Andy Pattee moved, with a second by Jay Prescott, that in **case number 14-04**, the
31 Board grant the motion to maintain stay. Roll call vote: Behrens – yes; Carroll – yes;
32 Garcia – yes; Hill – yes; Overholtzer – recused; Pattee – yes; Prescott – yes; Sullivan –
33 yes; Yedlik – yes; Wortmann – yes. **MOTION CARRIED.** (Note: Mary K. Overholtzer is

1 listed as recused due to technical difficulties during the meeting.) (Renner Walker left
2 the room during the discussion of this case in closed session.)

3
4 Communication from the Public

5 None.

6
7 Board Member Reports

8 Andy Pattee congratulated Executive Director Magee on his new position as
9 superintendent of Norwalk Community School District.

10
11 Legislative Update

12 Duane Magee provided the legislative update to the board.

13
14 Executive Director's Report

15 Executive Director Magee reviewed the financial report.

16
17 Board Retreat: The retreat and meeting will take place in Waukee at the Waukee City
18 Hall on June 16-17, 2016. We will have a joint presentation between the City of
19 Waukee and Waukee Community School District and discuss how they are managing
20 the growth and handling the challenges of the growing school district. Board members
21 were reminded to email agenda items/topics and legislative priorities for 2017, to
22 Executive Director Magee.

23
24 New BoEE Executive Director: Board members may individually communicate with
25 the Governor's office or Linda Fandel if they have any recommendations for the next
26 Executive Director of the BoEE.

27
28 Board Operating Guidelines: The Board Operating Guidelines will be reviewed by
29 committee members Kathy Behrens, Mary K. Overholtzer, Andy Pattee and Erin
30 Schoening. A copy of the guidelines has been emailed to the committee for their
31 edits/updates. A draft of the guidelines will be reviewed at the April meeting and
32 finalized at the May meeting.

1 May Meeting Date: Larry Hill moved, with a second by Sara Yedlik, that the May 6,
2 2016 board meeting be moved to May 13, 2016. Roll call vote: Behrens – yes; Carroll –
3 yes; Garcia – yes; Hill – yes; Overholtzer – recused; Pattee – yes; Prescott – yes;
4 Sullivan – yes; Yedlik – yes; Wortmann – yes. **MOTION CARRIED.** (Note: Mary K.
5 Overholtzer is listed as recused due to technical difficulties during the meeting.)

6

7 The May meeting will also be the first meeting for our newest board member, Tom
8 Buckman. Tom is replacing Richard Wortmann whose term ends April 30, 2016. The
9 April 8th meeting will be Richard’s last meeting. Brenda Garcia, Vice Chair, will serve
10 as chair at the May meeting. Nominations for FY17 chair and vice chair will take place
11 at the June meeting.

12

13 Renner Walker, Assistant Attorney General, announced that he will be resigning his
14 position and relocating to New York. The April meeting will be Renner’s last meeting.

15

16 There being no further business, Larry Hill moved, with a second by Jay Prescott to
17 adjourn the meeting. Meeting adjourned at 4:31 p.m. **MOTION CARRIED**
18 **UNANIMOUSLY.**

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

Board of Educational Examiners (BOEE)

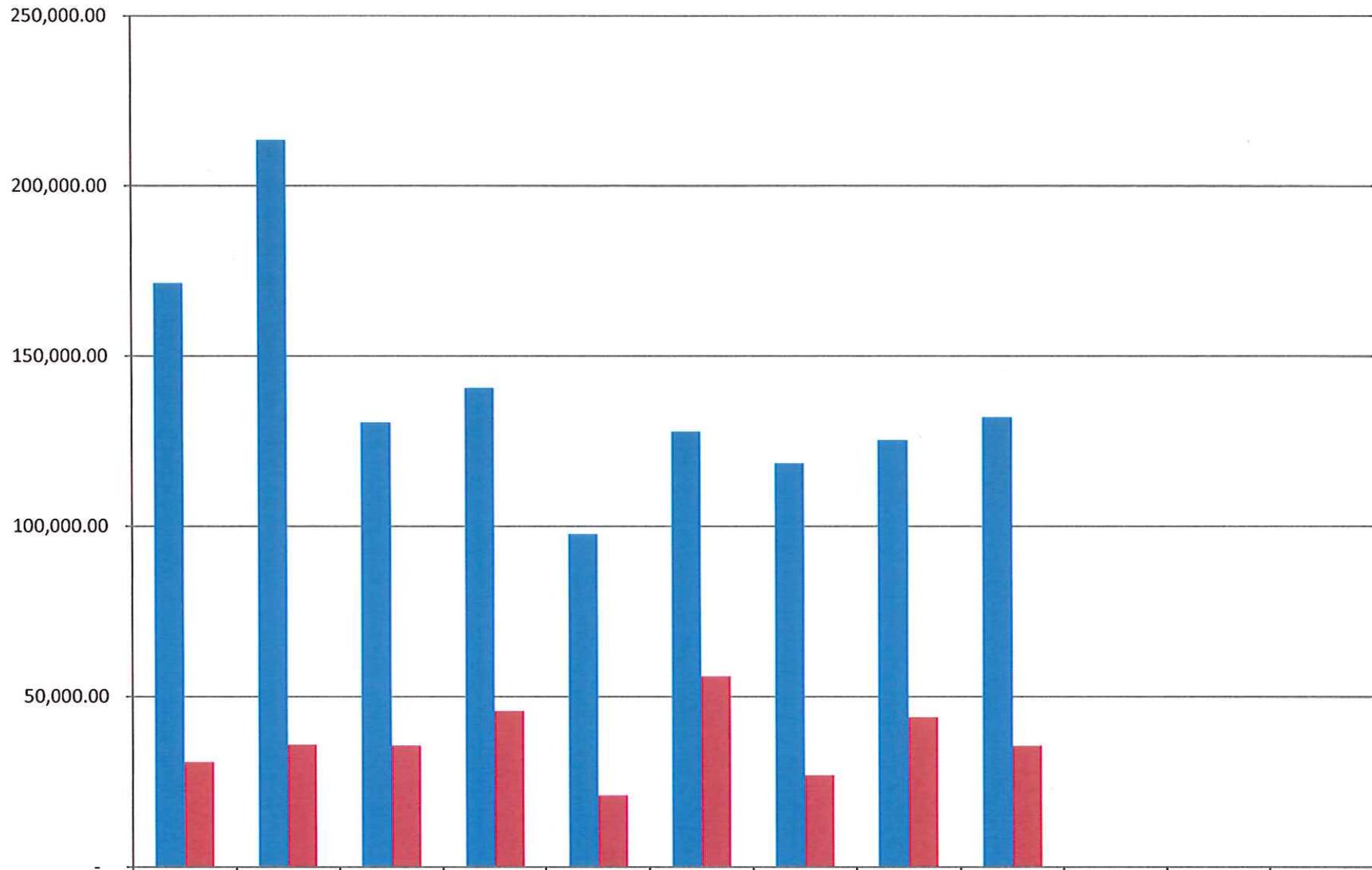
Cash Balance

12-Year History

	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
BOEE Beginning Cash Balance	570,694	1,176,209	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-	34,116
State Appropriation													40,974
Total Revenues	1,588,673	2,139,088	2,151,248	2,165,193	2,102,941	2,072,492	2,026,630	2,066,128	1,919,330	1,882,229	1,672,430	860,357	846,559
Total Expenditures	1,636,237	2,744,602	2,131,271	2,056,175	1,978,765	1,844,569	1,796,661	2,600,081	1,671,448	1,317,983	1,418,113	855,227	880,675
Surplus (Shortage)	(47,564)	(605,515)	19,977	109,018	124,176	227,923	229,969	(533,953)	247,882	564,246	254,317	5,130	40,974
BOEE Ending Cash Balance	523,130	570,694	1,176,209	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-
Percentage Change	-8%	-51%	2%	10%	13%	33%	49%	-53%	33%	302%	3545%		

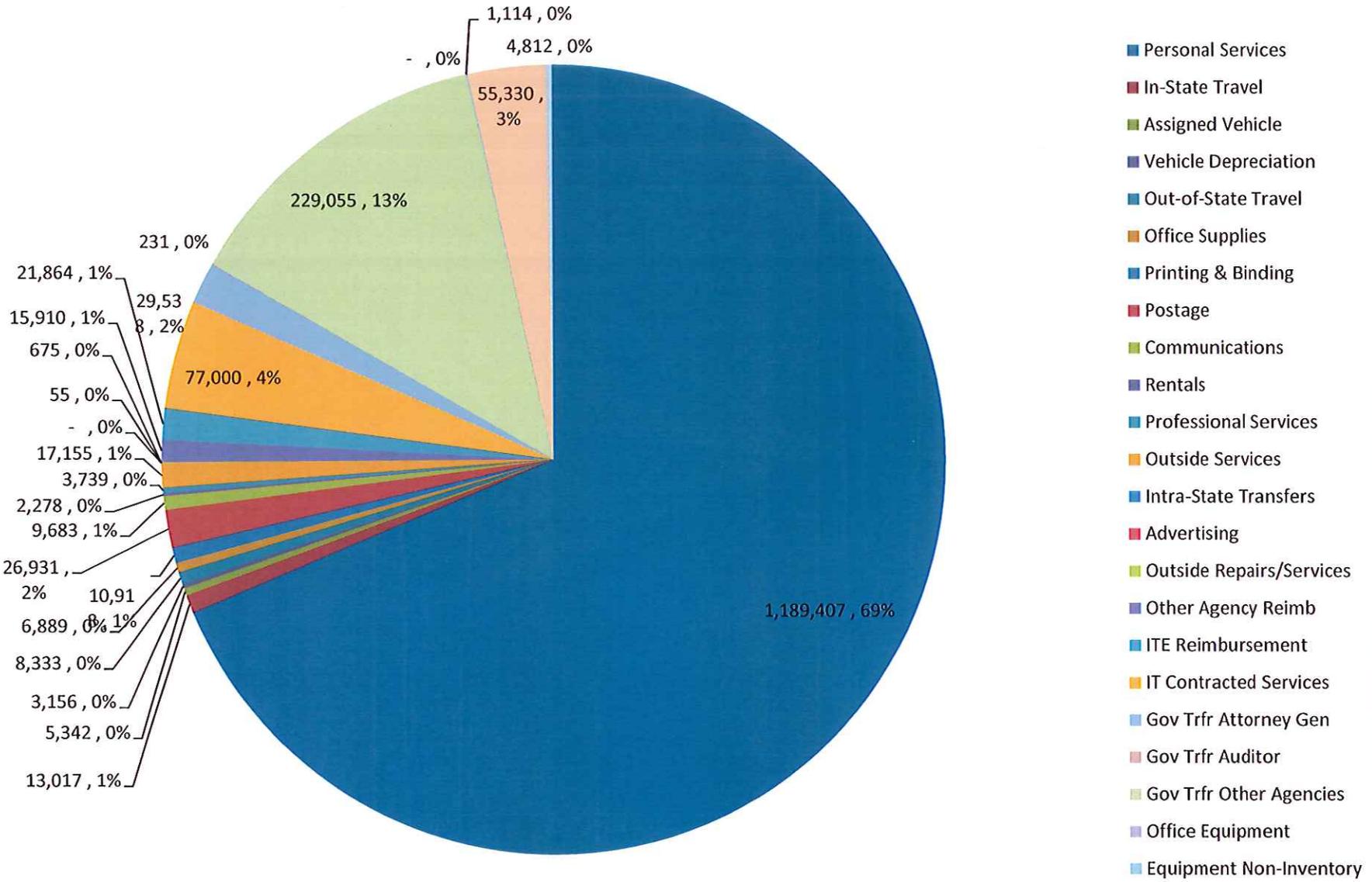
Total Revenue (BoEE and General Fund)	29,206,165.67
BoEE Revenue	21,904,624.25
General Fund Revenue	7,301,541.42
Average Yearly Expenses	1,774,630.69
Number of Years of Average Expenditures	4.11
Average Yearly Appropriation	112,833.33
Average Yearly Expenses Less Appropriations	1,661,797.35
Number of Years of Average Expenditures	4.39

Receipts July 2015-June 2016



	July 15	Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16
Licensure Fees	171,398.	213,417.	130,405.	140,603.	97,661.2	127,788.	118,476.	125,262.	132,042.			
DCI Check Fee	30,793.0	35,840.0	35,630.0	45,806.0	21,008.0	55,975.0	26,911.0	43,917.0	35,542.0			

Expenditures July 2015-June 2016

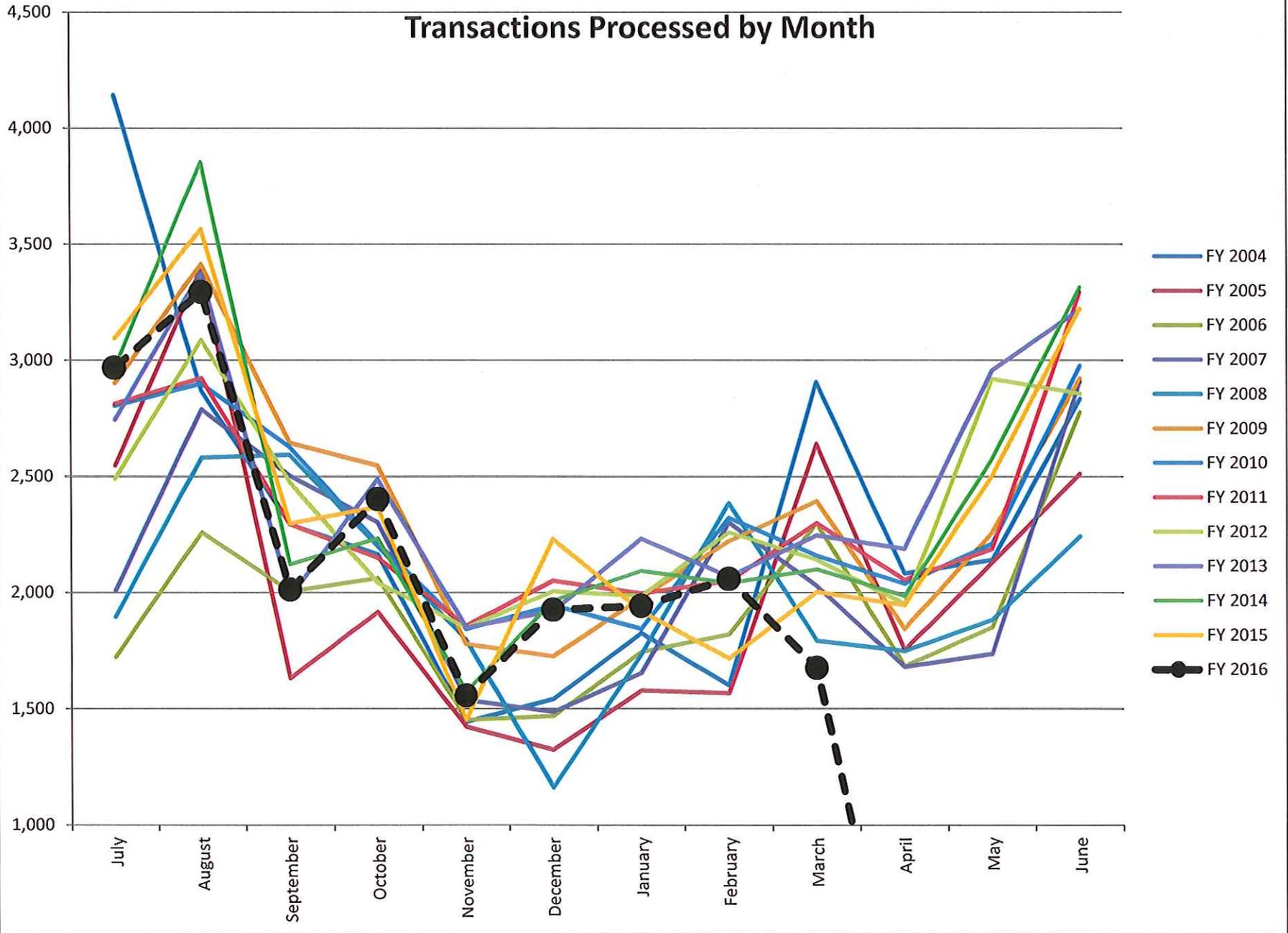


Total # of Transactions FY16



	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total # Licenses Issued	2,967	3,294	2,012	2,402	1,557	1,926	1,942	2,058	1,676	-	-	-

Transactions Processed by Month



FY 16 Balance Sheet / Cash Flow Chart

Licensure Fees (orgn 9397)	July 15	Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jun+30	Jun+60	Total
Receipts															
Brought Fwd from 14	100,000.00	470,693.41	-	-	-	-	-	-	-	-	-	-	-	-	570,693
Carry Fwd to 16	-	-	-	-	-	-	-	-	-	-	-	(100,000.00)	(100,000.00)	-	(100,000)
234 Gov Transfer in Other Agcy	-	85.00	-	-	105.00	-	-	6.25	-	-	-	-	-	-	198
401 Licensure Fees	171,398.25	213,417.75	130,405.50	140,603.25	97,661.25	127,788.00	118,476.75	125,262.00	132,042.00	-	-	-	-	-	1,257,055
704 DCI Check Fee	30,793.00	35,840.00	35,630.00	45,806.00	21,008.00	55,975.00	26,911.00	43,917.00	35,542.00	-	-	-	-	-	331,422
BoEE Total Receipts	202,191.25	249,342.75	168,035.50	186,409.25	118,774.25	183,763.00	145,387.75	169,185.25	167,584.00	-	-	-	-	-	1,588,673
401 Licensure Fees (GenFund)	56,611.75	70,545.25	43,083.50	46,501.75	32,234.75	42,201.00	38,992.25	41,266.00	43,343.00	-	-	-	-	-	414,779
Expenditures															
101 Personal Services	65,311.23	123,266.77	192,171.67	102,614.16	120,348.74	117,139.97	125,175.83	111,383.19	181,995.05	-	-	50,000.00	50,000.00	-	1,189,407
202 In-State Travel	-	1,125.61	908.61	2,920.59	1,625.05	492.20	1,843.25	2,895.58	1,205.93	-	-	-	-	-	13,017
203 Assigned Vehicle	-	149.15	131.35	409.08	528.46	315.69	232.66	159.57	416.30	3,000.00	3,000.00	3,000.00	3,000.00	-	5,342
204 Vehicle Depreciation	-	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	-	-	276.00	276.00	-	3,156
205 Out-of-State Travel	1,669.64	-	(354.43)	3,795.70	590.50	537.53	420.00	1,314.46	-	-	-	360.00	360.00	-	8,333
301 Office Supplies	5,222.46	8.28	10.75	220.16	111.48	-	1,031.04	36.03	98.89	-	-	150.00	150.00	-	6,889
309 Printing & Binding	1,284.81	-	396.92	3,910.10	2,041.50	2,723.70	434.20	99.10	28.00	-	-	-	-	-	10,918
313 Postage	-	3,817.71	3,440.84	3,218.89	3,195.30	2,131.84	2,607.87	2,698.04	2,470.05	-	-	3,350.00	3,350.00	-	26,931
401 Communications	-	1,108.02	1,163.28	1,164.44	1,114.71	1,113.60	1,104.93	1,136.03	1,055.98	-	-	722.00	722.00	-	9,683
402 Rentals	2,128.06	-	75.00	75.00	-	-	-	-	-	-	-	-	-	-	2,278
405 Professional Services	40.00	168.90	50.00	523.11	913.68	(26.41)	-	1,136.22	153.04	-	-	780.00	780.00	-	3,739
406 Outside Services	-	-	6,475.02	1,317.81	2,062.00	2,467.25	2,126.98	565.90	2,029.63	-	-	110.00	110.00	-	17,155
407 Intra-State Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
408 Advertising	-	-	-	54.56	-	-	-	-	-	-	-	-	-	-	55
409 Outside Repairs/Services	428.97	-	-	145.38	-	-	101.03	-	-	-	-	-	-	-	675
414 Other Agency Reimb	-	44.00	13,950.81	44.00	44.00	724.50	42.00	37.00	717.50	-	-	306.00	306.00	-	15,910
416 ITE Reimbursement	-	3,345.20	2,476.53	2,954.79	1,962.16	3,689.18	1,593.54	1,464.56	1,678.48	-	-	2,700.00	2,700.00	-	21,864
418 IT Contracted Services	-	-	30,000.00	-	-	-	-	-	47,000.00	-	-	-	-	-	77,000
432 Gov Trfr Attorney Gen	-	-	6,690.74	3,694.81	3,558.86	3,379.53	4,867.19	3,396.65	-	-	-	3,950.00	3,950.00	-	29,538
433 Gov Trfr Auditor	-	-	-	-	116.88	-	-	113.67	-	-	-	-	-	-	231
434 Gov Trfr Other Agencies	-	-	44,514.00	21,270.22	47,204.88	13,771.00	30,627.75	525.00	41,142.00	-	-	30,000.00	30,000.00	-	229,055
502 Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
503 Equipment Non-Inventory	-	-	-	-	-	1,114.00	-	-	-	-	-	-	-	-	1,114
510 IT Equipment & Software	18,713.00	-	31,607.07	27.02	319.08	-	753.51	3,910.25	-	-	-	-	-	-	55,330
602 SWICAP/Other Expense	-	-	49.70	1,923.62	49.90	946.71	581.47	(85.00)	855.79	-	-	490.00	490.00	-	4,812
Total Expenditures	94,798.17	133,393.64	334,117.86	150,643.44	186,147.18	150,880.29	173,903.25	131,146.25	281,206.64	-	-	96,194.00	96,194.00	-	1,732,431
Excess (Deficiency) of															
Revenue over Expenditures	107,393.08	115,949.11	(168,082.36)	35,765.81	(67,477.93)	32,882.71	(28,515.50)	38,032.75	(113,622.64)	-	-	(96,194.00)	(96,194.00)	-	(143,869)
Beginning Cash Balance	100,000.00	207,393.08	794,035.60	625,953.24	661,719.05	594,346.12	627,228.83	598,713.33	636,752.33	523,129.69	523,129.69	523,129.69	426,935.69	-	
Ending Cash Balance	207,393.08	794,035.60	625,953.24	661,719.05	594,346.12	627,228.83	598,713.33	636,752.33	523,129.69	523,129.69	523,129.69	426,935.69	-	-	(143,758)

