

**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

**October 10, 2014**

**2014-2015 BOEE Goals (Proposed)**

Goal 1: The Board will develop rules for practitioner licensure that maintain high standards, are research based, and provide flexibility in attainment, 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 plan to align BOEE goals with the Iowa Department of Education, the Governor’s office, the Legislature, and Iowa colleges of education.

**AGENDA**  
*TIMES ARE APPROXIMATE*

<b>8:00 a.m.</b>	<b>Professional Practices Committee Meeting – State Board Room</b>	
<b>8:30 a.m.</b>	<b>Executive Committee Meeting – (Conference Rm. 3SW)</b>	
<b>9:00 a.m.</b>	<b>Call Meeting to Order</b>	
	<b>Approve the Agenda</b>	<b>Tab A</b>
	<b>Consent Agenda</b> a. Minutes from August 8, 2014 Meeting	<b>Tab B</b>
	<b>Professional Practices - Licensee Discipline – Closed Session – Board Members Only (roll call)</b>	
	<b>Open Session</b> a. Results of closed session announced b. Approve closed session minutes from August 8, 2014 meeting c. Reinstatement(s)	
	<b>Board Communications</b> a. Board Member Reports b. Executive Director’s Report 1.FY14 Financial Update 2.FY15 Financial Update	<b>Tab C</b> <b>Tab D</b>
	<b>Communication from the Public</b>	
<b>11:00 a.m.</b>	<b>Stakeholder Presentation</b> Review of the State of Educator Preparation Annual Report Dr. Larry Bice, Iowa Department of Education Educator Quality Bureau Consultant	<b>Tab E</b>
<b>12:05 p.m.</b>	<b>Lunch for Board Members (Conference Rm. 3N)</b>	

	<b>Rules [Iowa Administrative Code – Chapter 282 (272)]</b>	
	<b>a. Adopt</b>	
	<ol style="list-style-type: none"> <li>1. IAC 282 Chapter 22.3 - School Business Official (1551C)</li> <li>2. IAC 282 Chapter 22.2 - Substitute Authorization (1552C)</li> <li>3. IAC 282 Chapter 22.5a - Native Language Teaching Authorization (1604C)</li> <li>4. IAC 282 Chapter 22.8 – Montessori Authorization (1603C)</li> <li>5. IAC 282 Chapter 22.8 - Activities Administration Authorization (1605C)</li> </ol>	<b>Tab F</b> <b>Tab G</b> <b>Tab H</b>  <b>Tab I</b> <b>Tab J</b>
	<b>b. ARRC Review Pending</b>	
	<ol style="list-style-type: none"> <li>1. IAC 282 Chapter 14 - Special Education Endorsement Requirements (1602C)</li> </ol>	<b>Tab K</b>
	<b>c. Notice</b>	
	<ol style="list-style-type: none"> <li>1. IAC 282 Chapter 13.17(4) – Military Exchange License</li> </ol>	<b>Tab L</b>
	<b>d. Items for Discussion</b>	
	<ol style="list-style-type: none"> <li>1. Ethics training as a requirement for renewal</li> <li>2. Licensure renewal options</li> </ol>	<b>Tab M</b> <b>Tab N</b>
	<b>Waivers</b>	
	<ol style="list-style-type: none"> <li>1. PFW 14-10 Dr. Corey A. Lunn</li> </ol>	<b>Tab O</b>
	<b>Reports/Approvals</b>	
	<ol style="list-style-type: none"> <li>1. Legislative Update – Phil Wise</li> <li>2. Teacher Candidates by Endorsement</li> <li>3. Program Completers from Iowa Educator Preparation Programs (2012-2013)</li> <li>4. BoEE Consultant Presentations – 2013-2014</li> </ol>	<b>Tab P</b> <b>Tab Q</b>  <b>Tab R</b>
<b>2:00 p.m.</b>	<b>Adjournment</b>	



1 belief in the existence of facts warranting a hearing, and that the Board therefore lacks  
2 probable cause to proceed with this matter. **MOTION CARRIED UNANIMOUSLY.**

3  
4 Anne Sullivan moved, with a second by Brenda Garcia, that in **case number 14-51**,  
5 the 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(4)(b) and order this  
7 case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

8  
9 Larry Hill moved, with a second by Anne Sullivan, that in **case number 14-55**,  
10 the Board find that the evidence gathered in the investigation, including witness  
11 statements and the documentary evidence, does not create a reasonable ground  
12 for belief in the existence of facts warranting a hearing, and that the Board  
13 therefore lacks probable cause to proceed with this matter. **MOTION CARRIED**  
14 **UNANIMOUSLY.**

15  
16 Larry Hill moved, with a second by Mary K. Overholtzer, that in **case number**  
17 **14-59**, the Board find that the evidence gathered in the investigation, including  
18 witness statements and the documentary evidence, does not create a  
19 reasonable ground for belief in the existence of facts warranting a hearing, and  
20 that the Board therefore lacks probable cause to proceed with this matter.  
21 **MOTION CARRIED UNANIMOUSLY.**

22  
23 Anne Sullivan moved, with a second by Mary K. Overholtzer, that in **case number 14-**  
24 **66**, the Board find that the evidence gathered in the investigation, including witness  
25 statements and the documentary evidence, does not create a reasonable ground for  
26 belief in the existence of facts warranting a hearing, and that the Board therefore lacks  
27 probable cause to proceed with this matter. Roll call vote: Arnold – yes; Buck – yes;  
28 Dutcher – absent; Garcia – yes; Hill – yes; Overholtzer – yes; Pattee – recused; Prescott  
29 – yes; Stevens – yes; Sullivan – yes. **MOTION CARRIED.**

30  
31 Larry Hill moved, with a second by Brenda Garcia, that in **case number 14-38**, 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(3)(e), 25.3(6)(m) and  
2 order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

3

4 Larry Hill moved, with a second by Anne Sullivan, that in **case number 14-37**, the  
5 Board find that the evidence gathered in the investigation, including witness  
6 statements and the documentary evidence, does not create a reasonable ground for  
7 belief in the existence of facts warranting a hearing, and that the Board therefore lacks  
8 probable cause to proceed with this matter. **MOTION CARRIED UNANIMOUSLY.**

9

10 Anne Sullivan moved, with a second by Brenda Garcia, that in **case number 14-60**,  
11 the Board find probable cause to establish a violation of the following provisions of the  
12 Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(6)(l) and (r) and order  
13 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.** (Duane Magee left the  
14 room during the discussion of this case in closed session.)

15

16 Mary K. Overholtzer moved, with a second by Brenda Garcia, that in **case number 14-**  
17 **56**, the Board find that the evidence gathered in the investigation, including witness  
18 statements and the documentary evidence, does not create a reasonable ground for  
19 belief in the existence of facts warranting a hearing, and that the Board therefore lacks  
20 probable cause to proceed with this matter. Roll call vote: Arnold – recused; Buck –  
21 yes; Dutcher – absent; Garcia – yes; Hill – yes; Overholtzer – yes; Pattee – yes; Prescott  
22 – yes; Stevens – yes; Sullivan – yes. **MOTION CARRIED.**

23

24 Brenda Garcia moved, with a second by Larry Hill, that in **case number 14-03**, the  
25 Board accept the stipulation and settlement submitted by the parties, and issue an  
26 Order incorporating the agreement of the parties and imposing the agreed upon  
27 sanction. **MOTION CARRIED UNANIMOUSLY.**

28

29 Larry Hill moved, with a second by Brenda Garcia, that in **case number 13-123**, the  
30 Board accept the stipulation and settlement submitted by the parties, and issue an  
31 Order incorporating the agreement of the parties and imposing the agreed upon  
32 sanction. Roll call vote: Arnold – yes; Buck – yes; Dutcher – absent; Garcia – yes; Hill

1 – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan – recused.

2 **MOTION CARRIED.**

3

4 Mary K. Overholtzer moved, with a second by Larry Hill, that in **case number 14-25**,  
5 the Board accept the stipulation and settlement submitted by the parties, and issue  
6 an Order incorporating the agreement of the parties and imposing the agreed upon  
7 sanction. **MOTION CARRIED UNANIMOUSLY.**

8

9 Larry Hill moved, with a second by Brenda Garcia, that in **case number 14-41**, the  
10 Board accept the stipulation and settlement submitted by the parties, and issue an  
11 Order incorporating the agreement of the parties and imposing the agreed upon  
12 sanction. **MOTION CARRIED UNANIMOUSLY.**

13

14 Mary K. Overholtzer moved, with a second by Brenda Garcia, that in **case number 13-**  
15 **122**, the Board accept the stipulation and settlement submitted by the parties, and  
16 issue an Order incorporating the agreement of the parties and imposing the agreed  
17 upon sanction. Roll call vote: Arnold – yes; Buck – yes; Dutcher – absent; Garcia –  
18 yes; Hill – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan –  
19 recused. **MOTION CARRIED.**

20

21 Brenda Garcia moved, with a second by Mary K. Overholtzer, that in **case number 14-**  
22 **16**, the Board accept the stipulation and settlement submitted by the parties, and  
23 issue an Order incorporating the agreement of the parties and imposing the agreed  
24 upon sanction. Roll call vote: Arnold – yes; Buck – yes; Dutcher – absent; Garcia –  
25 yes; Hill – yes; Overholtzer – yes; Pattee – recused; Prescott – yes; Stevens – yes;  
26 Sullivan – yes. **MOTION CARRIED.**

27

28 Brenda Garcia moved, with a second by Anne Sullivan, that in **case number 13-81**,  
29 the Board issue an order adopting the findings of fact and conclusions of law in the  
30 proposed decision but striking the sentence captioned “Decision and Order” and  
31 replacing the current text with “IT IS THEREFORE ORDERED that the Notice of  
32 Hearing and Statement of Charges filed against Respondent Dawn Batchelder in case

1 13-81 is hereby DISMISSED.” **MOTION CARRIED UNANIMOUSLY.** (Meghan Gavin  
2 left the room during the discussion of this case in closed session.)

3

4 Anne Sullivan moved, with a second by Larry Hill, that in **case number 13-78, In the**  
5 **Matter of Trent Prather**, the Board issue an order adopting the opinion dated  
6 August 8, 2014 as its final decision, denying oral argument, adopting the proposed  
7 decision’s findings of fact in their entirety, adopting certain conclusions of law and  
8 modifying other conclusions of law such that the respondent’s coaching authorization  
9 and teaching license are revoked. **MOTION CARRIED UNANIMOUSLY.** (Meghan  
10 Gavin left the room during the discussion of this case in closed session.)

11

12 Brenda Garcia moved, with a second by Jay Prescott, that the Board not initiate  
13 review of the proposed decision in **case number 13-131, In the Matter of Earl**  
14 **Oleson**, and allow the proposed decision to become the final decision of the Board  
15 unless an appeal is taken by one of the parties within the time allowed by rule. Roll  
16 call vote: Arnold – yes; Buck – yes; Dutcher – absent; Garcia – yes; Hill – no;  
17 Overholtzer – no; Pattee – no; Prescott – yes; Stevens – yes; Sullivan – no. **MOTION**  
18 **CARRIED.** (Meghan Gavin left the room during the discussion of this case in closed  
19 session.)

20

21 Brenda Garcia moved, with a second by Larry Hill, to extend the 180-day deadline  
22 for issuance of the final decision in **case number 14-15**, based upon the need to  
23 schedule the hearing and the need to review the proposed decision. Roll call vote:  
24 Arnold – yes; Buck – yes; Dutcher – absent; Garcia – yes; Hill – yes; Overholtzer –  
25 yes; Pattee – recused; Prescott – yes; Stevens – yes; Sullivan – yes. **MOTION**  
26 **CARRIED.**

27

28 Mary K. Overholtzer moved, with a second by Brenda Garcia, to extend the 180-day  
29 deadline for issuance of the final decision in **case number 14-20**, based upon the  
30 need to schedule the hearing and the need to review the proposed decision.  
31 **MOTION CARRIED UNANIMOUSLY.**

32

1 Anne Sullivan moved, with a second by Mary K. Overholtzer, to extend the 180-day  
2 deadline for issuance of the final decision in **case number 14-22**, based upon the  
3 need to schedule the hearing and the need to review the proposed decision. **MOTION**  
4 **CARRIED UNANIMOUSLY.** (Duane Magee left the room during the discussion of this  
5 case in closed session.)

6  
7 Brenda Garcia moved, with a second by Larry Hill, to extend the 180-day deadline for  
8 issuance of the final decision in **case number 14-23**, based upon the need to schedule  
9 the hearing and the need to review the proposed decision. **MOTION CARRIED**  
10 **UNANIMOUSLY.** (Duane Magee left the room during the discussion of this case in  
11 closed session.)

12  
13 Larry Hill moved, with a second by Brenda Garcia, to extend the 180-day deadline for  
14 issuance of the final decision in **case number 14-26**, based upon the need to schedule  
15 the hearing and the need to review the proposed decision. **MOTION CARRIED**  
16 **UNANIMOUSLY.**

17  
18 Larry Hill moved, with a second by Brenda Garcia, to extend the 180-day deadline  
19 for issuance of the final decision in **case number 14-28**, based upon the need to  
20 schedule the hearing and the need to review the proposed decision. **MOTION**  
21 **CARRIED UNANIMOUSLY.**

22  
23 Larry Hill moved, with a second by Mary K. Overholtzer, to extend the 180-day  
24 deadline for issuance of the final decision in **case number 14-36**, based upon the  
25 amount of time needed to complete the investigation due to pending criminal charges.  
26 **MOTION CARRIED UNANIMOUSLY.**

27  
28 Brenda Garcia moved, with a second by Larry Hill, to extend the 180-day deadline for  
29 issuance of the final decision in **case number 14-38**, based upon the need to schedule  
30 the hearing and the need to review the proposed decision. **MOTION CARRIED**  
31 **UNANIMOUSLY.**

1 Larry Hill moved, with a second by Mary K. Overholtzer, that in **case number 14-67**,  
2 the board acknowledge the agreement reached by the parties and issue an order  
3 imposing the agreed upon sanction. **MOTION CARRIED UNANIMOUSLY.**

4  
5 Case numbers 14-27 and 13-85 were discussed in open session.

6  
7 Background on **case number 14-27**: This case was received on March 7, 2014. The  
8 board found probable cause at its meeting on June 20, 2014. Hearing has been set  
9 for September 16, 2014. Larry Hill moved, with a second by Anne Sullivan, to extend  
10 the 180-day deadline for issuance of the final decision in **case number 14-27**, based  
11 upon the need to conduct the hearing and the need to review the proposed decision.  
12 **MOTION CARRIED UNANIMOUSLY.**

13  
14 Background on **case number 13-85**: Mr. Freeman's license was suspended for six  
15 months in a board order dated March 31, 2014. He was ordered to complete a  
16 psychological evaluation and the ethics course. He has submitted documentation of  
17 completion of these requirements, along with a request for reinstatement. (He is  
18 currently suspended until September 30, 2014.) The board has requested additional  
19 documentation and clarification prior to ruling on the application for reinstatement.  
20 Laura Stevens moved, with a second by Sara Arnold, to table **case number 13-85**, to  
21 the October meeting. **MOTION CARRIED UNANIMOUSLY.**

22  
23 Anne Sullivan moved, with a second by Andy Pattee, to approve the closed session  
24 minutes for June 20, 2014. **MOTION CARRIED UNANIMOUSLY.**

25  
26 Board Member Reports:

27 Andy Pattee congratulated Brenda Garcia for her outstanding work on a panel for the  
28 Teacher Leadership and Compensation System (TLC). He also congratulated Brad  
29 Buck for his presentation, discussion and overview as far as where we are at and  
30 where we are moving as a state to the School Administrators of Iowa (SAI) at their  
31 conference on August 6-7. Dr. Pattee also acknowledged Duane Magee, Darcy Lane  
32 and Joanne Tubbs regarding their two presentations on ethics at the SAI conference.  
33 It was well received and well attended. Anne Sullivan mentioned that she received

1 positive comments from those in her district that attended the ethics presentation.  
2 The presentation gave a heightened sense of awareness of the responsibility in the  
3 area of ethics.

4  
5 Mary K. Overholtzer attended the Professional Educators of Iowa (PEI) Leadership  
6 Training. One of the highlights was a guest speaker, Joel Fry, who spoke about  
7 compassion fatigue among those in the teaching field. It was a very powerful and  
8 informative presentation.

9  
10 Executive Director's Report

11 Executive Director Magee reviewed the financial report.

12  
13 The 2013-14 accomplishments of the BoEE staff were shared with board.

14  
15 A NASDTEC Professional Practices Survey was given to the board. The survey shows  
16 how we compare to other states regarding their significance/insignificance of various  
17 educator misconduct issues, investigative case load, etc.

18  
19 Phil Rogers, NASDTEC Executive Director, visited the BoEE office on July 29-30. He  
20 and Mr. Magee, who is the NASDTEC President, worked on the NASDTEC constitution,  
21 bylaws, reviewed future technology and also the identity of the organization.

22  
23 The upcoming Professional Practices Institute (through NASDTEC) will be held on  
24 October 28-30, 2014, in Newport, Rhode Island. Two board members will be invited to  
25 attend as well as Mr. Magee, Darcy Lane and Joanne Tubbs.

26  
27 Executive Director Magee shared a report that is prepared annually of those people  
28 that have been recommended from an Iowa institution from July 1, 2013 to June 30,  
29 2014. This report is used to determine shortage areas in various fields.

30  
31 Executive Director Magee asked the board for their thoughts on the rules adoption  
32 timeline. Generally, we discuss rules as they come up. He asked if we should  
33 consider updating at a similar time of the year so that districts can get done with the

1 school year and the new rules will then become effective at the start of the next school  
2 year. We would attempt to notice rules in January or February so that they become  
3 effective at the end of May or early June. We would continue to discuss rules year  
4 round.

5

6 Communication from the Public:

7 Jake Holmes commented regarding his support of the athletic director's rule (22.8  
8 Activities Administration Authorization).

9

10 Stakeholder Presentation:

11 Some members of The New Teacher Advisory Group presented to the Board. Members  
12 that attended were: Amy Rost, Des Moines Public Schools; Deepanee Samarakoon,  
13 Cedar Falls; and, Shannon Campbell, Waukee. Joanne Tubbs, BoEE Consultant and  
14 the Group Coordinator was also present. The group was formed to find out from  
15 teachers that recently entered the field their thoughts regarding their pathway to  
16 teacher education and specifically teaching in Iowa; discuss teacher preparation  
17 programs; the licensure process; ethics for educators.

18

19 Rules:

20 Adopt:

21 None.

22

23 Notice:

24 Andy Pattee moved, with a second by Dan Dutcher, to file under notice of intended  
25 action the proposed rule of Chapter 22.8 – Activities Administration Authorization.

26 **MOTION CARRIED UNANIMOUSLY.** (Jake Holmes provided public comment during  
27 the discussion of this rule. Judge Johnston, past president of the Iowa High School  
28 Athletic Directors Association, was present and spoke regarding his support of this  
29 rule.)

30

31 Laura Stevens moved, with a second by Mary K. Overholtzer, to file under notice of  
32 intended action the proposed changes, to Chapter 14 – Special Education  
33 Endorsement Requirements. Roll call vote: Arnold – no; Buck – yes; Dutcher – yes;

1 Garcia – yes; Hill – no; Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes;  
2 Sullivan – no. **MOTION CARRIED.**

3

4 Larry Hill moved, with a second by Andy Pattee, to file under notice of intended action  
5 the proposed rule of Chapter 22.5 – Native Language Teaching Authorization.

6 **MOTION CARRIED UNANIMOUSLY.**

7

8 Brad Buck moved, with a second by Andy Pattee, to file under notice of intended  
9 action the proposed rule of Chapter 22.8 – Montessori Authorization. **MOTION**

10 **CARRIED UNANIMOUSLY.**

11

12 *Items for Discussion:*

13 The Board discussed ethics training as a requirement for renewal. This series of  
14 changes will allow educators to complete current and relevant training as a condition  
15 of licensure renewal, and also for the first issuance of a license when it is not already  
16 covered in the preparation program. Chapter 272.2 also states that the board shall  
17 provide this training to any person who holds a license, certificate, authorization, or  
18 statement of professional recognition. This proposal will be brought back for notice at  
19 a future meeting.

20

21 The Board discussed licensure renewal options. The Board will receive updates on  
22 current BoEE discussion regarding competency based renewals, CEUs, and various  
23 renewal options and practices available in other states.

24

25 Petitions for Waiver:

26 Anne Sullivan moved, with a second by Larry Hill, that in **PFW 14-08 Erin**  
27 **Schlotfeldt**, the board deny the wavier. Reasons for denying: Ms. Schlotfeldt applied  
28 for a Class B license to continue teaching special education in the position she held  
29 during the term of her administrative decision license. The application was denied  
30 because she had not completed the required hours (one half of the content  
31 requirements for the endorsement, because special education is a designated shortage  
32 area). Ms. Schlotfeldt did not start her special education coursework until June of  
33 2014, because that is when a cohort began at Graceland University. She is currently

1 enrolled at Graceland working toward a master's degree in special education, and will  
2 have completed 3 hours as of August 23, 2014. Ms. Schlotfeldt was issued an  
3 administrative decision license on August 16, 2013, so that she could teach special  
4 education during the 2013-2014 school year. A letter sent to her on that date stated  
5 the administrative decision could only be converted to a Class B license when it  
6 expired if she had completed at least 12 hours of coursework in special education.  
7 Given the fact that Ms. Schlotfeldt could have obtained credit hours during the term of  
8 her administrative decision license but did not do so because she wanted to complete  
9 her coursework at Graceland, the Board found the application of the rule would not  
10 impose an undue hardship. The Board reviewed past waiver requests and found it  
11 had previously denied similar requests. Granting the waiver could prejudice the  
12 substantial legal rights of similarly situated individuals who have been unable to  
13 obtain a Class B license due to a lack of credit hours. The Board noted that granting  
14 the waiver would allow Ms. Schlotfeldt to begin a second year of teaching in a special  
15 education classroom without having completed half of the coursework requirements  
16 for the sought-after special education endorsement. Therefore, the Board found that  
17 waiving the rule would not provide substantially equal protection of public welfare.

18 **MOTION CARRIED UNANIMOUSLY.**

19  
20 Andy Pattee moved, with a second by Larry Hill, that in **PFW 14-09 Emily House**, the  
21 board deny the wavier. Reasons for denying: Emily House requested a waiver of the  
22 assessment requirement for a teacher exchange license. Her application for a one-year  
23 teacher exchange license was denied because she had not taken Iowa's designated  
24 Praxis exam in her content area. She has been offered a teaching position that begins  
25 August 18, 2014. Ms. House had taken the correct content exam shortly before the  
26 board meeting, but had not yet received her score. Ms. House cited possible loss of  
27 her position due to an inability to start the school year as a basis for a finding of  
28 undue hardship. The Board acknowledged these concerns and urged staff members to  
29 work with House and the testing service to expedite the scoring of Ms. House's exam if  
30 possible. As of the date of this order, the Board has not reviewed any other requests  
31 for waiver of the assessment requirement in question. The Board found that granting  
32 the waiver would prejudice the substantial legal rights of others who have been unable  
33 to obtain or begin teaching positions due to assessment-related delays. Additionally,

1 the Board noted that the parallel assessment requirement for individuals who  
2 complete teacher preparation programs within the state of Iowa is in statute, and  
3 therefore cannot be waived. Having found that a waiver in this situation would  
4 prejudice the substantial legal rights of others held to the assessment requirement,  
5 the Board did not make a finding on this element of the rule. Roll call vote: Arnold –  
6 yes; Buck – yes; Dutcher – yes; Garcia – yes; Hill – yes; Overholtzer – no; Pattee – yes;  
7 Prescott – yes; Stevens – yes; Sullivan – yes. **MOTION CARRIED.** (Emily House was  
8 present at the meeting during the discussion of her waiver.)

9  
10 Reports/Approvals

11 Phil Wise provided a legislative update.

12  
13 2014-2015 Board Goals

14 The proposed 2014-2015 goals are based on the ideas discussed at the board retreat.

15  
16 Semiannual Summary Waiver Report

17 This report was distributed to the board for their review. The report is provided  
18 semiannually to the administrative rules coordinator and the administrative rules  
19 review committee.

20  
21 There being no further business, Mary K. Overholtzer moved, with a second by Larry  
22 Hill, to adjourn the meeting. Meeting adjourned at 2:25 p.m.

**BoEE Financial  
Report  
FY 14**

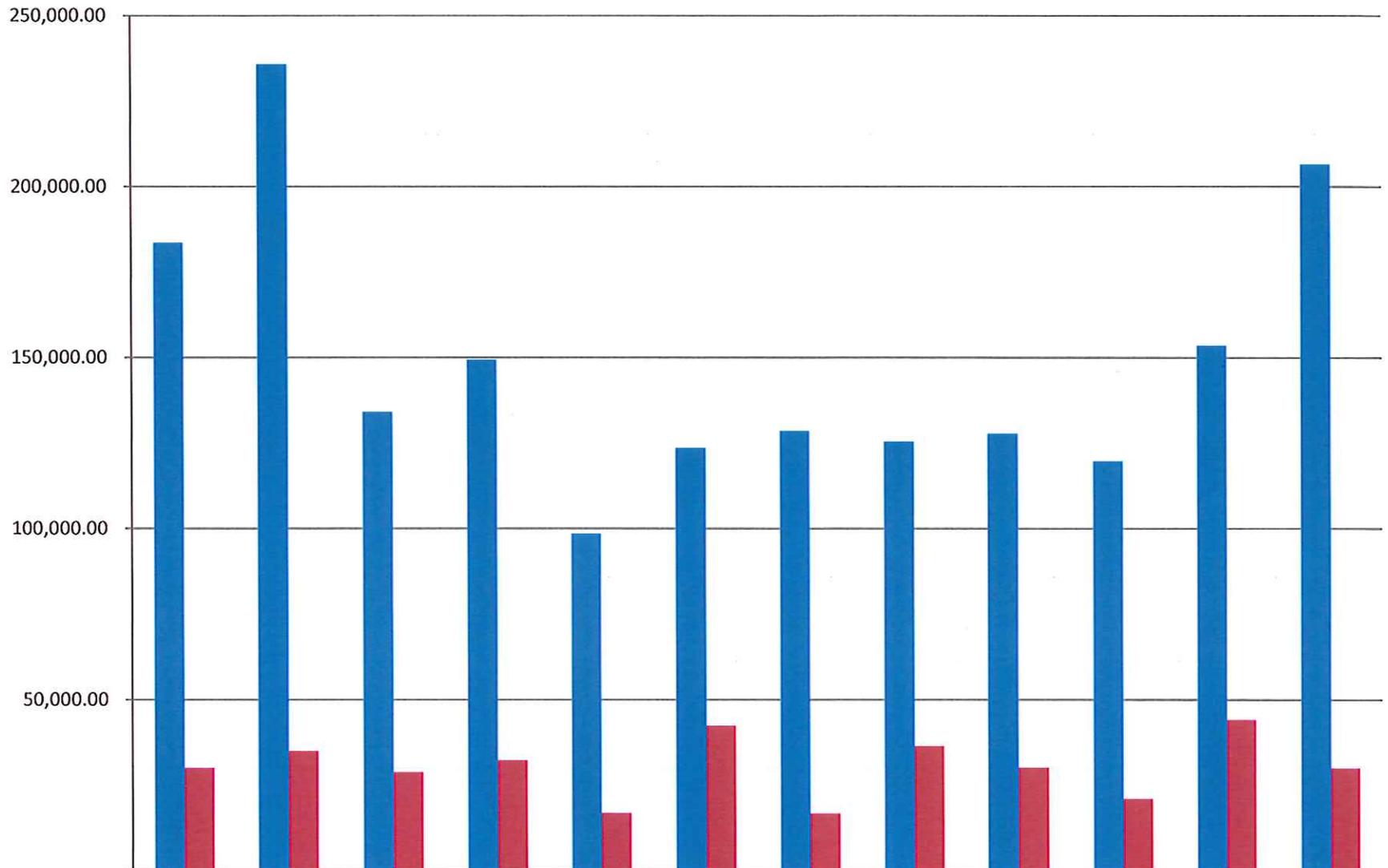
Board of Educational Examiners (BOEE)

Cash Balance

10-Year History

	<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	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	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	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)	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	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	2%	10%	13%	33%	49%	-53%	33%	302%	3545%		

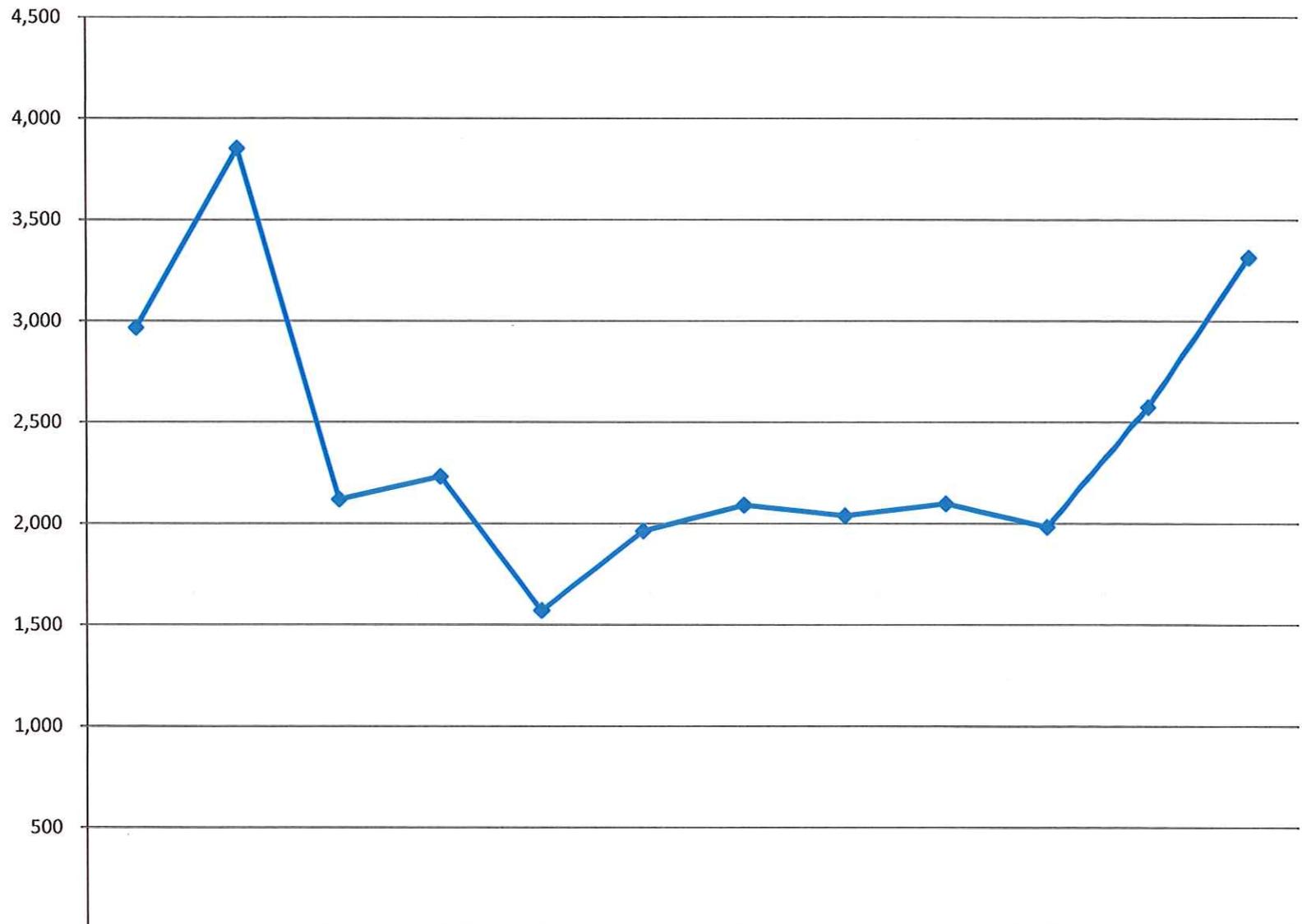
## Receipts July 2013-June 2014



	July 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14
Licensure Fees	183,580.	235,752.	134,187.	149,360.	98,513.2	123,617.	128,523.	125,475.	127,790.	119,784.	153,572.	206,614.
DCI Check Fee	30,056.0	35,009.0	28,847.0	32,344.0	16,952.0	42,393.0	16,783.0	36,491.0	30,251.0	21,120.0	44,200.0	30,030.0