June +30 expenses are anticipated expenses

Licensure Fee Receipts by Accounting Source and Month SFY 15

Acct	Class	Description	July 15	Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jun+30	Jun+60	Total
		Brought Fwd not included															
I53	234	Licensure Fees % - Other Agcy	-	85.00	-	-	105.00	-	-	6.25	-	-	-	-	-	-	196.25
I54	401	Licensure Fees %	171,398.25	213,417.75	130,405.50	140,603.25	97,661.25	127,788.00	118,476.75	125,262.00	132,042.00	-	-	-	-	-	1,257,054.75
I54	704	DCI Check Fee	30,793.00	35,840.00	35,630.00	45,806.00	21,008.00	55,975.00	26,911.00	43,917.00	35,542.00	-	-	-	-	-	331,422.00
Gen Fund	234	Licensure Fees % - Other Agcy	-	30.00	-	-	-	-	-	-	-	-	-	-	-	-	30.00
Gen Fund	401	Licensure Fees	56,611.75	70,545.25	43,083.50	46,501.75	32,234.75	42,201.00	38,992.25	41,266.00	43,343.00	-	-	-	-	-	414,779.25
		Net Receipts	<u>258,803.00</u>	<u>319,918.00</u>	<u>209,119.00</u>	<u>232,911.00</u>	<u>151,009.00</u>	<u>225,964.00</u>	<u>184,380.00</u>	<u>210,451.25</u>	<u>210,927.00</u>	-	-	-	-	-	<u>2,003,482.25</u>
0914	401	Refunds	238.00	1,070.00	636.00	1,226.00	1,854.00	877.00	1,025.00	-	1,211.00						8,137.00

Obligations vs. Budget Report
Budget Fiscal Year: 2016

	Total Obligations FY-To-Date	SY 16 Spending Plan	Budget Balance	Percent of Budget Received /Spent
Resources:				
Balance Forward	\$ 570,693	\$ 1,176,209		
Receipts				
Salary adj				
401 Fees, Lic. & Permits	\$ 1,257,055	\$ 1,735,513		
704 Other	\$ 331,422	\$ 360,000		
Total Resources:	\$ 2,159,170	\$ 3,271,722	\$ 1,683,245	49%
<i>(Total Revenue)</i>	<u><u>\$ 1,588,477</u></u>			
Expenditures:				
101 Personal Services	\$ 1,189,407	\$ 1,569,574	\$ 380,167	76%
202 In-State Travel	\$ 13,017	\$ 25,000	\$ 11,983	52%
203 Assigned Vehicle	\$ 5,342	\$ 5,000	\$ (342)	107%
204 Vehicle Depreciation	\$ 3,156	\$ 4,000	\$ 844	79%
205 Out-of-State Travel	\$ 8,333	\$ 20,000	\$ 11,667	42%
301 Office supplies	\$ 6,889	\$ 12,000	\$ 5,111	57%
309 Printing & Binding	\$ 10,918	\$ 15,000	\$ 4,082	73%
313 Postage	\$ 26,931	\$ 38,000	\$ 11,069	71%
401 ICN/Communications	\$ 9,683	\$ 15,000	\$ 5,317	65%
402 Rentals	\$ 2,278	\$ 3,500	\$ 1,222	65%
405 Professional Services	\$ 3,739	\$ 26,000	\$ 22,261	14%
406 Outside Services	\$ 17,155	\$ 5,000	\$ (12,155)	343%
407 Trans to Other agency	\$ -	\$ -	\$ -	#DIV/0!
408 Advertising	\$ 55	\$ 3,000	\$ 2,945	2%
409 Outside Repairs/Ser	\$ 675	\$ 4,000	\$ 3,325	17%
414 Other Agency Reimb	\$ 15,910	\$ 12,000	\$ (3,910)	133%
416 ITD Reimbursement	\$ 21,864	\$ 22,000	\$ 136	99%
418 IT Contracted services	\$ 77,000	\$ 36,000	\$ (41,000)	214%
432 Gov Transfer AG	\$ 29,538	\$ 41,000	\$ 11,462	72%
433 Gov Transfer Auditor	\$ 231	\$ 8,000	\$ 7,769	3%
434 Gov Trans Other Agency	\$ 229,055	\$ 360,000	\$ 130,945	64%
501/ Equipment Inventory	\$ -	\$ 102,500	\$ 102,500	0%
503 Equipment Non-Inven	\$ 1,114	\$ 3,100	\$ 1,986	36%
510 IT Equipment	\$ 55,330	\$ 60,000	\$ 4,670	92%
602 SWICAP	\$ 4,812	\$ 20,000	\$ 15,188	24%
705 Refunds	\$ 8,137	\$ 9,300	\$ 1,163	87%
Carryover		\$ -		
Expenditure Subtotal	\$ 1,740,568	\$ 2,418,974	\$ 678,406	72%
<i>Revenue Less Expenditures</i>	<u><u>\$ (152,091)</u></u>			

(off from Finance report by
\$9,300 due to inclusion of
refunds)

FY 2015 Actual Revenue for each License Issued

Number of Transactions Processed by Month

Record Year in Green

	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
FY 2016	2,967	3,294	2,012	2,402	1,557	1,926	1,942	2,058	1,676	0	0	0	19,834
<i>Running Total</i>	2,967	6,261	8,273	10,675	12,232	14,158	16,100	18,158	19,834	19,834	19,834	19,834	
FY 2015	3,095	3,564	2,297	2,368	1,452	2,230	1,918	1,717	2,003	1,946	2,505	3,224	28,319
<i>Running Total</i>	3,095	6,659	8,956	11,324	12,776	15,006	16,924	18,641	20,644	22,590	25,095	28,319	
FY 2014	2,968	3,852	2,120	2,232	1,571	1,964	2,092	2,040	2,099	1,984	2,576	3,314	28,812
<i>Running Total</i>	2,968	6,820	8,940	11,172	12,743	14,707	16,799	18,839	20,938	22,922	25,498	28,812	
FY 2013	2,744	3,375	1,978	2,488	1,849	1,920	2,231	2,068	2,246	2,188	2,956	3,219	29,262
<i>Running Total</i>	2,744	6,119	8,097	10,585	12,434	14,354	16,585	18,653	20,899	23,087	26,043	29,262	
FY 2012	2,490	3,087	2,475	2,041	1,849	2,005	1,985	2,259	2,141	1,951	2,920	2,857	28,060
<i>Running Total</i>	2,490	5,577	8,052	10,093	11,942	13,947	15,932	18,191	20,332	22,283	25,203	28,060	
FY 2011	2,812	2,923	2,294	2,149	1,857	2,051	1,996	2,050	2,299	2,055	2,189	3,293	27,968
<i>Running Total</i>	2,812	5,735	8,029	10,178	12,035	14,086	16,082	18,132	20,431	22,486	24,675	27,968	
FY 2010	2,804	2,899	2,626	2,210	1,842	1,944	1,843	2,321	2,158	2,037	2,211	2,976	27,871
<i>Running Total</i>	2,804	5,703	8,329	10,539	12,381	14,325	16,168	18,489	20,647	22,684	24,895	27,871	
FY 2009	2,902	3,413	2,644	2,547	1,779	1,726	1,979	2,221	2,393	1,844	2,259	2,923	28,630
<i>Running Total</i>	2,902	6,315	8,959	11,506	13,285	15,011	16,990	19,211	21,604	23,448	25,707	28,630	
FY 2008	1,895	2,580	2,592	2,199	1,795	1,161	1,733	2,384	1,792	1,748	1,883	2,242	27,344
<i>Running Total</i>	1,895	4,475	7,067	9,266	11,061	12,222	13,955	16,339	18,131	19,879	21,762	24,004	
FY 2007	2,008	2,788	2,503	2,302	1,538	1,486	1,654	2,300	2,028	1,680	1,736	2,910	26,747
<i>Running Total</i>	2,008	4,796	7,299	9,601	11,139	12,625	14,279	16,579	18,607	20,287	22,023	24,933	
FY 2006	1,722	2,259	2,005	2,062	1,452	1,469	1,744	1,820	2,299	1,683	1,851	2,776	23,142
<i>Running Total</i>	1,722	3,981	5,986	8,048	9,500	10,969	12,713	14,533	16,832	18,515	20,366	23,142	
FY 2005	2,547	3,394	1,631	1,916	1,423	1,324	1,579	1,567	2,640	1,753	2,130	2,511	24,415
<i>Running Total</i>	2,547	5,941	7,572	9,488	10,911	12,235	13,814	15,381	18,021	19,774	21,904	24,415	
FY 2004	4,142	2,867	2,293	2,164	1,443	1,541	1,825	1,600	2,906	2,082	2,141	2,834	27,838
<i>Running Total</i>	4,142	7,009	9,302	11,466	12,909	14,450	16,275	17,875	20,781	22,863	25,004	27,838	
Proj FY16 for Budget	2,544	3,103	2,288	2,229	1,673	1,753	1,887	2,068	2,191	1,897	2,292	2,931	27,281
<i>Running Total</i>	2,544	5,647	7,935	10,164	11,837	13,590	15,476	17,544	19,735	21,632	23,925	26,856	

FY 2015 Actual Number of Transactions Processed per Month

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Prof Adm - Online	9	10	11	9	10	12	19	4	14				98
Duplicate Lic - Online	33	37	19	17	13	22	20	31	27				219
Late Fees - online	14	17	5	6	2	3	9	3	1				60
Master Ed - Online	139	147	80	71	80	98	133	107	118				971
Prof Service License	22	13	11	9	8	3	9	1	4				25
Standard Lic - Online	213	223	131	126	114	128	203	151	152				1,441
Background - Renewal Online	NA	NA	233	215	212	239	364	263	288	0	0	0	1,814
Background	430	401	468	508	252	628	260	473	182				3,602
Background - Renewal			671	621	556	553	688	719	703				4,511
Initial Teacher Lic	143	182	324	337	111	500	170	413	142				2,322
Extended Initial	16	29	16	17	20	27	36	39	36				236
Standard License	369	318	259	220	171	169	243	241	225				2,215
Master Ed	187	213	164	140	113	133	193	162	153				1,458
Professional Adm	50	23	23	19	18	25	20	2	0				180
Authorization Extension	0	0	0	269	218	190	172	183	160				1,192
Coach Authorization	347	464	213	115	105	88	118	85	99				1,634
Substitute License	144	163	144	157	134	108	102	97	65				1,114
Substitute Auth	79	94	119	87	49	92	137	95	103				860
Endorsement	173	288	80	15	1	4	17	5	10				593
Duplicate Lic	27	40	13	43	37	36	53	68	60				377
Tx Evaluation	186	143	59	406	145	76	58	116	79				1,268
Late Payment	73	194	89	32	23	27	17	13	2				470
Out-of-state T or A	126	75	29	0	1	1	0	0	0				232
Out-of-country	0	0	12	7	13	21	20	13	16				102
BTW Driving Instr	10	7	4	45	39	47	67	41	44				304
Class A	149	94	55	13	5	2	4	8	3				333
Executive Director Decision	13	53	6	127	49	18	21	24	23				334
Class B	196	310	93	18	5	11	6	7	3				649
Class E	35	40	4	0	0	1	0	0	1				81
Class G	3	12	3	0	1	0	1	1	0				21
Coach Auth Extend	7	9	0	3	5	4	2	4	4				38
Evaluator License	0	6	3	3	4	1	3	4	3				27
Renew Evaluator License	1	2	0	0	0	0	1	1	0				5
Initial Adm Lic	9	58	15	17	9	19	20	23	14				184
Extended Initial Adm	1	1	0	2	1	3	1	1	0				10
Renew Initial Administrator	5	2	3	4	0	1	1	6	2				24
Convert Initial Administrator	5	10	2	1	0	0	3	7	8				36
Renew Professional Administrator	11	19	3	1	1	0	13	22	25				95
Extend Professional Administrator	1	4	0	1	0	1	2	5	2				16
Administrator Exchange	8	2	3	4	2	2	1	3	4				29
Extend Administrator Exchange	0	1	1	0	0	0	0	0	0				2
Convert Administrator Exchange	0	0	0	0	0	0	0	4	5				9
Class B Administrator	4	1	4	3	0	0	0	1	1				14
Add Endorsement to Admin	0	0	0	0	0	0	0	0	0				0
CTE Authorization	2	2	3	0	0	0	0	2	0				9
Initial CTE Authorization	4	1	0	0	0	2	0	0	1				8
Paraeducator	128	81	37	31	24	41	26	29	17				414
Paraeducator Add Concentration	19	14	7	1	3	1	2	0	2				49
Orientation and Mobility Specialist	1	0	0	0	0	0	0	0	0				1
Statement of Professional Recognition	29	36	22	16	16	10	12	14	9				184
Teacher Intern License	11	3	0	0	0	0	0	0	0				14
Initial Prof Service	4	10	4	1	0	0	2	7	5				33
Professional Service	22	20	10	11	7	7	8	7	8				100
PSL - Class A	3	2	0	0	1	1	1	0	0				8
PSL - Class B	0	0	0	0	0	0	0	0	0				0
IPREP-Portfolio Review	0	1	0	1	0	0	0	0	0				2
SBO	21	27	23	28	17	21	20	22	21				200
Native Language Authorization	0	2	0	1	1	0	0	0	0				4
SAM	0	0	0	6	4	1	2	0	2				15
IJAG Authorization	0	1	0	0	1	0	0	2	1				5
Activities Admin. Auth.	2	1	0	0	1	1	0	0	0				5
Over Payment	3	12	5	8	3	4	3	7	6				51
Total # Licenses Issued	2,967	3,294	2,012	2,402	1,557	1,926	1,942	2,058	1,676	-	-	-	19,620
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

FY 2015 Actual Revenue for each Transaction Processed

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Rev
Prof Adm - Online	\$ 1,936	\$ 1,144	\$ 978	\$ 801	\$ 890	\$ 1,068	\$ 1,691	\$ 356	\$ 1,246				\$ 10,110
Duplicate Lic - Online	\$ 594	\$ 666	\$ 342	\$ 306	\$ 234	\$ 396	\$ 360	\$ 558	\$ 486				\$ 3,942
Late Fees - online	\$ 650	\$ 1,200	\$ 150	\$ 775	\$ 75	\$ 75	\$ 350	\$ 175	\$ 50				\$ 3,500
Master Ed - Online	\$ 12,232	\$ 12,936	\$ 7,118	\$ 6,319	\$ 7,120	\$ 8,544	\$ 11,837	\$ 9,523	\$ 10,502				\$ 47,526
Prof Service License	\$ 792	\$ 880	\$ 979	\$ 712	\$ 712	\$ 267	\$ 801	\$ 89	\$ 356				\$ 5,588
Standard Lic - Online	\$ 18,744	\$ 19,624	\$ 11,659	\$ 11,214	\$ 10,146	\$ 11,392	\$ 18,067	\$ 13,439	\$ 13,528				\$ 127,813
Background - Renewal Online													
Background	\$ 27,891.00	\$ 29,852.00	\$ 35,095.00	\$ 38,076.00	\$ 18,930	\$ 47,080	\$ 19,490	\$ 35,510	\$ 13,630				\$ 265,554
Background - Renewal	\$ 671.00	\$ 621.00	\$ 556	\$ 553	\$ 688	\$ 719	\$ 703						\$ 4,511
Initial Teacher Lic	\$ 12,165.00	\$ 15,460.00	\$ 27,540.00	\$ 28,644.00	\$ 9,435	\$ 42,500	\$ 14,450	\$ 35,080	\$ 12,070				\$ 197,344
Extended Initial	\$ 400.00	\$ 725.00	\$ 400.00	\$ 425.00	\$ 500	\$ 675	\$ 900	\$ 975	\$ 900				\$ 5,900
Standard License	\$ 31,366.00	\$ 27,030.00	\$ 21,591.00	\$ 18,700.00	\$ 14,535	\$ 14,390	\$ 20,635	\$ 20,510	\$ 19,125				\$ 188,282
Master Ed	\$ 15,911.00	\$ 18,105.00	\$ 13,940.00	\$ 11,900.00	\$ 9,605	\$ 11,305	\$ 16,405	\$ 13,770	\$ 13,005				\$ 123,946
Professional Adm	\$ 4,262.00	\$ 1,955.00	\$ 1,955.00	\$ 1,615.00	\$ 1,530	\$ 2,125	\$ 1,700	\$ 170	\$ -				\$ 15,312
Coach Authorization	\$ 29,520.00	\$ 39,425.00	\$ 18,135.00	\$ 22,890.00	\$ 18,565	\$ 16,150	\$ 14,620	\$ 15,555	\$ 13,600				\$ 188,460
Substitute License	\$ 12,245.00	\$ 13,855.00	\$ 12,240.00	\$ 9,775.00	\$ 8,925	\$ 7,480	\$ 10,030	\$ 7,245	\$ 8,415				\$ 90,210
Substitute Auth	\$ 6,717.00	\$ 7,990.00	\$ 10,115.00	\$ 13,345.00	\$ 11,390	\$ 9,180	\$ 8,670	\$ 8,245	\$ 5,525				\$ 81,177
Endorsement	\$ 8,650.00	\$ 14,400.00	\$ 4,000.00	\$ 4,350.00	\$ 2,450	\$ 4,600	\$ 6,850	\$ 4,749	\$ 5,400				\$ 55,449
Duplicate Lic	\$ 405.00	\$ 600.00	\$ 195.00	\$ 225.00	\$ 15	\$ 60	\$ 255	\$ 75	\$ 150				\$ 1,980
Tx Evaluation	\$ 11,135.00	\$ 8,580.00	\$ 3,540.00	\$ 2,573.00	\$ 2,220	\$ 2,160	\$ 3,180	\$ 4,080	\$ 3,610				\$ 41,078
Late Payment	\$ 1,834.00	\$ 4,844.00	\$ 2,215.00	\$ 10,147.00	\$ 3,615	\$ 1,890	\$ 1,440	\$ 2,905	\$ 1,980				\$ 30,870
Out-of-state T or A	\$ 10,741.00	\$ 6,380.00	\$ 2,465.00	\$ 2,720.00	\$ 1,930	\$ 2,295	\$ 1,445	\$ 1,105	\$ 170				\$ 29,251
Out-of-country	\$ -	\$ -	\$ 1,020.00	\$ -	\$ 85	\$ 85	\$ -	\$ -	\$ -				\$ 1,190
BTW Driving Instr	\$ 400.00	\$ 280.00	\$ 160.00	\$ 280.00	\$ 520	\$ 840	\$ 800	\$ 520	\$ 640				\$ 4,440
Class A	\$ 12,675.00	\$ 7,990.00	\$ 4,675.00	\$ 3,825.00	\$ 3,315	\$ 3,995	\$ 5,695	\$ 3,485	\$ 3,740				\$ 49,395
Executive Director Decision	\$ 1,105.00	\$ 4,505.00	\$ 510.00	\$ 1,105.00	\$ 425	\$ 170	\$ 340	\$ 680	\$ 255				\$ 9,095
Class B	\$ 16,635.00	\$ 26,350.00	\$ 7,905.00	\$ 10,795.00	\$ 4,165	\$ 1,530	\$ 1,785	\$ 2,040	\$ 1,955				\$ 73,160
Class E	\$ 5,295.00	\$ 5,936.00	\$ 600.00	\$ 2,710.00	\$ 715	\$ 1,695	\$ 900	\$ 1,079	\$ 430				\$ 19,360
Class G	\$ 255.00	\$ 1,010.00	\$ 255.00	\$ -	\$ -	\$ 85	\$ -	\$ -	\$ 85				\$ 1,690
Authorization Extension	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -	\$ 85	\$ 85	\$ -				\$ 255
Coach Auth Extend	\$ 280.00	\$ 360.00	\$ -	\$ 120.00	\$ 200	\$ 160	\$ 80	\$ 160	\$ 160				\$ 1,520
Evaluator License	\$ -	\$ 510.00	\$ 255.00	\$ 255.00	\$ 340	\$ 85	\$ 255	\$ 340	\$ 255				\$ 2,295
Renew Evaluator License	\$ 86.00	\$ 170.00	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ 85	\$ -				\$ 426
Initial Adm Lic	\$ 765.00	\$ 4,930.00	\$ 1,275.00	\$ 1,445.00	\$ 765	\$ 1,615	\$ 1,700	\$ 1,955	\$ 1,190				\$ 16,640
Extended Initial Adm	\$ 85.00	\$ 85.00	\$ -	\$ 170.00	\$ 85	\$ 255	\$ 85	\$ 85	\$ 25				\$ 875
Renew Initial Administrator	\$ 426.00	\$ 170.00	\$ 255.00	\$ 340.00	\$ -	\$ 85	\$ 85	\$ 510	\$ 170				\$ 2,041
Convert Initial Administrator	\$ 425.00	\$ 850.00	\$ 170.00	\$ 85.00	\$ -	\$ -	\$ 255	\$ 595	\$ 680				\$ 3,060
Renew Professional Administrator	\$ 935.00	\$ 1,615.00	\$ 255.00	\$ 85.00	\$ 85	\$ -	\$ 1,105	\$ 1,870	\$ 2,125				\$ 8,075
Extend Professional Administrator	\$ 85.00	\$ 340.00	\$ -	\$ 85.00	\$ -	\$ 85	\$ 170	\$ 425	\$ 170				\$ 1,360
Administrator Exchange	\$ 680.00	\$ 170.00	\$ 255.00	\$ 340.00	\$ 170	\$ 170	\$ 85	\$ 255	\$ 340				\$ 2,465
Extend Administrator Exchange	\$ -	\$ 85.00	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				\$ 170
Convert Administrator Exchange	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 340	\$ 425				\$ 765
Class B Administrator	\$ 340.00	\$ 85.00	\$ 340.00	\$ 255.00	\$ -	\$ -	\$ -	\$ 85	\$ 85				\$ 1,190
Add Endorsement to Admin	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				\$ -
CTE Authorization	\$ 170.00	\$ 170.00	\$ 255.00	\$ -	\$ -	\$ -	\$ -	\$ 170	\$ -				\$ 765
Initial CTE Authorization	\$ 340.00	\$ 85.00	\$ -	\$ -	\$ -	\$ 170	\$ -	\$ -	\$ 85				\$ 680
Paraeducator	\$ 5,122.00	\$ 3,240.00	\$ 1,495.00	\$ 1,240.00	\$ 960	\$ 1,640	\$ 1,040	\$ 1,160	\$ 680				\$ 16,577
Paraeducator Add Concentration	\$ 475.00	\$ 350.00	\$ 175.00	\$ 25.00	\$ 75	\$ 25	\$ 50	\$ -	\$ 50				\$ 1,225
Orientation & Mobility Specialist	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				\$ 85
Statement of Professional Recognition	\$ 2,465.00	\$ 3,060.00	\$ 1,870.00	\$ 1,360.00	\$ 1,360	\$ 850	\$ 1,020	\$ 1,190	\$ 765				\$ 13,940
Teacher Intern License	\$ 1,355.00	\$ 295.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				\$ 1,650
Initial Professional Service	\$ 340.00	\$ 850.00	\$ 340.00	\$ 85.00	\$ -	\$ -	\$ 170	\$ 595	\$ 425				\$ 2,805
Professional Service	\$ 1,872.00	\$ 1,700.00	\$ 850.00	\$ 935.00	\$ 595	\$ 595	\$ 680	\$ 595	\$ 680				\$ 8,502
PSL- Class A	\$ 255.00	\$ 170.00	\$ -	\$ -	\$ 85	\$ 85	\$ 85	\$ -	\$ -				\$ 680
PSL- Class B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				\$ -
IPREP-Portfolio Review	\$ -	\$ 375.00	\$ -	\$ 440.00	\$ -	\$ -	\$ -	\$ -	\$ -				\$ 815
SBO	\$ 1,786.00	\$ 2,295.00	\$ 1,955.00	\$ 2,380.00	\$ 1,445	\$ 1,785	\$ 1,700	\$ 1,870	\$ 1,785				\$ 17,001
Native Language Authorization	\$ -	\$ 170.00	\$ -	\$ 85.00	\$ 85	\$ -	\$ -	\$ -	\$ -				\$ 340
SAM	\$ -	\$ -	\$ -	\$ 510.00	\$ 340	\$ 85	\$ 170	\$ -	\$ 170				\$ 1,275
IIAG	\$ -	\$ 85.00	\$ -	\$ -	\$ 85	\$ -	\$ -	\$ 170	\$ 85				\$ 425
Activities Admin. Auth.	\$ 170.00	\$ 85.00	\$ -	\$ -	\$ 85	\$ 85	\$ -	\$ -	\$ -				\$ 425
Over Payment	\$ 89.00	\$ 76.00	\$ 139.00	\$ 119.00	\$ 81.00	\$ 81.00	\$ 14.00	\$ 420.00	\$ 17.00				\$ 1,036.00
Grand Total	\$ 263,166	\$ 294,093	\$ 200,817	\$ 215,207	\$ 139,529	\$ 200,441	\$ 172,303	\$ 195,597	\$ 141,923	\$ -	\$ -	\$ -	\$ 1,784,496
Background Total	\$ 27,891	\$ 29,852	\$ 35,768	\$ 38,697	\$ 19,458	\$ 47,633	\$ 20,178	\$ 36,229	\$ 14,333	\$ -	\$ -	\$ -	\$ 270,065
BoEE Revenue	\$ 178,471	\$ 198,185	\$ 123,783	\$ 132,383	\$ 90,032	\$ 114,606	\$ 114,094	\$ 119,526	\$ 95,693	\$ -	\$ -	\$ -	\$ 1,135,823
General Fund Total	\$ 58,824	\$ 66,062	\$ 41,263	\$ 44,128	\$ 30,011	\$ 38,202	\$ 38,031	\$ 39,842	\$ 31,668	\$ -	\$ -	\$ -	\$ 378,608
BoEE+GenFund	\$ 235,295	\$ 264,247	\$ 165,051	\$ 176,510	\$ 120,043	\$ 152,839	\$ 152,125	\$ 159,369	\$ 127,590	\$ -	\$ -	\$ -	\$ 1,514,431

IOWA BOARD OF EDUCATIONAL EXAMINERS

Operating Guidelines

Adopted: May 4, 2007
Revised: August 7, 2015
Reviewed: August 7, 2015

State of Iowa
BOARD OF EDUCATIONAL EXAMINERS
Grimes State Office Building
Des Moines, Iowa
50319-0146

Members of the Board

Richard E. Wortmann, Chair, Ottumwa CSD, Teacher
Brenda Garcia, Muscatine, Vice Chair, Public Member
Kathy Behrens, Kuemper Catholic Schools, Teacher
Dr. Linda Carroll, Bureau Chief of Educator Quality, Iowa Department of Education
Dan Dutcher, Waukee, Public Member
Dr. Larry D. Hill, Thompson, Administrator
Mary K. Overholtzer, Winterset CSD, Teacher
Dr. Andy Pattee, Cedar Falls CSD, Administrator
Dr. Jay Prescott, Grand View University, Administrator
Erin Schoening, Council Bluffs CSD, Teacher
Dr. Anne Sullivan, Des Moines CSD, Administrator
Sara J. Yedlik, Cedar Rapids CSD, Teacher

Administration

Duane T. Magee, Executive Director

It is the policy of the Iowa Board of Educational Examiners not to discriminate on the basis of race, color, gender identity, national origin, sex, disability, religion, creed, age, sexual orientation, political party affiliation, or potential parental, family or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, 400 E. 14th St., Des Moines, Iowa 50319-0147.
Telephone: 515.281.5849

Table of Contents

	Preface	4
	The Board of Educational Examiners	5
	Who Serves on the Board	5
	Mission / Beliefs Statements	5
I.	Organizational Meeting	6
II.	Meeting Procedures	7
III.	Board Expectations	11
IV.	Decision Making	12
V.	Special Assignments for Board Members	13
VI.	Effective and Open Communication	13
VII.	Handling of Public Concerns	13
VIII.	Planning, Goal Setting and Accountability	14
IX.	Board Development	14
X.	Petition for Waiver Guidelines	16

Preface

This document contains operational guidelines for the internal management of the Iowa Board of Educational Examiners. The purpose of these operating guidelines is to provide the members of the board with a reference to assist them in performing their statutory duties, responsibilities and to help the public and constituents understand the role of the board. These guidelines are designed to:

1. Provide newly appointed board members with an overview of the role of the board, helping them understand the scope of their duties and responsibilities.
2. Enable the board to effectively carry out its leadership role as educational advocates and policy-makers, ensuring that policies exist that promote educational quality throughout the state.
3. Provide for an efficient and effective operation of meetings.
4. Outline board officer duties and procedures for electing board officers.
5. Address interaction among board members, internal board relationships and board/agency relationships.
6. Outline the board's decision-making process.
7. Address effective and open communication and handling of public concerns.
8. Address opportunities for board development.
9. Ensure accountability through an orderly process of planning and goal setting.

The Board of Educational Examiners

The Board of Educational Examiners helps ensure educator quality through high licensing standards for Pre-K through grade 12 teachers, administrators and other educators. The 12-member Board serves as:

- An independent licensing agency, created in 1989, helping to safeguard schoolchildren by establishing professional and ethics standards for Iowa's educators.
- A self-financed agency that relies solely on revenues from licensing fees and receives no state appropriations
- A resource to other professional education organizations, answering questions and concerns of teachers, school board members and administrators regarding licensure and ethics.

Who Serves on the Board?

The Governor appoints the board and the appointees are ratified by the Senate. By Code, nine of twelve members must be licensed educators, four of whom are administrators and the majority of the licensed practitioner members shall be nonadministrative practitioners. Two are public members, of which one must have school board experience. The remaining member is the Director of the Department of Education or her/his designee.

Mission

The mission of the Iowa Board of Educational Examiners is to establish and enforce rigorous standards for Iowa educational practitioners to effectively address the needs of students.

Beliefs Statements

We Believe:

- that an effective licensure system is efficient, innovative, and responsive to needs of students and educators.
- in collaboration with other organizations to improve professional development and preparation programs.
- that education is a profession.
- that establishing ethical standards protects students and practitioners.

I. Organizational Meeting

A well-defined and understood organizational structure and related procedures are essential to the proper functioning of the board.

General Guidelines for Board Members:

A. Organizational Meeting

The organization of the board shall occur at the regular June meeting. Election of officers shall be included as an agenda item for that meeting.

B. Board Officers

Officers for the board shall be chair and vice-chair. The executive director shall serve as chief executive officer and an agency staff member will serve as recording secretary.

C. Election of Officers

The executive director shall serve as temporary chairperson at the organizational meeting until the chair is elected. Each board member may place one name in nomination for chair. Any board member may be elected to the position of chair or vice-chair. A ballot for chair will be distributed to the members of the board and the signed ballot will be collected by the board's secretary, recorded and announced. The same process for the election of vice-chair will be repeated during the meeting.

D. Term of Office

The term of office for each elected position shall be one year, with no limit as to the number of terms any one individual may serve.

E. Chair vacant

If the chair becomes vacant, the vice-chair shall automatically fill the vacancy and a replacement for the vice-chair shall be elected.

F. Duties of the chair shall be as follows:

1. Work with the executive director to develop meeting agendas.
2. Preside at board meetings.
3. Appoint all board committees.
4. Form new committees as the need arises.
5. Properly instruct all assigned committee members as to the duties, responsibilities, scope and term of the assignment.
6. Work closely with the executive director and appropriate staff to ensure proper liaison between the board and the agency.
7. Attend outside meetings and functions as needed.
8. Provide effective leadership and direction.
9. Assign members to serve as representatives of the board to external groups and organizations.
10. Call special meetings as needed.
11. Vote on matters before the board as the other members.
12. Perform duties as prescribed by law or by action of the board.

13. Work with board members to schedule meetings that all members can attend reflecting professional and personal conflicts.

G. Duties of the Vice-chair shall be as follows:

1. Perform the duties of the chair during his/her absence.
2. Fill the vacancy of the chair if such occurs during a term of office.
3. Assume other responsibilities as assigned by the chair.

H. Committees of the Board

1. The board shall have the following standing committees: executive committee, professional practices committee, and operating guidelines committee. The chair shall select committee members to reflect the makeup of the board, annually.
 - a. Executive committee (4 members)
 1. Serve as an advisory committee to the executive director.
 2. Identify issues and future agenda items.
 - b. Professional Practices committee (4 members)
 1. Review complaints and results of investigations alleging or implying a violation of a statute or rule under the jurisdiction of the board.
 2. Determine if probable cause exists or not and make a recommendation to the board.
 - c. Operating Guidelines Committee (4 members)
 1. Review / revise the board's operating guidelines every year.

I. Removal of a board member from office:

Board members may be removed from office in accordance with Iowa Code Section 66.1A, 69.15 and 272.3 Membership.

II. Meeting Procedures

Board meetings shall be conducted in an open and orderly fashion. Agendas and supportive information will be openly publicized in advance of the meeting to encourage meaningful dialogue. Timetables will be established and followed to the greatest degree possible in addressing agenda items. The chair shall be provided with appropriate procedures and authority to maintain an orderly process at all times.

General Guidelines for Board Members:

A. Agendas

1. Robert's Rules of Order shall guide the operational meeting procedures.
2. The board chair and the executive director will develop meeting agendas cooperatively.

3. Individual board members may suggest an item for inclusion on the agenda by conferring with the chair and / or the executive director.
4. The agenda should be posted on the website at least one-week prior to board meeting. The agenda and supporting information will be sent to each board member one week in advance of the meeting.
5. The agenda will be posted in the Grimes State Office Building 24 hours prior to the scheduled meeting time.
6. The agenda will be organized generally as follows: call to order; consent items; licensee discipline; public comments; communication; rules (adoption, notice and discussion items); reports; petitions for waiver, reports/approvals and adjournment.
7. Items listed under the consent agenda will be considered to be routine and will be acted on by the board in one motion. A member of the board or the executive director may request specific items to be discussed and/or removed from the consent agenda.

B. Voting

1. All voting members of the board may vote on all matters coming before them for consideration. All members of a committee may vote on all matters coming before the committee for consideration.
2. No member may vote by proxy.
3. Voting by the board and its committees shall be by voice unless a roll call vote is requested by a member, in which case the vote shall be taken as requested.
4. A majority of those present and voting shall be necessary to carry a motion before the board or a committee.
5. On any issue not requiring a roll call vote, the vote of the members of the board shall be recorded either as a unanimous vote or by identifying the members taking each position. A member may abstain from voting and the abstention will be recorded.
6. When a potential conflict of interest exists, the board member concerned may ask for recusal that will then be recorded in the minutes. The board member will leave the board room during the closed session discussion and abstain from voting and discussion on the agenda item in open session.
7. A majority vote shall decide the issue and that shall become the official position of the board. An issue that has been voted on by the board may be brought back for a vote when a majority of the members request a review.

C. Public Participation

1. A person who wishes to address the board shall fill out a card provided at the door, and given to the board secretary prior to the meeting.
2. As a general guideline, a limit of five (5) minutes will be allotted for any presentation made under the public comment agenda item. If a large group of individuals request to address a specific issue, the chair may limit the number of speakers. At that time, members of the public may present comments, suggestions or concerns, even if the concerns do not relate to a specific item on the agenda. Remarks by board members should be limited to requests for further information, as any issue not on the agenda might necessitate staff research and may need to be placed on a subsequent agenda before the board takes action.
3. If an issue raised during the public comment section will require the preparation of an agenda item, it will be referred to the executive director of the board for such preparation and the person raising the issue will be informed of the date of the meeting when it will appear on the agenda.
4. When the stated subject of public comment is on the agenda, the speaker may be heard either at the time stated on the agenda for public comment or at the time the agenda item is discussed by the board, to be determined at the discretion of the chair of the board. When addressing the board, each speaker should begin by stating his/her name and or what organization he / she is representing.

D. Board Member Reports (Communication section of the agenda)

1. It shall be the responsibility of any board member to keep the other members informed on developments related to the board's work. Board members may prepare written reports, which may be included with board meeting materials.
2. A member on special assignment should be prepared to recommend what he/she thinks the appropriate actions should be, if an action is required.
3. Board reports should be informative; yet concise.

E. Administrative Rules

The board has jurisdiction to adopt rules in areas of educational licensure and ethics. Iowa Administrative Code Chapter 282 is designated as the agency's identification number for the board's rules. An administrative rule, duly adopted, has the effect of law. The process for rule adoption is as follows:

1. The board, assisted by the executive director, may propose rules as a result of direction from the General Assembly, or

as a result of its own evaluation of need provided the board has statutory authority.

2. Proposed rules will be drafted by agency staff for the board with the assistance of legal counsel.
3. Once drafted, rules will be presented to the board for a first review. The purpose of the first reading is to provide information to the board. At the next regular meeting, the proposed rules will be presented to the board for filing of a notice of intended action. A public hearing will be scheduled prior to adoption of the rules.
4. Rules adopted by the board will be filed with the administrative rules coordinator and the Code Editor and become effective thirty-five days thereafter, unless emergency adoption is required or unless a later effective date is provided for in the rule(s).

F. Petition for Waiver (refer to section X)

G. Kinds of Meetings

All meetings of the board shall comply with the open meetings law. The board may conduct the following kinds of sessions:

1. Regular meeting – as approved by the board.
2. Special meeting – a meeting that may be called at any time, with concurrence of a majority of the board.
3. Work session – any meeting or part of a meeting scheduled to consider special board projects and information items.
4. Annual retreat – a meeting for reflection, goal setting, priority setting, and board development activities in conjunction with a regular meeting.
5. Executive session – any meeting or part of a meeting that is closed to certain persons for deliberation on certain matters as specified in the public meetings law. Generally, no final action shall be taken or any decision made while in executive session.
6. Telephone conference meeting – a meeting conducted by telephone to deal with specific, limited, necessary matters. In compliance with the public meetings law, members of the press or public must be permitted access. The individuals allowed access must pay actual expenses necessitated by public access.
7. Other Electronic Transmission meeting – a regularly scheduled meeting or a special meeting called to deal with specific, limited necessary matters, may be held using the appropriate technology.
8. Legislative reception – a meeting will be held annually in January to allow board members to meet with legislators at the Capitol to communicate and advocate with legislators on legislative priorities developed by the BOEE.