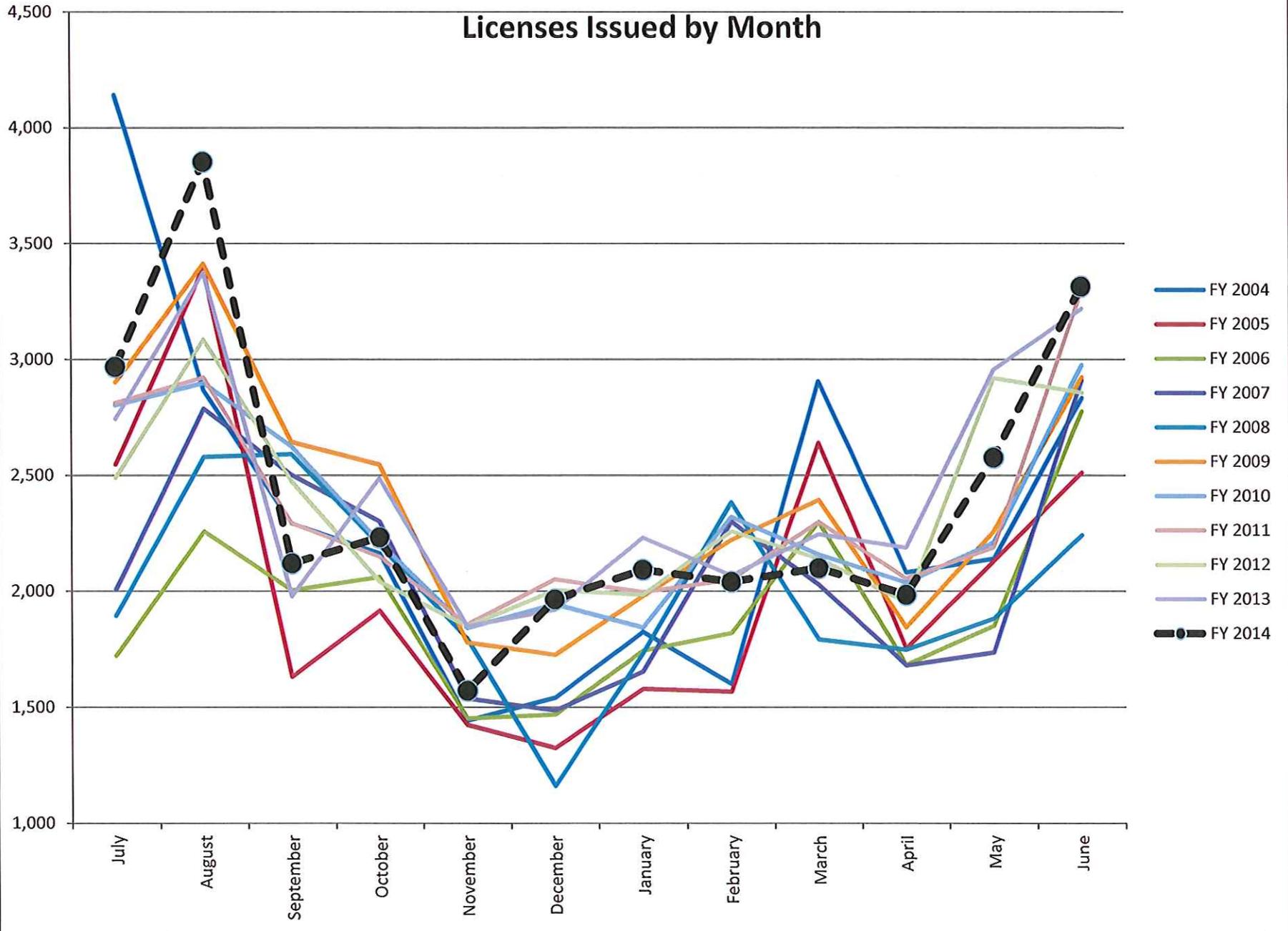


### Total # Licenses Issued FY14



	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total # Licenses Issued	2,968	3,852	2,120	2,232	1,571	1,964	2,092	2,040	2,099	1,984	2,576	3,314

### Licenses Issued by Month



Board of Education Examiners SFY 14 Financial Reporting by Orgn/Month

FY 14 Balance Sheet / Cashflow Chart

Licensure Fees (orgn 9397)		July 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14	Jun+30	Jun+60	Total
<b>Receipts</b>																
	Brought Fwd from 13	100,000.00	1,056,232.35	-	-	-	-	-	-	-	-	-	-	-	-	-
	Carry Fwd to 15												(1,176,209.26)	(100,000.00)	(1,076,209.26)	1,156,232
	401 Licensure Fees	183,580.50	235,752.00	134,187.75	149,360.75	98,513.25	123,617.25	128,523.25	125,475.50	127,790.25	119,784.50	153,572.25	206,614.50	6,029.25	(112.50)	1,786,772
	704 DCI Check Fee	30,056.00	35,009.00	28,847.00	32,344.00	16,952.00	42,393.00	16,783.00	36,491.00	30,251.00	21,120.00	44,200.00	30,030.00	1,456.00	-	364,476
	BoEE Total Receipts	213,636.50	270,761.00	163,034.75	181,704.75	115,465.25	166,010.25	145,306.25	161,966.50	158,041.25	140,904.50	197,772.25	236,644.50	7,485.25	(112.50)	2,151,247.75
	401 Licensure Fees (GenFund)	60,611.50	77,714.00	44,376.25	49,123.25	32,530.75	40,983.75	42,012.75	41,502.50	42,227.75	39,266.50	50,846.75	68,350.50	1,977.75	(37.50)	589,546
		59,626.75	77,057.75	43,421.00	47,441.50	32,499.00										
<b>Expenditures</b>																
	101 Personal Services	68,492.36	109,738.61	126,868.44	177,243.52	99,304.41	116,383.80	115,695.60	116,385.68	117,188.25	181,364.49	101,469.27	165,859.46	49,318.34	(347.46)	1,495,994
	202 In-State Travel	54.12	13.13	1,528.23	2,141.83	3,468.83	344.76	1,215.49	2,495.89	2,145.65	2,453.06	1,064.18	4,271.40	2,973.88	3.90	21,197
	203 Assigned Vehicle	-	287.51	523.09	1,022.91	534.61	472.80	375.27	245.43	354.66	525.95	317.50	609.81	276.27	-	5,270
	204 Vehicle Depreciation	-	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	720.00	360.00	-	4,320
	205 Out-of-State Travel	-	-	-	3,341.00	1,900.72	385.61	-	-	-	-	-	5,594.68	150.54	-	11,222
	301 Office Supplies	5,573.85	291.14	370.12	150.85	1,490.35	385.10	94.79	11.81	415.99	4,798.13	589.70	(3,336.89)	(3,946.04)	-	10,835
	309 Printing & Binding	-	256.20	5,544.59	415.00	1,633.00	624.00	20.11	902.00	3,555.50	2,048.51	3,346.00	3,165.80	-	-	21,511
	313 Postage	-	3,000.53	3,671.38	2,639.90	2,179.57	1,791.90	1,902.83	2,426.88	2,050.19	2,608.46	2,787.94	6,440.70	3,352.36	-	31,500
	401 Communications	73.85	704.78	930.89	656.09	691.85	652.92	2,095.16	976.20	951.71	1,006.07	1,225.71	1,942.67	721.40	-	11,908
	402 Rentals	615.00	283.02	891.70	70.00	274.86	-	-	-	-	-	500.00	-	-	-	2,635
	405 Professional Services	-	-	200.00	350.00	564.61	600.00	497.43	367.27	513.18	838.05	5,487.97	1,029.40	779.40	-	10,448
	406 Outside Services	48.60	28.44	78.18	20.60	44.96	52.45	55.47	621.68	1,326.83	298.05	1,652.26	153.91	109.29	-	4,381
	407 Intra-State Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	408 Advertising	-	-	56.84	52.43	-	-	416.85	-	3,387.53	-	-	1,275.00	1,275.00	-	5,189
	409 Outside Repairs/Services	1.00	181.75	-	191.64	-	-	165.57	-	95.00	158.77	-	-	-	-	794
	414 Other Agency Reimb	-	298.32	1,079.82	300.32	300.32	1,034.82	300.32	302.56	1,034.82	311.89	300.32	1,340.57	305.75	-	6,604
	416 ITE Reimbursement	54.60	1,589.72	2,241.08	2,765.79	3,948.44	2,183.41	2,053.61	2,714.70	2,362.44	2,076.57	2,162.35	5,423.33	2,672.98	-	29,576
	418 IT Contracted Services	-	-	40,205.60	-	-	-	-	-	28,055.00	-	-	-	-	-	68,261
	432 Gov Trfr Attorney Gen	-	-	6,666.66	3,349.16	3,376.91	3,369.13	3,339.51	3,517.17	3,533.99	3,465.11	3,340.38	7,413.06	3,944.02	-	41,371
	433 Gov Trfr Auditor	-	-	-	-	-	75.28	203.12	-	-	120.76	-	242.01	-	242.01	641
	434 Gov Trfr Other Agencies	-	-	54,212.00	22,695.00	26,226.00	13,284.00	22,793.22	27,225.80	23,829.00	31,124.37	18,046.00	58,406.57	29,886.57	-	297,852
	502 Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	503 Equipment Non-Inventory	-	844.80	-	-	-	-	-	-	-	-	-	-	-	-	845
	510 IT Equipment & Software	11,305.00	-	339.31	522.45	-	-	406.00	7,960.08	2,619.40	3,376.11	-	3,885.50	(17,821.00)	3,728.50	30,414
	602 SWICAP/Other Expense	-	-	759.86	12,705.15	445.92	577.47	600.92	390.15	1,012.21	465.11	-	1,548.33	481.29	604.95	18,505
	Total Expenditures	86,218.38	117,877.95	246,527.79	230,993.64	146,745.36	142,587.45	152,591.27	166,903.30	194,791.35	237,399.46	142,649.58	265,985.31	74,840.05	4,231.90	2,131,271
	Excess (Deficiency) of															
	Revenue over Expenditures	127,418.12	152,883.05	(83,493.04)	(49,288.89)	(31,280.11)	23,422.80	(7,285.02)	(4,936.80)	(36,750.10)	(96,494.96)	55,122.67	(29,340.81)	(67,354.80)	(4,344.40)	19,977
	Beginning Cash Balance	100,000.00	227,418.12	1,436,533.52	1,353,040.48	1,303,751.59	1,272,471.48	1,295,894.28	1,288,609.26	1,283,672.46	1,246,922.36	1,150,427.40	1,205,550.07	-	-	-
	Ending Cash Balance	227,418.12	1,436,533.52	1,353,040.48	1,303,751.59	1,272,471.48	1,295,894.28	1,288,609.26	1,283,672.46	1,246,922.36	1,150,427.40	1,205,550.07	-	-	-	19,977

Licensure Fee Receipts by Accounting Source and Month SFY 14

Acct	Class	Description	July 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14	Jun+30	Jun+60	Total
		Brought Fwd not included															
IS4	401	Licensure Fees %	183,580.50	235,752.00	134,187.75	149,360.75	98,513.25	123,617.25	128,523.25	125,475.50	127,790.25	119,784.50	153,572.25	200,697.75	6,029.25	(112.50)	1,788,771.75
IS4	704	DCI Check Fee	30,056.00	35,009.00	28,847.00	32,344.00	16,952.00	42,393.00	16,783.00	36,491.00	30,251.00	21,120.00	44,200.00	28,574.00	1,456.00	-	364,476.00
Gen Fund	401	Licensure Fees	60,611.50	77,714.00	44,376.25	49,123.25	32,530.75	40,983.75	42,012.75	41,502.50	42,227.75	39,266.50	50,846.75	66,410.25	1,977.75	(37.50)	589,546.25
		Net Receipts	<u>274,248.00</u>	<u>348,475.00</u>	<u>207,411.00</u>	<u>230,828.00</u>	<u>147,956.00</u>	<u>206,994.00</u>	<u>187,319.00</u>	<u>203,469.00</u>	<u>200,269.00</u>	<u>180,171.00</u>	<u>248,619.00</u>	<u>295,682.00</u>	<u>200,697.75</u>	<u>(150.00)</u>	<u>2,740,794.00</u>
															28,574.00		
0914	401	Refunds	50.00	375.00	968.00	1,510.00	688.00	740.00	993.00	248.00	680.00	981.00	170.00		1,923.00	150.00	9,476.00

Number of Licenses Issued by Month

Record Year in Green

	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
FY 2014 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	1,895	2,580	2,592	2,199	1,795	1,161	1,733	2,384	1,792	1,748	1,883	2,242	24,004
Running Total	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 Actual	2,008	2,788	2,503	2,302	1,538	1,486	1,654	2,300	2,028	1,680	1,736	2,910	24,933
Running Total	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 Actual	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
Running Total	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
Running Total	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
Running Total	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 FY14 for Budget	2,436	2,959	2,304	2,208	1,683	1,663	1,857	2,069	2,290	1,902	2,228	2,854	26,612
Running Total	2,436	5,395	7,699	9,906	11,589	13,252	15,109	17,168	19,458	21,360	23,588	26,442	

**Obligations vs. Budget Report**  
**Budget Fiscal Year: 2014**

	Total Obligations FY-To-Date	SY 14 Spending Plan	Budget Balance	Percent of Budget Received /Spent
<b>Resources:</b>				
Balance Forward	\$ 100,000	\$ -		
Receipts				
Salary adj				
401 Fees, Lic. & Permits	\$ 1,786,884	\$ 1,739,848		
704 Other	\$ 364,476	\$ 360,000		
<b>Total Resources:</b>	<b>\$ 2,251,360</b>	<b>\$ 2,099,848</b>	<b>\$ (51,512)</b>	<b>102.45%</b>
<i>(Total Revenue)</i>	<u><u>\$ 2,151,360</u></u>			
<b>Expenditures:</b>				
101 Personal Services	\$ 1,495,994	\$ 1,500,444	\$ 4,450	99.70%
202 In-State Travel	\$ 21,197	\$ 25,000	\$ 3,803	84.79%
203 Assigned Vehicle	\$ 5,270	\$ 4,000	\$ (1,270)	131.74%
204 Vehicle Depreciation	\$ 4,320	\$ 3,000	\$ (1,320)	144.00%
205 Out-of-State Travel	\$ 11,222	\$ 20,000	\$ 8,778	56.11%
301 Office supplies	\$ 10,835	\$ 10,000	\$ (835)	108.35%
309 Printing & Binding	\$ 21,511	\$ 15,000	\$ (6,511)	143.40%
313 Postage	\$ 31,500	\$ 40,000	\$ 8,500	78.75%
401 ICN/Communications	\$ 11,908	\$ 15,000	\$ 3,092	79.39%
402 Rentals	\$ 2,635	\$ 3,500	\$ 865	75.27%
405 Professional Services	\$ 10,448	\$ 26,600	\$ 16,152	39.28%
406 Outside Services	\$ 4,381	\$ 5,000	\$ 619	87.63%
407 Trans to Other agency	\$ -	\$ -	\$ -	#DIV/0!
408 Advertising	\$ 5,189	\$ 3,000	\$ (2,189)	172.96%
409 Outside Repairs/Ser	\$ 794	\$ 5,000	\$ 4,206	15.87%
414 Other Agency Reimb	\$ 6,604	\$ 15,000	\$ 8,396	44.03%
416 ITD Reimbursement	\$ 29,576	\$ 20,000	\$ (9,576)	147.88%
418 IT Contracted services	\$ 68,261	\$ 350,000	\$ 281,739	19.50%
432 Gov Transfer AG	\$ 41,371	\$ 40,000	\$ (1,371)	103.43%
433 Gov Transfer Auditor	\$ 641	\$ 10,000	\$ 9,359	6.41%
434 Gov Trans Other Agency	\$ 297,852	\$ 360,000	\$ 62,148	82.74%
502 Equipment Inventory	\$ -	\$ 2,500	\$ 2,500	0.00%
503 Equipment Non-Inven	\$ 845	\$ 3,000	\$ 2,155	28.16%
510 IT Equipment	\$ 30,414	\$ 60,000	\$ 29,586	50.69%
602 SWICAP	\$ 18,505	\$ 30,000	\$ 11,495	61.68%
705 Refunds	\$ 9,476	\$ 5,000	\$ (4,476)	189.52%
<b>Carryover</b>		\$ -		
<b>Expenditure Subtotal</b>	<b>\$ 2,140,747</b>	<b>\$ 2,571,044</b>	<b>\$ 430,297</b>	<b>83.26%</b>
<i>Revenue Less Expenditures</i>	<u><u>\$ 10,613</u></u>			

(off from Finance report by  
\$5,000+ due to inclusion of  
refunds)

FY 2014 Actual Revenue for each License Issued

**FY 2014 Actual Number of Licenses Issued per Month**

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Duplicate Lic - Online	23	48	18	21	17	18	18	19	27	35	30	23	297
Late Fees - online	40	39	12	13	5	7	13	7	9	8	6	19	178
Master Ed - Online	162	155	81	87	90	71	155	75	94	94	91	133	1,288
Prof Adm - Online	19	15	13	19	10	15	21	15	12	14	13	18	184
Prof Service License	0	10	5	7	4	5	10	0	3	8	4	8	64
Standard Lic - Online	312	325	169	181	165	146	267	168	202	188	206	243	2,572
<b>Background</b>	<b>321</b>	<b>408</b>	<b>396</b>	<b>431</b>	<b>211</b>	<b>602</b>	<b>188</b>	<b>515</b>	<b>409</b>	<b>255</b>	<b>626</b>	<b>363</b>	<b>4,725</b>
Background in Office	132	138	44	57	43	50	70	46	57	61	53	78	829
Initial Teacher lic	149	238	305	359	127	609	160	472	261	138	475	148	3,441
Extended initial	18	22	12	22	15	26	33	32	29	26	18	29	282
Standard License	282	410	177	195	127	124	192	156	174	138	179	281	2,435
Master Ed	223	293	169	166	144	132	165	151	145	151	142	213	2,094
Professional Adm	117	79	102	86	63	65	90	73	62	64	91	133	1,025
Coach Authorization	280	442	216	246	265	139	212	209	338	246	226	257	3,076
Substitute License	168	236	131	149	99	91	124	102	107	105	89	96	1,497
Substitute Auth	61	91	69	90	58	88	75	60	47	26	27	54	746
Endorsement	169	322	115	99	51	87	143	124	94	100	189	238	1,731
Duplicate Lic	24	36	17	16	7	10	8	14	6	17	10	13	178
Tx Evaluation	194	221	80	74	48	60	73	102	123	135	122	222	1,454
Late Payment	108	210	139	336	129	98	72	86	83	102	77	77	1,517
Out-of-state T or A	149	171	81	64	39	61	90	76	78	95	92	153	1,149
Out-of-country	1	1	9	0	0	1	1	0	0	0	0	0	13
BTW Driving Instr	11	6	5	4	20	21	12	17	18	21	12	17	164
Class A	140	105	100	103	93	112	130	85	136	228	294	603	2,129
Class B	199	323	90	132	34	25	21	18	26	32	70	131	1,101
Class E	38	48	23	18	11	11	13	9	16	12	29	60	288
Class G	4	2	0	1	1	2	1	1	1	1	0	3	17
Coach Auth Extend	11	18	6	7	8	2	4	6	5	4	7	4	82
Evaluator (New)	4	4	0	2	0	0	1	1	4	1	1	0	18
Initial Admn Lic	3	20	6	1	1	0	1	2	0	0	1	1	36
Extended initial Adm	0	0	0	0	0	0	0	0	0	0	0	0	0
Career & Tech	3	5	6	0	1	0	2	2	0	1	3	4	27
Paraeducator	117	138	69	45	45	19	50	29	72	74	109	147	914
Para Add Con	19	7	9	3	7	2	1	0	1	1	8	29	87
Orientation & Mobility	1	0	0	0	0	0	0	0	0	0	0	0	1
SPR	29	32	21	25	11	9	6	9	4	12	14	19	191
Teacher Intern Lic	5	3	0	2	0	0	0	0	1	1	2	1	15
Initial Prof Service	15	9	4	0	0	0	5	2	1	1	3	6	46
Professional Service	13	10	10	6	7	11	7	9	8	8	16	20	125
PSL - Class A	3	6	0	0	0	0	1	0	0	0	0	4	14
PSL - Class B	0	0	0	0	0	0	0	0	0	0	0	0	0
IPREP-Portfolio Review	0	0	0	0	1	0	0	1	0	0	0	0	2
SBO	2	1	1	2	2	2	0	1	4	6	3	2	26
Native Language Authorization	0	0	1	0	0	0	0	0	0	1	0	1	3
Over Payment	10	4	3	9	7	0	1	2	1	3	2	3	45
<b>Total # Licenses Issued</b>	<b>2,968</b>	<b>3,852</b>	<b>2,120</b>	<b>2,232</b>	<b>1,571</b>	<b>1,964</b>	<b>2,092</b>	<b>2,040</b>	<b>2,099</b>	<b>1,984</b>	<b>2,576</b>	<b>3,314</b>	<b>28,812</b>
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

**FY 2014 Actual Revenue for each License Issued**

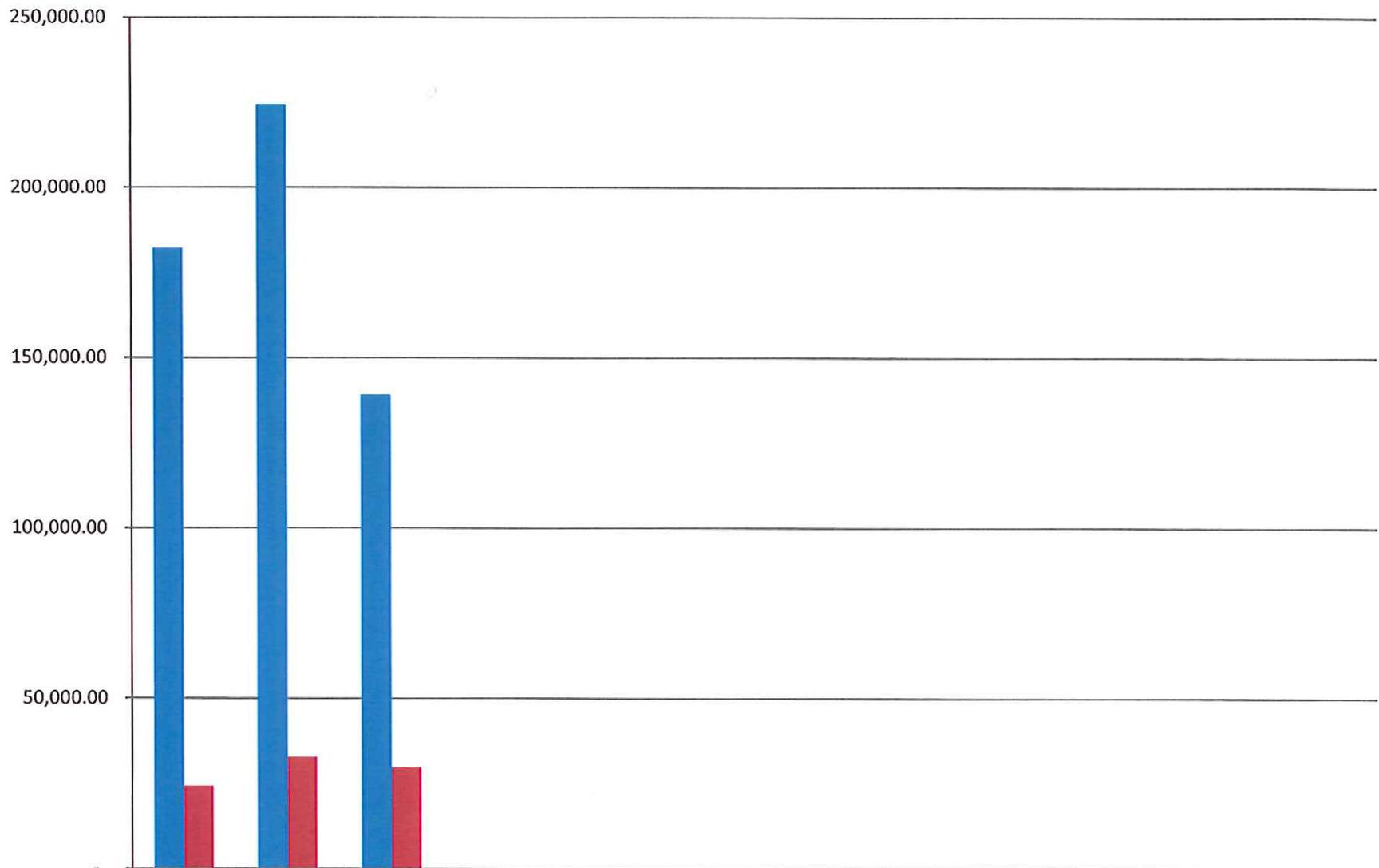
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Rev
Duplicate Lic - Online	\$ 414	\$ 864	\$ 324	\$ 378	\$ 306	\$ 324	\$ 324	\$ 342	\$ 486	\$ 630	\$ 540	\$ 414	\$ 5,346
Late Fees - onLine	\$ 1,700	\$ 2,200	\$ 875	\$ 875	\$ 150	\$ 200	\$ 625	\$ 175	\$ 450	\$ 400	\$ 300	\$ 880	\$ 8,800
Master Ed - Online	\$ 14,256	\$ 13,640	\$ 7,128	\$ 7,656	\$ 7,920	\$ 6,248	\$ 13,640	\$ 6,600	\$ 8,272	\$ 8,272	\$ 8,008	\$ 11,704	\$ 113,344
Prof Adm - Online	\$ 1,672	\$ 1,320	\$ 1,144	\$ 1,672	\$ 880	\$ 1,320	\$ 1,848	\$ 1,320	\$ 1,056	\$ 1,232	\$ 1,144	\$ 1,584	\$ 16,192
Prof Service License	\$ 880	\$ 440	\$ 440	\$ 616	\$ 352	\$ 440	\$ 880	\$ -	\$ 264	\$ 704	\$ 352	\$ 704	\$ 5,632
Standard Lic - Online	\$ 27,456	\$ 28,600	\$ 14,872	\$ 15,928	\$ 14,520	\$ 12,848	\$ 23,496	\$ 14,784	\$ 17,776	\$ 16,544	\$ 18,128	\$ 243	\$ 205,195
<b>Background</b>	<b>\$ 20,852.00</b>	<b>\$ 26,520.00</b>	<b>\$ 25,727.00</b>	<b>\$ 28,015.00</b>	<b>\$ 13,689</b>	<b>\$ 39,130</b>	<b>\$ 12,207</b>	<b>\$ 33,475</b>	<b>\$ 26,572</b>	<b>\$ 16,570</b>	<b>\$ 40,690</b>	<b>\$ 23,569</b>	<b>\$ 307,016</b>
<b>Background in Office</b>	<b>\$ 6,864.00</b>	<b>\$ 7,176.00</b>	<b>\$ 2,288.00</b>	<b>\$ 2,964.00</b>	<b>\$ 2,236</b>	<b>\$ 2,613</b>	<b>\$ 3,640</b>	<b>\$ 2,392</b>	<b>\$ 2,964</b>	<b>\$ 3,172</b>	<b>\$ 2,756</b>	<b>\$ 4,056</b>	<b>\$ 43,121</b>
Initial Teacher lic	\$ 12,630.00	\$ 20,235.00	\$ 25,900.00	\$ 30,515.00	\$ 10,770	\$ 51,765	\$ 13,600	\$ 40,107	\$ 22,185	\$ 11,725	\$ 40,375	\$ 12,580	\$ 292,387
Extended initial	\$ 450.00	\$ 550.00	\$ 300.00	\$ 550.00	\$ 375	\$ 650	\$ 825	\$ 800	\$ 725	\$ 650	\$ 450	\$ 725	\$ 7,050
Standard License	\$ 23,935.00	\$ 34,885.00	\$ 15,045.00	\$ 16,575.00	\$ 10,785	\$ 10,540	\$ 16,320	\$ 13,260	\$ 14,765	\$ 11,705	\$ 15,210	\$ 23,885	\$ 206,910
Master Ed	\$ 18,955.00	\$ 24,905.00	\$ 14,365.00	\$ 14,110.00	\$ 12,240	\$ 11,220	\$ 14,025	\$ 12,835	\$ 12,325	\$ 12,835	\$ 12,070	\$ 18,105	\$ 177,990
Professional Adm	\$ 9,935.00	\$ 6,715.00	\$ 8,670.00	\$ 7,345.00	\$ 5,355	\$ 5,525	\$ 7,650	\$ 6,205	\$ 5,270	\$ 5,440	\$ 7,735	\$ 11,305	\$ 87,150
Coach Authorization	\$ 23,800.00	\$ 37,565.00	\$ 18,348.00	\$ 20,890.00	\$ 22,500	\$ 11,815	\$ 18,055	\$ 17,765	\$ 28,705	\$ 20,908	\$ 19,210	\$ 21,840	\$ 261,401
Substitute License	\$ 14,280.00	\$ 20,060.00	\$ 11,135.00	\$ 12,665.00	\$ 8,415	\$ 7,735	\$ 10,540	\$ 8,670	\$ 9,095	\$ 8,925	\$ 7,565	\$ 8,160	\$ 127,245
Substitute Auth	\$ 5,185.00	\$ 7,735.00	\$ 5,865.00	\$ 7,650.00	\$ 4,930	\$ 7,480	\$ 6,375	\$ 5,100	\$ 3,995	\$ 2,210	\$ 2,295	\$ 4,590	\$ 63,410
Endorsement	\$ 8,445.00	\$ 16,110.00	\$ 5,750.00	\$ 4,950.00	\$ 2,550	\$ 4,355	\$ 7,150	\$ 6,195	\$ 4,700	\$ 4,985	\$ 9,450	\$ 11,900	\$ 86,540
Duplicate Lic	\$ 360.00	\$ 540.00	\$ 255.00	\$ 240.00	\$ 105	\$ 150	\$ 120	\$ 210	\$ 90	\$ 255	\$ 150	\$ 195	\$ 2,670
Tx Evaluation	\$ 11,640.00	\$ 13,260.00	\$ 4,800.00	\$ 4,430.00	\$ 2,880	\$ 3,600	\$ 4,380	\$ 6,100	\$ 7,380	\$ 8,121	\$ 7,320	\$ 13,335	\$ 87,246
Late Payment	\$ 2,710.00	\$ 5,250.00	\$ 3,485.00	\$ 8,405.00	\$ 3,215	\$ 2,455	\$ 1,800	\$ 2,140	\$ 2,075	\$ 2,550	\$ 1,930	\$ 1,915	\$ 37,930
Out-of-state T or A	\$ 12,665.00	\$ 14,535.00	\$ 6,885.00	\$ 5,440.00	\$ 3,315	\$ 5,205	\$ 7,650	\$ 6,460	\$ 6,650	\$ 8,083	\$ 7,840	\$ 13,025	\$ 97,753
Out-of-country	\$ 85.00	\$ 85.00	\$ 765.00	\$ -	\$ -	\$ 85	\$ 85	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,105
BTW Driving Instr	\$ 440.00	\$ 240.00	\$ 200.00	\$ 160.00	\$ 800	\$ 840	\$ 480	\$ 680	\$ 720	\$ 840	\$ 480	\$ 680	\$ 6,560
Class A	\$ 11,900.00	\$ 8,925.00	\$ 8,500.00	\$ 8,755.00	\$ 7,905	\$ 9,520	\$ 11,050	\$ 7,225	\$ 11,560	\$ 19,380	\$ 24,990	\$ 51,250	\$ 180,960
Class B	\$ 16,950.00	\$ 27,490.00	\$ 7,680.00	\$ 11,255.00	\$ 2,890	\$ 2,125	\$ 1,820	\$ 1,530	\$ 2,245	\$ 2,720	\$ 5,985	\$ 11,135	\$ 93,825
Class E	\$ 5,715.00	\$ 7,164.00	\$ 3,490.00	\$ 2,746.00	\$ 1,715	\$ 1,695	\$ 1,930	\$ 1,395	\$ 2,445	\$ 1,800	\$ 4,360	\$ 8,940	\$ 43,395
Class G	\$ 340.00	\$ 170.00	\$ -	\$ 85.00	\$ 85	\$ 170	\$ 85	\$ 85	\$ 85	\$ 85	\$ -	\$ 255	\$ 1,445
Coach Auth Extend	\$ 440.00	\$ 720.00	\$ 240.00	\$ 280.00	\$ 320	\$ 90	\$ 150	\$ 240	\$ 200	\$ 160	\$ 290	\$ 170	\$ 3,300
Evaluator (New)	\$ 315.00	\$ 340.00	\$ -	\$ 170.00	\$ -	\$ -	\$ 85	\$ 85	\$ 340	\$ 85	\$ 85	\$ -	\$ 1,505
Initial Admn Lic	\$ 290.00	\$ 1,735.00	\$ 510.00	\$ 85.00	\$ 85	\$ -	\$ 85	\$ 170	\$ -	\$ -	\$ 85	\$ 85	\$ 3,130
Extended initial Adm	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Career & Tech	\$ 255.00	\$ 425.00	\$ 510.00	\$ -	\$ 85	\$ -	\$ 170	\$ 170	\$ -	\$ 85	\$ 255	\$ 340	\$ 2,295
Paraeducator	\$ 4,680.00	\$ 5,520.00	\$ 2,760.00	\$ 1,800.00	\$ 1,800	\$ 760	\$ 2,000	\$ 1,160	\$ 2,880	\$ 2,960	\$ 4,360	\$ 5,880	\$ 36,560
Para Add Con	\$ 475.00	\$ 175.00	\$ 225.00	\$ 75.00	\$ 175	\$ 50	\$ 25	\$ -	\$ 25	\$ 25	\$ 200	\$ 725	\$ 2,175
Orientation & Mobility	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85
SPR	\$ 2,465.00	\$ 2,720.00	\$ 1,785.00	\$ 2,125.00	\$ 935	\$ 765	\$ 510	\$ 765	\$ 340	\$ 1,020	\$ 1,190	\$ 1,615	\$ 16,235
Teacher Intern Lic	\$ 625.00	\$ 370.00	\$ -	\$ 250.00	\$ -	\$ -	\$ -	\$ -	\$ 125	\$ 125	\$ 250	\$ 125	\$ 1,870
Initial Prof Service	\$ 1,275.00	\$ 765.00	\$ 340.00	\$ -	\$ -	\$ -	\$ 425	\$ 170	\$ 85	\$ 85	\$ 255	\$ 510	\$ 3,910
Professional Service	\$ 1,105.00	\$ 850.00	\$ 850.00	\$ 510.00	\$ 595	\$ 935	\$ 595	\$ 765	\$ 680	\$ 680	\$ 1,340	\$ 1,700	\$ 10,605
PSL- Class A	\$ 255.00	\$ 510.00	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -	\$ -	\$ -	\$ -	\$ 340	\$ 1,190
PSL- Class B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
IPREP-Portfolio Review	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ 1,000
SBO	\$ 170.00	\$ 85.00	\$ 85.00	\$ 170.00	\$ 170	\$ 170	\$ -	\$ 85	\$ 340	\$ 510	\$ 255	\$ 170	\$ 2,210
Native Language Authorization	\$ -	\$ -	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -	\$ 85	\$ 255
Over Payment	\$ 154.00	\$ 93.00	\$ 73.00	\$ 410.00	\$ 373.00	\$ -	\$ 13.00	\$ 78.00	\$ 13.00		\$ 7.00	\$ 83.00	\$ 1,297.00
<b>Grand Total</b>	<b>\$ 266,223</b>	<b>\$ 341,927</b>	<b>\$ 201,699</b>	<b>\$ 220,745</b>	<b>\$ 145,921</b>	<b>\$ 202,823</b>	<b>\$ 184,743</b>	<b>\$ 184,743</b>	<b>\$ 197,883</b>	<b>\$ 176,561</b>	<b>\$ 247,905</b>	<b>\$ 268,772</b>	<b>\$ 2,655,240</b>
<b>Background Total</b>	<b>\$ 27,716</b>	<b>\$ 33,696</b>	<b>\$ 28,015</b>	<b>\$ 30,979</b>	<b>\$ 15,925</b>	<b>\$ 41,743</b>	<b>\$ 15,847</b>	<b>\$ 15,847</b>	<b>\$ 29,536</b>	<b>\$ 19,742</b>	<b>\$ 43,446</b>	<b>\$ 27,625</b>	<b>\$ 350,137</b>
<b>BoEE Revenue</b>	<b>\$ 178,880</b>	<b>\$ 231,173</b>	<b>\$ 130,263</b>	<b>\$ 142,325</b>	<b>\$ 97,497</b>	<b>\$ 120,810</b>	<b>\$ 126,672</b>	<b>\$ 126,672</b>	<b>\$ 126,260</b>	<b>\$ 117,614</b>	<b>\$ 153,344</b>	<b>\$ 180,860</b>	<b>\$ 1,728,827</b>
<b>General Fund Total</b>	<b>\$ 59,627</b>	<b>\$ 77,058</b>	<b>\$ 43,421</b>	<b>\$ 47,442</b>	<b>\$ 32,499</b>	<b>\$ 40,270</b>	<b>\$ 42,224</b>	<b>\$ 42,224</b>	<b>\$ 42,087</b>	<b>\$ 39,205</b>	<b>\$ 51,115</b>	<b>\$ 60,287</b>	<b>\$ 576,276</b>
<b>BoEE+GenFund</b>	<b>\$ 238,507</b>	<b>\$ 308,231</b>	<b>\$ 173,684</b>	<b>\$ 189,766</b>	<b>\$ 129,996</b>	<b>\$ 161,080</b>	<b>\$ 168,896</b>	<b>\$ 168,896</b>	<b>\$ 168,347</b>	<b>\$ 156,819</b>	<b>\$ 204,459</b>	<b>\$ 241,147</b>	<b>\$ 2,305,103</b>