H. Executive Director for the Board of Educational Examiners

The executive director is responsible for exercising general supervision over the agency to the extent that it is necessary to ascertain compliance with provisions of the Iowa Code and Administrative Rules.

1. The Governor shall appoint an executive director of the board as stated in Iowa Code Chapter 272.5 (2)
Compensation of board – executive director.
2. The executive director is the chief administrator of the agency and performs the function of executive officer as defined in the position description questionnaire (PDQ).

III. Board Expectations

Collaboration is imperative in order to develop and sustain a high quality education system that serves the needs of students, families, and citizens across the state. The board will work together and form alliances that support the board's work. Each member of the board shares the responsibility for developing a positive, interactive environment.

General Guidelines for Board Members:

A. Leadership

The board, the executive director of the board and staff shall provide leadership and direction for future educational development in this state. In so doing, they will:

1. Procure adequate resources to support improvement.
2. Communicate high levels of support, commensurate with available resources aimed at increasing and/or improving the educational licensure system.
3. Form strong alliances with all parties interested in the development of a comprehensive educational licensure system.
4. Remain current in their knowledge of or seek appropriate counsel on the provisions of the School Laws and School Rules of Iowa.
5. Participate in meetings in order to be informed and engaged in decision-making. Board members should be in attendance at all meetings and that attendance will be documented in the minutes. Inconsistent attendance will be brought to the individual's attention by the board chair. Attendance policies shall be covered during new board member orientation.
 - a. Alternative forms of attendance will be permitted in exceptional circumstances.

B. Board Relationships

1. Internal board relationships:
 - a. The democratic process shall be used in making board decisions. A majority vote shall decide the issue and that shall become the official position of the board.

- b. Each board member will remain receptive to divergent views of other members and will look for and recognize the positive contributions, efforts, and skills of each team member.
 - c. Board members will demonstrate respect through listening, verbal and nonverbal communications.
 - d. Board members will maintain a sense of hope, optimism, and humor in working together.
2. Board / executive director relationships. Board members will:
- a. Recognize the unique roles of the executive director and board members.
 - b. Look to the executive director for leadership, guidance and direction.
 - c. Route requests for staff assistance or attendance at board meetings through the executive director.
 - d. Establish positive relationships.
3. Board/public relationships:
- a. Be mindful of the board's role as representatives of the public.
 - b. Recognize public concerns.
 - c. Interact with the public in a positive, diplomatic manner.
 - d. Establish positive public relationships to ensure a quality educational system in Iowa.

IV. Decision Making

A well-defined and clearly understood process is needed if orderly and effective decisions are to be made by the board in a timely manner.

General Guidelines for Board Members:

The executive director will use the following procedure to assist the board in the decision-making process:

- A.** Clearly define the issue under consideration.
- B.** Determine that the issue is appropriate for board consideration.
- C.** Present the issue to the board in a timely manner.
- D.** Review all pertinent facts concerning the situation.
- E.** Collect input from parties affected by the decision.
- F.** Organize and analyze collected data.
- G.** Present solution(s) to the board with a recommendation and rationale with a cost estimate when appropriate.
- H.** Provide a plan for implementation, monitoring and evaluation. This plan may include a timeline for bringing the issue back to the board for further consideration.
- I.** Communicate the decision to those affected.

V. Special Assignments for Board Members

As a general practice, the board shall operate as a “committee of the whole.” However, there are circumstances, when the chair and / or the executive director will make committee assignments.

General Guidelines for Board Members:

- A.** In making such assignments, the chair and/or the executive director shall give consideration to the background, interests, experience, availability and accessibility of the assignee(s). Consideration will also be given to gender balance, balancing by statutory position on the board, and balancing these assignments among members of the board.
- B.** Assignments shall be accompanied by an explanation of the purpose, responsibility charges and granted authority.
- C.** Each assignment will carry a clearly specified length of service.
- D.** Board members will provide reports at the appropriate time(s).
- E.** Assignees should represent the interests of the board to the best of their ability and knowledge but should refrain from officially committing to a formal board position until formal action or the delegation of authority supports such a commitment.

VI. Effective and Open Communication

Effective communication is essential to achieving board goals.

General Guidelines for Board Members:

- A.** Information discussed in executive session will remain confidential. Sharing such information with unauthorized persons at any time is unacceptable.
- B.** If significant issues will be covered in a meeting, board members may expect that the executive director will make every effort to inform them prior to the issue becoming public.
- C.** Board members may expect that the executive director and staff will follow through on information requested by the board when it is requested through the appropriate channels.
- D.** The board will develop a plan to align BoEE goals with the Iowa Department of Education, the Governor’s office, the Legislature, and Iowa colleges of education.

VII. Handling Public Concerns

Board members are readily accessible to the public, especially in their own local area and thus public concerns will frequently be expressed to them.

It is generally not wise to attempt to resolve the problem until comprehensive information is obtained on the issue. The following guidelines are designed to assist board members handle public concerns in a tactful, orderly and effective way.

General Guidelines for Board Members:

- A.** Listen to the individual or group concern and clearly define the concern.

- B. Ask if he or she has discussed the issue with the person immediately responsible.
- C. Advise that the board has established a process for handling concerns and direct them to the appropriate personnel and / or the website.
- D. Report the full details of the concern to the executive director in a timely manner, and ask that he/she keep the board informed of developments.
- E. Correspondence or communications relating to the business of the board, received by members of the board from individuals or organizations, shall be forwarded to the chair and executive director if it appears that the correspondence was sent to only one board member.
- F. If an individual board member is ever contacted regarding a professional practices case, the board member shall immediately inform the party that such contact is inappropriate and can prejudice the process. The board member shall report the contact to the executive director and / or chair of the board, and shall use discretion as to whether or not abstention from voting on the issue is necessary or advisable.
- G. The board will host work sessions as needed to receive feedback from interested stakeholders regarding proposals before the board.
- H. All media requests must be directed to the executive director.

VIII. Planning, Goal Setting and Accountability

The board recognizes the importance of planning in determining the direction of education policymaking at the state level.

General Guidelines for Board Members:

- A. In order to achieve their goals, the board is committed to thoughtful planning, implementation, collection and consideration of data, evaluation, accountability, and reporting of results.
- B. The board will collaborate with the education constituencies and develop policies that support its long-term plan
- C. The board's agenda is the primary vehicle for doing its work.
- D. The board and the agency will report on progress made toward goals on a regular basis.
- E. Plans, goals and priorities will be reviewed and revised on a regular basis.
- F. The board may request presentations from stakeholders and subject area experts about goal area work and other proposals before the board.
- G. The board will approve legislative priorities at the August meeting.

IX. Board Development

It is essential to good board service to increase and enhance skills and to understand education issues in making policy decisions.

General Guidelines for Board Members:

- A.** Professional development for the board members permits them to:
 - 1. Increase their knowledge and understanding of emerging education issues;
 - 2. Compare various states' approaches to addressing similar issues and solving common problems;
 - 3. Expand their networking opportunities to exchange ideas and gain new perspectives on issues;
 - 4. Explore issues in real world settings, outside the context of board meetings; and
 - 5. Mobilize the board with new strategies for achieving the board's agenda. (Adapted from NASBE Boardmanship Review, "The Importance of Board Member Development," February, 1999).
- B.** Board development goals will be set on an annual basis to ensure continued growth and development as board members.
- C.** In addition to the board meeting agenda items that relate specifically to board priorities and are designed to develop an understanding and knowledge base for policy making, there are several additional ways that board members can obtain development:
 - 1. Board study or work sessions
 - 2. Conference attendance and participation
 - 3. Task force or commission participation
 - 4. Reports and other written materials
 - 5. Technology or internet-based development
- D.** Orientation of New Members

The executive director of the board shall orient each new member concerning the board's functions, general policies, administrative rules and procedures as soon as possible.

 - 1. The new member shall be given selected material to assist in orienting him/her to the work of the board.
 - i. New board members will receive a sample board packet after his/her appointment date in order to become familiar with a typical board meeting materials.
 - 2. The new member shall be given selected material to familiarize him/her with relevant provisions of state government, including the gift law, and registered lobbying.
 - i. New board members will be advised about the differences between Iowa Code and Iowa Administrative Rules.
 - 3. The incoming new member shall be invited to meet with the executive director and other personnel to discuss operations of the agency.
 - 4. Orientation will be a structured process occurring over time and new board members will be directed to resources so they can do additional exploration on their own.

5. Current board members may and are encouraged to attend orientation sessions.

E. Each new board member will be assigned a mentor.

X. Petition for Waiver Guidelines

A. A waiver will not be reviewed until an application from a petitioner has been received and denied by staff.

B. Petitions for waiver received by the BoEE staff will be analyzed by the executive director, staff attorney, and the consultant assigned to the waiver by the executive director.

C. The consultant assigned to the waiver, in consultation with the staff attorney and executive director, will write a summary report for the board with the following sections:

1. Name
2. License
3. Reason for waiver
4. Rule citation
5. Rationale
6. Hardship
7. Prejudice to others
8. Safety and welfare to others
9. Recommendation
10. Rationale (including hardship, prejudice to others, and safety and welfare to others)

D. The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:

E. **282—6.4(17A) Criteria for waiver or variance.** In response to a petition completed pursuant to rule 6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:

1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.

F. The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.

- G.** The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

TEACHER
 of
the
YEAR

Bureau of Educator Quality

Isbelia Arzola
Isbelia.Arzola@iowa.gov

Process

- Nomination
- Screening
- Selection
- Year of Service

Nomination

- Nominations Open in January
- Due Date: April 25th, 2016
- Late nominations
- [Iowa Teacher of the Year 2017 - Nomination Form](#)
- Who nominates

Nomination

- Who do we promote?
- Who receives the applications?
- How are teachers notified of the nomination?

Screening

- Applications are due June 15th
- DE check on eligibility
- Screening Committee

Selection

- Selection is due by end of August
- Confidentiality
- Selection Committee
 - DE
 - IAPTA
 - IACTE
 - AEA
 - ISEA
 - SAI
 - IASBA
 - Current ITOY
- Interviews

Selection

- Decision
- Notification
 - DE
 - Finalists
 - Awardee

Year of Service

- Announcement
- Notification to National Program
- Contract
- Responsibilities
- Luncheon
- Year of Service

Timeline for Selection

- January: Open nominations
- April: Nominations due to the DE
- June: Applications due to the DE
- June-July-August: Screening and Selection Process
- August-September: Notification, Application to National Program, Public Announcement, Contract
- October-December: Luncheon

Teacher of the Year Timeline

- January to May

- Some in-state presentations
- Annual State Teachers of the Year Conference
- Recognition Week in DC

- June to May

- Out of the classroom serving the State
- Space Camp
- Next Step Conference
- Teacher is involved with different initiatives based on expertise
- Teachers voices – C4K
- Outstanding Iowa Educators Advisory
- Emerging Educators Academy committee member

Questions

Thank you



"In a gentle way,
you can shake the world."

~ Mahatma
Gandhi



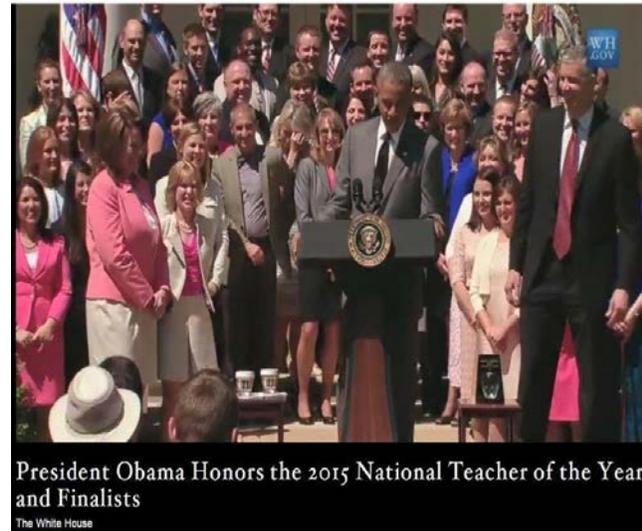
2015 Iowa Teacher of the Year



National Teacher of the Year Conference



Washington D.C.



Space Camp - Huntsville Alabama



Next Steps Conference – New Jersey



My Work in Iowa



Teacher Quality Project

"Make your dream of being a teacher come true"

The poster features a grid of four photos showing teachers in various classroom settings. At the bottom, a group of diverse teachers is posed for a group photo.



LIVE TEACH
One of America's Most Vibrant Communities
TEACH
One of America's Most Innovative School Districts

jobs.dmschools.org

Des Moines
Think. Learn. Grow.

The poster includes several sections: "DMPS PROFILES" featuring photos and text about educators like Clemencia Esparraco and Alex Marica; a grid of photos showing various school activities; and a photo of three people in a library setting.



Reflections on Practice and Growth



My ELL journey



Miami



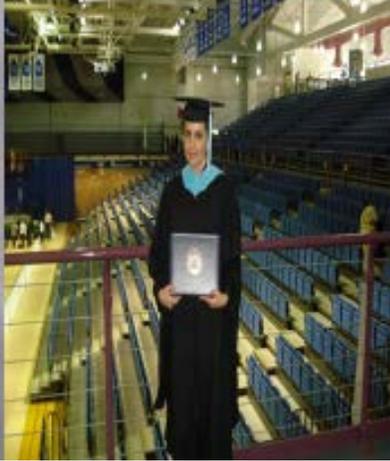
Chicago



New York

Des Moines?

Culture of Achievement-
Academically



A bundle of belongings
isn't the only thing a refugee
brings to his new country.



Einstein was a refugee.



“In a gentle way, Iowa is shaking the world”



ADOPTION MEMO

Date: April 8, 2016

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13

An endorsement revision workgroup comprised of early childhood educators, DE and BoEE consultants, and higher education faculty from two regents' institutions and two private institutions has been working for approximately 18 months on revising the coursework requirements for early childhood education to reflect national standards and the changing needs of Iowa children. The length of time dedicated to this process reflects the group's desire to wait for national standards revisions before moving forward. The following draft document outlines the following recommended revisions to the early childhood endorsement:

- Update the requirements for endorsement 100 (Birth-Grade 3 Inclusive) to reflect national standards for both regular education and special education students in early childhood inclusive settings
- Update the requirements for endorsement 103 (PK-K) to reflect national standards in early childhood education at a minimum of 18 semester hours
- Require that candidates for endorsement 103 must also have the 102 K-6 elementary classroom teacher endorsement (103 cannot be offered stand-alone)
- Eliminate endorsement 106 (which becomes redundant with the preceding recommendation). IHE programs that still offer 106 can instead offer the updated 103 endorsement with 102, or offer endorsement 100.

These proposed amendments were published in the February 17th edition of the Iowa Administrative Bulletin, as ARC 2412C. A public hearing took place on March 9, 2016, with no attendees. After publication of the notice, the endorsement work group suggested the following changes to the language as it was previously published:

In the preamble:

- Require that candidates for endorsement 103 also have the K-6 elementary classroom teacher endorsement 102 **or endorsement 262** (endorsement 103 cannot be offered stand alone).

(perhaps add this explanation somewhere in the preamble)

During the public comment period, the endorsement revision work group recommended adding endorsement 262 (early childhood special education) as an option to be paired with endorsement 103 as an effort to provide more flexibility.

The other changes are grammatical or meant to correct inconsistencies.

The rule should now read:

Amend rule 282—13.26(272) as follows (highlighted changes from notice):

282—13.26(272) Requirements for elementary endorsements.

13.26(1) Teacher—prekindergarten-kindergarten.

a. Authorization. The holder of this endorsement is authorized to teach at the prekindergarten-kindergarten level. Applicants for this endorsement must also hold the teacher—elementary classroom endorsement set forth in subrule 13.26(5) or the early childhood special education endorsement set forth in subrule 14.2(1).

b. Content. Coursework must total a minimum of 18 semester hours and shall include the following:

(9) Student teaching in a prekindergarten setting as required in 281—79.14 (256).

13.26(2) Teacher—~~prekindergarten~~ birth through grade three, inclusive settings.

a. Authorization. The holder of this endorsement is authorized to teach children from birth through grade three in inclusive settings.

b. Content.

(7) Early childhood field experiences.

1. Pre-student teaching field experiences must comprise a minimum of 100 clock hours to include at least 20 hours working with each age group (infants and toddlers, preprimary, and primary).

2. Experiences working in at least three settings that offer early childhood education such as approved child care centers and registered child development homes, school-based preschool, community agencies, or home visiting programs.

3. Experiences working with children who have a range of abilities and disabilities and who reflect diverse family systems and other differentiating factors such as urban and rural, socio-economic status, and cultural and linguistic diversity.

4. Complete a supervised student teaching experience in at least two different settings including registered child development homes, home visiting programs, state-accredited child care centers, or classrooms which include both children with and without disabilities in two of three age levels: infant and toddler, preprimary, and primary.

Cunningham, Kim [BOEE]

Subject: FW: Iowa Division for Early Childhood Response to Revised ED100
Attachments: mary_donegan-ritter.vcf

From: Tubbs, Joanne [BOEE]
Sent: Thursday, November 05, 2015 10:13 AM
To: Cunningham, Kim [BOEE] <Kim.Cunningham@iowa.gov>; Lane, Darcy [BOEE] <Darcy.Lane@iowa.gov>; Magee, DT [BOEE] <Duane.Magee@iowa.gov>
Subject: FW: Iowa Division for Early Childhood Response to Revised ED100

From: Mary Donegan-Ritter [<mailto:mary.donegan-ritter@uni.edu>]
Sent: Friday, October 30, 2015 2:39 PM
To: Tubbs, Joanne [BOEE] <Joanne.Tubbs@iowa.gov>; Schnurr, Melissa [IDOE] <Melissa.Schnurr@iowa.gov>
Cc: susanmaude@aol.com
Subject: Iowa Division for Early Childhood Response to Revised ED100

We thank you for your time and effort in revising the Iowa Endorsement 100 (ED100). We appreciate the attention given to the concerns our organization raised in a letter written May 2013. In particular, we recognize that the revised standards incorporate a greater number of recommendations from key national standards and organizations. In addition, more emphasis is given to the Birth to age three age span in order to incorporate family centered practices and routine-based interventions in natural environments.

As an organization we support the goal of the ED 100 to provide the necessary skills and competencies for teachers to work with children in inclusive early childhood settings or classrooms from Birth to Grade 3. We share the concerns of many across the country that the wide age span of this endorsement is challenging for IHEs to provide a strong foundation in early childhood education, elementary education, special education (K-3), and early childhood special education for bachelor level teachers. Ongoing mentoring and continued professional development is needed to provide new teachers with the content and competencies needed to work effectively with all infants, toddlers, preschoolers, kindergarten through third grade and their families. Educators with ED 100 will need ongoing support in the form of consultation with transdisciplinary team members to address severe and low incidence disabilities and mentoring on a teaming approach for developing IFSPs and IEPs for children with identified diverse abilities.

We believe that the revised ED 100 provides early childhood teachers and those serving in the educator role outside of schools with the skills needed to work as home-based early interventionists only if they have a student teaching experience in the birth to age 3 range supervised by an experienced Early ACCESS teacher. We assert the need for all ED 100 students to have a field experience which requires home visits with a family of a child with diverse abilities. These qualifiers should be added to Section 7 Field Experience.

We recommend that the BOEE consider engaging with IHEs to advise students to add to the ED100 through age span specializations (i.e., ED 262, Instructional Strategist 1 or 2). We urge the BOEE to move forward in revising and updating the ED 262 endorsement, and consider changing the title to better reflect specialization in the Birth to age 5 age span.

Mary Donegan-Ritter (on behalf of the Governing Board of Iowa DEC)

--

Mary Donegan-Ritter, Ph.D.
University of Northern Iowa
Curriculum and Instruction
547 Schindler Education Center
Cedar Falls, IA 50614
319-273-7279
319-273-7279

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)“b.”

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, “Issuance of Teacher Licenses and Endorsements,” Iowa Administrative Code.

An endorsement revision work group comprised of early childhood educators, Department of Education and Board of Educational Examiners consultants, and higher education faculty from two regents institutions and two private institutions has been working for approximately 18 months on revising the coursework requirements for early childhood education to reflect national standards and the changing needs of Iowa’s children. The length of time dedicated to this process reflects the group’s desire to wait for national standards revisions before moving forward. The proposed amendment outlines the following recommended revisions to the early childhood endorsement:

- Update the requirements for endorsement 100 (birth-grade 3 inclusive) to reflect national standards for both regular education and special education students in early childhood inclusive settings.
- Update the requirements for endorsement 103 (PK-K) to reflect national standards in early childhood education, which include a minimum of 18 semester hours of coursework.
- Require that candidates for endorsement 103 also have the K-6 elementary classroom teacher endorsement 102 (endorsement 103 cannot be offered stand alone).
- Eliminate endorsement 106, which will become redundant with the adoption of the preceding recommendation. Institutes of higher education (IHE) programs that still offer endorsement 106 can instead offer the updated endorsement 103 with endorsement 102, or offer endorsement 100.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, March 11, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147; or sent by e-mail to kim.cunningham@iowa.gov; or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, March 9, 2016, at 1 p.m. in Room 3 SW, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendment. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, at the above address, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

This amendment is subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.2(1)“a.”

The following amendment is proposed.

Amend rule 282—13.26(272) as follows:

282—13.26(272) Requirements for elementary endorsements.

13.26(1) Teacher—prekindergarten-kindergarten.

a. Authorization. The holder of this endorsement is authorized to teach at the prekindergarten-kindergarten level. Applicants for this endorsement must also hold the teacher—elementary classroom endorsement set forth in subrule 13.26(5).

b. Content. Coursework must total a minimum of 18 semester hours and shall include the following:

~~(1) Human growth and development: infancy and early childhood, unless completed as part of the professional education core.~~

~~(2) Curriculum development and methodology for young children.~~

~~(3) Child-family-school-community relationships (community agencies).~~

~~(4) Guidance of young children three to six years of age.~~

~~(5) Organization of prekindergarten-kindergarten programs.~~

~~(6) Child and family nutrition.~~

~~(7) Language development and learning.~~

~~(8) Kindergarten: programs and curriculum development.~~

(1) Child development and learning to include young children's characteristics and needs, with an emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, the multiple interacting influences on early development, and the creation of environments that are healthy, respectful, supportive, and challenging for each and every child.

(2) Building family and community relationships to include understanding that successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies, that these partnerships have complex and diverse characteristics, and that all families should be involved in their children's development and learning.

(3) Assessment in early childhood to include child observation, documentation, and data collection, the development of appropriate goals, the benefits and uses of assessment for curriculum and instructional strategies, the use of technology when appropriate for assessment and adaptations, and building assessment partnerships with families to positively influence the development of each child.

(4) Developmentally effective approaches to include understanding how positive relationships and supportive interactions are the foundation of working with young children and families; knowing and understanding a wide array of developmentally appropriate approaches, including play and creativity, instructional strategies, and tools to connect with children and families; and reflecting on the teacher's own practice to promote positive outcomes for each child.

(5) Content knowledge to build a meaningful curriculum through the use of academic disciplines, including language and literacy, the arts (music, drama, dance, and visual arts), mathematics, science, social studies, physical activity, and health, for designing, implementing, and evaluating inquiry-based experiences that promote positive development and learning for each child.

(6) Collaboration and professionalism to include involvement in the early childhood field, knowledge about ethical and early childhood professional standards, engagement in continuous collaborative learning to inform practice, reflective and critical perspectives on early childhood education, and informed advocacy for young children and the profession.

(7) Field experiences and opportunities to observe and practice in a variety of early childhood settings, which include, at a minimum, 40 hours of observation and practice in a variety of preschool settings such as urban, rural, socioeconomic status, cultural diversity, program types, and program sponsorship.

(8) Historical, philosophical, and social foundations of early childhood education.

(9) Student teaching in a prekindergarten setting.

13.26(2) Teacher—prekindergarten birth through grade three, inclusive settings.

a. Authorization. The holder of this endorsement is authorized to teach children from birth through grade three in inclusive settings.

b. *Content.*

(1) ~~Child growth and development with emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, for infants and toddlers, preprimary, and primary school children (grades one through three), unless combined as part of the professional education core.~~

(2) ~~Historical, philosophical, and social foundations of early childhood education.~~

(3) ~~Developmentally appropriate curriculum with emphasis on integrated multicultural and nonsexist content including language, mathematics, science, social studies, health, safety, nutrition, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology, including adaptations for individual needs, for infants and toddlers, preprimary, and primary school children.~~

(4) ~~Characteristics of play and creativity, and their contributions to the cognitive, language, physical, social and emotional development and learning of infants and toddlers, preprimary, and primary school children.~~

(5) ~~Classroom organization and individual interactions to create positive learning environments for infants and toddlers, preprimary, and primary school children based on child development theory emphasizing guidance techniques.~~

(6) ~~Observation and application of developmentally appropriate assessments for infants and toddlers, preprimary, and primary school children recognizing, referring, and making adaptations for children who are at risk or who have exceptional educational needs and talents.~~

(7) ~~Home school community relationships and interactions designed to promote and support parent, family and community involvement, and interagency collaboration.~~

(8) ~~Family systems, cultural diversity, and factors which place families at risk.~~

(9) ~~Child and family health and nutrition.~~

(10) ~~Advocacy, legislation, and public policy as they affect children and families.~~

(11) ~~Administration of child care programs to include staff and program development and supervision and evaluation of support staff.~~

(12) ~~Pre student teaching field experience with three age levels in infant and toddler, preprimary, and primary programs, with no less than 100 clock hours, and in different settings, such as rural and urban, socioeconomic status, cultural diversity, program types, and program sponsorship.~~

(13) ~~Student teaching experiences with two different age levels, one before kindergarten and one from kindergarten through grade three.~~

(1) Promoting child development and learning and individual learning differences.

1. Understand the nature of child growth and development for infants and toddlers (birth through age 2), pre-primary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, mental health, aesthetics, and adaptive behavior and how these impact development and learning in the first years of life, including the etiology, characteristics, and classifications of common disabilities in infants and young children and specific implications for development and learning.

2. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity, stress, risk factors, biological and environmental factors, family strengths, and trauma influence development and learning at all stages including pre-, peri, and post-natal development and learning. Communicate the importance of responsive care to a child's development of identity and sense of self.

3. Use developmental knowledge to create learning environments and classroom procedures that promote positive social interaction, active engagement, high expectations for learning, mutual respect, and self-regulation through individually appropriate expectations and positive guidance techniques for each child to meet the child's optimum potential regardless of proficiency. Implement and evaluate preventative and reductive strategies to address challenging behaviors. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. Know how to intervene safely and appropriately with individuals in crisis.

4. Use both child-initiated and teacher-facilitated instructional methods, including strategies such as small and large group projects, play, systematic instruction, group discussion and cooperative decision

making. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. Embed learning opportunities in everyday routines, relationships, activities, and places. Understand the impact of social and physical environments on development and learning.

5. Engage in intentional practices and implement learning experiences that value diversity and demonstrate understanding that bias and discrimination impact development. Understand how language, culture, and family background influence and support the learning of each child.

(2) Building family and community relationships.

1. Build family and community relationships to include understanding that successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies, that these partnerships have complex and diverse characteristics, and that all families should be involved in their children's development and learning.

2. Understand diverse family and community characteristics and how language, culture, and family background influence and support children's learning, and apply that knowledge to develop, implement, and evaluate learning experience and strategies that respect and reflect the diversity of children and their families.

3. Understand how to apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities. Recognize how to adapt consistently to the expressed and observed strengths and needs of the family, including two-way communication, and how to support families' choices and priorities in the development of goals and intervention strategies.

4. Understand how to coordinate with all (caregivers, professionals, and agencies) who provide care and learning opportunities for each child by developing a community of support for children and families through interagency collaboration to include agreements, referrals, and consultation.

(3) Observing, documenting, and assessing to support young children and families.

1. Use technically sound formal and informal assessments that minimize bias and evaluation results to adapt and guide instruction. Demonstrate a range of appropriate assessment and evaluation strategies (e.g., family interview, observation, documentation, assessment instrument) to support individual strengths, interests, and needs.

2. Design curricula, assessments, and teaching and intervention strategies that align with learner and program goals, including the development of individualized family service plans (IFSPs) and individualized education plans (IEPs). Assist families in identifying resources, priorities, and concerns in relation to the child's development. Understand and utilize assessment partnerships with families and with professional colleagues to build effective learning environments. Understand the role of the families in the assessment process and support the choices they make (e.g., observer, participant). Participate as a team member to integrate assessment results in the development and implementation of individualized plans.

3. Understand and utilize observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. Implement authentic assessment based on observation of spontaneous play. Demonstrate knowledge of alignment of assessment with curriculum, content standards, and local, state, and federal requirements. Assess progress in the developmental domains, play, and temperament.

4. Understand and utilize responsible assessments to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.

5. Implement current educational, legal, and ethical guidelines when using assessment practices to support children's individual strengths, interests, and needs (e.g., cultural, linguistic, ability diversity).

(4) Using developmentally and individually effective approaches to connect with children and families.

1. Understand positive relationships and supportive interactions as the foundation of the teacher's work with young children. Reflect on the teacher's own practice to promote positive outcomes for each child and family.

2. Develop, implement, and evaluate individualized plans, including IFSPs and IEPs, as a team leader with families and other professionals. Demonstrate appropriate and effective supports for

children and families transitioning into and out of programs or classrooms. Seek and use additional resources and agencies outside the program/school when needed to effectively facilitate the learning and social/emotional development of each child.

3. Plan, develop, implement, and evaluate integrated learning experiences for home-, center- and school-based environments for infants, toddlers, preprimary and primary children, their families, and other care providers based on knowledge of individual children, the family, and the community. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments. Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs. Use a broad repertoire of developmentally and individually appropriate teaching/learning approaches and effective strategies and tools for early education, including appropriate uses of technology. Facilitate child-initiated development and learning.

4. Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Use teacher-scaffolded and initiated instruction to complement child-initiated learning. Link development, learning experiences, and instruction to promote educational transitions. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children. Use strategies to teach social skills and conflict resolution.

5. Implement basic health, nutrition, and safety management procedures including the design of physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.

6. Understand principles of administration, organization, and operation of programs for children from birth to age 8 and their families, including staff and program development, supervision, evaluation of staff, and continuing improvement of programs and services. Employ adult learning principles in consulting and training family members and service providers.

7. Demonstrate the ability to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities and diverse abilities in meaningful learning activities and social interactions.

(5) Using content knowledge to build a meaningful curriculum.

1. Develop and implement appropriate current research-supported learning experiences with a focus on the developmental domains, play, temperament, language and literacy to include first (home) and second language acquisition, mathematics, science, the arts (music, visual art, and drama), physical activity, health and safety, social studies, social skills, higher-thinking skills, and developmentally and individually appropriate methodology. Methods courses are required for the following areas: literacy, mathematics, social studies, science, physical education and wellness, and visual and performing arts.

2. Use the Iowa Early Learning Standards and the Iowa Core with information from ongoing child observations and assessments to plan, implement, and evaluate appropriate instruction that improves academic and developmental progress of each child, including those with IFSPs/IEPs.

3. Understand the central concepts, structures of the discipline, and tools of inquiry of content areas taught, and demonstrate the ability to organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (diverse abilities).

4. Modify general and specialized curricula to make them accessible to individuals with exceptionalities (diverse abilities). Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs.

(6) Professional responsibilities.

1. Demonstrate awareness of early childhood program criteria including the following: National Association for the Education of Young Children (NAEYC), Iowa Early Learning Standards, Head Start Performance Standards, and Iowa Quality Preschool Program Standards (IQPPS).

2. Collaborate with supervisors, mentors, and colleagues to enhance professional growth within and across disciplines to inform practice, including the use of data for decision making, and understand

how to design and implement a professional development plan based on student achievement, self, peer, and supervisory evaluations and recommended practices.

3. Understand the significance of lifelong learning and participate in professional activities and learning communities. Participate in activities of professional organizations relevant to early childhood regular education, special education, and early intervention.

4. Use relevant national and state professional guidelines (national, state, or local), state curriculum standards, and current trends for content and outcomes and to inform and improve practices for young children and their families.

5. Adhere to state and national professional and ethical principles, practices, and codes.

6. Advocate for developmentally and individually appropriate practice, demonstrate awareness of issues that affect the lives of each child, and demonstrate necessary communication skills.

7. Understand historical, philosophical and foundational knowledge and how current issues and the legal bases of services influence professional practice in early childhood, early intervention, early childhood special education, and general and regular education in the K-3 age groups. Understand trends and issues in early childhood education, early childhood special education, and early intervention.

8. Provide guidance and direction to paraeducators, tutors, and volunteers.

(7) Early childhood field experiences.

1. Pre-student teaching field experiences, which must comprise a minimum of 100 clock hours, to include at least 20 hours of working with each age group (infants and toddlers, preprimary, and primary).

2. Experiences working in at least three settings that offer early childhood education, such as child care centers and family child care homes, school-based preschool, community agencies, or home visiting programs.

3. Experiences working with children who have a range of abilities and disabilities and who reflect diverse family systems and other differentiating factors, such as urban and rural, socioeconomic status, and cultural and linguistic diversity.

4. Completion of supervised student teaching experience in at least two different settings including homes, state-accredited centers, or classrooms which include both children with and without disabilities in two of three age levels: infant and toddler, preprimary, and primary.

13.26(3) to 13.26(5) No change.

ADOPTION MEMO

Date: April 8, 2016

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22

The first proposed change will also allow us to issue the authorization on the Paraeducator certificate, which will clarify the limitations of a Paraeducator who applies for a substitute authorization and remove the requirement for a separate renewal. The second proposed change lengthens the substitute authorization to five years to mirror our other license types.

These proposed amendments were published in the February 17th edition of the Iowa Administrative Bulletin, as ARC 2411C. A public hearing took place on March 9, 2016, with no attendees.

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)"b."

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2(1)"a," the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 22, "Authorizations," Iowa Administrative Code.

The proposed amendment would allow the Board to issue the substitute authorization on the paraeducator certificate, which will clarify the limitations of a paraeducator who applies for a substitute authorization and remove the requirement for a separate renewal. The proposed amendment would also lengthen the substitute authorization to five years to mirror other license types.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, March 11, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147; or sent by e-mail to kim.cunningham@iowa.gov; or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, March 9, 2016, at 1 p.m. in Room 3 SW, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendment. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, at the above address, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

This amendment is subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.2(1)"a."

The following amendment is proposed.

Amend rule 282—22.2(272) as follows:

282—22.2(272) Substitute authorization. A substitute authorization allows an individual to substitute in grades PK-12 for no more than 5 consecutive days and no more than 10 days in a 30-day period in one job assignment for a regularly assigned teacher who is absent, except in the driver's education classroom. A school district administrator may file a written request with the board for an extension of the 10-day limit in one job assignment on the basis of documented need and benefit to the instructional program. The licensure committee will review the request and provide a written decision either approving or denying the request. An individual who holds a paraeducator certificate without a bachelor's degree and completes the substitute authorization program is authorized to substitute only in the special education classroom in which the individual paraeducator is employed. For these individuals, the authorization will appear on the paraeducator certificate and will not include separate renewal requirements.

22.2(1) Application process. Any person interested in the substitute authorization shall submit records of credit to the board of educational examiners for an evaluation in terms of the required courses or contact hours. Application materials are available from the office of the board of educational

examiners, online at <http://www.boee.iowa.gov/> or from institutions or agencies offering approved courses or contact hours.

a. No change.

b. *Validity.* The substitute authorization shall be valid for ~~three~~ five years.

c. No change.

22.2(2) and 22.2(3) No change.

ADOPTION MEMO

Date: April 8, 2016

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 24 – Paraeducator area of concentration

A committee of Paraeducator Preparation Program staff members, Department of Education staff, and Board of Educational Examiners staff met over several months to examine possible changes to the Early Childhood Paraeducator area of concentration. If the proposal is adopted, it would replace the current Early Childhood Paraeducator area of concentration.

These proposed amendments will be published in the February 17th edition of the Iowa Administrative Bulletin, as ARC 2410C. A public hearing took place on March 9, 2016, with no attendees.

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)“b.”

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 24, “Paraeducator Certificates,” Iowa Administrative Code.

A committee of paraeducator preparation program staff members, Department of Education staff, and Board of Educational Examiners staff met over several months to examine possible changes to the early childhood paraeducator area of concentration. The proposed amendment, which is the result of the committee’s work, would replace the current early childhood paraeducator area of concentration.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, March 11, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147; or sent by e-mail to kim.cunningham@iowa.gov; or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, March 9, 2016, at 1 p.m. in Room 3 SW, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, at the above address, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

This amendment is subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.2(1)“a.”

The following amendment is proposed.

Amend subrule 24.4(1) as follows:

24.4(1) Early childhood—prekindergarten through grade 3. The paraeducator shall successfully complete the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

- ~~a. Reinforce skills, strategies, and activities involving individuals or small groups.~~
- ~~b. Participate as a member of the team responsible for developing service plans and educational objectives for parents and their children.~~
- ~~c. Listen to and communicate with parents in order to gather information for the service delivery team.~~
- ~~d. Demonstrate knowledge of services provided by health care providers, social services, education agencies, and other support systems available to support parents and provide them with the strategies required to gain access to these services.~~
- ~~e. Demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in the student.~~

f. Gather information as instructed by the classroom teacher about the performance of individual children and their behaviors, including observing, recording, and charting, and share information with professional colleagues.

g. Communicate and work effectively with parents and other primary caregivers.

a. Foundations. Under the supervision of a licensed education professional, the paraeducator will:

(1) Know and understand young children's typical and atypical developmental stages and their needs at each stage.

(2) Recognize multiple influences on young children's development and learning.

(3) Recognize developmentally appropriate practices for interactions with and the education of young children.

b. Learning environment. Under the supervision of a licensed education professional, the paraeducator will:

(1) Describe the elements of environments that support children's learning and well-being.

(2) Demonstrate skills, strategies, and activities involving an individual child or small groups of children to reinforce instruction from a licensed teacher.

(3) Set up environments that are safe, inclusive, and responsive to children's developmental strengths, interests and needs.

c. Content and instruction. Under the supervision of a licensed education professional, the paraeducator will:

(1) Recognize effective strategies and techniques to stimulate cognitive, physical, social, emotional, and language development for each child in a developmentally appropriate way.

(2) Demonstrate knowledge and understanding of the Iowa Early Learning Standards by describing what young children know and do in order to provide experiences and interactions to promote learning.

(3) Gather information, as instructed by the classroom teacher, about an individual child's development, learning and behaviors including observing, recording, and charting.

d. Emotional and behavioral competencies. Under the supervision of a licensed education professional, the paraeducator will:

(1) Gather information, as instructed by the classroom teacher, to identify children's skills and provide appropriate levels of support needed for the children to access, participate and engage in activities.

(2) Implement teacher-designed intervention plans to promote positive social relationships, interactions and behaviors that are age- and developmentally appropriate.

e. Professional relationships. Under the supervision of a licensed education professional, the paraeducator will:

(1) Demonstrate the ability to collaborate with an educational team to systematically and regularly exchange information to support problem solving, planning, and the implementing of instruction and individualized interventions.

(2) Demonstrate the ability to establish relationships with all children and their families that are respectful, supportive and sensitive.

(3) Demonstrate a collaborative relationship with the teacher to support children's learning.