**BoEE Financial  
Report  
FY 15**

Board of Educational Examiners (BOEE)  
 Cash Balance  
 10-Year History

	<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	1,176,322	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	632,494	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	498,724	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)	133,770	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	1,310,092	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	11%	2%	10%	13%	33%	49%	-53%	33%	302%	3545%		

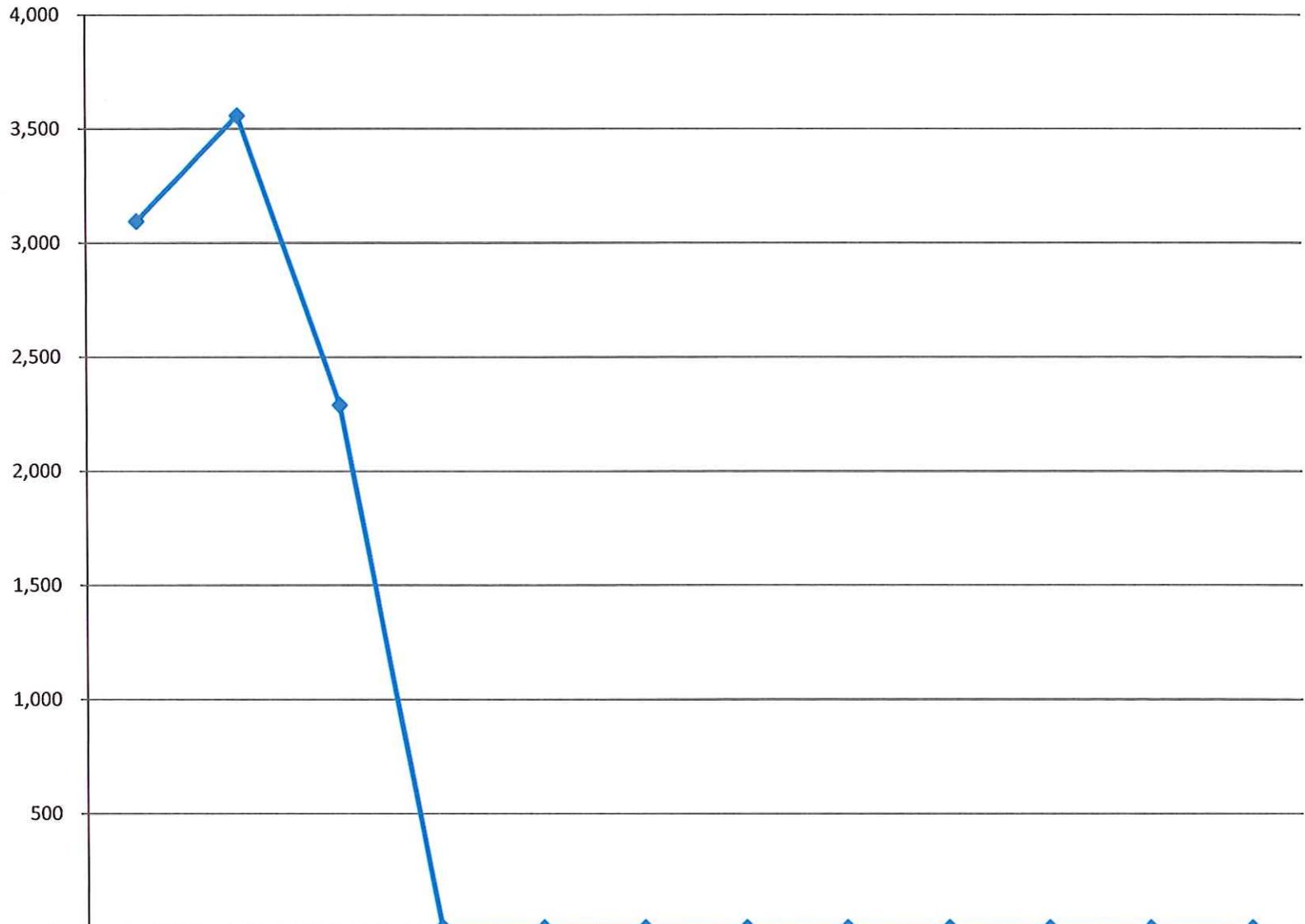
## Receipts July 2014-June 2015



	July 14	Aug 14	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15
Licensure Fees	182,151.	224,394.	139,162.									-
DCI Check Fee	24,258.0	32,798.0	29,666.0									-

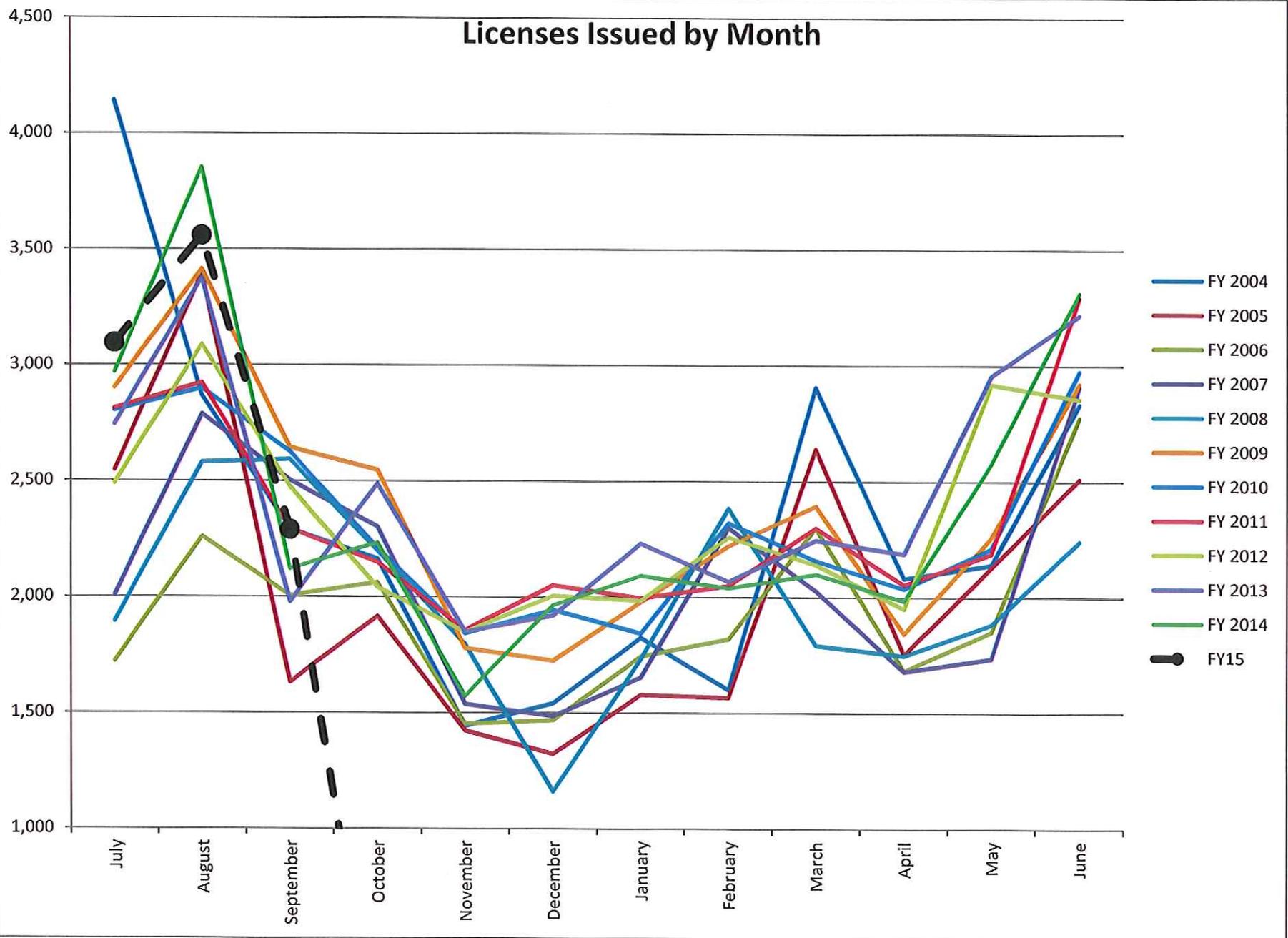


### Total # Licenses Issued FY15



Total # Licenses Issued	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	3,095	3,558	2,289	-	-	-	-	-	-	-	-	-

# Licenses Issued by Month



Board of Education Examiners SFY 15 Financial Reporting by Orgn/Month

FY 15 Balance Sheet / Cashflow Chart															
Licensure Fees (orgn 9397)															
	July 14	Aug 14	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Jun+30	Jun+60	Total
<b>Receipts</b>															
Brought Fwd from 14	100,000.00	1,076,321.76	-	-	-	-	-	-	-	-	-	-	-	-	1,176,322
Carry Fwd to 16															-
234 Gov Transfer in Other Agcy			63.75												64
401 Licensure Fees	182,151.25	224,394.75	139,162.50												545,709
704 DCI Check Fee	24,258.00	32,798.00	29,666.00												88,722
BoEE Total Receipts	206,409.25	257,192.75	168,892.25	-	-	-	-	-	-	-	-	-	-	-	632,494
401 Licensure Fees (GenFund)	60,179.75	74,254.74	46,053.75	-	-	-	-	-	-	-	-	-	-	-	180,488
<b>Expenditures</b>															
101 Personal Services	68,313.68	117,136.94	192,754.77									50,000.00	50,000.00		428,205
202 In-State Travel	134.25	134.35	1,821.45												2,090
203 Assigned Vehicle	20.01	302.51	243.48									3,000.00	3,000.00		3,566
204 Vehicle Depreciation	-	360.00	360.00									276.00	276.00		996
205 Out-of-State Travel	-	-	-									360.00	360.00		360
301 Office Supplies	5,000.00	157.81	397.40									150.00	150.00		5,705
309 Printing & Binding	-	1,332.00	2,524.04												3,856
313 Postage	-	3,732.21	4,255.43									3,350.00	3,350.00		11,338
401 Communications	471.39	1,181.41	1,194.74									722.00	722.00		3,550
402 Rentals	1,410.00	309.78	75.00												1,795
405 Professional Services	-	100.00	120.00									780.00	780.00		1,000
406 Outside Services	-	380.76	1,914.92									110.00	110.00		2,406
407 Intra-State Transfers	-	-	-												-
408 Advertising	1,229.02	-	-												1,229
409 Outside Repairs/Services	192.98	-	-												193
414 Other Agency Reimb	-	346.26	1,013.26									308.00	308.00		1,666
416 ITE Reimbursement	-	2,186.32	3,477.26									2,700.00	2,700.00		8,364
418 IT Contracted Services	-	-	-												-
432 Gov Trfr Attorney Gen	-	3,333.33	3,334.36									3,950.00	3,950.00		10,618
433 Gov Trfr Auditor	-	-	-												-
434 Gov Trfr Other Agencies	-	-	48,581.00									30,000.00	30,000.00		78,581
502 Office Equipment	-	-	-												-
503 Equipment Non-Inventory	-	-	-												-
510 IT Equipment & Software	17,821.00	10,208.00	181.00												28,210
602 SWICAP/Other Expense	-	-	701.88									490.00	490.00		1,192
Total Expenditures	94,592.33	141,181.68	262,949.99	-	-	-	-	-	-	-	-	96,194.00	96,194.00	-	594,918
Excess (Deficiency) of Revenue over Expenditures	111,816.92	116,011.07	(94,121.49)	-	-	-	-	-	-	-	-	(96,194.00)	(96,194.00)	-	37,513
Beginning Cash Balance	100,000.00	211,816.92	1,404,149.75	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,213,898.01	-	1,213,898.01
Ending Cash Balance	211,816.92	1,404,149.75	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,310,092.01	1,213,898.01	-	-	37,576

June +30 expenses are anticipated expenses

Licensure Fee Receipts by Accounting Source and Month SFY 15

Acct	Class	Description	July 14	Aug 14	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Jun+30	Jun+60	Total
		Brought Fwd not included															
I53	234	Licensure Fees % - Other Agcy	-	-	63.75	-	-	-	-	-	-	-	-	-	-	-	63.75
I54	401	Licensure Fees %	182,151.25	224,394.75	139,162.50	-	-	-	-	-	-	-	-	-	-	-	545,708.50
I54	704	DCI Check Fee	24,258.00	32,798.00	29,666.00	-	-	-	-	-	-	-	-	-	-	-	86,722.00
Gen Fund	401	Licensure Fees	60,179.75	74,254.74	46,053.75												180,488.24
		Net Receipts	<u>266,589.00</u>	<u>331,447.49</u>	<u>214,946.00</u>												<u>812,982.49</u>
0914	401	Refunds	50.00	-	465.00												515.00

Number of Licenses Issued by Month

Record Year In Green

	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
FY 2015 Actual	3,095	3,558	2,289	0	0	0	0	0	0	0	0	0	8,942
Running Total	3,095	6,653	8,942	8,942	8,942	8,942	8,942	8,942	8,942	8,942	8,942	8,942	
FY 2014 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	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
Running Total	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 Actual	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
Running Total	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
Running Total	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
Running Total	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 FY145for Budget	2,489	3,057	2,287	2,215	1,696	1,705	1,884	2,103	2,210	1,892	2,271	2,902	27,281
Running Total	2,489	5,546	7,833	10,048	11,743	13,448	15,332	17,435	19,644	21,537	23,808	26,710	

**Obligations vs. Budget Report**  
**Budget Fiscal Year: 2015**

	Total Obligations FY-To-Date	SY 15 Spending Plan	Budget Balance	Percent of Budget Received /Spent
<b>Resources:</b>				
Balance Forward	\$ 100,000	\$ -		
Receipts				
Salary adj				
401 Fees, Lic. & Permits	\$ 545,709	\$ 1,735,513		
704 Other	\$ 86,722	\$ 360,000		
<b>Total Resources:</b>	<b>\$ 732,431</b>	<b>\$ 2,095,513</b>	<b>\$ 1,463,083</b>	<b>30.18%</b>
<i>(Total Revenue)</i>	<u><u>\$ 632,431</u></u>			
<b>Expenditures:</b>				
101 Personal Services	\$ 428,205	\$ 1,533,123	\$ 1,104,918	27.93%
202 In-State Travel	\$ 2,090	\$ 25,000	\$ 22,910	8.36%
203 Assigned Vehicle	\$ 3,566	\$ 5,000	\$ 1,434	71.32%
204 Vehicle Depreciation	\$ 996	\$ 4,000	\$ 3,004	24.90%
205 Out-of-State Travel	\$ 360	\$ 20,000	\$ 19,640	1.80%
301 Office supplies	\$ 5,705	\$ 12,000	\$ 6,295	47.54%
309 Printing & Binding	\$ 3,856	\$ 15,000	\$ 11,144	25.71%
313 Postage	\$ 11,338	\$ 38,000	\$ 26,662	29.84%
401 ICN/Communications	\$ 3,550	\$ 15,000	\$ 11,450	23.66%
402 Rentals	\$ 1,795	\$ 3,500	\$ 1,705	51.28%
405 Professional Services	\$ 1,000	\$ 26,000	\$ 25,000	3.85%
406 Outside Services	\$ 2,406	\$ 5,000	\$ 2,594	48.11%
407 Trans to Other agency	\$ -	\$ -	\$ -	#DIV/0!
408 Advertising	\$ 1,229	\$ 3,000	\$ 1,771	40.97%
409 Outside Repairs/Ser	\$ 193	\$ 4,000	\$ 3,807	4.82%
414 Other Agency Reimb	\$ 1,666	\$ 12,000	\$ 10,334	13.88%
416 ITD Reimbursement	\$ 8,364	\$ 22,000	\$ 13,636	38.02%
418 IT Contracted services	\$ -	\$ 100,000	\$ 100,000	0.00%
432 Gov Transfer AG	\$ 10,618	\$ 41,000	\$ 30,382	25.90%
433 Gov Transfer Auditor	\$ -	\$ 8,000	\$ 8,000	0.00%
434 Gov Trans Other Agency	\$ 78,581	\$ 360,000	\$ 281,419	21.83%
502 Equipment Inventory	\$ -	\$ 3,100	\$ 3,100	0.00%
503 Equipment Non-Inven	\$ -	\$ 19,000	\$ 19,000	0.00%
510 IT Equipment	\$ 28,210	\$ 60,000	\$ 31,790	47.02%
602 SWICAP	\$ 1,192	\$ 20,000	\$ 18,808	5.96%
705 Refunds	\$ 515	\$ 8,000	\$ 7,485	6.44%
<b>Carryover</b>		\$ -		
<b>Expenditure Subtotal</b>	<b>\$ 595,433</b>	<b>\$ 2,361,723</b>	<b>\$ 1,766,290</b>	<b>25.21%</b>
<i>Revenue Less Expenditures</i>	<u><u>\$ 36,997</u></u>			

(off from Finance report by \$8,000+ due to inclusion of refunds)

FY 2015 Actual Revenue for each License Issued

**FY 2015 Actual Number of Licenses Issued per Month**

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Duplicate Lic - Online	32	41	20										93
Late Fees - online	23	21	8										52
Master Ed - Online	127	139	95										361
Prof Adm - Online	19	10	15										44
Prof Service License	5	8	5										18
Standard Lic - Online	270	252	154										676
Background	259	382	374										1,015
Background in Office	113	127	90										330
Initial Teacher Lic	192	254	287										733
Extended initial	16	31	20										67
Standard License	259	419	217										895
Master Ed	180	195	190										565
Professional Adm	125	75	79										279
Coach Authorization	315	501	267										1,083
Substitute License	123	207	151										481
Substitute Auth	57	107	114										278
Endorsement	204	288	108										600
Duplicate Lic	31	29	14										74
Tx Evaluation	196	180	89										465
Late Payment	117	191	100										408
Out-of-state T or A	150	125	68										343
Out-of-country	1	0	2										3
BTW Driving Instr	13	10	3										26
Class A	266	89	119										474
Class B	255	306	105										666
Class E	37	54	25										116
Class G	1	3	5										9
Coach Auth Extend	7	14	5										26
Evaluator (New)	0	6	0										6
Initial Admn Lic	0	11	11										22
Extended initial Adm	0	0	0										0
Career & Tech	3	2	4										9
Paraeducator	143	114	72										329
Para Add Con	15	28	3										46
Orientation & Mobility	0	0	0										0
SPR	18	28	15										61
Teacher Intern Lic	7	6	1										14
Initial Prof Service	2	11	1										14
Professional Service	21	13	19										53
PSL - Class A	2	0	0										2
PSL - Class B	0	0	0										0
IPREP-Portfolio Review	1	0	0										1
SBO	0	2	6										8
Native Language Authorization	0	1	1										2
SAM	2	4	1										7
IJAG Authorization	0	1	6										7
Over Payment	5	4	4										13
<b>Total # Licenses Issued</b>	<b>3,095</b>	<b>3,558</b>	<b>2,289</b>	<b>-</b>	<b>8,942</b>								
	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>	<b>Total Issued</b>

**FY 2015 Actual Revenue for each License Issued**

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Rev
Duplicate Lic - Online	\$ 576	\$ 738	\$ 360										\$ 1,674
Late Fees - online	\$ 1,200	\$ 1,125	\$ 550										\$ 2,875
Master Ed - Online	\$ 11,176	\$ 12,232	\$ 8,360										\$ 31,768
Prof Adm - Online	\$ 1,672	\$ 880	\$ 1,320										\$ 3,872
Prof Service License	\$ 440	\$ 704	\$ 440										\$ 1,584
Standard Lic - Online	\$ 23,760	\$ 22,176	\$ 13,552										\$ 59,488
<b>Background</b>	<b>\$ 16,848.00</b>	<b>\$ 24,842.00</b>	<b>\$ 24,310.00</b>										<b>\$ 66,000</b>
<b>Background in Office</b>	<b>\$ 5,876.00</b>	<b>\$ 6,604.00</b>	<b>\$ 4,680.00</b>										<b>\$ 17,160</b>
Initial Teacher lic	\$ 16,320.00	\$ 21,585.00	\$ 24,395.00										\$ 62,300
Extended initial	\$ 400.00	\$ 775.00	\$ 500.00										\$ 1,675
Standard License	\$ 22,015.00	\$ 35,620.00	\$ 18,440.00										\$ 76,075
Master Ed	\$ 15,300.00	\$ 16,575.00	\$ 16,150.00										\$ 48,025
Professional Adm	\$ 10,625.00	\$ 6,375.00	\$ 6,715.00										\$ 23,715
Coach Authorization	\$ 26,790.00	\$ 42,603.00	\$ 22,660.00										\$ 92,053
Substitute License	\$ 10,455.00	\$ 17,595.00	\$ 12,835.00										\$ 40,885
Substitute Auth	\$ 4,845.00	\$ 9,095.00	\$ 9,685.00										\$ 23,625
Endorsement	\$ 10,200.00	\$ 14,400.00	\$ 5,375.00										\$ 29,975
Duplicate Lic	\$ 465.00	\$ 435.00	\$ 210.00										\$ 1,110
Tx Evaluation	\$ 11,740.00	\$ 10,773.00	\$ 5,340.00										\$ 27,853
Late Payment	\$ 2,920.00	\$ 4,770.00	\$ 2,505.00										\$ 10,195
Out-of-state T or A	\$ 12,785.00	\$ 10,640.00	\$ 5,780.00										\$ 29,205
Out-of-country	\$ 85.00	\$ -	\$ 170.00										\$ 255
BTW Driving Instr	\$ 520.00	\$ 400.00	\$ 120.00										\$ 1,040
Class A	\$ 22,610.00	\$ 7,565.00	\$ 10,115.00										\$ 40,290
Class B	\$ 21,675.00	\$ 25,985.00	\$ 8,890.00										\$ 56,550
Class E	\$ 5,505.00	\$ 8,110.00	\$ 3,785.00										\$ 17,400
Class G	\$ 85.00	\$ 255.00	\$ 425.00										\$ 765
Coach Auth Extend	\$ 280.00	\$ 550.00	\$ 200.00										\$ 1,030
Evaluator (New)	\$ -	\$ 510.00	\$ -										\$ 510
Initial Admn Lic	\$ -	\$ 935.00	\$ 935.00										\$ 1,870
Extended initial Adm	\$ -	\$ -	\$ -										\$ -
Career & Tech	\$ 255.00	\$ 170.00	\$ 340.00										\$ 765
Paraeducator	\$ 5,720.00	\$ 4,560.00	\$ 2,880.00										\$ 13,160
Para Add Con	\$ 375.00	\$ 700.00	\$ 75.00										\$ 1,150
Orientation & Mobility	\$ -	\$ -	\$ -										\$ -
SPR	\$ 1,530.00	\$ 2,380.00	\$ 1,275.00										\$ 5,185
Teacher Intern Lic	\$ 875.00	\$ 750.00	\$ 125.00										\$ 1,750
Initial Prof Service	\$ 170.00	\$ 935.00	\$ 85.00										\$ 1,190
Professional Service	\$ 1,785.00	\$ 1,105.00	\$ 1,615.00										\$ 4,505
PSL- Class A	\$ 170.00	\$ -	\$ -										\$ 170
PSL- Class B	\$ -	\$ -	\$ -										\$ -
IPREP-Portfolio Review	\$ 500.00	\$ -	\$ -										\$ 500
SBO	\$ -	\$ 170.00	\$ 510.00										\$ 680
Native Language Authorization	\$ -	\$ 85.00	\$ 85.00										\$ 170
	\$ 170.00	\$ 340.00	\$ 85.00										\$ 595
	\$ -	\$ 85.00	\$ 543.00										\$ 628
<b>Over Payment</b>	<b>\$ 66.00</b>	<b>\$ 95.00</b>	<b>\$ 206.00</b>										<b>\$ 367.00</b>
<b>Grand Total</b>	<b>\$ 268,784</b>	<b>\$ 316,227</b>	<b>\$ 218,626</b>	<b>\$ -</b>	<b>\$ 801,637</b>								
<b>Background Total</b>	<b>\$ 22,724</b>	<b>\$ 31,446</b>	<b>\$ 28,990</b>	<b>\$ -</b>	<b>\$ 83,160</b>								
<b>BoEE Revenue</b>	<b>\$ 184,545</b>	<b>\$ 213,588</b>	<b>\$ 140,727</b>	<b>\$ -</b>	<b>\$ 538,858</b>								
<b>General Fund Total</b>	<b>\$ 61,515</b>	<b>\$ 71,195</b>	<b>\$ 46,909</b>	<b>\$ -</b>	<b>\$ 179,619</b>								
<b>BoEE+GenFund</b>	<b>\$ 246,060</b>	<b>\$ 284,781</b>	<b>\$ 187,636</b>	<b>\$ -</b>	<b>\$ 718,477</b>								
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

ANNUAL DESCRIPTION OF DATA AND RESULTS REPORT  
ON EDUCATOR PREPARATION

Iowa Department of Education

Bureau of Educator Quality

Purposes of this report:

- Collect data on educator preparation (initial license, leadership preparation, etc.) to inform stakeholders
- Monitor the continuous improvement of educator preparation
- Collect data over time to inform/provide a bridge between accreditation reviews

Data entered in this report is for the period 1 July 20XX through 30 June 20XX.

**Part A: Institution/Program(s) information**

Institutional Information:

1. Institution Name/Location:	2. Contact Person (name and title):	
3. Telephone Number:	4. Email Address:	
5 Type of Institution (check):	a. Public	
	b. Private Non-Profit	
	c. Private For Profit	
6. Total IHE Enrollment:	a. Undergraduate	
	b. Graduate	

Questions 7 through 9 inform the number and diversity faculty members in programs. Questions 7 through 9 refer to professional education faculty in the unit. The definitions used for 7 through 9 are the same ones used by the American Association of Colleges for Teacher Education in the Professional Education Data System (PEDS) report:

Professional Education Faculty are individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, supervise clinical experiences, or administer some portion of the unit.

Full-time faculty are full-time employees of the college or university with entire assignments in the professional education unit.

Part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit.

Adjunct faculty have an occasional or temporary affiliation with an institution or another faculty member in performing a duty or service in an auxiliary capacity.

7. Number of Teacher Preparation Faculty*						
Race/Ethnicity	Full-Time		Part-Time		Adjunct	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race						
American Indian or Native Alaskan						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Nonresident alien						
Unknown						
TOTALS:						

8. Number of Administrator Preparation Faculty*						
Race/Ethnicity	Full-Time		Part-Time		Adjunct	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race						
American Indian or Native Alaskan						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Nonresident alien						
Unknown						
TOTALS:						

9. Number of Other Preparation Faculty* (other than teacher or administrator preparation programs)**						
Race/Ethnicity	Full-Time		Part-Time		Adjunct	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race						
American Indian or Native Alaskan						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Nonresident alien						
Unknown						
TOTALS:						

\* If faculty members work in more than one area, choose the area with the largest percentage of time and report in that one area.  
 \*\* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

10. Off campus and online program offerings  
*Question 10 informs the diversity of the size of off-campus and online programs. Enrollment number can be from one semester (or other unit), or averaged for the academic year.*

Location (face to face, not on home campus):	List Program(s)	Enrollment # :
Online (no face to face components)		

11. Provide the number of secondary (5-12) program completers (graduate or undergraduate) for initial license. A program completer should only be counted once: if two endorsements pick the one that is most closely aligned with the major, if two majors pick the primary major. The focus of this table is to determine the number of people completing programs in Iowa, not the number of endorsements earned.

*Question 11 informs educator shortage areas for state and federal reports, including grant availability.*

# of Program Completers	Content Area:
	Agriculture
	Art
	Business
	English/Language Arts (includes related endorsements, such as journalism, speech/theater)
	Family and Consumer Sciences
	Foreign Language
	Industrial Technology
	Mathematics
	Music
	Physical Education/Health
	Science (Including all endorsements)
	Social Science (including all endorsements)

12. Numbers of student teachers and completers for initial license.

*Question 12 informs general trends of routes to licensure.*

	Early childhood only	Elementary only	Secondary only	Any combined K-8 and 5-12 (e.g. Art, Music, PE)	Admin: Principal	Admin: Superintendent	Other*	Total
a. Number of Student Teachers /Interns								
b. Number of undergraduate program completers								
c. Total undergraduate degrees awarded by the institution								
d. Number of graduate students								
e. Number of graduate program completers								
f. Total graduate degrees awarded by the institution								

\* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

13. Number of program completers hired as educators for the reporting year:

*Question 13 allows programs to report employment status for program and inform general employment trends.*

*Information from the Iowa Department of Education will help inform placement of graduates employed in Iowa. Please provide the best information you can concerning graduates who have left the state of Iowa.*

	Number of program completers (all programs)	# employed in a position for which they were prepared	# employed in an education position outside of their preparation (including those on class B (conditional) license)	# enrolled in higher education	# employed outside of the education field	# not employed	# employment status unknown
Teachers							
Administrators							
Other*							

\* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

## PART B Data Analysis and Reporting

Graduate and Employer Surveys for the reporting year:

*Questions 14 through 16 inform stakeholders of programs' efforts to seek input from constituents and engage in continuous improvement efforts.*

Guidance for completing questions 14 through 16:

The Annual Reporting Team has developed initial surveys that are provided to each unit for use. There are four surveys,

- Teacher prep graduates
- Principal prep graduates
- Teacher prep employers
- Principal prep employers

Each survey contains prompts aligned with appropriate standard and five dispositional areas. The prompts provided must be used without change. Each unit is allowed to add questions/prompts to the surveys as desired.

Each unit is required to survey graduates and employers each year. The unit will determine who/how many to survey. Surveyed graduates and employers can represent a complete cohort or a sample, depending on the assessment needs of the unit.

14. Provide data from program completers and employer surveys based on Iowa Standards.			
a. # of surveys sent to program completers		b. # of completer surveys returned	
INSERT DATA HERE			
c. # of surveys sent to employers		d. # of employer surveys returned	
INSERT DATA HERE			
15. Based on your analysis of survey data, briefly describe the finding(s) you consider most important to your program's continuous improvement.			
16. Describe your plan and relevant timeline to address the finding(s).			

Student Teaching Assessments:

*Questions 17 through 19 are designed to illustrate analysis of evaluation of candidates as they student teach. Data and analysis must be concrete with quality measures assured; please do not rely on anecdotal data. This data/analysis informs the outcomes of teacher preparation programs.*

17. TEACHER PREPARATION ONLY: Based on your analysis of student teaching evaluation data, briefly describe the findings that you consider most important for your program's continuous improvement.
---

18. Describe the specific data that informed 19.

19. Briefly describe your plan and relevant timeline to address the finding(s).

Unit Assessment:

*Questions 20 through 22 are designed to illustrate analysis of evaluation of candidates as they progress through a program. These questions allow the program to discuss results of assessment that are deemed most important to continuous improvement. Data and analysis must be concrete with quality measures assured; please do not rely on anecdotal data.*

*Guidance for completing unit assessment section:*

*Each unit is required by IAC 281 chapter 79 to evaluate candidates as they progress through the program. In addition to checkpoints at which students are challenged before being allowed to progress, there are also candidate evaluations for feedback to candidates and to inform the program. For questions 20 through 22, you are not required to report on your entire assessment program and data. Choose the data and findings you find most important to your program and report on that information.*

20. Based on your analysis of unit assessment data (other than that noted above); briefly describe the finding(s) you consider most important for your unit's continuous improvement.