(4) Demonstrate knowledge of community services and agencies available to assist families.

f. Ethical and professional practice. Under the supervision of a licensed education professional, the paraeducator will:

(1) Demonstrate knowledge of Iowa Early Learning Standards and the preschool program standards being implemented, which may include the Iowa Quality Preschool Program Standards, Head Start Program Performance Standards and National Association for the Education of Young Children (NAEYC) Program Standards and Accreditation Criteria.

(2) Reserved.

Administrative
Rules
Review
Committee

INTEROFFICE MEMORANDUM

TO: D. T. Magee; Darcy Hathaway
Board of Educational Examiners

FROM: Jack Ewing, Legal Counsel - Administrative Rules Review Committee

SUBJECT: Session delay: Licensure fees--\$4 increase, ARC 2229C

DATE: 12/09/2015

At its December 8, 2015 meeting, the Administrative Rules Review Committee voted to delay the effective date of ARC 2229C until the adjournment of the 2016 legislative session pursuant to Iowa Code § 17A.8(9). ARC 2229C increases all board licensure fees by \$4.

2015 Iowa Acts, HF 658, §52 transferred \$600,000 from the board to the Department of Education. The board anticipates increased expenses that will exceed existing revenue in future fiscal years if its revenues are not increased.

Committee members questioned whether it is appropriate for the board to respond to its current funding shortfall through such a fee increase, whether the board could further reduce expenses, and whether existing statutory language in Iowa Code § 272.10(2) requiring the board to deposit 25 percent of fees collected in the General Fund should be modified through legislative action.

This filing will go into effect upon the adjournment of the 2016 session of the General Assembly if the General Assembly does not take action relating to this filing.

Please contact me at 281-6048 if you would like to discuss this issue further.

ARRC agenda reference:

9:35 EDUCATIONAL EXAMINERS BOARD[282]
EDUCATION DEPARTMENT[281]"umbrella"
Licensure fees—\$4 increase, amendments to ch 12 [Filed ARC](#)
[2229C](#)11/11/15 804

EDUCATIONAL EXAMINERS BOARD[282]**Adopted and Filed**

Pursuant to the authority of Iowa Code section 272.2(2), the Board of Educational Examiners hereby amends Chapter 12, "Fees," Iowa Administrative Code.

During the 2015 legislative session, the General Assembly passed 2015 Iowa Acts, House File 658, section 52, which transfers \$600,000 to the Department of Education from the Board of Educational Examiners in order to pay for the "I Have a Plan Iowa" software. The appropriation of these funds will leave the Board with a cash balance of approximately \$550,000 to start fiscal year 2016.

In light of these developments, the Board hereby adopts an amendment that increases all licensure fees by \$4. Raising the fees will provide the Board with additional dollars to rebuild the Board's cash reserves and enhance its revenue stream as the agency anticipates increased expenses that will exceed existing revenue in future fiscal years if revenues are not increased. The last time the Board raised fees was in 2005 when the Board raised typical licensure fees from \$60 to \$85.

Notice of Intended Action was published in the Iowa Administrative Bulletin as **ARC 2131C** on September 2, 2015. A public hearing took place on September 23, 2015. No one attended the public hearing. The Board received one written comment from the Iowa State Education Association in opposition to the amendment. This amendment is identical to that published under Notice of Intended Action.

This amendment is subject to waiver pursuant to 282—Chapter 6.

The Board of Educational Examiners adopted this amendment on October 9, 2015.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.2(2).

This amendment will become effective December 16, 2015.

The following amendment is adopted.

Amend **282—Chapter 12** as follows:

CHAPTER 12
FEES

282—12.1(272) Issuance of licenses, certificates, authorizations, and statements of professional recognition. All application and licensure fees are nonrefundable. The fee for the issuance of a license, certificate, statement of professional recognition, or authorization shall be ~~\$85~~ \$89 unless otherwise specified below:

1. Class E emergency license shall be ~~\$150~~ \$154.
2. Paraeducator certificate shall be ~~\$40~~ \$44.
3. Behind-the-wheel authorization shall be ~~\$40~~ \$44.

282—12.2(272) Fees for the renewal or extension of licenses, certificates, statements of professional recognition, and authorizations. The fee for the renewal or extension of a license, certificate, statement of professional recognition, or authorization shall be ~~\$85~~ \$89 unless otherwise specified below:

1. The renewal of the paraeducator certificate shall be ~~\$40~~ \$44.
2. The renewal of the behind-the-wheel authorization shall be ~~\$40~~ \$44.
3. A one-year extension for renewal of a coaching authorization shall be ~~\$40~~ \$44.
4. A one-year extension of the initial license shall be ~~\$25~~ \$29. This extension may be issued if the applicant needs one additional year to meet the experience requirement for the standard license, but has met Iowa teaching standards, pursuant to rule 282—20.4(272).

5. A ~~\$25~~ \$29 fee for an extension of the initial administrator license, which may be issued instead of renewing the initial administrator license if the applicant verifies one of the criteria listed in 282—subrule

20.8(2).

282—12.3(272) Evaluation fee. Each application from an out-of-state institution for initial licensure shall include, in addition to the basic fee for the issuance of a license, a one-time nonrefundable ~~\$60~~ \$64 evaluation fee. Each application or request for a statement of professional recognition shall include a one-time nonrefundable ~~\$60~~ \$64 evaluation fee.

282—12.4(272) Adding endorsements.

12.4(1) Fee for each added endorsement. The fee for each additional endorsement to a license following the issuance of the initial license and endorsement(s) shall be ~~\$50~~ \$54. The fee for each additional endorsement added to a paraeducator certificate shall be ~~\$25~~ \$29.

12.4(2) Fee for transcript review. Applicants may ask the board of educational examiners to analyze transcripts if the applicant believes all requirements have been met. Applicants who request board of educational examiners transcript analysis shall be assessed a ~~\$60~~ \$64 transcript evaluation fee for each new endorsement requested. This fee shall be in addition to the fee for adding the endorsement.

282—12.5(272) Duplicate licenses, authorizations, and statements of professional recognition. The fee for the issuance of a duplicate practitioner's license, certificate, statement of professional recognition, or authorization shall be ~~\$15~~ \$19.

282—12.6(272) Late fees.

12.6(1) An additional fee of ~~\$25~~ \$29 per calendar month, not to exceed ~~\$150~~ \$174, shall be imposed if an application for renewal or conversion of a Class A, B, or E license or a statement of professional recognition (SPR) is submitted after the date of expiration of a practitioner's license. Waiver of the late fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

12.6(2) Failure to hold an endorsement. An additional fee of ~~\$25~~ \$29 per calendar month, not to exceed ~~\$150~~ \$174, shall be imposed if the practitioner holds a valid Iowa license, but does not hold an endorsement for the type of service for which the practitioner is employed.

12.6(3) Failure to hold valid Iowa license or authorization. An additional fee of ~~\$100~~ \$104 per calendar month, not to exceed ~~\$500~~ \$520, shall be imposed if the practitioner does not hold a valid Iowa license or authorization. The fee will begin to be assessed on the first day of the school year for which the practitioner is employed until the practitioner submits a completed application packet for the appropriate license. The penalty will enforce Iowa Code section 272.7. Waiver of the fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

282—12.7(272) No change.

282—12.8(272) Portfolio review and evaluation fees. The fee for review and evaluation of an applicant portfolio is set as follows:

12.8(1) For the professional education core, the portfolio review and evaluation fee shall be ~~\$500~~ \$504.

12.8(2) For content endorsement, the portfolio review and evaluation fee shall be ~~\$250~~ \$254.

282—12.9(272) No change.

These rules are intended to implement Iowa Code chapter 272.

[Filed 10/12/15, effective 12/16/15]

[Published 11/11/15]

EDITOR'S NOTE: For replacement pages for IAC, see IAC Supplement 11/11/15.

Administrative
Rules
Review
Committee

INTEROFFICE MEMORANDUM

TO: Darcy Lane
Board of Educational Examiners

FROM: Jack Ewing, Legal Counsel - Administrative Rules Review Committee

SUBJECT: Session delay: K-12 special education endorsement; specializations, ARC 1884C

DATE: 03/10/2015

At its March 6, 2015 meeting, the Administrative Rules Review Committee voted to delay the effective date of **ARC 1884C** until the adjournment of the **2016** legislative session. ARC 1884C establishes a new optional K-12 special education endorsement and new optional special education specializations. Existing endorsements and specializations are unaffected.

Committee members questioned whether adoption of a new, broad special education endorsement, even if optional, is appropriate, whether the holder of such an endorsement would be adequately trained to provide special education instruction, and whether students requiring special education instruction would be best served under these standards.

This filing will go into effect upon the adjournment of the **2016** session of the General Assembly if the General Assembly does not take action relating to this filing.

Please contact me at 281-6048 if you would like to discuss this issue further.

ARRC agenda reference:

EDUCATIONAL EXAMINERS BOARD[282]

EDUCATION DEPARTMENT[281]"umbrella"

K-12 special education endorsement; specializations, 14.2 Filed [ARC 1884C](#)2/18/15

1493

EDUCATIONAL EXAMINERS BOARD[282]

Adopted and Filed

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby amends Chapter 14, “Special Education Endorsements,” Iowa Administrative Code.

A committee of school administrators, special education teachers, Area Education Agency staff, Department of Education staff, and Board of Educational Examiners staff met over several months to examine possible changes to the existing special education endorsements. Based on recommendations from this committee, the Board set forth proposed amendments in a Notice of Intended Action published in the Iowa Administrative Bulletin on September 3, 2014, as **ARC 1602C**.

Under the proposed amendments, the K-12 Special Education endorsement would have replaced the current instructional strategist I and II endorsements. The newly created K-12 Special Education endorsement increases specific preparation requirements of special education teachers (both in general education and special education preparation), addresses the noncategorical delivery models of special education, and includes coverage of Iowa’s specific special education issues and practices.

A public hearing was held on September 24, 2014, with written comment accepted until September 26, 2014. Written comments received after September 26, 2014, were provided to the Board.

The Board received approximately 250 written comments on the proposed amendments. At the public hearing on September 24, 2014, 52 people signed in and 15 spoke in opposition to the proposed amendments. The primary themes of the public input were: (1) opposition to eliminating current endorsements and requiring currently licensed teachers to take necessary coursework to obtain the proposed K-12 endorsement, and (2) the breadth of the proposed K-12 endorsement.

Based on this input and in response to the expressed concern about the proposed amendments not allowing for the grandfathering-in of those currently licensed individuals who hold other special education endorsements, the Board has elected to make the K-12 Special Education endorsement an option but not a requirement. With the amendment adopted herein, no action is taken on the currently available endorsements (that is, the Board did not adopt the amendments proposed in Item 1 of the Notice). The amendment adopted by the Board adds a new endorsement, K-12 Special Education, and an option for individuals to add specializations. These specializations may only be added to a license with the new K-12 Special Education endorsement. Based on public comment, the Board has added new paragraph 14.2(11)“f” to create an optional specialization in learning disabilities.

There is an agencywide waiver provision available in 282—Chapter 6.

The Board of Educational Examiners adopted this amendment on January 15, 2015.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.2(1)“a.”

This amendment will become effective March 25, 2015.

The following amendment is adopted.

Adopt the following **new** subrules 14.2(10) and 14.2(11):

14.2(10) K-12 special education. This endorsement authorizes instruction in all K-12 special education programs without regard to the instructional model for all students identified with disabilities, except students with visual or hearing impairments. The applicant must present evidence of having completed coursework to meet the following program requirements.

a. Foundations of special education. To include cultural and instructional characteristics of students with disabilities, current issues, special education law, individualized education plans, history of special education, inclusive practices, and Iowa service delivery models.

b. Assessment, diagnosis and evaluation. To include diagnostic, formative, and summative assessments (both general and alternate), adaptive behavior skills, data usage in program decision making, and interpretation of standardized assessment.

c. Methods for teaching general education core curriculum. To include one course each in methods for elementary math and literacy.

d. Academic methods and strategies. To include evidence-based models for providing instructional methodologies, adaptation, accommodation and intensive interventions of the K-12 general education curriculum for students with disabilities (including concepts reflected in the Iowa Core essential elements for individuals with significant intellectual disabilities). The methodology for remediation of literacy and math skills must be included.

e. Preparation in research-based assessment and intervention practices. To include applied behavior analysis (ABA), behavior intervention planning (BIP), cognitive behavioral strategies (e.g., CBM, rational emotive education), de-escalation techniques (e.g., Mandt, CPI), functional behavioral assessment (FBA), and positive behavior interventions and supports (PBIS), in order to increase or promote language and communication development; emotional and social health; positive social interaction, personal satisfaction, and self-determination; decision-making skills; and independent functioning at school and home and in the community.

f. Collaborative and transition partnerships. To include awareness of the services, networks, and organizations available including transitional support K-12; preparation in working with parents and families, community agencies, service providers, and support staff including paraeducators; strategies for working with general classroom teachers and knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom; and special emphasis on transitions of students to postsecondary environments.

g. Assistive/instructional technology. To include preparation in the use of assistive and instructional technology to assist students with moderate to significant disabilities to access the core curriculum and address compensatory or individualized needs, including accessible instructional materials.

h. Student teaching across all grade levels (K-12) with students with disabilities.

14.2(11) *Special education specializations.* Specializations allow the applicant to demonstrate expanded knowledge and skills with specific disability categories. The following specializations are not endorsements and are not required for specific assignments, but may be used by local school districts and nonpublic schools in specific settings. Specializations may be added to a teaching license by the completion of an additional 15 credit hours dedicated to the specialization beyond the special education endorsement requirements.

a. Intellectual disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with intellectual disabilities.

b. Autism spectrum disorders: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with autism spectrum disorders.

c. Behavioral/emotional disorders: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with behavior/emotional disorders.

d. Multiple disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with multiple disabilities.

e. Physical disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with physical disabilities.

f. Learning disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional

methodology, assessment, and transition of K-12 students with learning disabilities.

[Filed 1/27/15, effective 3/25/15]

[Published 2/18/15]

PENDING MEMO

Date: April 8, 2016

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 18

The following revisions represent clean-up language (temporary permits), an adjustment of the experience requirement to reflect the same language as used for superintendents, and striking language that included different endorsements and requirements for out-of-state applicants.

These proposed changes were published in the March 16th edition of the Iowa Administrative Bulletin as ARC 2454C. A public hearing is set for April 6, 2016.

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)“b.”

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 18, “Issuance of Administrator Licenses and Endorsements,” Iowa Administrative Code.

The proposed amendments clarify language regarding temporary permits for administrators, adjust the experience requirement for an initial administrator license to mirror the experience requirement for superintendent licensure, correct conflicting language regarding the administrative experience required for superintendents, and strike language setting forth different endorsements and requirements for out-of-state candidates.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, April 8, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319; or sent by e-mail to kim.cunningham@iowa.gov; or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, April 6, 2016, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

These amendments are subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

These amendments are intended to implement Iowa Code section 272.2(1)“a.”

The following amendments are proposed.

ITEM 1. Amend rule 282—18.1(272) as follows:

282—18.1(272) All applicants desiring an Iowa administrator license.

18.1(1) Administrator licenses. Administrator licenses are issued upon application filed on a form provided by the board of educational examiners and upon completion of the background check requirements set forth in rule 282—13.1(272).

18.1(2) 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.

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; 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. 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.

ITEM 2. Amend subrule 18.4(4) as follows:

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 or has three years of professional service and administrative experience provided that at least two years are professional service experience and one year is administrative experience, all while holding a valid license; 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 the required coursework in human relations, cultural competency, diverse learners and reading instruction set forth in 281—subrules 79.15(2) and 79.15(3); and
- f. Has completed the professional education core in 281—paragraphs 79.15(5) “b” to “k”; and
- g. Has completed an evaluator approval program.

ITEM 3. Amend rule 282—18.8(272) as follows:

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~~ the applicant must meet the experience requirement set forth in subparagraph 18.9(1) “c”(1).

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~~ the applicant must meet the experience requirement set forth in subrule 18.10(3).

18.8(3) Request for exception. Rescinded IAB 2/23/11, effective 3/30/11.

ITEM 4. Amend rule 282—18.9(272) as follows:

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. and b. No change.

c. *Other.*

(1) The applicant must have had three years of teaching experience at the early childhood through grade twelve level while holding a valid license or have had three 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.

(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 coursework requirements for the standard an Iowa teaching 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.~~

~~8. 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.~~

~~• Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.~~

~~• Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.~~

~~• Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.~~

~~• Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.~~

~~• Acts with integrity, fairness, and in an ethical manner.~~

~~• 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 while holding a valid license.~~

~~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.~~

~~8.—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.~~

~~• Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.~~

~~• Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.~~

~~• Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.~~

~~• Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.~~

~~• Acts with integrity, fairness, and in an ethical manner.~~

~~• Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.~~

~~e.—Other: The applicant must have had three years of teaching experience at the secondary level (5-12) while holding a valid license.~~

ITEM 5. Amend subrule 18.11(2) as follows:

18.11(2) Program requirements.

a. to c. No change.

d. *Experience.* An applicant must have ~~three years of administrative experience as a PK-12 principal or PK-12 supervisor of special education~~ meet the experience requirement set forth in 18.10(3).

e. No change.

PENDING MEMO

Date: April 8, 2016

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13

The first set of proposed changes will allow applicants from another state who have met the assessment requirements in their state and successfully taught for at least three years in their state to be exempt from the Iowa assessment requirements. There is also language added to reflect a minimum grade standard for coursework related to licensure eligibility.

The second set of proposed changes will provide clarity regarding the student teaching requirement for the elementary education endorsement, clarity regarding field placements and practicum experiences for adding endorsements, and the minimum grade standard for coursework related to adding an endorsement.

These proposed changes were published in the March 16th edition of the Iowa Administrative Bulletin as ARC 2453C. A public hearing is set for April 6, 2016.

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)“b.”

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, “Issuance of Teacher Licenses and Endorsements,” Iowa Administrative Code.

The proposed amendments would allow applicants from another state who have met the assessment requirements in their state and successfully taught for at least three years in their state to be exempt from the Iowa assessment requirements. There is also language added to reflect a minimum grade standard for coursework related to licensure eligibility.

The proposed amendments would also provide clarity regarding the student teaching requirement for the elementary education endorsement, field placements and practicum experiences for adding endorsements, and the minimum grade standard for coursework related to adding an endorsement.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, April 8, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, East 14th Street and Grand Avenue, Des Moines, Iowa 50319; or sent by e-mail to kim.cunningham@iowa.gov; or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, April 6, 2016, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

These amendments are subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

These amendments are intended to implement Iowa Code section 272.2(1)“a.”

The following amendments are proposed.

ITEM 1. Amend subrule 13.5(2) as follows:

13.5(2) Applicants from non-Iowa institutions.

a. No change.

b. In addition to the requirements set forth in subrule 13.5(1), applicants from non-Iowa institutions:

(1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate.

(2) Shall provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and the applicant has verified fewer than three years of valid out-of-state teaching experience. If the teacher preparation program was completed prior to January 1, 2013, or if the applicant has verified three years of valid out-of-state teaching experience, the applicant

must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed (or verify highly qualified status) or must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

(3) Shall provide an official institutional transcript(s) to be analyzed for the requirements necessary for Iowa licensure. An applicant must have completed at least 75 percent of the coursework as outlined in 281—subrules 79.15(2) to 79.15(5) and an endorsement requirement through a two- or four-year institution in order for the endorsement to be included on the license. An applicant who has not completed at least 75 percent of the coursework for at least one of the basic Iowa teaching endorsements completed will not be issued a license. Applicants seeking a board of educational examiners transcript review must have achieved a C- grade or higher in the courses that will be considered for licensure.

(4) to (6) No change.

c. to e. No change.

ITEM 2. Rescind subrule 13.26(4).

ITEM 3. Renumber subrule 13.26(5) as 13.26(4).

ITEM 4. Amend renumbered subrule 13.26(4) as follows:

13.26(4) *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. *Content.*

(1) to (8) No change.

(9) Student teaching in an elementary general education classroom.

ITEM 5. Amend subrule 13.29(1) as follows:

13.29(1) *Adding an endorsement.* After the issuance of a teaching license, an individual may add other endorsements to that license upon proper application, provided current requirements for that endorsement have been met. An updated license with expiration date unchanged from the original or renewed license will be prepared.

a. No change.

b. *Additional requirements for adding an endorsement.*

(1) In addition to meeting the requirements for Iowa licensure, applicants for endorsements shall have completed a methods class appropriate for teaching the general subject area and grade levels of the endorsement added.

(2) Practitioners who are adding ~~an elementary or early childhood~~ a K-8 endorsement and have not student taught on at the elementary or ~~early childhood~~ level shall complete a teaching practicum ~~appropriate for teaching at the level of the new endorsement in an elementary setting.~~ Applicants seeking the early childhood or elementary endorsements set forth in rule 282—13.26(272) must complete the required field experience and teaching practicum specific to the endorsement desired.

(3) Practitioners who are adding a ~~secondary teaching~~ 5-12 endorsement and have not student taught on at the secondary level shall complete a teaching practicum ~~appropriate for teaching at the level of the new endorsement in a high school setting.~~

(4) Practitioners holding the K-8 endorsement in the content area of the 5-12 endorsement being added may satisfy the requirement for the secondary methods class and the teaching practicum by completing all required coursework and presenting verification of competence. This verification of competence shall be signed by a licensed evaluator who has observed and formally evaluated the performance of the applicant at the secondary level. This verification of competence may be submitted at any time during the term of the Class B license. The practitioner must obtain a Class B license while practicing with the 5-12 endorsement.

(5) Applicants seeking a board of educational examiners transcript review must have achieved a C- grade or higher in the courses that will be considered for an endorsement.

PENDING MEMO

Date: April 8, 2016

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 20

The following changes reflect the requirement for the board to adopt rules for licensure renewal credit based on the completion of administrator individualized professional development plans; these changes reflect language for teachers as well. Language has also been added to allow national board certification renewal as approved credit for licensure renewal.

<https://www.legis.iowa.gov/docs/code/272.9a.pdf>

These proposed changes were published in the March 16th edition of the Iowa Administrative Bulletin as ARC 2452C. A public hearing is set for April 6, 2016.

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)“b.”

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 20, “Renewals,” Iowa Administrative Code.

The proposed amendments will allow both teachers and administrators to utilize the successful completion of an individualized professional development plan for one licensure renewal unit. Iowa Code section 272.9A(2) directs the Board to adopt such rules for administrators, and the Board has proposed to adopt the same language for teachers. The proposed amendments will also allow a teacher to utilize the renewal of National Board for Professional Teaching Standards Certification toward the subsequent renewal of either the standard or master educator license.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, April 8, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th and Grand Avenue, Des Moines, Iowa; or sent by e-mail to kim.cunningham@iowa.gov; or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, April 6, 2016, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

These amendments are subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

These amendments are intended to implement Iowa Code sections 272.2(1)“a” and 272.9A(2).

The following amendments are proposed.

ITEM 1. Amend rule 282—20.5(272) as follows:

282—20.5(272) Specific renewal requirements for the standard license.

20.5(1) In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

20.5(2) Six units are needed for renewal. These units may be earned in any combination listed as follows:

a. One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master’s, specialist’s, or doctor’s degree program.

b. One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.

c. One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.

d. One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.

e. Four units may be earned for successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or master educator license. Four units may also be earned for each National Board for Professional Teaching Standards certification renewal and may be used toward the subsequent renewal of either the standard or master educator license.

f. One unit may be earned upon the successful completion of an individualized professional development plan as verified by the supervising licensed evaluator.

ITEM 2. Amend rule 282—20.6(272) as follows:

282—20.6(272) Specific renewal requirements for a master educator license.

20.6(1) In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

20.6(2) Four units are needed for renewal. These units may be earned in any combination listed below:

a. One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.

b. One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.

c. One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.

d. One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.

e. Four units may be earned upon successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or master educator license. Four units may also be earned for each National Board for Professional Teaching Standards certification renewal and may be used toward the subsequent renewal of either the standard or master educator license.

f. One unit may be earned upon the successful completion of an individualized professional development plan as verified by the supervising licensed evaluator.

ITEM 3. Amend rule 282—20.9(272) as follows:

282—20.9(272) Specific renewal requirements for an administrator license.

20.9(1) In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

20.9(2) Four units are needed for renewal. These units may be earned in any combination listed below.

a. One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned specialist's or doctor's degree program.

b. One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.

c. One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an administrator endorsement not currently held.

d. One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.

e. One unit may be earned upon the successful completion of an individualized professional development plan as verified by the supervising licensed evaluator, or in the case of a superintendent, as verified by the school board president.

20.9(3) No change.

PENDING MEMO

Date: April 8, 2016

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13

Endorsements requirements are periodically reviewed to ensure alignment with research-based competencies, national standards, and the Iowa Core. The following proposed changes to the reading endorsements reflect recommendations by a reading endorsement review committee which met in October and continued to communicate electronically throughout the past few months, and was comprised of current reading teachers, reading specialists, department of education and reading research center consultants, and higher education faculty from a variety of Iowa institutions.

These proposed changes were published in the March 16th edition of the Iowa Administrative Bulletin as ARC 2450C. A public hearing is set for April 6, 2016. The board received written comments which are attached.

From: Jennifer Shekleton <jennifer.shekleton@outlook.com>
Sent: Monday, April 04, 2016 1:16 PM
To: Cunningham, Kim [BOEE]
Subject: New requirements for Reading Endorsements in Iowa

Follow Up Flag: Follow up
Flag Status: Flagged

Hello!

I'm reaching out to voice my opinion that teachers with Reading Endorsements must learn SPECIFIC information about dyslexia such as: the definition, signs and symptoms, brain differences, current research, intervention strategies, classroom accommodations, and assistive technology.

My daughter, Alaina, is a senior in high school and was diagnosed with dyslexia this past November...as a SENIOR in high school! A LOT of people ask me how she got so far into her education without her dyslexia being identified. Why wasn't it caught sooner? As a parent, what I knew was that she struggled in school, but according to the schools she attended, her standardized test scores weren't "bad enough" to warrant further evaluation. As a result, Alaina continued to struggle and hate school and think she was stupid. I was a constant advocate for her to get unofficial accommodations at school year after year based on what we'd found to be helpful to her, but I didn't know what I didn't know. I trust her educators along the way to be the "experts" on education. At the very end of Alaina's junior year, I started to have a suspicion that she could have dyslexia, so I asked the school for an evaluation. I was turned down because, again, her standardized tests scores weren't "bad enough". (That whole ordeal is another soap box for another day.) Early in Alaina's senior year, enough was enough. I trusted my instincts and had her evaluated myself, and sure enough, she was diagnosed with dyslexia. Now, back to the earlier question of why wasn't her dyslexia identified sooner? Why did none of her educators, "the experts", not pick up on it? Well, after Alaina's diagnosis, I started asking questions and was absolutely alarmed that our educators receive little instruction in college about dyslexia and virtually NO education on it as a professional educator. When there is such a large percentage of the population that struggles with dyslexia, how can that be? I was sad and angry to know that the "experts" I trusted with my child's education didn't have the tools to do their job well enough for my child and other children who have this learning challenge. I continue to be sad and angry when I think of the years of emotional pain and educational struggle my daughter had to endure. I believe her struggles have touched EVERY part of her life. Like I said, she's a senior who wanted to attend a 4-year school after high school. I believe she was robbed of that option because of her delayed diagnosis. Because she struggled in school so badly without the knowledge of her need for accommodations, her grades nor her ACT score allow a 4-year school to even be an option at this point. I believe wholeheartedly that had she received an earlier diagnosis, I'd be telling a different story.

We now have accommodations in place for Alaina, but that doesn't mean it is smooth sailing for her. Many of her teachers don't seem to REALLY understand the challenges she faces or how best to help her. There are times Alaina is made to almost feel guilty about needing something "different" than what the other students need. Educating our teachers about dyslexia, how it presents itself, how to help dyslexic students learn, and other method to test a dyslexic student's understanding of the content is paramount.

I can't change Alaina's past, but I can use our experience to advocate for change that may impact another student's experience. Perhaps that student won't need to spend years being told by her teachers that she is

lazy or believing that she is stupid. Perhaps we can allow another student to have options for her future available because her teachers and parents were able to intervene sooner and provide accommodations that allow that student to demonstrate her true intelligence.

Please don't allow our teachers to continue to be unprepared to help students with dyslexia.

If you have any questions or comments or wish to speak with me further about my daughter's experience, please do not hesitate to reach out.

Best,

Jennifer Shekleton
563-581-7286

Cunningham, Kim [BOEE]

From: Linda Cross <lindacross07@gmail.com>
Sent: Monday, April 04, 2016 2:41 PM
To: Cunningham, Kim [BOEE]
Subject: Reading Endorsement

Good afternoon,

I am writing to respectfully request that when reviewing the reading endorsement rules, information about dyslexia is added for all three levels of reading endorsements. Currently the word DYSLEXIA has been added, but unfortunately, that is not enough. Colleges and universities can easily add the word dyslexia to some of their current courses without impacting the education of these teachers. I am requesting that more specific information about dyslexia be included in the rules. I would like this information to include sign/symptoms of dyslexia, definition of dyslexia, the science of dyslexia including the brain differences and many studies done by National Institutes of Health, best practices for remediation of dyslexia and accommodations. ALL teachers should know this information, but especially those with reading endorsements.

Including this information in teacher education programs is the most cost effective way to reach the most teachers. (This information will also need to be available to those currently teaching in the form of continuing education.)

I am currently working with two boys (2nd and 3rd grade). They struggle with reading. Their mom has spent almost an hour each evening helping them with reading. Before choosing to stay at home with her children, their mom was a reading specialist at an elementary school in Iowa. She has a master's degree and spent her days working with children who had difficulty reading. I have worked with her boys for almost a year. They have all the symptoms of dyslexia and are making great progress using an Orton Gillingham program. (This is a type of program often recommended for dyslexic students.) Their mom is incredibly frustrated. She has her elementary education certificate, and a master's degree in reading, yet could not help her own children because she was not taught about dyslexia.

Thank you,

Linda M. Cross

From: Casey condon-yu <ccondonyu@gmail.com>
Sent: Monday, April 04, 2016 3:23 PM
To: Cunningham, Kim [BOEE]
Subject: Reading Endorsement Public Comment Hearing

Hi Kim,

I would like to take a moment of your time, and share with you why the upcoming public hearing is such an important event.

I graduated from the University of Iowa with an elementary education degree, and an endorsement in reading. I taught for a short while, and eventually became the mom to three amazing daughters. In the last 2 years my oldest and youngest daughters have been diagnosed with dyslexia. The road we traveled to find that diagnosis took years. I didn't have any knowledge from my education to draw upon, and the school district staff had zero information. I had asked, and pleaded and specifically mentioned dyslexia... only to be told that they wouldn't even know where to send me if dyslexia was suspected.

I have spent the last two years having my children diagnosed and putting 504 plans into place. I have found that I can't ever attend a meeting without first asking a teacher or administrator, "Do you know what dyslexia is?" At first this was shocking, and now it is just routine. For better or for worse, most of the education my daughters' teachers have received about dyslexia, has been from me.

Please. Educate our young teachers so that parents and teachers can both come to the table with the same knowledge. Help teachers understand that dyslexic students might be in special education, but they can also be high achieving, with straight A's. And for those parents that don't have the diagnosis yet, those students NEED a teacher to be able to recognize the signs. My daughters would have been helped tremendously if someone could have answered my questions years ago.

Thank you for your time,
Casey Condon-Yu

From: Zachery Gries <zachery.gries@gmail.com>
Sent: Monday, April 04, 2016 4:42 PM
To: Cunningham, Kim [BOEE]
Subject: I support Decoding Dyslexia

When I was in college I had a math teacher flat out ask me “do you have a disability.” And – at that time, in my limited view of the world and in my extraordinary frustration with calculus 2, my interpretation of that was “why aren’t you getting this? Are you dumb?” And I’ve never felt more embarrassed or “naked” in my life. There I was sitting in front of someone who was supposed to coach and guide and help me trouble shoot life and learning in ways that helped me move forward, but that moment stunted my growth significantly. I can think to instances that followed where I forfeited confidence to figures of authority (the teacher), believing they viewed me the same way this math teacher implied, that I was “dumb.” In fact that became my default reasoning when other folks would become frustrated around me “they’re frustrated because I’m dumb just like this teacher thought I was.” The reality is that I graduated college with a degree. I had a 3.5. I was involved in more activities than I can count. I had friends all over campus. Yet - despite all these various definitions of "success" I found.... the overriding emotion I felt through this experience was incompetence.

I can think to instances that followed this moment where I wanted so badly to paint a picture of myself as a smart, ambitious individual, as a “smoke and mirror” game. My mind would tell me: “if I can help people view me as smart and intelligent and keep them slightly removed from a close connection with me or a close chance to interact with me... then they’ll never know I’m really incompetent, or “dumb” as this teacher implied.” I’ve had to work to destroy this logic ever since then... and here we are seven years later and many times I feel like I’m doing good. But still, personalities that remind me of this teacher have a way of destroying any feeling of legitimate or perceived confidence I may have... and make me feel simply dumb.

The reason I’m writing today is because nobody, no human deserves to feel dumb. I’ve interacted with enough to know that a “dumb” human doesn’t exist. What humans do deserve is mentors and coaches and believers and teachers who are capable and informed enough to be able to trouble shoot the human mind as we would trouble shoot a computer. Something like: “You’re not getting this particular topic? It seems like in your work you’re flipping numbers around and that’s happening when you read these numbers verbally to me as well. I’m wondering if you might have dyslexia and if we can solve that by _____.” THIS is how the conversation should have been handled seven years ago. My message is geared to help you see why it is imperative that we “Decode Dyslexia” to the individuals who have the opportunity to trouble shoot a child’s errors and understand why they’re not “getting it.” My hope is that we won’t just stop with dyslexia, but that we continue decoding disorders so that every single student has a chance to be guided by someone who can truly help change their lives. And to make sure that no human has to go through life feeling "dumb."

Cunningham, Kim [BOEE]

From: Ashley Bluml <ashley_bluml@hotmail.com>
Sent: Monday, April 04, 2016 4:56 PM
To: Cunningham, Kim [BOEE]
Subject: Reading Endorsements in Iowa

Please consider adding specific references to dyslexia and dyslexia curriculum in the proposed Reading Endorsement requirements for teachers in the state of Iowa. As I am sure you know, early detection of dyslexia can make a significant difference in the learning process for students with dyslexia.

Thank you for your consideration,
Ashley Bluml

Ashley A. Bluml
MSW Candidate
Clarke University -- Dubuque, IA

Cunningham, Kim [BOEE]

From: ChristinaLemmon <ChristinaLemmon@yahoo.com>
Sent: Tuesday, April 05, 2016 12:05 AM
To: Cunningham, Kim [BOEE]
Subject: Dyslexia

I support of changes to the Reading Endorsement requirements in Iowa stating that teachers need to learn SPECIFIC information about dyslexia. I believe EVERY teacher should be more fully educated on dyslexia.

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)"b."

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2(1)"a," the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, "Issuance of Teacher Licenses and Endorsements," Iowa Administrative Code.

Endorsement requirements are periodically reviewed to ensure alignment with research-based competencies, national standards, and the Iowa Core. The proposed new subrules pertaining to reading endorsements reflect recommendations by a reading endorsement review committee, which met in October and continued to communicate electronically throughout the past few months and was comprised of current reading teachers, reading specialists, Department of Education and Reading Research Center consultants, and higher education faculty from a variety of Iowa institutions.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, April 8, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319; or sent by e-mail to kim.cunningham@iowa.gov; or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, April 6, 2016, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

These amendments are subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

These amendments are intended to implement Iowa Code section 272.2(1)"a."

The following amendments are proposed.

ITEM 1. Rescind subrule 13.28(15) and adopt the following new subrule in lieu thereof:

13.28(15) Reading. K-8 and 5-12. Completion of 24 semester hours in reading to include all of the following requirements:

a. Foundations of reading. This requirement includes the following competencies:

(1) The practitioner demonstrates knowledge of the psychological, sociocultural, motivational, and linguistic foundations of reading and writing processes and instruction.

(2) The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including the analysis of scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice.

(3) The practitioner demonstrates knowledge of the major components of reading, such as comprehension, vocabulary, word identification, fluency, phonics, and phonemic awareness, and effectively integrates curricular standards with student interests, motivation, and background knowledge.

b. Reading curriculum and instruction. This requirement includes the following competencies:

(1) The practitioner demonstrates knowledge of designing and implementing an integrated, comprehensive, and balanced curriculum that addresses the major components of reading and contains a wide range of texts, including but not limited to narrative, expository, and poetry, and including traditional print, digital, and online resources.

(2) The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction, including instruction to students with reading difficulties.

(3) The practitioner demonstrates knowledge of grouping students, selecting materials appropriate for learners with diverse abilities at various stages of reading and writing development, differentiating instruction to meet the unique needs of all learners, including students with dyslexia, offering sufficient opportunities for students to practice reading skills, and providing frequent and specific instructional feedback to guide students' learning.

(4) The practitioner demonstrates knowledge of designing instruction to meet the needs of diverse populations, including populations in urban, suburban, and rural settings, as well as for students from various cultural and linguistic backgrounds.

(5) The practitioner demonstrates knowledge of creating a literate physical environment which is low risk, supports students as agents of their own learning, and supports a positive socio-emotional impact for students to identify as readers.

c. Reading assessment, diagnosis and evaluation. This requirement includes the following competencies:

(1) The practitioner understands types of reading and writing assessments and their purposes, strengths, and limitations.

(2) The practitioner demonstrates knowledge of selecting and developing appropriate assessment instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification, screening, and diagnosis of students' reading proficiencies and needs.

(3) The practitioner demonstrates knowledge of assessment data analysis to inform, plan, measure, progress monitor, and revise instruction for all students and to communicate the outcomes of ongoing assessments to all stakeholders.

(4) The practitioner demonstrates awareness of policies and procedures related to special programs, including Title I.

d. Reading in the content areas. This requirement includes the following competencies:

(1) The practitioner demonstrates knowledge of morphology and the etymology of words, along with text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.

(2) The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.

e. Language development. This requirement includes the following competency: The practitioner uses knowledge of oral language development, cognitive academic language development, oral and written language proficiency (including second language development), acquisition of reading skills, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

f. Oral communication instruction. This requirement includes the following competencies:

(1) The practitioner has knowledge of the unique needs and backgrounds of students with language differences and delays.

(2) The practitioner uses effective strategies for facilitating the learning of language for academic purposes by all learners.

g. Written communication instruction. This requirement includes the following competency: The practitioner uses knowledge of reading-writing-speaking connections; the writing process to include

structures of language and grammar; the stages of spelling development; the different types of writing, such as narrative, expressive, persuasive, informational, and descriptive; and the connections between oral and written language development to effectively teach writing as communication.

h. Children's fiction and nonfiction (K-8 only) or adolescent or young adult fiction and nonfiction (5-12 only). This requirement includes the following competency: The practitioner uses knowledge of children's literature (K-8) or adolescent or young adult literature (5-12) for:

- (1) Modeling the reading and writing of varied genres, including fiction and nonfiction; technology- and media-based information; and nonprint materials;
- (2) Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and
- (3) Matching text complexities to the proficiencies and needs of readers.

i. Practicum. This requirement includes the following competencies:

- (1) The practitioner works with appropriately licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing.
- (2) The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development.

ITEM 2. Rescind subrule 13.28(16) and adopt the following new subrule in lieu thereof:

13.28(16) Reading specialist. K-12. The applicant must have met the requirements for the standard license and a K-8 or 5-12 reading endorsement and must present evidence of at least three years of experience which included the teaching of reading as a significant part of the responsibility.

a. Authorization. The holder of this endorsement is authorized to serve as a reading specialist in kindergarten and grades one through twelve.

b. Program requirements. Degree—master's.

c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 24 semester hours to include the following:

(1) Foundations of reading. The reading specialist will understand the historical, theoretical, and evidence-based foundations of reading and writing processes and instruction and will be able to interpret these findings to model exemplary instructional methods for students with typical and atypical literacy development and effectively develop and lead professional development.