21. Describe the specific data that informed 21.

22. Describe your plan to address 21.

Most Recent Chapter 79 Review:

*Question 23 and 24 are designed to inform the improvement efforts required that take place between accreditation visits. Issues provided by the DE from the accreditation report must be addressed for at least two years following accreditation site visit. Issues addressed after that time may be those the program is examining in preparation for the next accreditation review.*

*Guidance to complete this section:*

*The issue(s) will be populated in this section by DE staff. Please describe planned actions, completed actions and results of actions as they relate to the evolution of your program. The program must address each issue provided. Some issues may be resolved quickly and can be dropped from the reporting process, while some will require long term reporting. The DE staff will remove those issues determined completed when populating the next report.*

*Once issues are sufficiently resolved, units may use this prompt to describe concerns that may inform the upcoming accreditation review.*

23. Below are listed the issue(s) from your most recent Iowa accreditation report.

a. Issue:

b. Issue:

24. Plan(s)/Goal(s) to address 24. (Consider both short and long term goals).

Questions 25-26 will provide information to the DE about the preparedness of new teachers for state-wide initiatives to ensure that all Iowa students will be college and career ready, and to gather information about the need for support from the DE in these initiatives.

25 a. How has your program prepared candidates to reduce the achievement gaps presently occurring in the Iowa student population?

b. What technical support do you need in order to better prepare candidates for this initiative?

26 a. How has your program prepared candidates to implement competency-based education?

b. What technical support do you need in order to better prepare candidates for this initiative?

OPTIONAL (but recommended):

*Questions 27 and 28 will be used to inform stakeholders of the variety of innovative work preparation programs engage in to advance teacher and leader preparation. Do not report on an unchanged innovation from the previous year's report. Guidance for completing questions 25 and 26:*

*Since this report concern is new, programs may initially describe innovations or accomplishments that did not take place in the reporting year. For instance, a program may have initiated a significant partnership several years ago, and may wish to describe it here. After the first year of this reporting, units will be limited to describing innovations and/or celebrations in the reporting year.*

27. Describe any innovation designed or established by your unit that has had, or promises to have, the greatest impact on educator preparation (at any level).

28. Describe any noteworthy accomplishments or celebrations your unit has experienced in the reporting year.

**A Working Draft of a  
Report on the State of Educator Preparation in Iowa**

This is a working draft of a report to the State Board on the system of preparing educators in Iowa. The report is designed to inform educators, stakeholders and consumers.

This working draft is intended to inform the State Board on the information that can be collected and analyzed by Iowa Department of Education consultants. We ask Board members to examine it and inform us on missing requirements, additions or deletions.

August 1, 2014

The data included is for the 2012-2013 academic year (the most recent for which complete data is available) unless otherwise reported.

The report is composed of four sections:

<u>Section</u>	<u>Description</u>	<u>Page</u>
1	Program Information	1
2	Candidate Information	4
3	Assessment	11
4	Accreditation	16

<u>Appendix</u>	<u>Description</u>	<u>Page</u>
A	Teacher Graduate Survey	22
B	Teacher Employer Survey	24
C	Principal Graduate Survey	26
D	Principal Employer Survey	28
E	Accreditation Process Flowchart	30
F	Accreditation Review Schedule	31
G	Annual Report Template	32



## Section 1. Program Information

This section provides information on the number, type, geographical distribution and production of educator preparation programs in Iowa. In this report the word program is used describe an IHE based organization that prepares educators. Types and level of preparation are not separated for each institution. For instance, Drake University prepares teachers in an undergraduate setting and also prepares principals, supervisors and counselors in a graduate setting. For the purpose of this section of this report, Drake is listed as one program.

Specific information on each program can be found at several locations:

US Department of Education Title II Report: <https://title2.ed.gov/Public/Home.aspx>

The Iowa Association of Colleges for Teacher Education website features a link for each program:  
<http://iowacte.org/>

Name and Location of Institution	Programs and Degrees Offered					
	Early Childhood Only	Elementary Education	Secondary Education	Educational Leadership	School Service Personnel	Highest Degree Granted In Education
Ashford University, Clinton 52732		X	X			B
Briar Cliff University, Sioux City 51104		X	X			M
Buena Vista University, Storm Lake 50588		X	X		X	M
Central College, Pella 50219		X	X			B
Clarke University, Dubuque 52001		X	X			M
Coe College, Cedar Rapids 52402		X	X			M
Cornell College, Mount Vernon 52314		X	X			B
Dordt College, Sioux Center 51250		X	X	X		M
Drake University, Des Moines 50311	X	X	X	X	X	D
Emmaus Bible College, Dubuque 52001		X	X			B
Faith Baptist Bible College, Ankeny 50021		X	X			B
Graceland University, Lamoni 50140		X	X			M
Grand View University, Des Moines 50316		X	X			M
Grinnell College, Grinnell 50112			X			B
Iowa State University, Ames 50010	X	X	X	X		D
Iowa Wesleyan College, Mount Pleasant 52641	X	X	X			B
Kaplan University, Davenport 52807 (online)			X			M
Loras College, Dubuque 52001		X	X			B
Luther College, Decorah 52101		X	X			B
Maharishi Univ. of Management, Fairfield 52556		X	X			M
Morningside College, Sioux City 51106		X	X			M
Mount Mercy University, Cedar Rapids 52402	X	X	X			M
Northwestern College, Orange City 51041		X	X			B
Saint Ambrose University, Davenport 52803	X	X	X	X	X	M
Simpson College, Indianola 50125		X	X			M
University of Dubuque, Dubuque 52001		X	X			B
University of Iowa, Iowa City 52242		X	X	X	X	D
University of Northern Iowa, Cedar Falls 50613	X	X	X	X	X	D
Upper Iowa University, Fayette 52142	X	X	X			M
Waldorf College, Forest City 50436		X	X			B
Wartburg College, Waverly 50677		X	X			B
William Penn University, Oskaloosa 52577		X	X			B

Key: B-Bachelor's Degree M-Master's Degree D-Doctorate Degree

Table 1.1 Number of candidates who complete program requirements for program categories.

Traditional Programs		
	# of programs	# of completers
Public	3	1160
Private not for profit	26	1364
Private for profit	3	48
<b>Total</b>		<b>2572</b>

Alternative Licensure Programs		
Type	# of programs	# of completers
IHE based Intern	4	8

Figure 1.1 Percentage of Completers produced by category

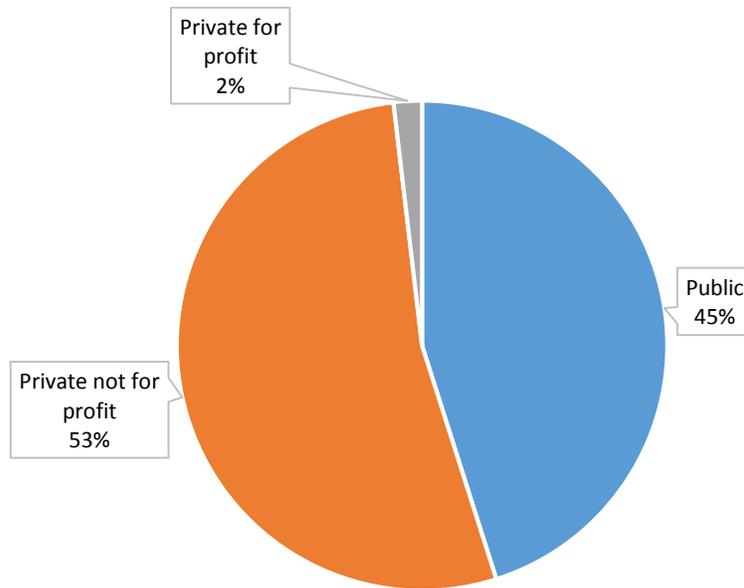


Figure 1.2 Relative population densities with the location of each of the 32 educator preparation programs.

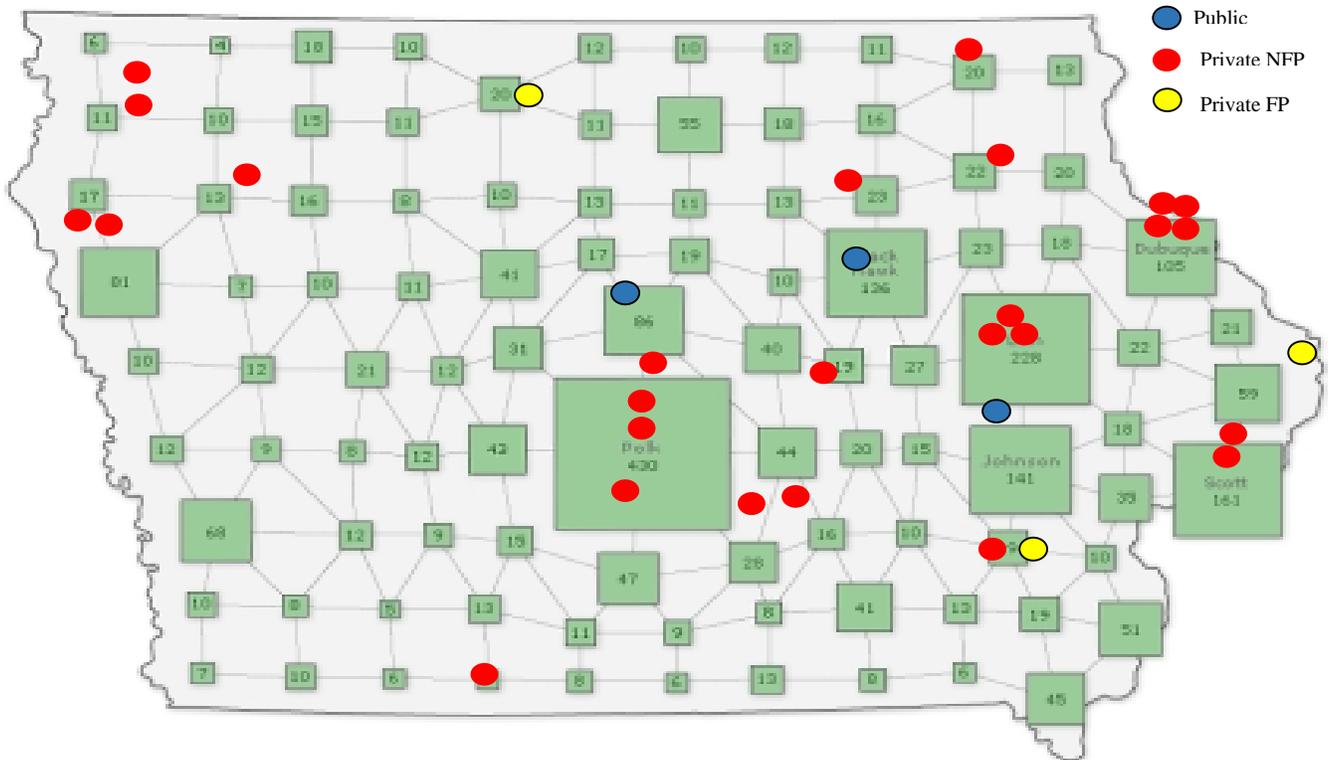
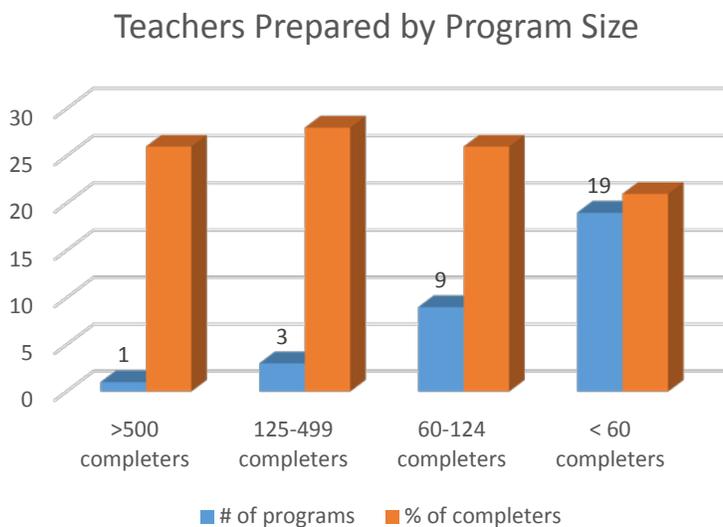


Figure 1.2 shows that the distribution of programs is relatively aligned with population densities. The map does not show satellite campuses or account for online instruction.

Figure 1.3 Number of programs by size category and the number of completers per category.



Categories of program size were determined by dividing the range of program completers per program into quartiles. This chart illustrates that nearly 25% of completers come from one institution (UNI), followed by ISU, U of Iowa and Buena Vista University. 60% of Iowa programs produce fewer than 60 completers each year.

Table 1.2 Average clinical hours required by Iowa programs.

Standards require 80 hours of clinical work before student teaching and 14 consecutive weeks (490 hours) of student teaching.

Clinical Hours Required Before Student Teaching	117.2
Hours Required for Student Teaching	581.2
Hours Required for Mentoring/Support	28.9
Total Clinical Experiences	727.3

## Section 2. Candidate Information

This section provides information on candidates in Iowa programs. Demographic information is self-reported by candidates. Information on endorsements and numbers of candidates prepared includes data self-reported by programs to the Iowa DE and the US DE, as well as endorsement/license counts from the Iowa BoEE. The first component of candidate information consists of general numbers and a breakdown of students and candidates by demographic categories.

Numbers of candidates, program completers, licenses and endorsements are not the same.

- Candidates are college students admitted to an educator preparation program. Candidates are progressing toward program completion.
- Program completers are candidates who have successfully completed all program requirements including graduation (if an undergraduate program) and passing required assessments.
- A license is issued to a program completer by the Iowa BoEE once the program assures completion and recommends the program completer for licensure.
- An endorsement is an authorization to teach in a specific field. A teacher will have one license, but may have multiple endorsements. For instance, a teacher with a secondary science license may be endorsed in Biology, Chemistry and Earth Science.

Table 2.1 Numbers of candidates enrolled in Iowa and national programs.

Enrollment			Program Completers	Licenses Issued		
Iowa	2606	6632	9,308	2572	2,408	Prepared in Iowa
National	163,830	466,978	630,808	204,172	423	Prepared outside of Iowa
	Male	Female	Total			

Depending on the program, students may be enrolled in various years of college progress (freshmen, sophomore, junior, senior or graduate). Program completers are those students who have completed all program requirements including graduation and successful passing of assessments required statute.

Table 2.2 compared Iowa teachers licensed as a percentage of population nationally.

# of Teachers Prepared	# of Teachers Prepared Rank	Population Rank	Teachers as % of population
High (New York) 21,971	1	3	High (South Dakota) 0.22
Iowa 2408	29	30	Iowa .08 (median)
Low (North Dakota) 576	50	48	Low (California and Washington) .04

Table 2.2 illustrates that Iowa aligns nationally with the number of teachers prepared compared to the state population.

Table 2.3 Retention of teachers in Iowa.

Teaching in 2009	New teachers 2009		All teachers 2009	
	#	%	#	%
Teaching in 2009	1696		40893	
Still teaching 2010	1554	92%	38236	94%
Still teaching 2011	1428	84%	35136	86%
Still teaching 2012	1330	78%	32839	80%
Still teaching 2013	1247	74%	30592	75%

Teacher retention compares teachers hired in 2009 as first year teachers compared to teachers already teaching in 2009, regardless of years of experience. Nationally, up to 45% of teachers leave the profession within five years.

Figure 2.1 Distribution by gender of Iowa PK-12 students, teacher candidates and educator preparation program faculty.

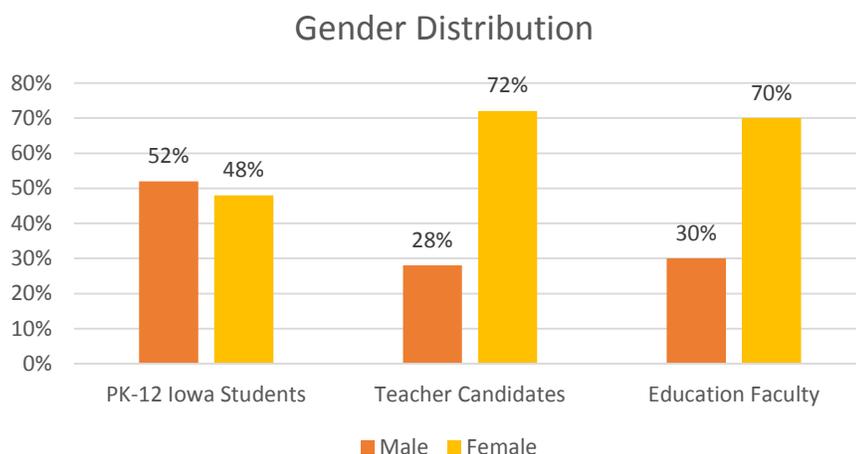


Table 2.4 Candidate numbers for the gender distribution percentages in Figure 2.1.

	Male	Female	Total
Candidates	2602	6632	9308
PK-12 Iowa Students	255,761	240,248	496,009
Faculty	236	555	791

Figure 2.2 Percentage of Iowa PK-12 students, teacher candidates and education faculty reporting as white or non-white.

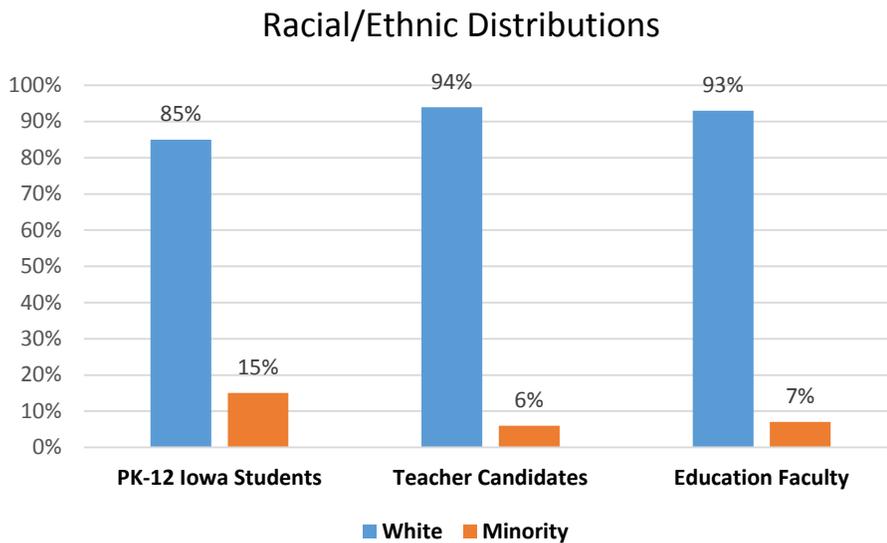


Table 2.5 Breakdown by percentage of Iowa students and teacher preparation candidates who reported as non-white. Education faculty reporting is limited to white or non-white.

	Hispanic/ Latino	American Indian/ Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races
PK-12 Iowa Students	9.4%	0.5%	0.2%	3.3%	0.2%	85%	0.3%
Teacher Candidates	2.6%	0.3%	0.7%	1.7%	0.1%	94%	0.01%
Education Faculty	-	-	-	-	-	93%	-

Figure 2.3 Change in number of candidates by race/ethnicity over a three year period.

**Candidates**  
**Racial/Ethnic % change 2010-13**

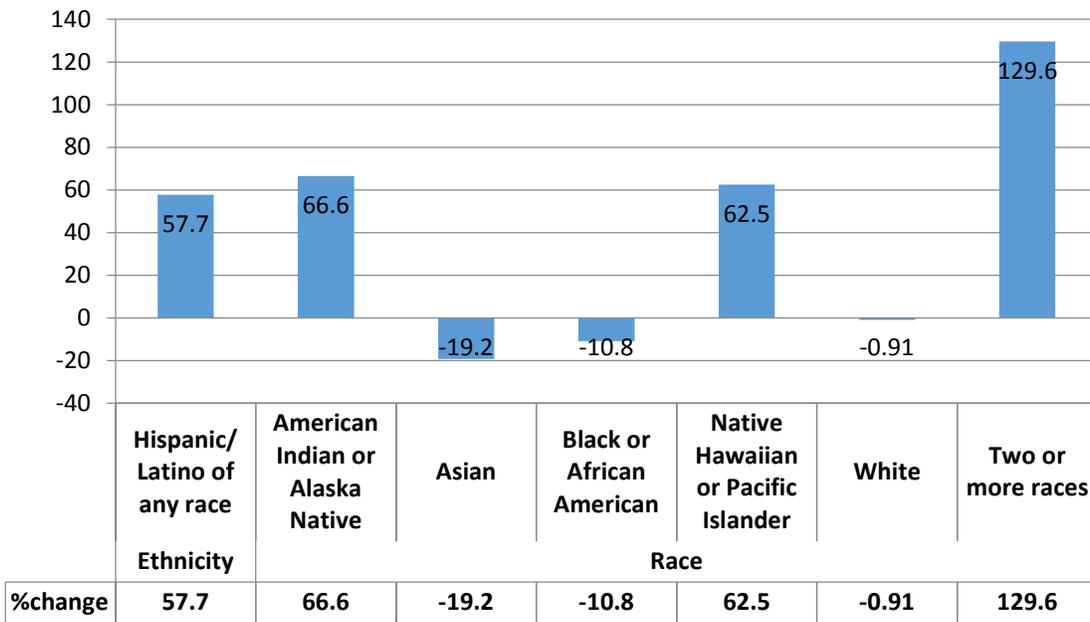
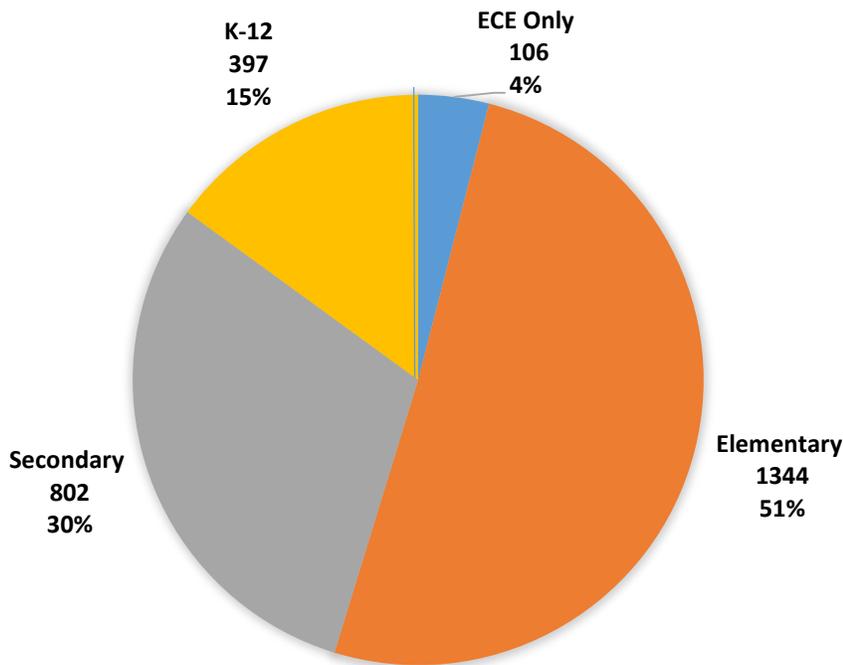


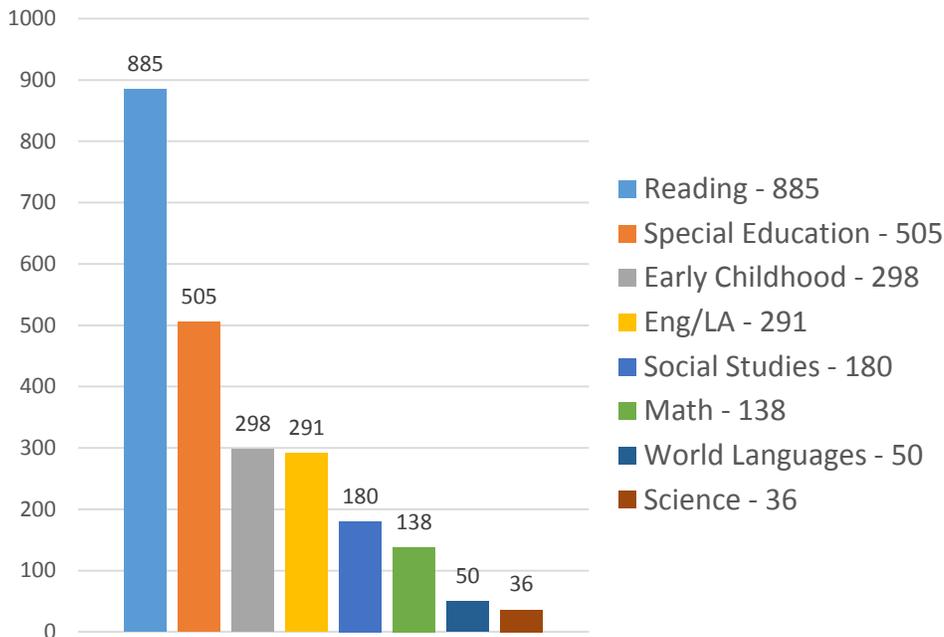
Figure 2.3 Number of licenses issued to Iowa program completers in general categories.



K-12 represents Art, Music and PE. Iowa does not have a true K-12 license in these areas, teachers actually have both K-8 and 5-12 endorsements.

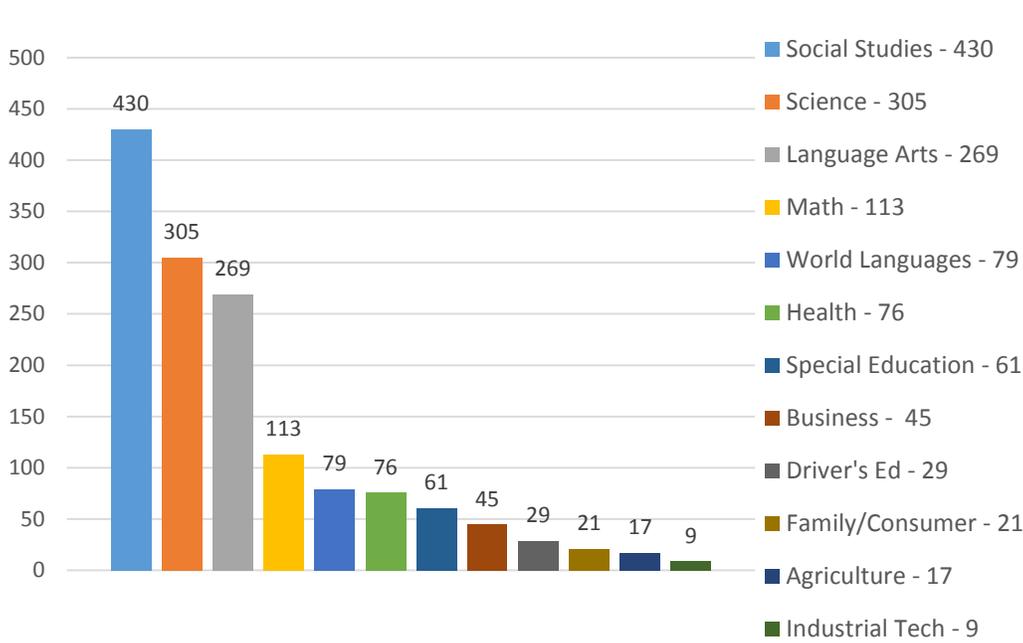
ECE is Early Childhood Education Only. Many teachers have endorsements in ECE and elementary education. The ECE category counts teachers with ECE but not elementary. The Elementary category includes teachers that may also have ECE.

Figure 2.4 Elementary education endorsements by specific content. Note that teachers may have multiple endorsements.



Elementary education classroom teachers (K-6) also earn a content specific endorsement (K-8).

Figure 2.5 Endorsements earned by secondary education program completers. Note that teachers may have multiple endorsements.



Several categories are combinations of endorsements:

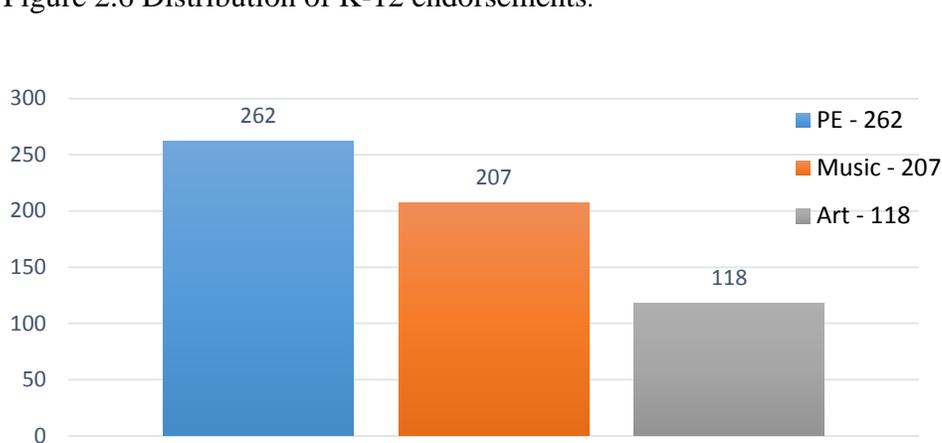
Social Studies: 8 specific areas and combinations;

Science: 6 areas and combinations;

Language Arts: 4 areas and combinations

World Languages: all foreign languages.

Figure 2.6 Distribution of K-12 endorsements.



Note that Iowa does not have a true K-12 endorsement in Art, Music and PE.

Teachers are licensed at both elementary and secondary levels.

Table 2.6 Number of endorsements issued for each Iowa teacher shortage area.

Shortage Area	Endorsements issued to candidates prepared...	
	In Iowa	Out of state
Agriculture 5-12	17	0
Early Childhood	288	41
English as a Second Language K-12	100	16
Family and Consumer Science 5-12	12	7
Guidance Counselor K-12	47	23
Health 5-12	76	16
Industrial Technology 5-12	9	6
Mathematics 5-12	109	25
Science (All Areas) 5-12	109	62
Talented and Gifted K-12	136	1
Teacher Librarian K-12	22	3
Special Education (All areas/levels)	641	69

Table 7 illustrates the number of endorsements by area, not necessarily the number of teachers. Teachers may have multiple endorsements

We do not yet have data on the shortage of teachers by geographic area. We plan to collect that data as well as the geographic distribution of program graduates.

Table 2.7 Number of administrators and other educators prepared.

	Number recommended
Principal	164
Superintendent	19
“Other” (School psych, speech language pathologist, school social worker, school nurse, audiologist)	33

## Section 3. Assessment

### Section 3.a Candidate Assessment Requirements

#### Candidate Progress through Program

Iowa Administrative Code 281, chapter 79 specifies standards for educator preparation programs. Regarding candidate assessment, programs are required to assess student progress at multiple decision points using multiple assessments that are aligned with standards. Students are required to pass a standardized assessment to be admitted into the program. Each program determines their own passing score requirement. Because programs can use different tests at different cut scores, descriptive information is not recorded.

Programs are not required to establish minimum grade point average (GPA) required for candidates to progress through the program. Programs are required to report their GPA requirements and candidate results. Table 3.1 in the following Results section provides average GPA for Iowa programs.

#### Candidate Program Completion

In 2012, a new Iowa law established the requirement that candidates must pass a test of content and pedagogy in order to be considered a program completer and be recommended for licensure. Policy was established and implemented on January 1, 2013.

This section provides information on candidates' success on these assessments in a number of content and grade levels. Not all content areas are reported since many content areas have a small number of graduates, making statistics not useable. Passing rates by institution will soon be available on the US DE Title II website:

<https://title2.ed.gov/Public/Home.aspx>. These passing rates are reported for program completers, as Iowa statute requires.

Iowa DE staff are preparing reports for individual programs that include significant information for consumers, including program completer passing rates. These reports are not yet available.

## Section 3.b Candidate Assessment Results

Table 3.1 Grade Point Average (GPA) requirements of teacher candidates in Iowa Teacher Preparation Programs and actual results.

	GPA Required for Acceptance to Teacher Education Program	Actual Median GPA of Candidates at Acceptance	GPA Required for Completion of Teacher Education Program	Actual Median GPA of Candidates at Completion
Average of All Teacher Education Programs in Iowa	<b>2.6</b>	<b>3.4</b>	<b>2.7</b>	<b>3.6</b>

The requirement for testing for program completion began on January 1<sup>st</sup> 2013. Information on results of testing is shown below.

Table 3.2 Elementary Education Content Test Passing Rates (13-14 academic year (first full year))

Iowa Candidates Mean Passing Rate	Number of Iowa Programs		National Candidates Mean Passing Rate	Number of Iowa Programs	
	Above Iowa Mean	Below Iowa Mean		Above National Mean	Below National Mean
88%	16	11	79%	22	5

Note: This passing rate provides an average (mean) for all candidates taking tests, both Iowa candidates and all candidates taking the same test nationally. The national passing rate is determined at the Iowa required passing score. The candidate scores used in determining the passing rate include non-program completers as well as program completers.

Table 3.3 Elementary Education Pedagogy Test Passing Rates (13-14 academic year (first full year))

Iowa Candidates Mean Passing Rate	Iowa Programs		National Candidates Mean Passing Rate	Iowa Programs	
	Number Above Mean	Number Below Mean		Number Above Mean	Number Below Mean
92%	16	11	84%	20	7

This table shows the average (mean) passing rate for Iowa candidates attempting the elementary education content test compared to national candidates using the Iowa required passing score. It also shows the number of Iowa educator preparation programs with average passing rates above or below the Iowa and national mean. Five programs have numbers of candidates too small for comparison.

Table 3.4 Secondary Content and Pedagogy Assessment Passing Rates

Content Assessments								Pedagogy	
Math		Biology		Chemistry		Music			
Iowa Pass Rate	Nat'l Pass Rate	Iowa Pass Rate	Nat'l Pass Rate	Iowa Pass Rate	Nat'l Pass Rate	Iowa Pass Rate	Nat'l Pass Rate	Iowa Pass Rate	Nat'l Pass Rate
<b>85%</b>	<b>78%</b>	<b>94%</b>	<b>78%</b>	<b>100%</b>	<b>82%</b>	<b>84%</b>	<b>67%</b>	<b>88%</b>	<b>79%</b>

This table shows the percentage of candidates who pass specific tests for Iowa candidates compared to all candidates nationally using Iowa required passing scores.

**Section 3.c. Program Assessment Requirements**

IAC 281 Chapter 79 requires programs to operate a comprehensive assessment system. The overarching requirement for assessment system is, *The unit's assessment system shall appropriately monitor individual candidate performance and use those data in concert with other information to evaluate and improve the unit and its programs.*

Each seven years, during accreditation review, assessment systems, data, analysis and use is examined. The current rewritten annual report system requires each program to report on candidate and program assessment annually. This annual reporting information will provide key indicators in the state of educator preparation report. For this report, program assessment information included is

- Graduate employment status – requirements shown in results section
- Data from surveys of graduates and employers
- Analysis of program assessment
- Examination of accreditation reviews

Surveys: All programs are required by IAC 281 to survey graduates and the employers of those graduates. Previous to the 2013-2014 reporting year, the survey questions were not standardized. As a result of the work of the annual reporting team, four standardized, standards based surveys have been developed. The four surveys are identified here, and attached as Appendix A through D.

- teacher preparation graduates
- employers (principals) of teacher preparation graduates
- principal preparation graduates
- employers (superintendents) of principal preparation graduates

Programs are currently piloting the standardized surveys in a limited capacity. Full use of the surveys will be required once IAC 281 chapter 79 standards are officially updated.

## Section 3.d Program Assessment Results

Table 3.5 Graduate employment status. **This data is from a limited number of programs who participated in a pilot of the new annual report.**

	Number of program completers (all programs)	employed in a position for which they were prepared	employed in an education position outside of their preparation	enrolled in higher education	employed outside of the education field	not employed	employment status unknown
Teachers	1334	843 (63%)	69 (5%)	43 (3%)	50 (4%)	42 (3%)	287 (22%)
Admin	76	60 (79%)	3 (4%)	3 (4%)	0 (0%)	0 (0%)	10 (13%)
Other*	42	24 (57%)	2 (5%)	2 (5%)	0 (0%)	1 (2%)	13 (31%)

\*Other includes: School psychologist, speech language pathologist, school social worker, school nurse, and audiologist.

Table 3.6 Programs reported the following as actions taken after analysis of program assessment data.

Action	Number of programs
Improve or refine candidate and program assessment systems	8
Change curriculum to more direct instruction in using assessment data for guiding instruction	7
Provide additional opportunities, support and mentoring to candidates in pre-student teaching field experiences	6
Change curriculum to increase instruction in using technology for learning	5
Change curriculum to provide increased instruction in meeting the needs of diverse learners	3
Add more classroom management instruction to curriculum	3
Increase communication and coordination between main campus and satellite campuses	2
Focus efforts on producing more teachers in STEM fields	2
Change curriculum to include more instruction in content specific pedagogy	2
Increase literacy focus in curriculum for all candidates	2
Improve procedures for assessing candidate dispositions	2
Provide professional development for adjunct faculty	1
Change curriculum to provide more instruction on communication with parents and families	1
Integrate Iowa Core into curriculum	1

In the updated annual report, programs are asked to report on **innovations**. They reported:

- Partnering with AEAs to provide online professional development for IHE faculty
- Adding a course in ESL for all candidates
- Offering coursework for reading endorsement on-line
- Piloting year-long student teaching
- Expanding opportunities for field experiences and student teaching in international settings
- Partnering with local PK-12 schools to implement Professional Development Schools
- Developing an integrated STEM program

## Section 4 Accreditation

### Section 4.a Accreditation Requirements

Table 4.1 Outline of the Iowa Educator Preparation Program Accreditation System

Standards:	IAC 281 Chapter 79 (Traditional Programs) IAC 281 Chapter 77 (Alternative Programs) IAC 282 BoEE rules for licensure (curriculum exhibits)	
Process:	Two years for accreditation: <ul style="list-style-type: none"> <li>• Self-study – Document in Institutional Review (IR)</li> <li>• preliminary review by State Panel and Site Visit team</li> <li>• Site Visit</li> <li>• Resolution of issues (if appropriate)</li> <li>• Decision by State Board of Education</li> </ul> Annual Reports: <ul style="list-style-type: none"> <li>• Iowa Department of Education</li> <li>• US Department of Education Title II</li> </ul>	
Reviewers:	Iowa Department of Education Staff IHE Faculty (state panel + visit teams) Board of Educational Examiners Staff Teacher of the Year	Information Reviewed: Self-Study Report (Institutional Review) Curriculum Exhibits Documentation/Exhibits Site Visit – Interviews, facilities, systems
Oversight:	Director, Iowa Department of Education Administrative Consultant, Iowa Department of Education Program Consultants (2), Iowa Department of Education State Panel Iowa State Board of Education	

Table 4.2 Accreditation review process.

Who does the work?	
State Panel	Site Visit Team
12 members <ul style="list-style-type: none"> <li>• 3 Iowa DE staff - permanent</li> <li>• 9 IHE faculty – three year terms</li> </ul> Participate in all preliminary reviews IHE faculty participate in one site visit/year Review proposed IAC 281 changes	5-10 members <ul style="list-style-type: none"> <li>• Iowa DE staff – chair</li> <li>• IHE faculty members</li> </ul> Participate in preliminary review Conduct site visit review Write report
The work:	
Preliminary Review	Site Visit +
State Panel and Visit Team Review Self Study Institutional Review (IR) <ul style="list-style-type: none"> <li>• Compliance</li> <li>• Continuous improvement</li> </ul> Standards Guiding Questions Inform preliminary review report	3-5 days Site visit team <ul style="list-style-type: none"> <li>• Compliance</li> <li>• Continuous improvement</li> </ul> Interviews Examine documents Facilities Resources Student experiences Write report Program response Final report to State Board

Table 4.3 State Review Panel 2014-2015:

Name	Institution	Years of Education Experience
Janet Kehe (Year 3)	Upper Iowa University	43
Deanna Stoube (Year 3)	St Ambrose University	29
Pat Carlson (Year 3)	Iowa State University	34
Dawn Behan (Year 2)	Mt Mercy University	34
Kris Kilibarda (Year 2)	Central College	23
Deb Stork (Year 2)	University of Dubuque	29
Melissa Heston (Year 1)	University of Northern Iowa	34
Jill Heinrich (Year 1)	Cornell College	23
Shawna Hudson (Year 1)	Iowa Wesleyan College	22
Jane Schmidt	Iowa Teacher of the Year	32
Carole Richardson	IA Department of Ed	34
Larry Bice	IA Department of Ed	14
Matt Ludwig	IA Department of Ed	21
<b>Total</b>		<b>372</b>

## Section 4.c Accreditation Review Results

### 2012-2013 Academic year.

Two institutions were reviewed this year. Common issues identified for program improvement:

Assessment: Programs have assessment components in place, need to bring all components together into a coherent, systematic assessment system to inform candidate and program.

Equity of support across programs: Some programs, particularly secondary education programs, do not have the same level of content knowledge/attention to preparation as elementary programs.

60 hour requirement: Faculty members who prepare candidates are required to complete 60 hours of team teaching in P-12 schools every five years. The requirement is being met, the issue is understanding who is required to comply. The update of IAC 281 standards worked to provide clarity for this requirement.

### Previous Seven Year Cycle

This information synthesized from results of the seven year accreditation cycle is being provided in this initial report. Annual information will be provided in subsequent reports.

Assessment management. This issue was identified as a requirement for response in **60%** of the programs reviewed. It was identified as an issue for improvement in most programs.

Equity of resources and support across programs. This issue combines a number of specific issues around equity. It was identified in **25%** of programs reviewed.

Alignment of goals and standards. This issue was identified in **20%** of programs reviewed.

Clinical experience management. This issue was identified in **15%** of programs reviewed.

### What is the Iowa DE doing as a result of data?

Supporting individual institution continuous improvement: Each institution receives a copy of their accreditation review final report. For the 2013-2014 academic year reviews, DE staff have scheduled follow up reviews to monitor how programs are making improvements for identified issues. Beginning in spring of 2015, the Iowa DE annual report will be pre-populated with issues identified in the most recent accreditation review for each institution. Completion of the report will require institutions to describe and document changes made in response to findings.

Changing practitioner preparation state-wide: This report will be disseminated to all IHEs and to the Iowa Association of Colleges for Teacher Education. Institutions will be encouraged to share improvements with each other. Iowa DE staff will explore avenues to provide opportunities for state-wide learning.

Appendix A Teacher Graduate Survey

Iowa Educator Preparation Survey

Teacher Preparation Graduates

Program: \_\_\_\_\_

P-12 School: \_\_\_\_\_

Standard/Disposition	How well did your preparation program prepare you to...				How well do you perform ...			
	Very well	Well	Somewhat well	Not well	Very well	Well	Somewhat well	Not well
1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.								
2. Demonstrates competence in content knowledge appropriate to the teaching position.								
3. Demonstrates competence in planning and preparing for instruction.								
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.								
5. Uses a variety of methods to monitor student learning.								
6. Demonstrates competence in classroom management.								
7. Engages in professional growth.								
8. Fulfills professional responsibilities established by the school district.								
<b>Caring:</b> Candidates with this set of dispositions value and appreciate all aspects of other persons' well being—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for learning needs of other education students and in working with professionals.								
<b>Communication:</b> Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.								

<p><b>Creative:</b> Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students.</p>		
<p><b>Critical:</b> Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.</p>		
<p><b>Professional Requirements:</b> These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities.</p>		
<p>Additional prompts may be added by the program</p>		

## Appendix B Teacher Employer Survey

Iowa Educator Preparation Survey

Teacher Preparation Graduate Employers

Program: \_\_\_\_\_

P-12 School: \_\_\_\_\_

How important is this standard for beginning teachers...				Standard/Disposition	How well is your new teacher prepared to...				How well does your new teacher perform ...			
Very important	Important	Somewhat important	Not important		Very well	Well	Somewhat well	Not well	Very well	Well	Somewhat well	Not well
				1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.								
				2. Demonstrates competence in content knowledge appropriate to the teaching position.								
				3. Demonstrates competence in planning and preparing for instruction.								
				4. Uses strategies to deliver instruction that meets the multiple learning needs of students.								
				5. Uses a variety of methods to monitor student learning.								
				6. Demonstrates competence in classroom management.								
				7. Engages in professional growth.								
				8. Fulfills professional responsibilities established by the school district.								
				<b>Caring:</b> Candidates with this set of dispositions value and appreciate all aspects of other persons' well being—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for learning needs of other education students and in working with professionals.								
				<b>Communication:</b> Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human								

	activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.		
	<b>Creative:</b> Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students.		
	<b>Critical:</b> Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.		
	<b>Professional Requirements:</b> These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities.		
	Additional prompts may be added by the program		

## Appendix C Principal Graduate Survey

### Iowa Educator Preparation Survey

#### Principal Preparation Graduates

Program: \_\_\_\_\_

P-12 School: \_\_\_\_\_

Standard/Disposition	How well were you prepared to ...				How well do you perform ...			
	Very well	Well	Somewhat well	Not well	Very well	Well	Somewhat well	Not well
1. An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.								
2. An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.								
3. An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.								
4. An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.								
5. An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner.								
6. An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context.								
<b>Caring:</b> Candidates with this set of dispositions value and appreciate all aspects of other persons' well being—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for learning needs of other education students and in working with professionals.								
<b>Communication:</b> Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.								
<b>Creative:</b> Candidates with this set of dispositions display the capacity to envision								

and craft things in novel and meaningful ways to meet the needs of students.		
<b>Critical:</b> Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.		
<b>Professional Requirements:</b> These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities.		
Additional prompts may be added by the program		

Appendix D Principal Employer Survey

Iowa Educator Preparation Survey

Principal Preparation Graduate Employers

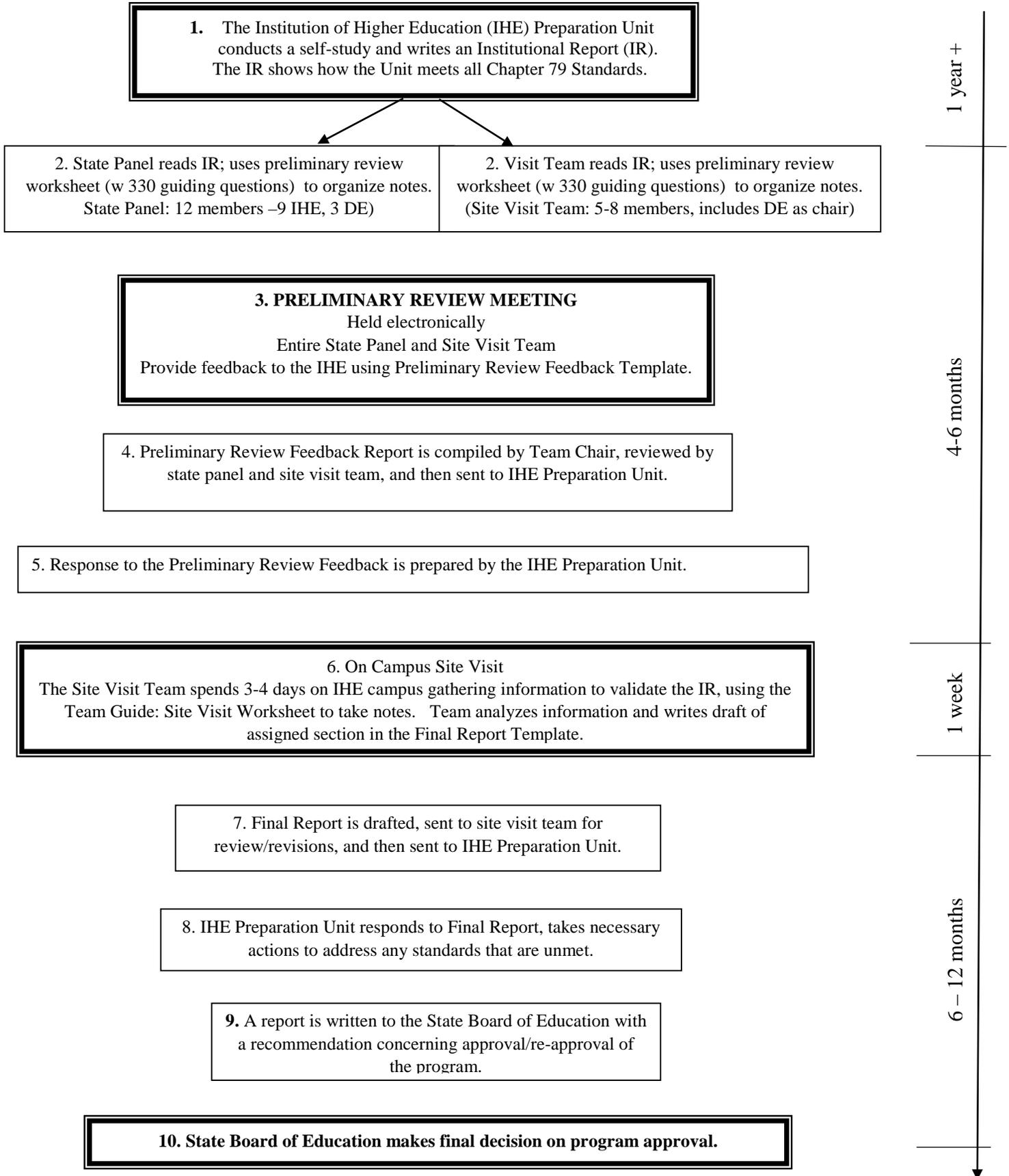
Program: \_\_\_\_\_

P-12 School: \_\_\_\_\_

How important is this standard for beginning principals ...				Standard/Disposition	How well is your new principal prepared to ...				How well does your new principal perform ...			
Very important	Important	Somewhat important	Not important		Very well	Well	Somewhat well	Not well	Very well	Well	Somewhat well	Not well
				1. An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.								
				2. An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.								
				3. An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.								
				4. An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.								
				5. An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner.								
				6. An educational leader promotes the success of all students by understanding the profile of the community and responding to, and								

	influencing the larger political, social, economic, legal and cultural context.		
	<b>Caring:</b> Candidates with this set of dispositions value and appreciate all aspects of other persons' well being—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for learning needs of other education students and in working with professionals.		
	<b>Communication:</b> Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.		
	<b>Creative:</b> Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students.		
	<b>Critical:</b> Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.		
	<b>Professional Requirements:</b> These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities.		
	Additional prompts may be added by the program		

## Appendix E Accreditation Process Flowchart



Appendix F Accreditation Review Schedule

**2013-2014 academic year**

<b>Institution</b>	<b>On Site Visit</b>	<b>Result</b>
Iowa State University	November 3-6, 2013	To be submitted Sep 14
Luther College NCATE	November 10-13, 2013	Accredited Mar 14
Waldorf College	February 2-4, 2014	To be submitted Aug 14
Faith Bible College	February 16-19, 2014	To be submitted Sep 14
Mount Mercy University	Sept 29-October 2, 2013	Accredited Jan 14
Central College	March 30 – April 2, 2014	To be submitted Aug 14
Viterbo University	April 28-May 1, 2013	Accredited May 14

**2014-2015 academic year**

<b>Institution</b>	<b>IR Due</b>	<b>Prelim Review</b>	<b>On Site Visit</b>
Buena Vista	19 January 2015	3 Feb 15	12-16 Apr 15
Maharishi (ch 77 + 79)	21 August 2014	4 Sep 14	19-22 Oct 14
Cornell	13 August 2014	27 Aug 14	16-20 Nov 14
Wartburg	19 December 2014	7 Jan 15	22-26 Mar 15
Kaplan (ch 77+ 79)	21 January 2015	10 Feb 15	26-29 Apr 15
RAPIL (ch 77)	14 November 2014	3 Dec 14	22-25 Feb 15

## Appendix G Annual Report Template

### ANNUAL DESCRIPTION OF DATA AND RESULTS REPORT ON EDUCATOR PREPARATION

Iowa Department of Education

Bureau of Educator Quality

Purposes of this report:

- Collect data on educator preparation (initial license, leadership preparation, etc.) to inform stakeholders
- Monitor the continuous improvement of educator preparation
- Collect data over time to inform/provide a bridge between accreditation reviews

Data entered in this report is for the period 1 July 20XX through 30 June 20XX.

#### Part A: IHE/Program(s) information

Institutional Information:

1. Institution Name/Location:	2. Contact Person (name and title):	
3. Telephone Number:	4. Email Address:	
5 Type of Institution (check):	a. Public	
	b. Private Non-Profit	
	c. Private For Profit	
6. Total IHE Enrollment:	a. Undergraduate	
	b. Graduate	

Questions 7 through 9 inform the number and diversity faculty members in programs. Questions 7 through 9 refer to professional education faculty in the unit. The definitions used for 7 through 9 are the same ones used by AACTE in the PEDS report:

Professional Education Faculty are individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, supervise clinical experiences, or administer some portion of the unit.

Full-time faculty are full-time employees of the college or university with entire assignments in the professional education unit.

Part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit.

Adjunct faculty have an occasional or temporary affiliation with an institution or another faculty member in performing a duty or service in an auxiliary capacity.

7. Number of Teacher Preparation Faculty*						
Race/Ethnicity	Full-Time		Part-Time		Adjunct	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race						
American Indian or Native Alaskan						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						

White						
Two or more races						
Nonresident alien						
Unknown						
TOTALS:						

8. Number of Administrator Preparation Faculty*						
Race/Ethnicity	Full-Time		Part-Time		Adjunct	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race						
American Indian or Native Alaskan						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Nonresident alien						
Unknown						
TOTALS:						

9. Number of Other Preparation Faculty* (other than teacher or administrator preparation programs)**						
Race/Ethnicity	Full-Time		Part-Time		Adjunct	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race						
American Indian or Native Alaskan						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Nonresident alien						
Unknown						
TOTALS:						

\* If faculty members work in more than one area, choose the area with the largest percentage of time and report in that one area.

\*\* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

10. Off campus and online program offerings

Question 10 informs the diversity of the size of off-campus and online programs. Enrollment number can be from one semester (or other unit), or averaged for the academic year.

Location (face to face, not on home campus):	List Program(s)	Enrollment # :
Online (no face to face components)		

11. Provide the number of secondary (5-12) program completers (graduate or undergraduate) for initial license. A program completer should only be counted once: if two endorsements pick the one that is most closely aligned with the major, if two majors pick the primary major. The focus of this table is to determine the number of people completing programs in Iowa, not the number of endorsements earned.

*Question 11 informs educator shortage areas for state and federal reports, including grant availability.*

# of Program Completers	Content Area:
	Agriculture
	Art
	Business
	English/Language Arts (includes related endorsements, such as journalism, speech/theater)
	Family and Consumer Sciences
	Foreign Language
	Industrial Technology
	Mathematics
	Music
	Physical Education/Health
	Science (Including all endorsements)
	Social Science (including all endorsements)

12. Numbers of student teachers and completers for initial license.

*Question 12 informs general trends of routes to licensure.*

	Early childhood only	Elementary only	Secondary only	Any combined K-8 and 5-12 (e.g. Art, Music, PE)	Admin: Principal	Admin: Superintendent	Other*	Total
a. Number of Student Teachers /Interns								
b. Number of undergraduate program completers								
c. Total undergraduate degrees awarded by the institution								
d. Number of graduate students								
e. Number of graduate program completers								

f. Total graduate degrees awarded by the institution								
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\* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

13. Number of program completers hired as educators for the reporting year:

*Question 13 allows programs to report employment status for program and inform general employment trends. Information from the Iowa DE will help inform placement of graduates employed in Iowa. Please provide the best information you can concerning graduates who have left the state of Iowa.*

	Number of program completers (all programs)	# employed in a position for which they were prepared	# employed in an education position outside of their preparation (including those on class B (conditional) license)	# enrolled in higher education	# employed outside of the education field	# not employed	# employment status unknown
Teachers							
Administrators							
Other*							

\* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

### PART B Data Analysis and Reporting

Graduate and Employer Surveys for the reporting year:

*Questions 14 through 16 inform stakeholders of programs' efforts to seek input from constituents and engage in continuous improvement efforts.*

Guidance for completing questions 14 through 16:

The Annual Reporting Team has developed initial surveys that are provided to each unit for use. There are four surveys,

- Teacher prep graduates
- Principal prep graduates
- Teacher prep employers
- Principal prep employers

Each survey contains prompts aligned with appropriate standard and five dispositional areas. The prompts provided must be used without change. Each unit is allowed to add questions/prompts to the surveys as desired.

Each unit is required to survey graduates and employers each year. The unit will determine who/how many to survey. Surveyed graduates and employers can represent a complete cohort or a sample, depending on the assessment needs of the unit.

14. Provide data from program completers and employer surveys based on Iowa Standards.			
a. # of surveys sent to program completers		b. # of completer surveys returned	
INSERT DATA HERE			
c. # of surveys sent to employers		d. # of employer surveys returned	
INSERT DATA HERE			
15. Based on your analysis of survey data, briefly describe the finding(s) you consider most important to your program's continuous improvement.			
16. Describe your plan and relevant timeline to address the finding(s).			

**Student Teaching Assessments:**

*Questions 17 through 19 are designed to illustrate analysis of evaluation of candidates as they student teach. Data and analysis must be concrete with quality measures assured; please do not rely on anecdotal data. This data/analysis informs the outcomes of teacher preparation programs.*

17. TEACHER PREPARATION ONLY: Based on your analysis of student teaching evaluation data, briefly describe the findings that you consider most important for your program's continuous improvement.
18. Describe the specific data that informed 19.
19. Briefly describe your plan and relevant timeline to address the finding(s).

**Unit Assessment:**

*Questions 20 through 22 are designed to illustrate analysis of evaluation of candidates as they progress through a program. These questions allow the program to discuss results of assessment that are deemed most important to continuous improvement. Data and analysis must be concrete with quality measures assured; please do not rely on anecdotal data.*

**Guidance for completing unit assessment section:**

*Each unit is required by IAC 281 chapter 79 to evaluate candidates as they progress through the program. In addition to checkpoints at which students are challenged before being allowed to progress, there are also candidate evaluations for*

feedback to candidates and to inform the program. For questions 20 through 22, you are not required to report on your entire assessment program and data. Choose the data and findings you find most important to your program and report on that information.

20. Based on your analysis of unit assessment data (other than that noted above); briefly describe the finding(s) you consider most important for your unit's continuous improvement.
21. Describe the specific data that informed 21.
22. Describe your plan to address 21.

Most Recent Chapter 79 Review:

*Question 23 and 24 are designed to inform the improvement efforts required that take place between accreditation visits. Issues provided by the DE from the accreditation report must be addressed for at least two years following accreditation site visit. Issues addressed after that time may be those the program is examining in preparation for the next accreditation review.*

*Guidance to complete this section:*

*The issue(s) will be populated in this section by DE staff. Please describe planned actions, completed actions and results of actions as they relate to the evolution of your program. The program must address each issue provided. Some issues may be resolved quickly and can be dropped from the reporting process, while some will require long term reporting. The DE staff will remove those issues determined completed when populating the next report.*

*Once issues are sufficiently resolved, units may use this prompt to describe concerns that may inform the upcoming accreditation review.*

23. Below are listed the issue(s) from your most recent Iowa accreditation report.
a. Issue: b. Issue:
24. Plan(s)/Goal(s) to address 24. (Consider both short and long term goals).

*Questions 25-26 will provide information to the DE about the preparedness of new teachers for state-wide initiatives to ensure that all Iowa students will be college and career ready, and to gather information about the need for support from the DE in these initiatives.*

25 a. How has your program prepared candidates to reduce the achievement gaps presently occurring in the Iowa student population?
b. What technical support do you need in order to better prepare candidates for this initiative?

26 a. How has your program prepared candidates to implement competency-based education?

b. What technical support do you need in order to better prepare candidates for this initiative?

OPTIONAL (but recommended):

*Questions 27 and 28 will be used to inform stakeholders of the variety of innovative work preparation programs engage in to advance teacher and leader preparation. Do not report on an unchanged innovation from the previous year's report.*

*Guidance for completing questions 25 and 26:*

*Since this report concern is new, programs may initially describe innovations or accomplishments that did not take place in the reporting year. For instance, a program may have initiated a significant partnership several years ago, and may wish to describe it here. After the first year of this reporting, units will be limited to describing innovations and/or celebrations in the reporting year.*

27. Describe any innovation designed or established by your unit that has had, or promises to have, the greatest impact on educator preparation (at any level).

28. Describe any noteworthy accomplishments or celebrations your unit has experienced in the reporting year.

## **ADOPTION MEMO**

**Date: October 10, 2014**

**To: Board Members**

**From: Duane T. Magee, Executive Director**

**RE: Amend IAC 282 Chapter 22—School Business Official**

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Discussions were held at a staff meeting and in small groups with consultants. The proposed change was also discussed with Deborah Van Gorp, the Director of the Iowa School Business Management Academy. This change would eliminate the variable of some applicants applying before they are hired and conversely some districts not instructing the applicants to apply until weeks after being employed. Specifically, we are not usually informed of their date of employment. The proposed amendment was published as ARC 1551C in the July 23 edition of the Iowa Administrative Bulletin, and was reviewed at the ARRC meeting on August 5. The public hearing took place on August 13, 2014. No one attended the public hearing and no written comments were received.

**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 make the school business official authorization valid for two years from the date of issuance, rather than from the date of employment. This change would increase administrative efficiency as Board staff members are not always informed of an applicant’s date of employment and often receive applications before the applicant has been hired. Board staff collaborated with the Iowa School Business Management Academy in proposing this change.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, August 15, 2014. 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](mailto: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, August 13, 2014, 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, 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 272.31(4).

The following amendment is proposed.

Amend subrule 22.3(6) as follows:

**22.3(6) Validity.**

*a.* The initial school business official authorization shall be valid for two years from the date of ~~employment~~ issuance.

*b.* The standard school business official authorization shall be valid for three years, and it shall expire three years from the date of issuance on the last day of the practitioner’s birth month.

## **ADOPTION MEMO**

**Date: October 10, 2014**

**To: Board Members**

**From: Duane T. Magee, Executive Director**

**RE: Amend IAC 282 Chapter 22.2 – Substitute Authorization**

---

The proposed amendment would expand the authority for all substitute authorization holders to allow them to teach in the elementary classroom. (Currently, the substitute authorization may only be used in secondary classrooms.) The amendment was published as ARC 1552C in the July 23 edition of the Iowa Administrative Bulletin, and was reviewed by the ARRC on August 5. Two written comments are attached. No one attended the public hearing on August 13, 2014.

**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 Board’s rules currently provide for the issuance of a substitute authorization, which provides an individual limited authority to act as a substitute teacher in a secondary classroom 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. To obtain the substitute authorization, an applicant must hold a bachelor’s degree. The applicant must also pass a background check and complete a minimum of 15 hours of coursework in classroom management, strategies for learning, diversity, and ethics. The proposed amendment would expand the authority of this authorization to include the elementary classroom.

This proposed amendment is based on input from the field. Specifically, school administrators have indicated they often face a shortage of qualified substitute teachers and would benefit from a rule granting the administrators the discretion to place holders of the substitute authorization in elementary classrooms as well as secondary classrooms.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, August 15, 2014. 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](mailto: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, August 13, 2014, 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, 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 272.31(4).

The following amendment is proposed.

Amend rule 282—22.2(272), introductory paragraph, as follows:

**282—22.2(272) Substitute authorization.** A substitute authorization allows an individual to substitute in ~~a middle school, junior high school, or high school~~ 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. ~~This special education classroom may be on the preschool or elementary school level as well as the middle school, junior high school or high school level.~~

## Cunningham, Kim [BOEE]

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**From:** Warrington, Ellen <ewarrington@mtmercy.edu>  
**Sent:** Tuesday, August 12, 2014 10:30 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** substitute authorization input for the board meeting!

**Importance:** High

Dear Kim-

My colleagues in my department of Education would like the BOEE to know our thoughts on the proposed changes ( as cited below) in the qualifications for those persons who would be substitutes in special education classrooms. It is our opinion that these people should be licensed teachers as they are for every other kind of classroom in the public school system. Although paraeducators are important people in these classrooms when they have been assigned, they are not, in fact, teachers. For the students who are placed in these classrooms, there should be no LESS requirements than there are in the general education classrooms that serve their peers. WE acknowledge that finding substitute teachers can be difficult, but feel this does not require such action as proposed.

Thanks for listening to our thoughts.

The Board of Education Examiners (BOEE) have submitted a Notice of Intended Action to the Administrative Rules Review Committee (ARRC). The specific proposal that might be of special interest is identified on the ARRC agenda as "Substitute authorization - elementary classroom - Notice ARC 1552c.

Ellen (O'Keefe) Warrington  
Chair Education Department  
Mount Mercy University  
1330 Elmhurst Dr. NE  
Cedar Rapids, IA 52402  
319-363-8213 x 1242



**Cunningham, Kim [BOEE]**

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**Subject:** FW: sub authorization public comment

**From:** Ubben, Lynn [<mailto:Lynn.Ubben@perry.k12.ia.us>]  
**Sent:** Tuesday, September 23, 2014 11:10 AM  
**To:** Magee, DT [BOEE]  
**Subject:** sub authorization

D.T.,  
Just wanted to share that I think allowing those with a sub authorization to teach at the elementary level is a good idea. Also, I think it would be good if there were no "consecutive days" limitation at the secondary level or any level for that matter. We have a few people in the area who have early retired from banking, NASA, CEO of large company, etc. They would do a much better job at the secondary level than my retired 2<sup>nd</sup> grade teacher who subs also.

Last year we had a HS science teacher on maternity leave ... it was not fun. Lots of parent calls on competency of sub. Actually, I think my building principals know who the good subs are regardless of whether they have a teaching degree or sub authorization.

Thanks for listening.

Lynn

*M. Lynn Ubben - Superintendent*  
Perry Community School  
1102 Willis Ave., Suite 200  
Perry, IA 50220  
(515) 465-4656



"Children are one-third of our population and all of our future." Anonymous

*Confidentiality Statement: This message is intended only for the use of the Addressee and may contain information that is PRIVILEGED and CONFIDENTIAL. If you are not the intended recipient, dissemination of this communication is prohibited. If you have received this communication in error, please erase all copies of the message and its attachments and notify the sender immediately. Thank you.*

## **ADOPTION MEMO**

**Date: October 10, 2014**

**To: Board Members**

**From: Duane T. Magee, Executive Director**

**RE: Amend IAC 282 Chapter 22.5a Native Language Teaching Authorization**

---

The BoEE has adopted rules for a preliminary native language teaching authorization which is valid for five years while candidates complete basic pedagogy courses. After that time, candidates need to convert to this full native language teaching authorization, which is also available to fully licensed teachers who may be a native speaker of a foreign language. The proposed rule was published as ARC 1604C on September 3, 2014. No one spoke regarding this rule at the public hearing on September 24, 2014, and no written comments were received. The proposed rule was reviewed by the ARRC on September 9, 2014.