(2) Curriculum and instruction. The reading specialist will use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing including the following:

1. Work collaboratively with teachers to develop a literacy curriculum that has vertical and horizontal alignment K-12 and that uses instructional approaches supported by literature and research for the following areas: print, phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, critical thinking, and motivation.

2. Support classroom teachers to implement and adapt in-depth instructional approaches, including but not limited to approaches to improve decoding, comprehension, and information retention, to meet the language-proficiency needs of English language learners and needs of students with reading difficulties or reading disabilities, including but not limited to students with dyslexia, within or outside the regular classroom.

3. Demonstrate a knowledge of a wide variety of quality traditional print, digital, and online resources and support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.

4. Provide support for curriculum and instruction through modeling, coteaching, observing, planning, reviewing literacy data, and providing resources.

(3) Assessment, diagnosis, and evaluation. The reading specialist will use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction including the following:

PENDING MEMO

Date: April 8, 2016

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22

The following language has been added to clarify that those seeking a coaching authorization should hold a minimum of a high school diploma or equivalent or attain the age of twenty.

These proposed changes were published in the March 16th edition of the Iowa Administrative Bulletin as ARC 2445C. A public hearing is set for April 6, 2016.

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)“b.”

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.31, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 22, “Authorizations,” Iowa Administrative Code.

The proposed amendment would require persons seeking a coaching authorization to hold a minimum of a high school diploma or equivalent or attain the age of 20. This age requirement is based on 281—paragraph 36.15(2)“b,” which prohibits persons who are 20 years of age or older from competing in high school interscholastic athletics.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, April 8, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319; or sent by e-mail to kim.cunningham@iowa.gov; or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, April 6, 2016, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendment. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

This amendment is subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.31.

The following amendment is proposed.

Amend subrule 22.1(2) as follows:

22.1(2) Requirements. Applicants for the coaching authorization shall have completed the following requirements:

a. No change.

b. Minimum age or diploma. Applicants must have attained a minimum of 18 years. Applicants must also:

(1) Possess a minimum of:

1. A high school diploma,

2. A graduate equivalent diploma, or

3. Home school completion verified by the executive director; or

(2) Be 20 years of age or older.

c. No change.

DISCUSSION MEMO

Date: April 8, 2016

To: Board Members

From: Duane T. Magee, Executive Director

RE: IAC 282 Rule 25.3(3): Misrepresentation, falsification of information - Discussion

In light of the judicial review ruling in case number 13-76 regarding Standard III of the Code of Professional Conduct and Ethics, the board has directed its counsel to draft a potential revision to that standard such that copying of identified test items would clearly be an ethical violation. Below is a proposed revision to the standard.

25.3(3) Standard III—misrepresentation, falsification of information. Violation of this standard includes:

a. through *d.*: No change

e. Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, ~~including improper administration of any standardized tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests.~~

f. Negligent, knowing, or intentional improper administration of any standardized tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests.

DISCUSSION MEMO

Date: April 8, 2016

To: Board Members

From: Duane T. Magee, Executive Director

RE: Ethics Training as a requirement for standard licensure and professional administrator license

One of the paramount goals of the Board is to create clear guidelines and expectations for code of conduct and ethics education for educators. This series of revised changes will allow educators to complete current and relevant training as a condition of transitioning from an initial to a standard license or authorization. Authorizations not listed below already include ethics training as a requirement. Chapter 272.2 also states that the board shall provide this training to any person who holds a license, certificate, authorization, or statement of professional recognition.

282—13.7(272) Specific requirements for a standard license. A standard license valid for five years may be issued to an applicant who:

1. Meets the general requirements set forth in subrule 13.5(1), and
2. Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa teaching standards as determined by a comprehensive evaluation and two years' successful teaching experience. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years' successful teaching experience in an Iowa nonpublic school or three years' successful teaching experience in an out-of-state K-12 educational setting; and

3. Provides documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial license and be no more than three years old at the time of application. Approved training will consist of the following:

- a. The Iowa Code of Professional Conduct and Ethics set forth in 282-25 (272) and the Code of Rights and Responsibilities set forth in 282-26 (272) to include any relevant legislative updates.
- b. The Model Code of Ethics for Educators as a national framework for professional responsibility and uniform guidance, centered on the principles which define the critical dimensions of ethical practice expected of the professional educator.
- c. Ethical best practices, educator mindfulness, self-reflection and decision-making; setting the groundwork for self-regulation and self-accountability through interactive, authentic scenarios to include determining risk.
- d. Research-based training that consists of a minimum of four hours and which includes an approved comprehensive assessment.

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 does all of the following:

18.5(3) Completes one year of administrative experience in an Iowa public school and completes the administrator mentoring program while holding an administrator license, or successfully completes two years of administrative experience in a nonpublic or out-of-state school setting, and provides documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial license and be no more than three years old at the time of application.

22.7(5) Specific requirements for a standard school administration manager authorization. The initial school administration manager authorization shall be converted to the standard school administration manager authorization provided the following requirements are met.

a. Training.

(1) A school administration manager shall attend an approved training program at the onset of the individual's hire as a school administration manager. The training for school administration managers is set forth in 281—subrule 82.7(2) **and**

(2). Complete a of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial school administration manager authorization and be no more than three years old at the time of application.

27.2(2) Standard professional service license. A standard professional service license valid for five years may be issued to an applicant who:

a. Completes requirements listed under 27.2(1)“*a*” to “*d*.”

b. Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa standards as determined by a comprehensive evaluation and two years' successful service experience in an Iowa public school. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years' successful service area experience in an Iowa nonpublic school or three years' successful service area experience in an out-of-state K-12 educational setting.

c. Meets the recency requirement of 282—subparagraph 13.5(2)“*b*”(4).

d. Provides documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial license and be no more than three years old at the time of application.

DTM/JT

Date: April 8, 2016

To: Board Members

From: Darcy Hathaway

Re: Reminders regarding petitions for waiver

The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:

282—6.4(17A) Criteria for waiver or variance. In response to a petition completed pursuant to rule 6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:

1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.

The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.

The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

Petition for Waiver

Name: Jeffrey Miller

License: Folder #1025089

Miller applied for an Iowa teaching license and was denied in a letter dated March 22, 2016.

Reason for Waiver: Miller holds a teaching license in the state of New York and has taught in New York for 26 years. The teacher preparation program he completed is no longer in existence, and would need to be verified by the New York State Education Department. Miller has attempted since November to obtain verification of his teacher preparation program from New York, but their office has been unresponsive. Inquiries from board consultants and the board's executive director have also gone unanswered.

Rule Citation:

282—13.5 (272) Teacher licenses.

13.5(1) *General requirements*. The applicant shall:

...

f. Provide a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed.

Staff recommendation: Grant the waiver

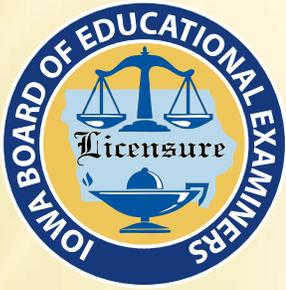
Rationale: The consultant staff is confident that Miller has completed an alternative teacher preparation program sponsored by the state of New York. He has been put in a difficult position by the lack of response from New York state education officials.

Hardship: Miller states in his petition that denial of the waiver would impose an undue hardship because he would be unable to earn income as a teacher in Iowa.

Prejudice to Others: The board has previously denied a request to waive this rule in PFW 15-17. The petitioner in 15-17 was unable to obtain a recommendation and verification that he had completed his out-of-state teacher preparation program because he had not successfully passed the state's required assessment. In contrast, Miller has passed the required assessments and completed all requirements for licensure in New York. His sole barrier to Iowa licensure is the lack of response from education officials in that state.

Safety and welfare of others: The Board must decide whether waiving the rule in question would provide substantially equal protection of public health, safety, and welfare. The petition argues public health, safety, and welfare would not be compromised. The staff is inclined to agree.

2016 BoEE Communication Plan



January 14, 2016

MEMBERS OF THE BOARD

State of Iowa
Iowa Board of Educational Examiners
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

Members of the Board

Richard E. Wortmann, Chair, Ottumwa CSD, Teacher

Brenda Garcia, Vice Chair, Muscatine, Public Member

Sara Arnold, Cedar Rapids CSD, Teacher

Kathy Behrens, Carroll Kuemper Catholic Schools, Teacher

Dr. Linda Carroll, Iowa Department of Education, Bureau Chief

Dan Dutcher, Waukee, Public Member

Dr. Larry D. Hill, Thompson, Administrator

Mary K. Overholtzer, Winterset CSD, Teacher

Dr. Andy R. Pattee, Cedar Falls CSD, Administrator

Dr. Jay B. Prescott, Des Moines, Administrator

Erin Schoening, Council Bluffs CSD, Teacher

Dr. Anne M. Sullivan, Des Moines CSD, Administrator

Administration

Duane T. Magee - Executive Director

It is the policy of the Iowa Board of Educational Examiners not to discriminate on the basis of race, color, gender identity, national origin, sex, disability, religion, creed, age, sexual orientation, political party affiliation, or potential parental, family or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, 400 E. 14th St., Des Moines, Iowa 50319-0147. Telephone: 515.281.5849

TABLE OF CONTENTS

Table of Contents	3
Purpose.....	4
Mission:	4
Belief Statements	4
Goals:	4
Current Communication Efforts.....	5
Proposed Communication Efforts.....	11
Methods of Communicating	12

PURPOSE

At the annual board retreat meeting on June 18 and 19, 2015, the board set the following goal: “The Board will develop a communication plan for the dissemination of information to its constituent groups.” The BoEE staff has created a communication plan to implement the board’s goal in order to enhance the communication efforts already in place at the BoEE.

The plan is focused on the board’s mission statement, belief statements, and goals:

MISSION:

The mission of the Iowa Board of Educational Examiners is to establish and enforce rigorous standards for Iowa educational practitioners to effectively address the needs of students.

BELIEF STATEMENTS

1. We believe that an effective licensure system is efficient, innovative, and responsive to needs of students and educators.
2. We believe in collaboration with other organizations to improve professional development and preparation programs.
3. We believe that education is a profession.
4. We believe that establishing ethical standards protects students and practitioners.

GOALS:

1. The Board will develop rules for practitioner licensure that maintain high standards, are research based and provide flexibility in attainment.
2. The Board will develop a communication plan for the dissemination of information to its constituent groups.
3. The board will develop a plan to align BOEE goals with the Iowa Department of Education and Iowa colleges of education.

Each of the items identified in the communication plan will be tied to the mission statement, a belief statement, or a goal, and aligned with milestones for completion or implementation.

CURRENT COMMUNICATION EFFORTS

Board Item	Communication Item	Target Stakeholder Group(s)	Communication Timeline	Milestone	Person(s) Responsible
Belief statements 1, 2, and 3	Educator video and Teacher Intern program video uploaded to website	BoEE applicants, aspiring educators, out-of-state educators and current credential holders	December 1, 2015	Prior to hiring season	Executive Director and IT Specialist
Belief statement 4	Searchable final board decisions	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHSAU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Load public documents to BoEE website within twelve (12) calendar days of board meeting.	Board meetings	Board Secretary and IT Specialist
Mission statement, all belief statements, and all goal statements	BoEE website updated	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHSAU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Ongoing	Ongoing	Ongoing monitoring of website – all staff and board members (IT Specialist edits the site), annual review of website by the BoEE’s summer intern

Board Item	Communication Item	Target Stakeholder Group(s)	Communication Timeline	Milestone	Person(s) Responsible
Mission statement, all belief statements, and all goal statements	Annual board retreat	The board	Retreat agenda items gathered between January and May of the current fiscal year	Retreat agenda finalized at the May board meeting	Board Chair, Executive Director, and Board Secretary
Goal 2	BoEE meeting agenda posted to website	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHSAU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Board agenda and packet posted to website a minimum of four (4) work days prior to each board meeting	Board meeting dates	Executive Director, Board Secretary, Board Chair, and IT Specialist
Belief statements 1, 3 and 4 and goals 1 and 2	Credential renewal emails	BoEE credential holders	Email sent one year before expiration date and two months before expiration date	Credential expiration	IT Specialist with oversight from Lead Consultant
Belief statement 1 and goal 2	Maintain email distribution lists (the most recent email distribution list created is for human resources contacts in each Iowa school district)	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHSAU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Newsletter distributed monthly, Executive Director weekly update, other bulk email communications as needed	Ongoing	Executive Director, Board Secretary and IT Specialist

Board Item	Communication Item	Target Stakeholder Group(s)	Communication Timeline	Milestone	Person(s) Responsible
Belief statement 1 and goal 2	Quarterly BoEE newsletters (including professional practices updates)	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHSAU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	November, February, May, and August	One newsletter every three months	Lead Consultant, Executive Director, Attorney, and Board Secretary
Mission statement, all belief statements, and all goal statements	@IowaBoEE Twitter posts	BoEE Twitter followers	Ongoing	Ongoing	Lead Consultant and Executive Director
Mission statement, all belief statements, and all goal statements	Executive Director weekly update	The board, DE leadership, Governor's office, and BoEE staff	Weekly except for board meeting weeks	Send weekly update between Tuesday and Friday of each week	Executive Director
Board Item	Communication Item	Target Stakeholder Group(s)	Communication Timeline	Milestone	Person(s) Responsible

Mission statement, all belief statements, and all goal statements	BoEE blog updated as needed	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHSAU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Ongoing	Ongoing	Lead consultant and IT Specialist
Mission statement, all belief statements, and all goal statements	Facebook posts	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHSAU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Ongoing	Ongoing	Lead Consultant and Executive Director
Mission statement, all belief statements, and all goal statements	New teacher advisory group (meets 4 times per year)	Sample group of Initially Licensed teachers	Ongoing	Ongoing	Lead Consultant
Board Item	Communication Item	Target Stakeholder Group(s)	Communication Timeline	Milestone	Person(s) Responsible

Mission statement, all belief statements, and goals 1 and 2	Coaches advisory group	Licensed/ authorized coaches, IGHSAU, IHSAA, and coaches associations	Quarterly Meetings	July, October, January, and April	Consultant assigned to athletic coaches and Executive Director
Mission statement, all belief statements, and all goal statements	Legislative reception	Legislators	December and January invitations go out to legislators	January each year	Board Chair, Executive Director, Board Secretary
Mission statement, all belief statements, and all goal statements	Legislative priorities handout	Governor, Legislators and other stakeholder groups impacted by the board's legislative priorities	Document is printed by January 1	Handout at legislative reception	Executive Director and Board Secretary
Mission statement, all belief statements, and all goal statements	BoEE complaint process handout	Attendees at BoEE presentations	Ongoing	Ongoing	Executive Director and Attorney
Goal 2	Key Iowa education/BoEE facts handout	Attendees at BoEE presentations	Handouts distributed at each BoEE presentation	Update by September 1 each year	Executive Director
Mission statement, all belief statements, and goals 1 and 2	Legislative reports	Governor, Legislators and other stakeholder groups impacted by the board's legislative mandates	Outlined in statute	Reports delivered prior to statutory deadlines	Executive Director, BoEE Consultants, Attorney, and Board Secretary
Board Item	Communication Item	Target Stakeholder Group(s)	Communication Timeline	Milestone	Person(s) Responsible
Mission statement, all belief	Licensure and ethics presentations	Attendees at BoEE presentations,	Ongoing	Ongoing	BoEE Consultants, Attorney,

statements, and all goal statements		specifically aspiring teachers, administrators and practicing educators.			and Executive Director
Mission statement, all belief statements, and all goal statements	Attendance at AEA superintendent meetings	District superintendents and AEA chief administrators	Attend meetings in each AEA at least once every three months	Ongoing	BoEE Consultants and Executive Director
Goal 3	Attendance by the Executive Director at DE Management Council meetings	DE	Provide agenda items as requested	Mondays	Executive Director
Goal 3	Council on Educator Development	Assist DE with this legislative mandate	November 15, 2016	Important dates – see DE web page for this council	Lead consultant
Goal 3	Commission on Educator Leadership and Compensation	Assist DE with this legislative mandate	Important dates – see DE web page for this commission	Important dates – see DE web page for this commission	Brenda Garcia
Mission statement, all belief statements and goal 1	NASDTEC conference attendance (The Executive Director serves on the NASDTEC Board and the BoEE Attorney serves on the Professional Practices Committee)	The board and staff	Notification of who will be attending NASDTEC events made at least three months prior each event	June annual conference, October Professional Practices Institute, and February Winter Symposium	Executive Director, board members, BoEE consultants, Attorney
Board Item	Communication Item	Target Stakeholder Group(s)	Communication Timeline	Milestone	Person(s) Responsible
Mission statement, all belief	Presentations and attendance at	Groups and individuals attending each	Ongoing	Ongoing	Executive Director, Board

statements, and all goal statements	conferences and meetings SAI IASB PEI Iowa Council of School Board Attorneys IASPA IASBO IACTE	conference or meeting			Secretary, Lead Consultant, and Attorney
Mission statement, all belief statements, and all goal statements	Periodic IACTE email updates (typically 4-6 email updates per year)	IACTE	Ongoing	Ongoing	Lead consultant
Mission statement, all belief statements, and all goal statements	BoEE (including joint BoEE and DE) memos to the field (ex. mandatory ethics complaint memo)	Governor, Legislators and other stakeholder groups impacted by BoEE decisions and updates	Ongoing	Ongoing	Executive Director
Mission statement, all belief statements, and all goal statements	Credential inserts (IAC 282.25 and 26, TeachIowa.gov, and BoEE brochures, NBPTS letter, and letter to young coaches.	Credential holders	Ongoing	Ongoing	Staff issuing credentials

PROPOSED COMMUNICATION EFFORTS

Board Item	Communication Item	Target Stakeholder Group(s)	Communication Timeline	Milestone	Person(s) Responsible
Mission statement all belief statements and all goal statements	Use no reply email address to send emails to all individuals in the BoEE database	Anyone in the BoEE database with a folder number and email address	January 31, 2016	After January board meeting and presentation of the communication plan	IT Specialist, Lead Consultant, and Executive Director
Mission statement, all belief statements, and all goal statements	Create a stakeholder advisory group consisting of representatives from SAI, IACTE, ISEA, PEI, IASB, IHSAA, IGHSAU, new teachers, administrator preparation programs, AEA, Iowa Teacher of the Year, and the DE.	AEAs, Governor's office, DE IACTE, IASB, IGHSAU, IHSAA, ISEA, PEI, SAI, new teachers, administrator preparation programs, Iowa Teacher of the Year	July 1, 2016	Convene this group after the June board retreat	The board and Executive Director

METHODS OF COMMUNICATING

The BoEE will utilize all available communication methodologies to increase the board's communication efforts including, but not limited to, "Zoom" meetings (or other online meeting tools), email, Twitter, Facebook, blogging, website/Internet, in-person meetings, landline telephones, cell phones, attendance at relevant conferences and meetings, and U.S. mail.

IOWA BOARD OF EDUCATIONAL EXAMINERS

Board Meeting Calendar Fiscal Year 2017

Day(s) of week Date	Location	Other Information
July 2016 NO MEETING		
Friday, August 5, 2016	Grimes Bldg.	
Wednesday, September 7, 2016	Grimes Bldg.	Telephonic Meeting at 4 p.m. (if needed)
Friday, October 7, 2016	Grimes Bldg.	
Friday, November 4, 2016	Grimes Bldg.	
Wednesday, December 7, 2016	Grimes Bldg.	Telephonic Meeting at 4 p.m. (if needed)
Thursday, January 12, 2017	Capitol Rotunda & Grimes Bldg	Legislative Reception
Friday, February 10, 2017	Grimes Bldg	
Wednesday, March 8, 2017	Grimes Bldg.	Telephonic Meeting at 4 p.m. (if needed)
Friday, April 7, 2017	Grimes Bldg.	
Friday, May 12, 2017	Grimes Bldg.	
Thursday & Friday, June 15-16, 2017	Grimes Bldg.	Board Orientation Board Retreat Board Meeting
July 2017 NO MEETING		
Friday, August 4, 2017	Grimes Bldg.	