**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 Board of Educational Examiners has adopted rules for a preliminary native language teaching authorization, which is valid for five years while candidates complete basic pedagogy courses. After that time, candidates must convert the preliminary native language teaching authorization to a native language teaching authorization, which is established in proposed rule 282—22.6(272). The authorization would also be available to fully licensed teachers who are native speakers of a foreign language.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, September 26, 2014. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the address below, or sent by e-mail to [kim.cunningham@iowa.gov](mailto: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, September 24, 2014, at 1 p.m. in the State Board Room, Second 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 50319-0147, 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. Renumber rules 282—22.6(272) and 282—22.7(272) as 282—22.7(272) and 282—22.8(272).

ITEM 2. Adopt the following new rule 282—22.6(272):

**282—22.6(272) Native language teaching authorization.**

**22.6(1) Authorization.** The native language teaching authorization allows an individual to teach the individual’s native language as a foreign language in grades K-8 or grades 5-12.

**22.6(2) Application process.** Any person interested in the native language teaching authorization shall submit an application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov/>.

**22.6(3) Requirements.** Applicants must:

a. Hold a preliminary native language teaching authorization and meet the conversion requirements for the native language teaching authorization, or

*b.* Hold an Iowa teaching license and provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education. The cut score may not be waived by the board. Applicants who hold an Iowa teaching license must also obtain a recommendation from a school district administrator verifying that the school district wishes to hire the applicant. Before the applicant is hired, the school district administrator must verify that a diligent search was completed to hire a fully licensed teacher with the proper endorsement for the position.

**22.6(4) *Validity.*** This authorization is valid for five years. No Class B licenses may be issued to an applicant holding the native language teaching authorization unless a teaching license is additionally obtained. No additional endorsement areas may be added to the native language teaching authorization.

**22.6(5) *Renewal.***

*a.* Applicants must meet the renewal requirements set forth in rule 282—20.3(272) and 282—subrule 20.5(2).

*b.* A one-year extension may be issued if all requirements for the renewal of the native language teaching authorization have not been met. This one-year extension is not renewable.

**22.6(6) *Revocation and suspension.*** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the native language teaching authorization. If a school district hires an applicant without the proper licensure or endorsement, a complaint may be filed.

## ADOPTION MEMO

**Date:** October 10, 2014

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 22(8) Montessori authorization

---

Recently the board heard a presentation by the various Montessori programs in Iowa. Most are independently operated while others are part of a larger school district. For Montessori educators who are working in independently-accredited schools, the proposed authorization would allow recognition of their training and also coverage by the BoEE for our code of professional conduct and ethics. The proposed amendment was published as ARC 1603C on September 3, 2014, and was reviewed by the ARRC on September 9, 2014. The ARRC expressed significant opposition to the proposed amendment, and thus the staff recommends that the board not move forward with adoption. No written comments were received, and no one spoke regarding this rule at the public hearing on September 24, 2014.

## 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 Board of Educational Examiners has recently considered the issue of licensure of Montessori educators in Iowa. Most Montessori programs in the state are independently operated, while others are part of a larger school district. For Montessori educators who are working in independently accredited schools, the proposed amendment will create an authorization that will allow recognition of specialized Montessori training and coverage of these employees under the Board of Educational Examiners’ Code of Professional Conduct and Ethics.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, September 26, 2014. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the address below, or sent by e-mail to [kim.cunningham@iowa.gov](mailto: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, September 24, 2014, at 1 p.m. in the State Board Room, Second 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 50319-0147, 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.

Adopt the following new rule 282—22.9(272):

**282—22.9(272) Montessori authorization.**

**22.9(1) Authorization.** The Montessori authorization is provided to educators working in educational settings accredited by the American Montessori Society.

**22.9(2) Application process.** Any person interested in the Montessori authorization shall submit an application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov>.

**22.9(3) Requirements.**

*a.* The applicant must have completed a baccalaureate degree.

*b.* Iowa division of criminal investigation background check. The applicant must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant.

c. National criminal history background check. The applicant must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

d. The applicant must complete the required Montessori training leading to a full credential issued by the American Montessori Society.

e. The applicant must complete code of professional conduct and ethics training approved by the board of educational examiners.

**22.9(4) *Validity.*** This authorization is valid for five years. No Class B or administrative decision license may be issued to an applicant holding the Montessori authorization unless a teaching license is additionally obtained. No additional endorsement areas may be added to the Montessori authorization.

**22.9(5) *Renewal.***

a. Applicants must meet the renewal requirements set forth in rule 282—20.3(272) and 282—subrule 20.5(2).

b. A one-year extension may be issued if all requirements for the renewal of the Montessori authorization have not been met. This one-year extension is not renewable.

**22.9(6) *Revocation and suspension.*** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the Montessori authorization.

## **ADOPTION MEMO**

**Date: October 10, 2014**

**To: Board Members**

**From: Duane T. Magee, Executive Director**

**RE: Amend IAC 282 Chapter 22 - Activities Administration Authorization**

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The board staff has developed a rule proposal to allow an individual with a degree in athletic administration or a related field to serve in the role of an activities director, if the individual meets certain requirements for an activities administration authorization. Currently, a teaching or administrative license is required to hold this position. The proposed amendment was published as ARC 1605C on September 3, 2014. It was reviewed by the ARRC on September 9, 2014. The committee had several questions and concerns regarding the proposal. Three written comments were received. No one spoke regarding this rule at the public hearing on September 24, 2014.

**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 an individual with a degree in athletic administration or a related field to serve in the role of an activities director if the individual meets the requirements for an activities administration authorization. Currently, an individual must have a teaching or administrative license to hold this position.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, September 26, 2014. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the address below, or sent by e-mail to [kim.cunningham@iowa.gov](mailto: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, September 24, 2014, at 1 p.m. in the State Board Room, Second 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 50319-0147, 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.

Adopt the following new rule 282—22.10(272):

**282—22.10(272) Activities administration authorization.** An activities administration authorization allows an individual to administer any pupil activity program in a K-12 school setting.

**22.10(1) Application process.** Any person interested in the activities administration authorization shall submit an application and records of credit to the board of educational examiners for an evaluation 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>.

*a. Requirements.* Applicants for the activities administration authorization shall meet the following requirements:

(1) Degree. A baccalaureate degree or higher in athletic administration or related field from a regionally accredited institution is required.

(2) Credit hours. Applicants must complete credit hours or courses offered by the Leadership Training Institute (LTI) from the National Interscholastic Athletic Administrators Association in the following areas:

1. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of risk management, Title IX, sexual harassment, hazing, Americans with Disabilities Act (ADA), and employment law as they pertain to the role of the activities administrator.

2. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of activities administration foundations including philosophy, leadership, professional programs and activities administration principles, strategies and methods.

3. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of the role of the activities director in supporting and developing sports medicine programs, management of athletic player equipment, concussion assessment and proper fitting of athletic protective equipment, and sports field safety.

4. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of the techniques and theory of coaching concepts and strategies for interscholastic budget and concepts and strategies for interscholastic fundraising.

5. Successful completion of 1 semester credit hour or LTI course, approved by the board, relating to the assessment and evaluation of interscholastic athletic programs and personnel, dealing with challenging personalities, and administration of professional growth programs for interscholastic personnel.

6. Successful completion of the concussion training approved by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union.

*b. Minimum age.* Applicants must have attained a minimum age of 21 years.

*c. Iowa division of criminal investigation background check.* Applicants must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant.

*d. National criminal history background check.* Applicants must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

**22.10(2) Validity.** The activities administration authorization shall be valid for five years.

**22.10(3) Renewal.**

*a.* The authorization may be renewed upon application and verification of successful completion of the following renewal activities:

(1) Applicants for renewal of an activities administration authorization must complete one of the following professional development options:

1. Document attendance at one state IHSADA convention and one LTI course relating to the knowledge and understanding of professional ethics and legal responsibilities of activities administrators.

2. Complete three LTI courses.

3. Complete 2 semester hours of college credit from a regionally accredited institution.

4. Complete 2 licensure renewal credits from an approved provider.

(2) Applicants for renewal of an activities administration authorization must complete child and dependent adult abuse training as stated in 282—subrule 20.3(4).

*b.* A one-year extension of the applicant's activities administration authorization may be issued if all requirements for the renewal of the activities administrator authorization have not been met. The one-year extension is nonrenewable.

**22.10(4) Revocation and suspension.** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the activities administration authorization.

## Magee, DT [BOEE]

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**From:** Darrin Carpenter [darrin.carpenter@southeastpolk.org]  
**Sent:** Tuesday, March 18, 2014 12:53 PM  
**To:** Magee, DT [BOEE]  
**Subject:** Activities Administration Authorization

Duane,

I wanted to reach out to you to indicate my interest and support of the BoEE's proposal for an Activities Administration Authorization. I am currently employed by Southeast Polk CSD in a dual position, one where I am the Assistant Athletic Director as well as the Athletic Trainer.

My position with the school district began as a full time Athletic Trainer six years ago and during that time has evolved into performing the duties of an Assistant Athletic Director as well. I believe the knowledge and daily interactions I have with the students, staff, athletes and coaches greatly enhances our Activities Department and also provides great insight to our Activities Director as to how things are working from the bottom up and top down within our department.

Since my position has evolved over the years and my position was re-titled to Assistant Athletic Director, Kent Horstmann and myself have looked at ways to increase my career advancement opportunities as well as solidify my current position within the district. These avenues seemed to be very limited, as I do not possess a teaching degree and thus would be unable to acquire an administrative endorsement. The current proposal to add a new path to achieving an Activities Administration Authorization would be of great benefit to me and one for which I am very intrigued by the possibilities.

I know of several other Assistant/Associate Activities Directors that are in a similar position as myself. They have graduated with a bachelors or masters degree in a field other than teaching, such as sports marketing or exercise science, and are doing a great job for their respective activities departments. The issue of concern is when a person's position comes under scrutiny, as positions are in these tight financial times, or that person would like to advance in their career. Without an administrative endorsement, advancement is impossible and defending your position can be very difficult as well. The opportunity of an authorization takes away some of the difficulties in defending your position as well as opens numerous possibilities to continue a career path within Activities Departments throughout the state.

I very much look forward to the possibility that the BoEE will move positively with this proposal and provide individuals like myself with a way to show how much we care and know about the administration of school age activities. If there is any further information you can share with me about this proposal, I would be very appreciative. Also, if there is anything I can do to try and help this proposal move forward, I would be interested in that as well.

Thank you for your time and feel free to contact me at any time.

--

Darrin Carpenter  
Assistant Athletic Director  
Certified Athletic Trainer  
Southeast Polk High School  
7945 NE University Ave  
Pleasant Hill, IA 50327

**Cunningham, Kim [BOEE]**

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**Subject:** FW: Proposal to remove teaching license from Athletic Directing qualifications

**From:** Taylor Hamilton [<mailto:tnh9710@gmail.com>]  
**Sent:** Thursday, March 20, 2014 9:45 AM  
**To:** Magee, DT [BOEE]  
**Subject:** Proposal to remove teaching license from Athletic Directing qualifications

Dr. Magee,

My name is Taylor Hamilton. Dr. Mitchell said he was going to forward our conversation on to you. If you read through that you will find that I graduated from Simpson with a degree in Sports Administration and am currently working on my Master's degree in Sports Administration and Coaching. It was just recently brought to my attention that I cannot be an AD in the state of Iowa without my teaching license. I have already been applying for AD positions and now I find out that I will not be receiving interviews but also that they are probably laughing at me for applying at all. I want to change that. Through my course of study I am extremely prepared to be an AD. Probably more prepared than any teacher/coach would be in their first year. I know that I am young and new, but I have several well known ADs in the state that thought I had a good chance at getting this position prior to finding out about this policy. If they, as people in the field, think I can do it, then why can't I?

Long story short, I really want to get this proposal passed. I am willing to do whatever it takes, please let me know what I can do to help.

Thank you for your time,  
Taylor Hamilton

SEP 26 2014

Iowa State  
Education Association

September 25, 2014

777 Third Street  
Des Moines, IA  
50309-1301  
tel 515.471.8000  
fax 515.471.8017  
www.isea.org

Iowa Board of Educational Examiners  
c/o Kim Cunningham, Board Secretary  
Grimes State Office Bldg.  
400 East 14<sup>th</sup> St.  
Des Moines, IA 50319-0147

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National Education  
Association

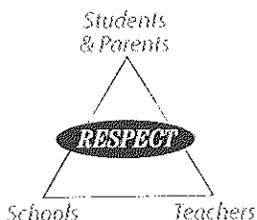
Dear Members of the Iowa Board of Educational Examiners:

I am writing on behalf of the Iowa State Education Association to express concern about the proposed rule creating a new authorization for Activities Administration. This rule is an alternative licensure measure that will bring non-educators into the planning, policy-making and management of school programs and activities. While this new rule may not seem significant, as it will likely be used to license a very small handful of individuals, it sets a precedent that is both unnecessary and, frankly, bad for K-12 public education.

In 2001, the Iowa Department of Education issued a Declaratory Ruling on the issue of whether a sponsor of a non-athletic, extracurricular activity (such as cheerleading sponsor) must hold a teaching license or coaching authorization. While that issue may not be relevant here, the Department's comments about who may supervise an activity program in an Iowa school district are key. The Department stated that any activity program must be supervised by "qualified professional staff." A "qualified professional staff" member was defined as one who possessed a "valid Iowa teaching license." The new rule, if adopted, will depart from this long-standing policy.

Why might it have been the long-standing policy of the Department of Education and the Board to require an educational license to be an Activities Director? The Department of Education's General Guidelines for Activity Programs, Iowa Administrative Code 281-12.6, requires:

The program shall be supervised by qualified professional staff and shall be designed to meet the needs and interests and challenge the abilities of all pupils consistent with their individual stages of development; contribute to the physical, mental,



Iowa Board of Educational Examiners  
c/o Kim Cunningham, Board Secretary  
September 25, 2014  
Page 2

athletic, civic, social, moral, and emotional growth of all pupils; offer opportunities for both individual and group activities; be integrated with the instructional program; and provide balance so a limited number of activities will not be perpetuated at the expense of others.

The best individual tasked with assuring this standard is met is one with an educational background.

If this rule is allowed to move forward to adoption, we would like you to consider the following limitations:

1. This license would allow a person to oversee athletic programming only.
2. Co-curricular programs and educators should never be subject to management and evaluation by a person holding this license.
3. This license must require appropriate training in evaluation.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Christy A.A. Hickman', with a long horizontal flourish extending to the right.

Christy A.A. Hickman  
Staff Counsel

CAAH/rb

**IA -- Licensure of Athletic Directors and Coaches  
(12.10.12)**



**1. To facilitate follow up questions, please provide your contact information.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Name:</b>		100.0%	17
<b>Company:</b>		100.0%	17
<b>City/Town:</b>		100.0%	17
<b>State/Province:</b>		100.0%	17
<b>Country:</b>		100.0%	17
<b>Email Address:</b>		100.0%	17
<b>Phone Number:</b>		100.0%	17
	<b>answered question</b>		<b>17</b>
	<b>skipped question</b>		<b>0</b>

**2. Do you require licensure for activities/athletic directors (ADs) in your state?**

		Response Percent	Response Count
Yes		35.3%	6
No		64.7%	11
	Comment:		7

answered question 17

skipped question 0

**3. What type of license is required? NOTE: Iowa requires a teaching or administrator license to be an AD and an evaluator endorsement to evaluate coaches.**

Response Count

5

answered question 5

skipped question 12

**4. What are the requirements for an AD license in your state?**

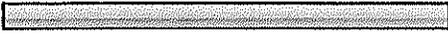
Response Count

5

answered question 5

skipped question 12

**5. In your state, are non-licensed teachers and/or administrators allowed to serve as an AD?**

		Response Percent	Response Count
Yes		73.3%	11
No		26.7%	4
	Comment:		4

answered question	15
skipped question	2

**6. Does your state license athletic coaches?**

		Response Percent	Response Count
Yes		18.8%	3
No		81.3%	13
	Comment:		5

answered question	16
skipped question	1

**Page 1, Q2. Do you require licensure for activities/athletic directors (ADs) in your state?**

- |   |  |                       |
|---|--|-----------------------|
| 1 | ADs must have a teaching or administrator license. If the AD evaluates coaches they must have an evaluator endorsement.  | Dec 11, 2012 11:41 AM |
| 2 | Unless the individual is also disciplining students or evaluating certified staff.   | Dec 11, 2012 10:45 AM |
| 3 | .  | Dec 10, 2012 12:55 PM |
| 4 | This answer is a "yes" IF they also evaluate licensed staff as part of their job duties. If so, then they must hold an administrator's license.                | Dec 10, 2012 12:48 PM |
| 5 | It depends upon their job description. We do not have an endorsement for athletic directors per se; however s/he may be required to hold a supervisor license. | Dec 10, 2012 12:19 PM |
| 6 | NO   | Dec 10, 2012 11:46 AM |
| 7 | However, almost any licensure would work, any secondary, CTE, School Counselor, or School Admin license area will work.  | Dec 10, 2012 11:11 AM |

**Page 2, Q3. What type of license is required?**

**NOTE: Iowa requires a teaching or administrator license to be an AD and an evaluator endorsement to evaluate coaches.**

- |   |   |                       |
|---|---|-----------------------|
| 1 | Iowa requires a teaching or administrator license to be an AD and an evaluator endorsement to evaluate coaches.                                   | Dec 11, 2012 11:42 AM |
| 2 | Maine requires an educational specialist certificate, in the category with library/media specialists, literacy specialists, guidance, nurse, etc. | Dec 11, 2012 10:06 AM |
| 3 | NJ requires one of the following administrative endorsements: chief school administrator, principal, or supervisor                                | Dec 10, 2012 12:57 PM |
| 4 | Depending upon the job description, a PE endorsement and, perhaps, supervisor or principal.   | Dec 10, 2012 12:21 PM |
| 5 | Any Secondary, CTE, School Counselor, or Administrative/Supervisory license area of concentration   | Dec 10, 2012 11:12 AM |

Page 2, Q4. What are the requirements for an AD license in your state?

- |   |  |                       |
|---|--|-----------------------|
| 1 | We do not have a separate AD license.  | Dec 11, 2012 11:42 AM |
| 2 | Initial certification requires a bachelor's degree. Renewal of the first professional certificate requires specific minimum training in three athletic administration areas OR an administrative certificate other than a teaching principal.  | Dec 11, 2012 10:06 AM |
| 3 | We don't have an AD license per se. Requirements for NJ administrator endorsements listed above are found at <a href="http://www.state.nj.us/cgi-bin/education/license/endorsement.pl?string=999&amp;maxhits=1000&amp;field=2">http://www.state.nj.us/cgi-bin/education/license/endorsement.pl?string=999&amp;maxhits=1000&amp;field=2</a> | Dec 10, 2012 12:57 PM |
| 4 | Depends on job description.  | Dec 10, 2012 12:21 PM |
| 5 | Nothing beyond the preparation for the above license areas   | Dec 10, 2012 11:12 AM |

Page 3, Q5. In your state, are non-licensed teachers and/or administrators allowed to serve as an AD?

- |   |   |                       |
|---|---|-----------------------|
| 1 | If the individual is not responsible for disciplining students or evaluating certified staff. | Dec 11, 2012 10:46 AM |
| 2 | As long as they are only performing AD duties and not other school related duties             | Dec 11, 2012 7:01 AM  |
| 3 | Probably not.   | Dec 10, 2012 12:22 PM |
| 4 | In Utah Charter Schools, administrators are not   | Dec 10, 2012 11:19 AM |

Page 3, Q6. Does your state license athletic coaches?

- |   |  |                       |
|---|--|-----------------------|
| 1 | They must hold a valid fingerprint approval credential based on background checks at the state and federal levels. | Dec 11, 2012 10:07 AM |
| 2 | The Pennsylvania Interscholastic Athletic Association (PIAA) provides some education and training for coaches      | Dec 11, 2012 7:01 AM  |
| 3 | However, may serve as AC if holding either a regular or substitute instructional certificate                       | Dec 10, 2012 12:58 PM |
| 4 | The Legislature exempted them from licensure several years ago, due to the shortage of coaches.                    | Dec 10, 2012 12:49 PM |
| 5 | Not as coaches.  | Dec 10, 2012 12:22 PM |

## ARRC PENDING MEMO

**Date:** October 10, 2014

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 14 – Special Education Endorsement Requirements

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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 special education endorsements. If the current proposal were adopted, a K-12 Special Education endorsement would replace the Instructional Strategist I and II endorsements currently utilized.

The proposed amendments were published as ARC 1602C on September 3, 2014. The ARRC reviewed the proposed amendments on September 9, 2014. To date, the board staff has received approximately 240 written comments. (Written comments will follow this memo.) At the public hearing on September 24, 2014, 52 people signed in and 15 people spoke in opposition to the proposed amendments. A transcript of the public hearing is included with the written comments to follow.

**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 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. Under the proposed amendments, the K-12 special education endorsement would replace the current instructional strategist I and II endorsements. The 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.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, September 26, 2014. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the address below, or sent by e-mail to [kim.cunningham@iowa.gov](mailto: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, September 24, 2014, at 1 p.m. in the State Board Room, Second 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 50319-0147, 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 subrules 14.2(2) to 14.2(7) as follows:

**14.2(2) Instructional strategist I: mild and moderate.** This endorsement will sunset July 1, 2019.

a. to d. No change.

**14.2(3) Instructional strategist II: behavior disorders/learning disabilities.** This endorsement will sunset July 1, 2019. This endorsement authorizes instruction in programs serving students with behavior disorders and learning disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The applicant must present evidence of having completed the following program requirements.

a. to h. No change.

**14.2(4) Instructional strategist II: intellectual disabilities.** This endorsement will sunset July 1, 2019. This endorsement authorizes instruction in programs serving students with intellectual disabilities

from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The applicant must present evidence of having completed the following program requirements.

*a. to h. No change.*

**14.2(5) *Instructional strategist II: physical disabilities.*** This endorsement will sunset July 1, 2019. This endorsement authorizes instruction in programs serving students with physical disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The applicant must present evidence of having completed the following program requirements.

*a. to h. No change.*

**14.2(6) *K-8 mildly disabled endorsement.*** This endorsement will sunset July 1, 2019. This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular classroom for basic instructional purposes, or mildly disabled students placed in a special education class classroom who receive part of their instruction in a regular classroom, or mildly disabled students requiring specially designed instruction while assigned to a regular classroom for basic instructional purposes. To fulfill the requirements for this endorsement, the applicant must:

*a.* Hold a regular education instruction endorsement at the elementary level. For the elementary level, this is the general elementary classroom endorsement.

*b.* Hold one of the following endorsements at the elementary level: learning disabilities, mild to moderate intellectual disabilities, behavioral disorders, multicategorical resource room or multicategorical-special class with integration.

**14.2(7) *5-12 mildly disabled endorsement.*** This endorsement will sunset July 1, 2019. This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular classroom for basic instructional purposes, or mildly disabled students placed in a special education class who receive part of their instruction in a regular classroom, or mildly disabled students requiring specially designed instruction while assigned to a regular classroom for basic instructional purposes. To fulfill the requirements for this endorsement, the applicant must:

*a.* Hold a regular education instruction endorsement at the secondary level (grades 5-12).

*b.* Hold one of the following endorsements at the secondary level: learning disabilities, mild to moderate intellectual disabilities, behavioral disorders, multicategorical resource room or multicategorical-special class with integration.

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

ITEM 2. 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.

PUBLIC HEARING

Name	Agency Represented/Address	Position		Oral Presentation	
		If you support the rules in concept, circle Yes -- if not, circle No.			
✓ Dr. [Handwritten]	Central College/Bella	Yes	<input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes	No
✓ Josh Frey	West Des Moines Comm. Schools / WDM	Yes	<input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes	No
✓ Dr. Laurie Daily	Northwestern College	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
✓ Dr. Barb Wiese	St. Ambrose Univ.	Yes	<input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes	No
✓ Emily Thatcher		Yes	No	Yes	No
✓ Dr. Dawn Jacobsen	Upper Iowa University	Yes	No	Yes	No
✓ Dr. Dagny Fidler	Morningside College/Iowa CEC	Yes	No	Yes	<input checked="" type="radio"/> No
✓ Dr. Earle Knowlton	Morningside Col.	Yes	No	Yes	<input checked="" type="radio"/> No
✓ Patsy Steffen	DMACC	Yes	No	Yes	<input checked="" type="radio"/> No
✓ Donna Schletzbaum	LDA-Iowa	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
✓ Barb Van Sickle	LDA-Iowa	Yes	<input checked="" type="radio"/> No	Yes	No

PUBLIC HEARING

Name	Agency Represented/Address	Position		Oral Presentation	
		If you support the rules in concept, circle Yes - If not, circle No.		Yes	No
✓ Ty Washburn	Western Daily News	Yes	No	Yes	No
✓ Michael Covillon	Drake University	Yes	No	Yes	No
✓ Catherine Gillespie	Drake U.	Yes	No	Yes	No
✓ Col. Smith	Iowa State U.	Yes	No	Yes	No
✓ Jill Buchanan	Upper Iowa	Yes	No	Yes	No
✓ Kim Miles	UNI, LDA, personal	Yes	No	Yes	No
✓ Chris Curran	UNI	Yes	No	Yes	No
✓ Pat Carlson	ISU	Yes	No	Yes	No
✓ Karin Strohmeyer	BVU	Yes	No	Yes	No
✓ Mikaela Fiedler	BVU	Yes	No	Yes	No
✓ Mignah Noble	BVU	Yes	No	Yes	No

As written  
LWT statement  
what companion measures

PUBLIC HEARING

Name	Agency Represented/Address	Position		Oral Presentation	
		If you support the rules in concept, circle Yes - If not, circle No.			
✓ Tyler Peterson	BUU	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
✓ Alex Brown	Bvu	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
✓ Joshua Butler	Carlisle CEA	<input checked="" type="radio"/> Yes	No	Yes	<input checked="" type="radio"/> No
✓ Linda Impeover-Lind	ISU	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
✓ Christy Hickman	ISEA	Yes	<input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes	No
✓ Jim Smith	ISEA	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
✓ Melissa Peterson	ISEA	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
✓ Melanie Hatch	William Penn	Yes	No	Yes	<input checked="" type="radio"/> No
✓ Cathy Williamson	WPU	Yes	No	Yes	<input checked="" type="radio"/> No
✓ Rick Owens	LDA IA	Yes	No	<input checked="" type="radio"/> Yes	No
✓ Verle Owens	LDA-IA	Yes	No	Yes	<input checked="" type="radio"/> No

PUBLIC HEARING

Name	Agency Represented/Address	Position		Oral Presentation	
		If you support the rules in concept, circle Yes -- If not, circle No.			
✓ Aryn Kruse	Simpson College	Yes	No	Yes	No
✓ Barb Ramos	Simpson College	Yes	No	Yes	No
✓ Lucia Jermeland	Simpson College	Yes	No	Yes	No
✓ Valerie Marlow	Simpson College	Yes	No	Yes	No
✓ Marcy Ham	Simpson College	Yes	No	Yes	No
✓ Laura Kuman	Drake University	Yes	No	Yes	No
✓ Jennifer Uie-wells	Grand View University	Yes	No	Yes	No
✓ Kathy Speckler	LDA-1A	Yes	No	Yes	No
✓ Anne Forgen	Iowa State	Yes	No	Yes	No
✓ Sarah Powell	University of Texas at Austin	Yes	No	Yes	No
		Yes	No	Yes	No

PUBLIC HEARING

Name	Agency Represented/Address	Position		Oral Presentation	
		If you support the rules in concept, circle Yes - If not, circle No.			
✓ Ellen Wamington	MMU	Yes	<input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes	No
✓ Mitch Wisk	IDA -IA & LDA-IA	Yes	No	Yes	No
✓ Robin White	Grand View University	Yes	<input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <i>if possible will be not</i>	No
✓ Vicki Clark		Yes	No	Yes	<input checked="" type="radio"/> No
✓ Trish Caherty	LDA-IA	Yes	No	Yes	<input checked="" type="radio"/> No
✓ John Caherty	LDA-IA	Yes	No	Yes	<input checked="" type="radio"/> No
✓ Jackie Crawford	Simpson College	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
✓ Greg Robinson	ISU	Yes	No	Yes	<input checked="" type="radio"/> No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No

**PUBLIC HEARING**

<u>Name</u>	<u>Agency Represented/Address</u>	<u>Position</u>		<u>Oral Presentation</u>	
		If you support the rules in concept, circle <u>Yes</u> - If not, circle <u>No</u> .		Yes	No
Jeanne Beck	LEWIS	Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No

**ORIGINAL**

BOARD OF EDUCATIONAL EXAMINERS  
PUBLIC COMMENT HEARING

The above-entitled hearing commenced at 1:00 p.m.,  
on Wednesday, September 24, 2014.

BEFORE: DARCY LANE, Presiding

(TRANSCRIPT FROM TAPE RECORDING)

PETERSEN COURT REPORTERS  
500 SW 7th Street, Suite 305  
Des Moines, IA 50309-4506  
(515) 243-6596

P R O C E E D I N G S

1  
2 MS. LANE: Hi, everyone. I'm Darcy Lane.  
3 I'm an attorney with the Board of Educational  
4 Examiners. And this is Kim Cunningham. She's the  
5 Board secretary. Thanks, all of you, for coming, and  
6 thanks for signing in. I'm going to assume--I'm  
7 going to go through the sign-in sheet and call in  
8 order the people that circled yes for wanting to make  
9 an oral presentation, and when I call you, if you  
10 would just come and sit at the chair next to me so  
11 we're sure that we get you well recorded so that we  
12 can have your comments for posterity, that would be  
13 great.

14 And we'll keep the sign-in sheet going out  
15 there, and once I'm through with these, I'll go grab  
16 and make sure we get everybody who wants to make an  
17 oral presentation.

18 Okay. So for the official spiel, it is 1:00  
19 p.m. on Wednesday, September 24th, 2014. This is the  
20 appointed time for the public hearing on proposed  
21 rule amendments filed under notice of intended  
22 action, ARC No. 1602C, 1603C, 1604C, and 1605C.  
23 These notices were published on September 3rd, 2014,  
24 in the Iowa Administrative Bulletin.

25 I will ask you to comment in the order we

1 have on the sign-up sheet. Before you begin your  
2 remarks, if you would please state your name and also  
3 state whether you are here on behalf of any  
4 particular organization. And if you have any written  
5 comments or documents that you'd like to provide to  
6 the Board, please just leave those with me before you  
7 go.

8 All right. The first one I'm having  
9 handwriting trouble already. It's a Dr. Something  
10 starting with an E from Central College in Pella.

11 DR. STREED: I'll tell you who I am. I'm  
12 Dr. Esther Streed, and I am a full professor in the  
13 education department at Central College. I'm coming  
14 to you to respond to this proposal; however, with  
15 three very distinct, but vested interest hats. The  
16 first is as a mother and foster mom to a whole ream  
17 of children who were on IEPs when they were in the  
18 school system. The second is as a 20-year veteran of  
19 the K-12 school system serving in both general ed and  
20 special ed, and now as a professor in my 16th year in  
21 teacher preparation at Central College in Pella.

22 I am greatly concerned about this proposal,  
23 because I believe all of us desire teachers who enjoy  
24 their work, who are productively effective, and who  
25 contribute positively to the system as well as to the

1 lives of the individual students in that system.

2 My life experience and my formal education  
3 have led me to believe that such teachers step into  
4 their classrooms with a solid educational and  
5 experiential base; in other words, well prepared.

6 As we find new strategies for teaching, we  
7 open the doors for increased student learning. I  
8 know that licensure is impacted by many, many forces.  
9 Our focus, as parents, as K-12 teachers, as  
10 professional educators, must ultimately be what we  
11 perceive as being what is best for the students we  
12 serve.

13 All students, including those requiring  
14 IEPs, deserve well prepared effective teachers. To  
15 me this clearly means specialization extrapolated  
16 from sound general knowledge and training. The  
17 current proposal suggests the antithesis, a  
18 superficial exposure that creates a one-size-fits-all  
19 licensure that is as amoebic as its unpredicted  
20 results for students.

21 In order to continue towards creating real,  
22 very genuine opportunities for all children to  
23 participate and progress in the general education  
24 system, verbiage straight from our dear laws, we need  
25 to have teachers who are prepared in general

1 education; thus, general education teacher  
2 preparation is vital for all prospective teachers.  
3 It is the foundation upon which effective special  
4 educators build strategies and approaches that  
5 facilitate learning for the unique students that they  
6 get to serve.

7           School children with complex issues need  
8 instructors with solid knowledge of both the usual  
9 and the unusual. I see no practical way that this  
10 can be accomplished in a one dimensional four-year  
11 curriculum. Thank you for listening.

12           MS. LANE: Thank you. Next Josh Frey from  
13 West Des Moines Community School District.

14           MR. FREY: Good afternoon. My name is Josh  
15 Frey.

16           MS. LANE: Sorry.

17           MR. FREY: That's okay. Currently a special  
18 education teacher at Indian Hills Junior High in the  
19 West Des Moines Community School District. I am here  
20 representing my fellow special education teachers  
21 today.

22           The plan that the Board has proposed raises  
23 some very large concerns for myself and the teachers  
24 in my district. Making teachers who are already in a  
25 high need area, an elevated burn-out rate, and who

1 already have devoted large portions of their lives  
2 mastering their craft, to take on additional course  
3 work could potentially steer these highly qualified  
4 educators from this special education field.

5 I ask members of the Board please consider  
6 the ramifications that the proposed plan will have on  
7 the overall well-being of special education in the  
8 state if these teachers decide to pursue alternate  
9 educational opportunities.

10 I'd ask that you consider the following  
11 questions when determining your final decision: What  
12 is actually being proposed? What is the rationale?  
13 Why not allow current endorsement holders the  
14 opportunity to grandfather in their old endorsements?  
15 What would be the anticipated program of study? What  
16 is considered highly qualified? Would all  
17 self-contained teachers need to hold endorsements in  
18 self-contained taught classes? Would a co-teaching  
19 model need to hold endorsements in related fields?  
20 Would teachers who support students through a skills  
21 class need to hold endorsements in all fields related  
22 to student goal areas, such as math, reading,  
23 writing, behavior, and vocations?

24 And I just want to thank you for your time.

25 MS. LANE: Thank you. Next Dr. Barb--I'm

1 going to get them wrong every time--Wiese, Wiese?

2 DR. WIESE: Wiese.

3 MS. LANE: Dr. Barb Wiese from St. Ambrose  
4 University.

5 DR. WIESE: My name is Dr. Barb Wiese. I'm  
6 a professor in the area of special education at St.  
7 Ambrose University, and this statement was prepared  
8 by Thomas Carpenter, professor, and the director of  
9 our school of education.

10 The school of education at St. Ambrose  
11 University is dedicated to the proposition that all  
12 children learn best on their journey toward  
13 developing to the fullest of their potential in the  
14 least restrictive environment, taught by the most  
15 highly qualified teachers.

16 In furtherance of that end, the St. Ambrose  
17 University teacher education program has developed a  
18 special education practitioner endorsement that  
19 complements the knowledge base of a broad range of  
20 general education in the liberal arts with the  
21 most--with the major knowledge in elementary  
22 education that has satisfied the needs of school  
23 districts across Iowa for the past decade.

24 We recognize the challenge for many  
25 superintendents, especially in rural school

1 districts, to put a licensed teacher in every  
2 classroom, especially if licensing categories lead to  
3 a restrictive assignment practice in special  
4 education.

5           But the proposal to create a stand-alone  
6 K-12 special education license, while giving  
7 superintendents assignment flexibility, will be the  
8 first step down the slippery slope to segregating  
9 children with special needs by disability rather than  
10 promoting the growth of all children based on their  
11 ability.

12           Our schools, as well as society as a whole,  
13 works best when we promote the talents and abilities  
14 of all children. If this proposal is adopted, we at  
15 St. Ambrose will diligently work to implement it. We  
16 will revise our teacher education program to create a  
17 stand-alone K-12 SPED program to send out the best  
18 qualified teachers to serve this and coming  
19 generations of Iowa children, but before this  
20 happens, let us remember the battles fought by  
21 generations of parents not to have their children  
22 placed in isolated communities away from the  
23 mainstream of learning and social growth. Iowa  
24 children learn best when we all learn together.  
25 Respectfully submitted, Dr. Carpenter.

1 MS. LANE: Thank you. There is not a circle  
2 for yes or no on presentation for Emily Thatcher. Do  
3 you wish to comment?

4 MS. THATCHER: I'm a member of the Iowa  
5 Department of Education. I will make no comments at  
6 this time.

7 MS. LANE: Thank you. Dr. Dawn Jacobson of  
8 Upper Iowa University.

9 DR. JACOBSON: I also do not have any  
10 comments at this time.

11 MS. LANE: Okay. Barb Van Sickle, did you  
12 wish to comment?

13 MS. VAN SICKLE: No.

14 MS. LANE: Okay. Michael Couvillon from  
15 Drake University.

16 MR. COUVILLON: Couvillon. That's all  
17 right. I've heard it my whole life.

18 MS. LANE: I swear I can read.

19 MR. COUVILLON: My name is Dr. Michael  
20 Couvillon. I'm with Drake University and the school  
21 of education, programs in special education. I want  
22 to thank you very much for the opportunity to speak  
23 today. Everyone present today can agree that more  
24 special educators are necessary, but as you can see  
25 from the numbers of experienced special educators and

1 parents in attendance, there are some concerns about  
2 the proposed solutions to this problem.

3           The current proposal suggests a more broad  
4 approach in the hopes of creating more special  
5 educators. When you look at the very nature of  
6 individualized needs of students with disabilities,  
7 you will quickly see the complications with this type  
8 of approach. It is implausible to think that a  
9 course required for a licensure program can cover all  
10 the disability categories and how they relate to  
11 students in grades K through 12. No one would ever  
12 consider this approach for mathematics or for  
13 reading. What makes it make sense for special  
14 education?

15           Special educators already leave the  
16 profession at five times the rate of the general  
17 education peers. While the more general approach may  
18 initially generate more teachers, a general approach  
19 would simply not give them the skills to be  
20 successful or become career special education  
21 teachers.

22           If you were to ask current or former special  
23 education teachers about their needs, no one would  
24 say that more general information is what would be  
25 helpful. The answers lie in the details and not in

1 the general and broad characteristics.

2           If you were to think about your own  
3 professional training, did you learn more from the  
4 courses that provided broad overviews, or the ones  
5 that allowed for in-depth discussion and detail? If  
6 you were to visit any school district in Iowa, you  
7 will see that students in need--students of need in  
8 developmental kindergarten classrooms are quite  
9 different than from those in self-contained  
10 behavioral classrooms are needing to graduate.

11           Another concern about the proposal is that  
12 the special education endorsement could be a stand-  
13 alone degree. The undergraduates in our program  
14 currently complete their requirements for three or  
15 four endorsements. This allows them flexibility as  
16 they decide on their future and their careers.

17           We also have current teachers to consider as  
18 well, our graduate students who come to special  
19 education from other endorsement areas to increase  
20 their marketability. With this licensure change  
21 we're concerned about how this could impact this  
22 process. The current training program prepares  
23 students in elementary or secondary education  
24 content, as well as provides the preservice teachers  
25 with the knowledge and skills to support

1 instructional learners across exceptional settings.

2           The current blend of general and special  
3 education knowledge and training allows our  
4 graduating teachers to be viewed as more equal  
5 partners prepared to collaborate and co-teach with  
6 their general education colleagues. We are concerned  
7 and here today because we do not see this shift as an  
8 improvement in the special education or teacher  
9 preparation, nor do we feel that this would solve the  
10 issue of special education teacher attrition and  
11 teacher shortages.

12           The final word I would like to emphasize  
13 today is individual. It's a term that's used widely  
14 in special education. Individual is the first word  
15 in IDEA. Individual is the first word in IEP.  
16 Individual is the cornerstone of what we do. The  
17 suggested approach starts to remove that term, and  
18 advocates for a more broad approach. A shift from  
19 that should be an automatic red flag for these  
20 proposed changes which advocate for a more general  
21 approach to special education.

22           I hope that you reflect on the comments made  
23 here today. Anyone here will gladly talk to you with  
24 questions that you may have. More importantly,  
25 consider the livelihood of the individuals, both

1 students and teachers, that these changes can impact.

2 Thank you very much.

3 MS. LANE: Thank you. Carl Smith of Iowa  
4 State University.

5 MR. SMITH: I have a copy of the letter  
6 that-- Do I give this to you as far as the actual  
7 written?

8 MS. LANE: Thank you.

9 MR. SMITH: My name is Carl Smith, and I'm  
10 at Iowa State University in the school of education,  
11 and I am here representing the school of education as  
12 a whole. We have a faculty of over 50 full-time  
13 faculty, and a number of undergraduate and graduate  
14 students who are involved in both education and  
15 special education, and we've discussed this as a  
16 faculty.

17 On behalf of the school of education faculty  
18 at Iowa State University, we would like to express  
19 our serious objections to the proposed K-12 special  
20 education endorsement as noted. There are a number  
21 of things in the formal letter that I would be happy  
22 to share with anyone that deal with the procedures  
23 that have been followed up to this point in time as  
24 far as some questions we have about what has led to  
25 this actual rule promulgation, but I'm not going to

1 go into detail on that.

2 I'm also going to edit my comments because a  
3 number of points have already been made. I'll try  
4 not to be redundant with those types of things.

5 First of all, though, under substantive  
6 matters, we believe it would be particularly  
7 difficult and perhaps impossible to adequately  
8 prepare a teacher for such a wide range of students  
9 with distinctive programming needs. It gets back to  
10 the individualized concepts that have been stated by  
11 several of the earlier speakers; and also said by  
12 several of the earlier speakers, we're quite  
13 concerned about a stand-alone special education  
14 endorsement and what that will do as far as impacting  
15 whether we talk about inclusion, whether we talk  
16 about the types of things that we've all been  
17 advocating as far as the best education and  
18 appropriate education for youngsters with special  
19 education needs.

20 We also question part of the rationale we  
21 have heard talked about, that this proposed rule  
22 would close the gap--allegedly close the gap between  
23 the achievement of students with disabilities and  
24 others. We question, and actually believe that  
25 perhaps the opposite would occur by virtue of the

1 lack of training, lack of adequate and significant  
2 training for those people who would be endorsed under  
3 this particular proposal.

4           We also have--we have had extensive  
5 discussion within our special education faculty at  
6 Iowa State regarding the needed faculty expertise to  
7 meet the broad preparation that would be allowed  
8 under this proposed endorsement. We have concluded  
9 that if we chose to offer this endorsement, it would  
10 require the hiring of several additional faculty  
11 members with expertise in various areas of special  
12 education not currently reflected in our faculty  
13 composition.

14           If this were to impact at Iowa State, it  
15 would suggest that other programs in Iowa would be  
16 facing a similar challenge, particularly programs  
17 that may only have one or two faculty members.

18           It is reasonable to ask specifically what  
19 would we do instead. What would we recommend instead  
20 of the proposed rule that's before us. Here's what  
21 we would recommend: A careful analysis of the  
22 teacher shortage in special education in Iowa, and  
23 looking at other incentive strategies, loan  
24 forgiveness, et cetera, that could help meet any  
25 teacher shortages that we have.

1           Secondly, we believe that the current  
2 instructional strategist I option should continue,  
3 because teachers with this endorsement serve the  
4 majority of youngsters with disabilities in Iowa.

5           Third, we think that a broad-based  
6 constituency should be convened to specifically look  
7 at any teacher shortages in the instructional  
8 strategist II area. This group may come up with  
9 strategy for providing additional training,  
10 coordinated across colleges and universities and area  
11 education agencies to provide supplemental training  
12 for candidates completing one of the instructional  
13 strategist II options, but needing to serve  
14 youngsters who reflect the other instructional  
15 strategist II areas.

16           We also--as I said earlier, we really  
17 question whether this is going to deal with the  
18 issues of the achievement gap. In closing, we  
19 believe this proposed endorsement change presents  
20 significant ethical challenges for all of us who work  
21 to prepare teachers working with students with  
22 disabilities. These challenges include the  
23 responsibility we have to our candidates in teacher  
24 education to be adequately prepared for their future  
25 teaching careers, and the responsibility we have to

1 students with disabilities and their families to  
2 provide an appropriate education with a competent  
3 teacher.

4           As stated by Dr. Couvillon, I would like to  
5 reiterate this point. If a similar proposal were  
6 made in general education to prepare all teachers  
7 with one preparation program K-12, you can be a  
8 kindergarten teacher or you can be a high school  
9 physics teacher, such a proposal would not be given  
10 any serious consideration, so why should we settle  
11 for less for youngsters and their families,  
12 youngsters with disabilities? Thank you for your  
13 time.

14           MS. LANE: Thank you. Kim Miller with UNI.

15           MS. MILLER: I'm here for my personal  
16 response, and three hats. I do work at UNI, and have  
17 for 30 years. I also taught for 30 years in  
18 elementary resource program, and I'm also a board  
19 member on the Iowa Learning Disabilities Association.

20           So first as a preservice educator at UNI, I  
21 look at the course work required of the K through 8  
22 industrial and instructional strategist I teacher. I  
23 teach a methods course for students in the K through  
24 8 mild, moderate strategist I endorsement, and it is  
25 difficult in our current 24-hour minor to get enough

1 contact hours to do justice to the numerous  
2 strategies needed for interventions to meet the needs  
3 of a mild to moderate student with disabilities.

4           The current proposal could be interpreted as  
5 a need to design one methods course to include  
6 interventions and strategies for a broad range of  
7 specialized needs. It seems like a daunting task to  
8 merge all the essential content into one course in  
9 order to create a highly effective teacher for all  
10 population of K through 12 students with  
11 disabilities.

12           We run the risk of having less prepared  
13 special education educators to provide for the unique  
14 and specialized needs of Iowa students with  
15 disabilities.

16           Our state--other states do offer K through  
17 12 education endorsement. Minnesota is one of those,  
18 but their universities offer it as a major, and not a  
19 minor. The trade-off then becomes elementary  
20 education degree or the secondary teaching degree.

21           Currently in Iowa the majority of our  
22 students have an elementary education degree or  
23 content area at the secondary level, along with their  
24 minor in special education. This new endorsement  
25 does not require an elementary education degree,

1 simply a course in literacy and math, which has been  
2 said by many people already.

3           Finally, increasing the minor in special  
4 education hours to 30 hours could actually decrease  
5 the number of students going into special education  
6 because of those added hours and that generalist  
7 degree.

8           My second hat as an elementary resource  
9 teacher for 30 years looks at the academic scores of  
10 our students with disabilities. Iowa may have some  
11 lower scores, and I did look at states around us,  
12 Minnesota and Illinois, and I used from LD.org the  
13 IDEA state data in 2011 that compared all of the  
14 states in the United States. I just looked at  
15 Minnesota and Illinois so I could compare some people  
16 in the states around us. Their statewide scores at  
17 the fourth and eight grade levels were higher than  
18 ours, but ours at high school level did outscore them  
19 as well, and our math scores were higher than their  
20 reading scores too.

21           We did pass the other two states in post-  
22 school outcomes, specifically that our students were  
23 enrolled in higher education and competitively  
24 employed in the 90 percent level one year after  
25 graduation, which Minnesota and Illinois didn't have

1 those percentages.

2 Iowa also has a higher service delivery in  
3 the general education classroom than Minnesota or  
4 Illinois. We're servicing more of our students, 80  
5 percent or higher, in the general education  
6 classroom.

7 Special education teachers have a difficult  
8 career, and they require intensive course work and  
9 professional development in order to be highly  
10 effective, and they need to be highly trained.

11 My last hat is the Iowa Learning  
12 Disabilities Association member has to look at why  
13 learning disabilities was not included in the special  
14 education specializations. Currently, specific  
15 learning disabilities in Iowa is at 60.4 percent  
16 according to the IDEA state data. This is  
17 significantly higher than Illinois or Minnesota.  
18 This is surprising that in a state that doesn't use  
19 the eligibility category of learning disabilities,  
20 still instead uses mild or moderate disabilities,  
21 would still have that many on record for their data.  
22 This category encompasses more than all of the other  
23 categories combined. Many advocacy groups and  
24 individuals across the U.S. believe passionately that  
25 learning disabilities do exist.

1           Thank you for opening this crucial decision  
2 up for public comment, and please include our voices  
3 in the outcome of this decision.

4           MS. LANE: Thank you. Chris Curran from  
5 UNI.

6           MS. CURRAN: It's a little narrow here.  
7 Thank you. I'm going to share summary comments that  
8 come from 12 faculty members at the University of  
9 Northern Iowa after some deep and deliberative  
10 discussion across the faculty, so this was a  
11 consensus statement.

12           At UNI we provide special education minors  
13 or endorsements in strategist I K-8 and, for example,  
14 our numbers last spring were 187 students enrolled in  
15 the strategist I K-8. Strategist I 5-12, we had 24  
16 students last spring enrolled in our program. In  
17 strategist II K-12, we had 39 students enrolled in  
18 our program last year at this time, as well as early  
19 childhood special education, which is not under  
20 discussion today, thank goodness.

21           So I'll briefly share some of the statements  
22 that have been shared before. The entire transcript  
23 of this has--written comments have already been  
24 provided, and they will appear. We had earnest and  
25 in-depth conversations to really reexamine the

1 challenges that are facing Iowa special education  
2 programs. Our consensus statements, which emerge as  
3 a result of these, I will share on behalf of our  
4 faculty.

5 We do acknowledge that the proposed K-12  
6 special education teacher license represents an  
7 overdue effort to address, among other issues, Iowa's  
8 long-standing and intractable shortage of highly  
9 qualified special educators in an area that has faced  
10 the state as well as nationwide, and which is  
11 particularly important for Iowa due to our large  
12 number of small and rural school districts.

13 We applaud the opportunity to have  
14 discussion on this initiative towards resolution of  
15 this situation. However, we have serious concerns  
16 about the efficacy of the proposed K-12 licensure  
17 toward resolving not only the supply-and-demand  
18 problem, but also a number of other critical  
19 challenges which are confronting us.

20 First, we're deeply concerned that the  
21 proposed licensure merges all dimensions of  
22 professional expertise into a one-time K-12 special  
23 education generalist license that does not require an  
24 accompanying general education endorsement.

25 We're all currently aware that NCLB and IDEA

1 require that students with disabilities participate  
2 in the gen ed curriculum, and meeting this  
3 requirement has logically resulted in the need to  
4 increase access to inclusive general ed classrooms.  
5 So the question is no longer whether a student with  
6 disabilities can succeed in general education, but  
7 how educators can ensure success for students.

8           More recently, the Obama Administration  
9 announced new special education guidelines in June of  
10 this year requiring that special education students  
11 actually make progress in the general ed curriculum  
12 as opposed to the old guideline which monitored  
13 compliance. There is a new federal technical  
14 assistance center to assist states that fail to  
15 demonstrate such progress. On current state rankings  
16 Iowa is designated as needing assistance. This  
17 really demonstrates a need and an urgency for the  
18 preparation of both special and general education  
19 teachers who possess the knowledge and skills to meet  
20 the needs of these students. We believe, as  
21 proposed, the proposed rules change may undercut our  
22 compliance capacity in this area.

23           Second, our districts regularly deficit  
24 spend on special education services, and given that  
25 one of the largest achievement gaps in the nation for

1 special education students, particularly in early  
2 reading, this gap cannot be attributable to just a  
3 supply-and-demand issue. We also exceed the national  
4 averages in the percentages of students we identify  
5 for special education service. In our estimation,  
6 the newly proposed licensure does little to address  
7 this issue.

8           A third thought we addressed was the IDE Act  
9 requirement to address disproportionate  
10 representation of minorities in special education,  
11 and this, again, continues to be one of the most  
12 significant issues that has faced American schools in  
13 the last 30 years. We cannot envision at this time  
14 how the proposed licensure stands to contribute  
15 towards resolution of this issue.

16           We know Iowa has a history of thoughtful  
17 education stewardship that really honors the needs of  
18 its families, children, and community, and we urge  
19 the BOEE of Iowa to commit to undertaking work that  
20 will not only address the needs of here and now, but  
21 also develop systems of preparation and professional  
22 development that will help all teachers to better  
23 support students with disabilities in their least  
24 restrictive environment.

25           We urge the BOE to work collaboratively with

1 Iowa AEAs, the Department of Education, and school  
2 districts and families to devise a plan that will  
3 accomplish the dual goals of increasing supply and  
4 demand and providing education with their knowledge  
5 and skills.

6           As proposed, the proposal could not  
7 be--could be sufficient only if there were additional  
8 companion measures taken: Fundamental changes in our  
9 approach to the preparation of all educators, and our  
10 written statement will include some additional  
11 information on that; significant and systemic changes  
12 in the existing structure of teacher education and  
13 preparation programs would also need to occur; a  
14 coordinated coherent system of post-baccalaureate  
15 professional development and continued licensure that  
16 requires and enables all educators to continually  
17 improve their expertise in addressing the needs of  
18 students with disability. This could be  
19 collaboratively provided by the Department, IHE  
20 faculty, AEA, school district staff.

21           Professional development as mentioned  
22 earlier by some of our colleagues could lead to  
23 additional endorsements, advance degrees, and/or pay  
24 increases. There are several models of this  
25 professional development that have been done in

1 various states.

2           In summary, we do not believe that the  
3 critical shortage of special education teachers in  
4 Iowa is adequately addressed by the BOEE's proposal  
5 for a special education generalist. We urge the BOEE  
6 to work collaboratively with the IHE, Department of  
7 Ed, school district and family to develop a more  
8 systemic and comprehensive approach to increasing the  
9 supply of highly qualified and effective special  
10 educators.

11           I take off my UNI hat for a moment for a  
12 personal, and I won't take up much of your time,  
13 given we're at 1:30. I also would urge a few  
14 additional recommendations on a personal level to  
15 really look at a more coordinated and supported  
16 system that--and I think some of this echoes earlier  
17 comments that State and stakeholders establish clear  
18 targets and goals for a well prepared special  
19 educator at both the initial and professional  
20 licensure levels; that the State establish  
21 intentional connections between special education  
22 initial licensure induction and systemic ongoing  
23 statewide professional development; that the State  
24 review its requirements for initial and continued  
25 endorsements for both general educators and special

1 educators in addressing the needs of students with  
2 disabilities; that the State establish a consortium  
3 group that addresses interrelated needs and impacts  
4 on special ed teacher licensure, supply and demand,  
5 retention, and induction of special educators and  
6 special ed teacher preparation programs; and the  
7 State support a mechanism which supports dynamic and  
8 ongoing institutional--interinstitutional  
9 collaboration across IHEs, and systemic and ongoing.

10 Thank you for the opportunity to share.

11 MS. LANE: Thank you very much. Karin  
12 Strohmyer, Buena Vista.

13 MS. STROHMYER: Hi. I'm Karin Strohmyer  
14 from Buena Vista University. A lot of what has  
15 already been said we've reiterated in our comments.  
16 However, we put this to our students and local  
17 teachers, because we wanted to get their input and  
18 how they felt about this as well.

19 We conducted a survey in northwest Iowa of  
20 students currently enrolled in endorsement programs  
21 and those who had endorsements and were teaching in  
22 field, so I would like to share some of that data  
23 with you, as well as some of the qualitative feedback  
24 that we got from the field.

25 Six percent of the teachers that we polled

1 were already enrolled in additional classes to  
2 receive additional endorsements to give them a more  
3 well rounded degree program. Forty-one percent said  
4 that they would complete the rest of the licensure  
5 requirements if a district paid for them to complete  
6 that, and there was an understanding that they could  
7 stay in their current position and would not be asked  
8 to do something they were uncomfortable doing.  
9 Another 6 percent said, yes, I would consider going  
10 back and doing it with no additional requirements  
11 attached, and 47 percent said, no, I'll go back to my  
12 general education teaching area. So that's pretty  
13 significant.

14 In addition to that, we asked them under the  
15 current endorsement program, in your first year of  
16 teaching, how well prepared did you feel. Sixty-six  
17 percent said I didn't feel that a major--or that I  
18 don't feel that my endorsement alone prepared me. I  
19 needed more. Sixteen percent said, yes, I felt  
20 prepared, and 28 percent said that I felt prepared,  
21 but a lot of it came from additional development  
22 afterwards.

23 So we know that our model right now requires  
24 more than what we're doing to prepare them, but in  
25 the feedback that we got from that, a lot of them

1 said we need more, but this isn't more. This is  
2 making everything less. So we're getting too  
3 general. We're not going to get the depth that we  
4 need, and we may be peg holed into teaching in areas  
5 that we are not comfortable teaching.

6           Some of the other feedback we got was that  
7 for BVU particularly, I'm the only special educator,  
8 and we hire adjuncts, so this would make a  
9 significant impact on our bottom dollar and our  
10 ability to prepare and provide quality programs to  
11 students because of the amount of specialization  
12 required for the other areas.

13           Students require exposure to a variety of  
14 points of view in special education, including those  
15 of their professors, but of parents and students as  
16 well, and when you only have one professor offering  
17 all three endorsements, which I did that, but I did  
18 it in a state that now has gone generalist and is  
19 already starting to feel some of the impact from  
20 that. I came from Colorado four years ago, and when  
21 I went through, you had to do three separate  
22 endorsements, very aggressive endorsements, and take  
23 assessments in each of the endorsements. Teachers  
24 who go through now in this model are not prepared to  
25 teach in the strat II classrooms they're in.

1           The other thing that was resounded among  
2 both the students and the practicing teachers that we  
3 spoke with was that it is not the licensure practice  
4 that closes the gap. Although as a professor I would  
5 like someone to pat me on the back and say, hey, what  
6 you did to prepare me closed the gaps for kids, in  
7 reality it is best practice in school that close the  
8 gaps.

9           So what we need to do when we're looking at  
10 what other states are doing to close the gap is not  
11 look at their licensure program, but look at what  
12 programs are in existence in the state to support  
13 professional development, and ongoing follow-up and  
14 prioritization of inclusive practices. We can't just  
15 trust that an AEA is going to provide professional  
16 development, but we need to make it a priority and  
17 then provide ongoing support of that priority so that  
18 it is implemented in schools, because what we do at  
19 the collegiate level is not enough to close the  
20 achievement gap. What is happening in our schools  
21 today is what is going to close the achievement gap,  
22 and that's straight from the mouths of teachers that  
23 are practicing every day in our schools.

24           MS. LANE: Thank you. Christy Hickman.

25           MS. HICKMAN: Mine is easy to pronounce. My

1 name is Christy Hickman. I'm an attorney with the  
2 Iowa State Education Association, and one of my  
3 duties with ISEA is to come to Board of Educational  
4 Examiners meetings and monitor the Board, and  
5 determine if there are things that our members need  
6 to know that's going on with the Board of Educational  
7 Examiners.

8           For those of you who don't know, the Iowa  
9 State Education Association represents about 36,000  
10 educators across the state of Iowa, and I am today  
11 the face of our members, because at one o'clock on a  
12 Wednesday afternoon, the voices you are predominantly  
13 not hearing from today are the educators across the  
14 state. Those folks are the boots on the ground  
15 serving the students that we're talking about today,  
16 and they are not here.

17           I left it over on my desk, but we are  
18 dropping with D.T. Magee today and the Board of  
19 Educational Examiners an envelope full of at least  
20 125 comments from teachers across the state. Written  
21 comments aren't expected until Friday, so we expect  
22 to receive several more before Friday. And, in  
23 addition to our oral comments that we provide today,  
24 we will provide a written comment, which really will  
25 ultimately reflect much of what we have already heard

1 today, and that is some of the main points that we  
2 have heard from the Board as they have discussed this  
3 change to the licensure structure.

4           The first one would be we think that this  
5 change in licensure structure will help us solve the  
6 shortage problem in special ed. Listening to that  
7 conversation, I can only come to conclude that  
8 there's a great possibility that we will not solve  
9 the shortage. We are going to create a crisis  
10 shortage, and create a bigger problem than we have  
11 now.

12           Not only as you have heard from the experts  
13 in the field in teacher prep are we going to make it  
14 potentially more difficult and less desirable to go  
15 into special ed, we are going to alienate our veteran  
16 teachers.

17           The statistics we heard from Buena Vista  
18 University is very telling. I didn't think to gather  
19 that type of data, but it would be interesting to  
20 hear the data across the state if you asked every  
21 practicing special ed teacher, because I bet that's  
22 pretty representative. If it means that they've been  
23 working in a special ed classroom, that was their  
24 passion, they've been there forever, but they have to  
25 go back to school to continue in their current

1 position for a significant period of time, and a  
2 fifth grade elementary school position opens up, with  
3 their seniority, what do you think they're going to  
4 do? They're not going to stay in special ed.

5           It comes down to time, time away from their  
6 family, dollars in their pockets, because the vast  
7 majority of the time districts cannot afford to send  
8 these folks back to school. It is on their backs.

9           So not only are we decreasing the number of  
10 newbies, but we're threatening those veteran teachers  
11 that are the mentors and the rock of our special ed  
12 education today.

13           The other--one of the other problematic  
14 bases for this rule change is the belief that somehow  
15 the achievement gap is related to the licensure  
16 structure, and if you--I don't know how available  
17 this was, but I received this at a Board of Education  
18 Examiners meeting, and I know this information has  
19 been provided to the Iowa legislature, and it is a  
20 graph with the nine states on top of the achievement  
21 gap pile, and the nine states in the bottom, and,  
22 unfortunately, Iowa is on the bottom, among others,  
23 okay?

24           And they're pointing to the fact that three  
25 states at the top have this generalist license, and

1 that's all they have, but if you look at the bottom,  
2 an equivalent number of states on the bottom have  
3 this generalist license. It does not tell us  
4 anything. I know as I monitor the Board over the  
5 course of this, that's where they started was looking  
6 at this graph, and I could not understand why they  
7 continue to go down this road, and they continue to  
8 tell us that the achievement gap is going to be  
9 solved by this licensure structure change.

10 Now, the teachers in the field, I think if  
11 they were here speaking instead of me, would tell you  
12 that, yes, there are things that need to be done for  
13 their kids. There are things that need to be done in  
14 their working environment. There are supports that  
15 they need in their classrooms, but their license has  
16 absolutely nothing to do with that.

17 Finally, as I mentioned, we have some  
18 comments from the field, and we are going to share  
19 those with the Board, and, of course, as I alluded to  
20 the fact, they're very concerned about additional  
21 time spent in the classroom, but they are also very  
22 concerned about them being prepared to meet the needs  
23 K-12 noncategorical, having to understand and  
24 implement instructional models.

25 I think folks need to sit up and take note

1 when their practitioners are telling them, even if  
2 you're going to send us back to school, or back to  
3 professional development, we probably will not be  
4 prepared to meet the needs of this vast and varied  
5 group of kids.

6 Our legislature, this Board in the past, has  
7 set up a licensure model that is specialized for a  
8 reason. I hear people talk to teachers day in and  
9 day out about how they have to specialize, everything  
10 they do to everybody that walks through their door.  
11 Why on earth would we think about a generalized model  
12 like this for our most vulnerable population?

13 That's all I have to say. I will leave that  
14 packet with you.

15 MS. LANE: Thanks, Christy. Rick Owens.

16 MR. OWENS: Richard or Dick? Did you say  
17 Rick? I went to public schools in Iowa. I was  
18 taught how to comprehend, but not to read.

19 I'm up here on behalf of the Learning  
20 Disabilities Association of Iowa, and we are also--I  
21 don't know if you call it a proxy or not, but we  
22 have--part of our collection data was to go to other  
23 advocacy organizations, so our position, we oppose.  
24 The position of the International Dyslexia  
25 Association is they oppose. When you go to the

1 chapters of the Autism, every chapter we've gone to,  
2 they oppose. When you go to the--we call them ARCs  
3 now, but the intellectually disabled, every chapter  
4 we've gone to, they oppose.

5 I find it very interesting, because how do  
6 you put the numbers. We probably are sitting here  
7 with all the people that we are speaking on behalf  
8 of, over 2,000 kids. So I hope when people look at  
9 it--we've heard a lot about professionals, and that's  
10 who I am, but I think we really need to take into  
11 consideration what parents think. Many parents  
12 believe special ed is broken because they're not  
13 getting the intense interventions, and when you look  
14 at what we have here, if you think it is broken now,  
15 wait until that's imposed.

16 What we did in LDA, we put together a plan,  
17 how we want to collect data, and I'm not going to go  
18 through everything, but I am going to take adequate  
19 time, because I think some of the things we have  
20 heard today when people collect data, have very  
21 meaningful meaning, at least it does to me.

22 The first thing we looked at what does the  
23 research say, and what we were looking at was not  
24 kind of general research of what does professional  
25 development--is people with masters more effective,

1 because that research is out there. What we looked  
2 at was is there any true research that matches up  
3 the--how you endorse, or how you certify teachers and  
4 achievement of kids. We found nothing.

5 Now, it may be out there. We had seven  
6 people that went into the research, and did not come  
7 up--we came up with lots of articles. I've got half  
8 a suitcase full, and they're very meaningful. When  
9 you look at how do you get the research and how kids  
10 in special ed, if a teacher is effective. When  
11 you're in co-op, which teachers are you going to  
12 measure when you have kids moving from teacher to  
13 teacher, class to class? This needs to be done, but  
14 it's going to be extremely hard, and I challenge  
15 anybody that has that research to send it to us.  
16 We'll look at it. If it's there, and shows something  
17 different, we will accept that, but until we do, we  
18 stand on our position.

19 No. 2, the next thing we did, and we have  
20 had some of the people talk about that today, we went  
21 out and did a survey. We have some survey data I'm  
22 going to share with you from what we call Iowa  
23 teachers, and we have some survey data, but it's a  
24 small number, from out-of-state teachers who are  
25 doing this program right now.

1           When you go-- What we did then we took the  
2 standards, and we looked at standard 2, 3 and 4, and  
3 that's where we collected our data. We did not worry  
4 about foundation. We did not worry about assessment.  
5 We did not worry about student teaching.

6           I'm just briefly going to go through this.  
7 When you look at what we're looking at, the issue of  
8 integrated education, that's what we have in Iowa.  
9 That means a high percent of the time our kids are in  
10 general ed classes. When we look at that, and start  
11 looking at the articles, the No. 1 thing you look at  
12 is does that teacher in special ed have a strong  
13 background and understand the culture of general  
14 education, and then especially if you're in  
15 co-teaching, does that person have the kind of skills  
16 for co-teaching.

17           We looked at three colleges. All three  
18 colleges, almost a hundred percent of their people,  
19 have dual endorsements. Compare that with this  
20 stand-alone. That person in stand-alone would not  
21 want to come in in co-teaching and understand the  
22 climate, and they're not going to have the  
23 capability. It doesn't mean they can't do it, but it  
24 means they're not coming in a formal training  
25 program.

1           The second thing we had teachers look at,  
2 No. 1, when you look at the standard No. 2 for having  
3 all teachers take one elementary math, one elementary  
4 reading, when you look at that data--now, remember,  
5 as pointed out by BV and the gentleman from West Des  
6 Moines, you're looking at the people that are doing  
7 this. This is not a piece of paper to them.

8           When they looked at that, 96 percent felt  
9 that was not adequate preparation. Now, we're going  
10 to look at each of these, but I think as you look at  
11 what these people are saying, we better look at what  
12 we're doing in the future. The thing that was  
13 pointed out by ISEA about keeping teachers in the  
14 field, you'd better think about that. We're going to  
15 share some of that data also.

16           When you look at-- Remember, all these  
17 people are going to teach at every level. There is  
18 nothing in that standard 3 that gives anything  
19 special to secondary people. Some of you people here  
20 teach secondary. You know and I know, because I've  
21 taught every level there is, including college, that  
22 there are differences, and there are different things  
23 that you use in instruction when you're working in  
24 elementary and secondary.

25           Now, when you look at some of the specifics

1 in terms of what the standards call for, are people  
2 that are going to be able to teach all grades, all  
3 disabilities, all severity levels? When they looked  
4 at that, every person--we had--this is nearly 77  
5 people--every one of them said--90 percent or above,  
6 it's not going to be effective. In other words, when  
7 you come out of a training program, and you're trying  
8 to get the skills, and we also did some stuff with  
9 levels of learning, and I don't have time to do that  
10 with you, but when you look at it, it's like 90, 94  
11 and 92 percent said teachers coming out of that  
12 training model will not be highly efficient.

13           When you look at--we asked them to look at  
14 all of the things that are in standard 4 and 5, and  
15 we had a list, and they looked at everything. So  
16 when you--we asked them, based on your experience,  
17 how many hours would it take in a class to cover  
18 that? The first question was, can you do it in three  
19 hours? One hundred percent said no. When you look  
20 at six or more hours, that's when we begin to agree.  
21 Many of them thought it would be 9 to 12.

22           So when you look at learning levels, and the  
23 amount of time that these standards allow teachers,  
24 and go in and look at them, some of them have as many  
25 as 14 major things that would have to be done,

1 because you're not just looking at elementary.

2 You're looking at secondary.

3 Then when you go in to look at how they  
4 perceive in the case of will this retain more  
5 teachers, the answer, almost 90 percent, no.

6 Now, I'm going to try to summarize some of  
7 this, but before I do that, I want to talk a little  
8 bit about the out of state. That number is very  
9 small. That's ten. And you can take that for what  
10 it is. Whether we will be able to find more before  
11 Friday, we have other--this came kind of late. I  
12 started on this about three days ago, and I was  
13 surprised we got what it is.

14 What we asked them to do was look at the  
15 methods class, that's standard 4, and we asked them  
16 to compare what is expected in standard 4 with what  
17 they took in their methods class. All of our  
18 teachers out of state have been out three years or  
19 less. Most of them I think did an excellent job.  
20 When they looked at it, did you--were you expected to  
21 do more, about the same, or less? One hundred  
22 percent said less. They had the same things in those  
23 states that we're putting in ours, but when you look  
24 at it, what actually happened in those classes in the  
25 real world, they can't cover it all.

1           Then when you ask them which areas were not  
2 covered well? I don't think it's a surprise, a  
3 hundred percent said severe BD and the severe  
4 intellectually disabled. Call them what you want,  
5 but those two groups.

6           The next thing that I think had a lot of  
7 meaning to us was I have worked some with a colleague  
8 that does this, so I knew there were some problems  
9 with some of the students, and I'm from a state that  
10 represents this group we're working with. That state  
11 is rural, 100 percent rural.

12           One of the questions we put in, we really  
13 questioned whether to do that, but the question is  
14 have you heard of individuals that have been placed  
15 in a job and then asked to take another job that  
16 would influence whether they stayed in special ed?  
17 It was interesting. They knew of several, but we  
18 only got two specific examples. Both of them are in  
19 western rural area. Both of those ladies I happen to  
20 know personally, because I worked with that college  
21 when they were in their clinical experience.

22           The one student--both students, their  
23 initial job was exactly what they wanted. They were  
24 extremely excited. The second year in one of the  
25 schools, one young lady was asked to move from mild

1 classroom into the severe intellectually disabled.  
2 She chose not to do it. She's teaching in  
3 California. She's teaching special ed.

4           The second one is even more--had more  
5 concerns. She taught two years--and this is one of  
6 the most exciting young teachers I have ever worked  
7 with. A year ago she was asked to move into a  
8 class--they don't call it behavior disorder, but it  
9 was really behavior disorder. In rural you don't  
10 have a lot of opportunity to go to another school.  
11 She's sitting there teaching, and she has absolutely  
12 lost her passion. She is just waiting until an  
13 opening comes up and she can get into general ed.  
14 The people that have talked about this thing  
15 decreasing the number in special ed, I think the  
16 reality is there. Whether you're going to be able to  
17 find it or not, I have no idea.

18           So let me kind of close this way: The issue  
19 of teacher shortage, I taught in special ed for 50 or  
20 60 years. There has absolutely never been a time we  
21 haven't had a shortage. Tell me if you change your  
22 endorsement that you're going to overcome shortage?  
23 You are dreaming. Go back and look at the data.  
24 There is data to show from '90 to '95, every year 48  
25 to 50 states have shortages. If you could change

1 shortages by the endorsement, then why in the heavens  
2 haven't those states that have endorsements like  
3 this, why do they still have shortage?

4           We've got to get realistic. I am concerned  
5 about special ed. When you work in special ed, and  
6 do it 50, 60 years, and then you see this, you'd  
7 better get concerned.

8           The last statement I'm going to make is  
9 based on the idea that this is going to make teachers  
10 more proficient. I challenge anybody to go in their  
11 research and find it. People who make that statement  
12 are making it off the top of their head. When we  
13 look at what the research says, there is no research  
14 that says this will change the effectiveness of  
15 teachers. Based on my own personal opinion, I think  
16 it's going to be the other way. Go look at the  
17 research that talks about time on task and learning.  
18 Look at it. Go back and look at the things that are  
19 expected in the standard 4 and 5. Look what research  
20 will say time on task. Write it down. Look at what  
21 we're covering in a secondary class now. Look what  
22 we're doing with an elementary class now, and look at  
23 the amount of time that you can put on. Then move  
24 four method classes, and put into one, and tell me in  
25 three hours you're going to get the same amount of

1 time.

2 We have a challenge in Iowa, and I recognize  
3 that challenge, but this is not the answer. We can  
4 do better. I understand we have our written comments  
5 by four o'clock on Friday. You will have written  
6 comments. Thank you.

7 MS. LANE: Thank you. Aryn Kruse of Simpson  
8 College.

9 DR. KRUSE: My name is Dr. Aryn Kruse, and I  
10 am an assistant professor of special education at  
11 Simpson College. I am a former teacher of  
12 individuals receiving special education services, and  
13 I'm also a mother of a child with a genetic syndrome  
14 causing developmental delays.

15 I have been in conversation with many  
16 stakeholders in special education in the past few  
17 weeks, including college faculty, college students,  
18 and parents of children with disabilities. We are  
19 left with many unanswered questions that we would  
20 like addressed before the proposed rule changes for  
21 special education licensure are accepted.

22 These questions fall into the categories of  
23 child level impact, higher education impact, and  
24 special education and general education professional  
25 impact. At the child level we would like these

1 questions addressed: What data supports that a  
2 generalist special education license structure  
3 improves the achievement gap? What data is there  
4 that provides information on the impact that this  
5 will have on the availability of settings along a  
6 continuum of services that address the specific needs  
7 of an individual child? What data supports that the  
8 academic success, health, and safety of children will  
9 not be compromised with a generalized special  
10 education license?

11           Concerning impact for higher education  
12 programs, we would like these questions addressed:  
13 Nationally, what are some state examples that have  
14 shown the impact a change like this would have on  
15 teacher recruitment into special education?  
16 Nationally, what has been the experience of private  
17 colleges and their ability to provide stand-alone  
18 special education majors resulting in teaching  
19 licenses for K-12 all ranges of disability severity?

20           What is enrollment for special education  
21 majors at private colleges in states with this  
22 proposed structure in comparison to the number of  
23 students in our state enrolled in special education  
24 add-on endorsements?

25           Has there been any systemic data collected

1 among our colleges that will provide a landscape of  
2 what this impact will be, including the number of  
3 students that would enter the field of special  
4 education if there is no general education license  
5 attached, the number of private and public colleges  
6 that can implement stand-alone special education  
7 majors ethically, the number of higher education  
8 professionals employed in our state that are  
9 qualified to teach students to work with all levels  
10 of severity and all grade levels to adequately meet  
11 the demands of this proposal?

12           If private colleges can no longer support  
13 special education as an option, will students,  
14 college students across the state be limited in their  
15 higher education options; for example, the option to  
16 choose a college experience at a state university  
17 versus a college within our private college system.

18           There are some specialty areas listed in the  
19 proposed rules. They list them as not being  
20 required. What data shows that these specialty areas  
21 will be a priority to school districts, and that it  
22 is realistic for colleges to offer programs for a  
23 generalist license and all of these specialty areas?

24           Concerning the impact for special education  
25 and general education professionals, we would like

1 these questions addressed: What evidence-based  
2 infrastructure will support the relicensure of  
3 teachers who have licenses under the current  
4 structure? What low cost, high quality professional  
5 development or continuing education efforts have been  
6 discussed for teachers seeking relicensure that would  
7 want to attain a license under the proposed  
8 structure?

9           What impact will this have on the job  
10 market? Will teachers who have a license under the  
11 current structure as opposed to the proposed  
12 structure still be marketable, or will it be  
13 difficult for them to find employment? What  
14 professional standards have been considered, such as  
15 the InTASC standards, the Council for Exceptional  
16 Children code of ethics, and initial and advanced  
17 preparation standards?

18           Teachers enter their field with skills and  
19 dispositions that match the developmental levels of  
20 their students. Therefore, contractually, will  
21 teachers be forced into teaching grade levels in  
22 settings that are not in alignment with their  
23 dispositions, skills and passions? Does the  
24 structure take away the professional choices that all  
25 teachers should be afforded?

1           In the content listed in the proposal, it  
2 lists content for literacy and math. This may be an  
3 oversimplification of the areas of literacy and math.  
4 Will teachers realistically be prepared in K-12  
5 literacy and math, knowing the specific strategies  
6 for learned types across all levels of disability  
7 severity? If teachers are only taught in literacy  
8 and math, how will they be prepared and highly  
9 qualified to co-teach and collaborate in inclusive  
10 classrooms on other content areas; for example,  
11 science and social studies.

12           Will a structure like this impact the number  
13 of students on a teacher/student roster? I have had  
14 many conversations with students who seek the current  
15 endorsement who do not intend to enter the special  
16 education field. They are seeking this endorsement  
17 because they value diverse learners, and they are  
18 convinced that an endorsement in special education  
19 will make them be a better teacher, and a teacher  
20 ready for inclusive classrooms. What options will  
21 these teachers have in order to prepare them in a way  
22 that they currently have the opportunity to be  
23 prepared?

24           The questions I have listed are ones that I  
25 feel are critical to address before moving further.

1 I am concerned for the many unintended consequences  
2 of the current proposal. I strongly believe that  
3 more dialogue, thoughtful planning, and a supportive  
4 infrastructure need to be in place before any  
5 proposal that changes special education is approved.

6 I would also suggest that our state undergo  
7 a systemic statewide evaluation of the state of  
8 special education in Iowa to make better targeted and  
9 meaningful changes to our system that specifically  
10 address our state's deficiencies.

11 I'm going to take my hat off for just a  
12 moment as a representative of Simpson, and talk for  
13 me personally as a mom. As a mom, I have a child in  
14 third grade who has a disability. To hear that  
15 veteran and experienced teachers will leave the field  
16 causes me great concern. I don't believe that a  
17 general degree will give his teacher the skills they  
18 need to teach my child to read, (inaudible), and to  
19 be meaningfully included in his third grade  
20 classroom. This makes me question if the State of  
21 Iowa is really the ideal location to raise my child.  
22 Thank you.

23 MS. LANE: Valerie Marlow from Simpson  
24 College.

25 MS. MARLOW: My name is Valerie Marlow. I'm

1 making a public comment regarding the proposed  
2 changes to special education licensure. I am a  
3 junior at Simpson College majoring in elementary  
4 education with endorsements in special education,  
5 reading and language arts. I care about this issue  
6 because I'm concerned about my future special  
7 education teaching license being meaningless in a few  
8 short years, and how it would possibly affect my  
9 teaching grant.

10 The issues and potential solutions around  
11 these types of grants and relicensure have not yet  
12 been clarified. Also I believe a change like this  
13 would impact students considering going into special  
14 education, because they would not have the option to  
15 be a general education teacher, and who would have to  
16 decide on their major going right into college and  
17 have to go to a larger public college or university,  
18 ruling out smaller colleges like Simpson.

19 Most importantly, I believe a change like  
20 this would affect children and families, because  
21 special education teachers would have more on their  
22 plates, and not have as much expertise on a certain  
23 age group or more focused range of disabilities.

24 Thank you.

25 MS. LANE: Thank you. Jennifer Ulie-Wells

1 from Grand View.

2 MS. ULIE-WELLS: Hi. I'm Jennifer  
3 Ulie-Wells, and I represent Grand View. I'm speaking  
4 on behalf of the education department, our chief  
5 academic officer, and other persons within the  
6 university.

7 We have great concerns over the single K-12  
8 special ed endorsement proposed that separates and  
9 distincts special education endorsements in the K-8  
10 to 5-12 level. We understand that the proposed  
11 change is an attempt to address the hiring  
12 difficulties being experienced by local  
13 administrators due to the special ed teacher shortage  
14 across Iowa. However, hiring relief for districts  
15 through a single special education credential should  
16 not overshadow the unique needs of the students being  
17 served.

18 While a SPED shortage is nothing new, there  
19 is a possibility, as we've mentioned, that this  
20 proposal could cause a greater shortage, one reason  
21 being is the additional credit hours required for a  
22 preservice teacher to obtain the K-12 special ed  
23 endorsement. The new endorsement appears to require  
24 at least 24 credit hours in special ed, plus student  
25 teaching, which we have questions on how that would

1 look as well, which at Grand View is 12 credits. At  
2 36 credits, this equates to another potential year of  
3 college for students with no additional incentive.

4           As college students are very concerned about  
5 the money and time they spend in college, adding  
6 extra course work will create an additional barrier  
7 for them to enter the special education field. In  
8 addition, if this endorsement is intended to stand  
9 alone, the initial K-12 endorsement for new teachers,  
10 it has actually a potential to negatively impact a  
11 student's desire to pursue special ed, since it  
12 limits their employment options to only special  
13 education.

14           The increase in course work places a heavy  
15 burden on colleges and universities, particularly for  
16 small universities like ours, with one person--that's  
17 me, the special ed department. It would require us  
18 to add further adjuncts, and such a change may force  
19 some smaller colleges and universities to stop  
20 offering a SPED experience, thus further adding to  
21 the special education teacher shortage.

22           In addition, we have an ethical obligation  
23 to our SPED students to provide them with highly  
24 qualified and effective teachers. This proposed  
25 endorsement does not do that. One special education

1 endorsement cannot adequately prepare teachers to  
2 deal with student differences found at different age  
3 levels and in different categories of disability.  
4 There is a significant difference in working with a  
5 kindergartner with severe and profound disabilities  
6 in comparison to an eleventh grader with severe and  
7 profound disabilities, or any disability. The same  
8 is true for students with other disabilities. One  
9 size does not fit all.

10           If we can adopt a single endorsement, there  
11 are many questions of how well prepared the  
12 candidates would be to serve such a variety of  
13 student needs. If we compare this to the medical  
14 field, would we ever consider doing away with medical  
15 specialists to make all physicians generalists? It  
16 doesn't seem that this would be advantageous to us as  
17 patients, and it certainly is not how we would try to  
18 be--meet the best--excuse me--how we should be trying  
19 to best meet the needs of our special education  
20 students.

21           If a single SPED endorsement is implemented,  
22 we will in effect reduce teacher expertise in  
23 exchange for minimal skills in various disability  
24 areas. We have achievement gaps that will not be  
25 closed by watering down the expertise of our

1 teachers. This will only translate into children not  
2 getting their unique needs met.

3           One way to attract teachers to the field  
4 would be an increased salary for choosing special  
5 education as their field of study. We have heard an  
6 initiative may be proposed soon to attract math and  
7 science teachers to rural areas in Iowa through cash  
8 incentives over multiple years. A similar program  
9 for special education teachers would certainly be a  
10 move in the right direction for making the field more  
11 attractive, and could have a significant impact on  
12 reducing the shortage. We agree that there's a real  
13 need for more special education teachers in Iowa.  
14 However, we don't believe that this proposed  
15 endorsement will help solve this complex issue.

16           We respectfully ask that you reject the  
17 current endorsement proposal and involve the field in  
18 exploring more appropriate ways to prepare highly  
19 qualified SPED teachers for Iowa. Solid research  
20 data should be used in making decisions about how to  
21 best prepare Iowa special education teachers across  
22 specific age levels and disabilities. The K-12  
23 special ed endorsement proposal is not accompanied by  
24 any such rationale or data to support the changes  
25 being proposed to teachers.

1           We also propose at the very least that any  
2 changes in the endorsement maintain separate K-8 and  
3 5-12 grade levels in separate preparation  
4 requirements by disabilities or categories of  
5 disabilities. Thank you for this opportunity to  
6 share.

7           MS. LANE: Thank you. Ellen Warrington from  
8 Mount Mercy.

9           DR. WARRINGTON: I'm Dr. Ellen Warrington,  
10 and I am a special educator in the education  
11 department at Mount Mercy University and the current  
12 chair of the education department, and my comments  
13 are on behalf of the colleagues and the  
14 administration in our university.

15           We keep abreast of what's going on across  
16 the state through collaborating through IAECTE, and  
17 with colleagues who are in the same fields as we are,  
18 and we also share a lot of what's going on in the  
19 state with our students, so like some of our  
20 colleagues, we have some data that we have to share  
21 with you as well.

22           So we have some points. The first one is  
23 students with IEPs will be directly impacted as a  
24 result of this proposed change. Under the current  
25 endorsement requirements teacher candidates are

1 provided with specific strategies and knowledge to  
2 deal with a prescribed population who has particular  
3 needs and traits, especially where their disabilities  
4 fall into the moderate to severe range.

5           Although Iowa does not label students, we  
6 still must qualify for a disability in order to be  
7 provided special education services. Therefore, we  
8 have to continue to meet their individual needs. The  
9 proposed endorsement broadens the students with  
10 disabilities to be served, thus allowing the  
11 possibility that students in smaller school districts  
12 and rural areas might be placed all together in one  
13 program or even one classroom, as the teacher would  
14 be fully endorsed to teach them all. Such a program  
15 would indeed make it difficult to meet the individual  
16 needs of the students in such a situation.

17           We realize that special education is a  
18 shortage area and has remained such for many years.  
19 I've been teaching in special education since 1976  
20 when we started in Massachusetts, and there's been a  
21 shortage ever since then.

22           The number of courses that a student would  
23 be required to take under this new endorsement  
24 proposal, as well as the possible student teaching  
25 requirements, make this endorsement far less

1 appealing to our current students both in the BA and  
2 the MA programs, not to mention the cost of  
3 completing such an endorsement.

4           When given the information we had to share  
5 with our students about the proposed endorsement, and  
6 asked would students be likely to pursue the  
7 endorsements in the undergraduate, our students  
8 responded 80 percent would not pursue. For our  
9 master degree students who are current teachers in  
10 special education, 90 percent of them said they would  
11 not go on further in special education if they were  
12 required to take more classes in a more in-depth  
13 rate.

14           Although there was concern on their part for  
15 the length of the program, their concern was far  
16 greater for the students that they would be teaching,  
17 and that they would be serving, and how well they  
18 would be prepared to meet their needs.

19           Our undergraduate students had a lot of  
20 questions, and so I bring them forward for you on  
21 their behalf. Their first question was why are we  
22 doing this? Is there something wrong with the  
23 licensing we are pursuing now? Which I thought was a  
24 great question. If I'm getting my early childhood  
25 unified endorsement, which allows me to teach preK

1 through three and special ed, will I need to change  
2 to a new endorsement? If I graduate in 2016 or '17  
3 or '18, what would I need to do? If I get this  
4 license, will I have to go back to school if I decide  
5 to change away from special education, as I will not  
6 have an elementary or secondary license?

7 Does this licensing mean that I will have  
8 all of these kinds and levels of disabilities in one  
9 classroom, and if someone says no, is that a  
10 guarantee?

11 Those are their questions, my undergraduate  
12 students. We're concerned that the current secondary  
13 students who are already double majors, adding on  
14 special education would see this avenue as  
15 insurmountable. Under the proposed requirements, our  
16 secondary students would have to complete four  
17 additional courses in elementary methods and two  
18 preliminary language and reading courses required in  
19 the elementary core at Mount Mercy University, and as  
20 a stand-alone, that's a whole other ball game.

21 At a time when there's a critical shortage  
22 of teachers, especially those in secondary special  
23 education, this avenue does not seem to help decrease  
24 the shortage. Additionally, we are concerned, as are  
25 our students, that there are no requirements for

1 secondary methods under the proposal.

2 If the State is looking to improve the  
3 attraction of rural teachers and the achievement gap  
4 between special education students and students in  
5 general education, why should we not pay attention to  
6 those ideas and address them specifically?

7 Here are some questions: Why do teachers  
8 leave rural positions after a year or two? Why is it  
9 difficult to entice teachers to positions in rural  
10 school districts? Are the methods that we use to  
11 assess students with disabilities telling us the real  
12 story of their achievement? Is there some thing or  
13 some way that we can use to get a better picture of  
14 students' abilities other than the annual  
15 standardized assessment that we currently use?

16 We are hopeful that the BOEE and the  
17 legislature will be willing to work with us to  
18 determine a better path to undertake in order to  
19 answer these questions, and to address changes so  
20 that this endorsement will benefit the students that  
21 we serve. Thank you.

22 MS. LANE: Okay. There's a name I can't  
23 read who has not circled yes or no for oral  
24 presentation. It looks like a Trish? Would you like  
25 to comment?

1 MS. GAHERTY: I don't have anything to say.  
2 Thank you.

3 MS. LANE: Okay. And a notation that I  
4 cannot read. Robin White, did you want to comment?

5 MS. WHITE: My name was circled only if  
6 Jennifer had to leave early, so she presented for  
7 Grand View. Thank you.

8 MS. LANE: All right. That is all I have  
9 for circles on yes, I would like to comment. Is  
10 there anyone else who would like to comment?

11 MR. OWENS: Can we make a second comment?  
12 This issue of achievement gap, go to the research.  
13 Nine to 13 percent comes from special ed, and the  
14 other-- There's four groups. I don't have it on  
15 ELL. But when you look at poverty, and the children  
16 living in segregated facilities, almost 100 percent  
17 of those are in poverty. Seventy to 85 percent of  
18 the achievement gap is in poverty and related.

19 If this State wants to change the  
20 achievement gap, we'd better start looking at the  
21 problem we have with poverty. That will be in my  
22 report. I'll put those datas in there, because this  
23 concept of putting the pressure on kids with  
24 disabilities, we've got to get realistic. The  
25 issue--because a lot of the kids that are in special

1 ed come from poverty, so unless you change the  
2 poverty situation, those kids cannot make achievement  
3 gain, and we are at fault in not putting this in  
4 front and begin to look at it. It is a society  
5 problem. It is not the colleges' problem. It is not  
6 the teachers' problem. It's society.

7 DR. STREED: Dr. Esther Streed from Central  
8 College.. I have one quick question, and that is  
9 where is the voice in favor of this proposal?

10 MS. LANE: Anyone else? Okay. If you would  
11 like to send a written comment, if anything else  
12 comes to mind after you leave here today, please  
13 direct those to the Board secretary, Kim Cunningham.  
14 Her e-mail address is Kim dot Cunningham at Iowa dot  
15 g-o-v. And if you spoke and you have your documents  
16 typed out, feel free to bring those up to us as well.

17 (Tape ended.)

18  
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25

## C E R T I F I C A T E

I hereby certify that the foregoing pages represent a true and complete transcript of the captioned hearing which was electronically recorded and later reduced to typewriting by me.

I further certify that I am neither attorney or counsel for, nor related to or employed by any of the parties to this action, and further that I am not a relative or an employee of any attorney or counsel employed by the parties hereto, or financially interested in the action.

Dated at Des Moines, Iowa, this 30th day of September, 2014.

  
CERTIFIED SHORTHAND REPORTER

Iowa State  
Education Association

September 24, 2014

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An affiliate of the  
National Education  
Association

Duane T. Magee, Executive Director  
Iowa Board of Educational Examiners  
Grimes State Office Building  
400 East 14th St.  
Des Moines, IA 50319

Dear Mr. Magee:

We solicited input from our special education practitioners in advance of today's public hearing because we knew the vast majority of our members would not be able to attend in person due to their duties in the classroom.

We have received more than 125 e-mail responses as of 1 p.m. Tuesday, September 23. We have included all of these responses with this letter. We continue to receive responses and will submit them along with the Iowa State Education Association's response to the proposed rule by the Friday deadline.

We have also included a copy of the September 18 letter we used to solicit practitioner input for your review.

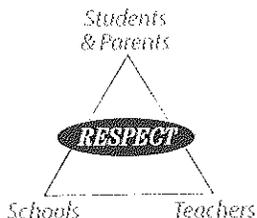
Thank you for your careful consideration of the responses made by those closest to Iowa's special education students.

Sincerely,



Christy A.A. Hickman  
Staff Counsel

CAAH/rb  
Enclosures





Iowa State Education Association  
September 17, 2014

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An affiliate of the  
National Education  
Association

## Special Educators: We need to hear from you.

Dear ISEA member,

The Iowa Board of Educational Examiners is considering a licensure requirement overhaul for special education teachers. The board has scheduled a public hearing for Wednesday, September 24 and will accept written comments on the rule through Friday, September 26. Board members need to hear from you, the practitioners in the field.

### Forward to a Colleague

Under the proposed rule, grade level-specific Strategist I and II would be replaced by a K-12 special education license. The proposed rule allows, but does not require, area specialization. It also would require additional educational preparation in many cases, but a specific credit-hour requirement has not been determined.

A copy of the proposed rule can be found [here](#). Some points to consider:

- K-12 licensure may increase flexibility for school districts in hiring and assigning special education teachers;
- The state will not grandfather current practicing special education teachers with a K-8/5-12 Instructional Strategist I or K-12 Instructional Strategist II BD/LD or ID licenses. Additional coursework would be available through colleges/universities, but we do not know if the state will set aside money for teachers who need additional credits;
- Generalized special education preparation in college could leave teachers without the specialization they need to teach all students they may be asked to serve.

Is this a change for the better or the worse? Why or why not? Please add your voice to this important discussion. Your comments also will help us represent your views on this issue. Send an email to us at [this link](#). Address your comments to the Board of Educational Examiners because we will forward all comments to board members for review. Please include

your full name and certification.

As always, thank-you for your continued membership in the ISEA. We appreciate your hard work and effort. Together we stand strong.

Sincerely,

A handwritten signature in cursive script, appearing to read "Tammy Wawro".

Tammy Wawro

September 26, 2014

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Dear Members of the Board,

An affiliate of the  
National Education  
Association

The Iowa State Education Association (ISEA), representing over 34,000 education professionals in Iowa, does not support the proposed rule change to Iowa's special education teacher license currently under consideration. We appreciate the opportunity to share our reasons with the board during the Sept. 24 public hearing and through our submission here.

Special education teachers, much like general education teachers, have grade-specific degrees so they can provide quality instruction for students. They further specialize to work with students of certain ranges on the behavioral spectrum. The proposal raises several concerns for Iowa's students and the practitioners we represent. We are highlighting a few concerns below:

- This one-sized-fits-all proposal is exactly the type of policy legislators, educators, and concerned community leaders have fought. Specialized areas of instruction such as elementary, middle school, and high school, history, science, and mathematics are clearly what students need for optimal achievement. Our special education students deserve to be served by educators who have had an opportunity to gain specialized knowledge.
- There is no evidence of a correlation between a K-12 Generalist license structure and the achievement gap between regular education and special education students. In fact, there are examples in other states that this very change is ineffective in both increasing achievement and addressing special education as a shortage area.
- We can see how the rule change may make it easier for administrators to manage educator assignments and schedules, but why should administrative convenience take precedence over quality instruction? Our students' needs and their well-being should be paramount to any inconveniences in our system.

In addition to the reasons outlined above, we echo the concerns shared at Wednesday's public hearing by Iowa's teacher preparation program representatives about the exacerbation of the special education teacher shortage in Iowa if this rule is adopted as well as the practical questions still left unanswered. We also share the opinion that to truly address the issue of improving student achievement, we need to look beyond our licensure structure.

Lastly, we solicited input from our special education practitioners to formulate our response to this proposal. These are people who are closest to their students. An overwhelming majority of the more than 185 responses came back against the rule. We have included a copy of the letter we sent to gather those opinions and all the responses we have received as of 9 a.m. today.

We would appreciate your taking the time to carefully read through the responses as the educators represented are the ones most affected by the proposed rules change.

Thank you for your consideration.

Sincerely,



Tammy Wawro  
ISEA President

# ISEA

Iowa State  
Education Association

September 17, 2014

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Des Moines, IA  
50309-1301  
tel 515.471.8000  
fax 515.471.8017  
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An affiliate of the  
National Education  
Association

## Special Educators: We need to hear from you.

Dear ISEA member,

The Iowa Board of Educational Examiners is considering a licensure requirement overhaul for special education teachers. The board has scheduled a public hearing for Wednesday, September 24 and will accept written comments on the rule through Friday, September 26. Board members need to hear from you, the practitioners in the field.

Under the proposed rule, grade level-specific Strategist I and II would be replaced by a K-12 special education license. The proposed rule allows, but does not require, area specialization. It also would require additional educational preparation in many cases, but a specific credit-hour requirement has not been determined.

A copy of the proposed rule can be found [here](#). Some points to consider:

- K-12 licensure may increase flexibility for school districts in hiring and assigning special education teachers;
- The state will not grandfather current practicing special education teachers with a K-8/5-12 Instructional Strategist I or K-12 Instructional Strategist II BD/LD or ID licenses. Additional coursework would be available through colleges/universities, but we do not know if the state will set aside money for teachers who need additional credits;
- Generalized special education preparation in college could leave teachers without the specialization they need to teach all students they may be asked to serve.

Is this a change for the better or the worse? Why or why not? Please add your voice to this important discussion. Your comments also will help us represent your views on this issue. Send an email to us at [this link](#). Address your comments to the Board of Educational Examiners because we will forward all comments to board members for review. Please include your full name and certification.

As always, thank-you for your continued membership in the ISEA. We appreciate your hard work and effort. Together we stand strong.

Sincerely,



Tammy Wawro  
ISEA President

Subject: BOEE/Sp.Ed. Licensure changes > Public Hearing on 9-24?  
From: Steve  
CC:

9-21-14

To: The Iowa Board of Education Examiners

From: Steve Singer, Teacher, Special Education/Behavior-Focus Program, Cedar Rapids Washington H.S. (Master Teacher License, including 5-12 English/Language Arts, 5-12 Health, 5-12 Physical Education, 5-12 Instructional Strategist I: Mild/Moderate, K-12 Instructional Strategist II: BD/LD)

In response to the BOEE's proposed changes for Special Education licensure, I have two concerns: the absence of a "grandfather clause" combined with the "sunsetting" of current K-8/5-12 Strategist I and K-12 Strategist II LD/MD or ID endorsements; and their replacement by an umbrella K-12 endorsement that permits any teacher to be assigned or re-assigned to work with any population at any level, save students with visual and auditory impairments.

1) My first concern centers on the notion that Education courses correlate with or even predict instructional excellence. Which is to say, while such courses offered me necessary tools for teaching, NOTHING prepared me for the actual experience. For students entering the profession, this preparation starts with our practicum and student teaching experiences, and – make no mistake – these have a disproportional and lasting consequence for our practice. Working with strong cooperating teachers in actual school settings is the true start of professional development.

As Malcolm Gladwell notes, "In cognitively demanding fields, there are no naturals. Nobody walks into an operating room, straight out of a surgical rotation, and does world-class neurosurgery."<sup>[1]</sup> Just as mastering syntax and vocabulary do not make one a novelist, so too classes in applied behavior analysis or even CPI training do not 'apply' with one's first acting-out student. Further, the anecdotal wisdom of my Education professors had little relevance, once the first bell rang and I was alone with my kids, my stress, and a dry-erase marker. Indeed, not one teacher I had, among all-stars going back to Lillian Martin, my 10<sup>th</sup> grade English teacher and the 1973 Maryland Teacher of the Year, had ANY influence on my professional practice. From Ms. Martin, to Gerald Lalonde and Don Smith at Grinnell College, to Theresa Mangum and Jim Marshall at Iowa, they challenged me and fed my ravenous curiosity and provided me with role-models for a well-lived life, but they did not teach me how to teach. Instead, for that I have to thank members of my school community: the brilliant, committed colleagues (both Gen.Ed. and Sp.Ed.) who mentor me, informally, on a daily basis; the administrators who celebrate my successes and critique my mistakes; but most of all, my students, who have been, are, and will be my best teachers. After all, good teaching is a process of trial-and-error-and-get-it-better, and no one does this more intuitively – i.e., applied scientific method – than our students, all of our students.

However, if you are serious about upgrading the coursework required to become a Special Education teacher, consider enhancing our knowledge of *content*, rather than procedure. You want the best level of instruction? Require ALL new teachers to hold a liberal arts major in an academic area. Seriously. My B.A. in History, combined with programs in Language Arts, P.E., and Health, inform my teaching in ways that Education classes cannot. Such a requirement

would further align Iowa with existing provisions in NCLB, for “highly qualified” Special Education teachers who provide direct instruction in core content.

In addition, actively recruit new Special Education teachers from those Math, English, Science and History majors who eschew grad school and research in favor of public service, but whose introvert natures may recoil when considering five-six classes of thirty students each. I thrive in part because I prefer a quiet atmosphere where I can give small groups of children the individual attention they need to master core curriculum and earn their diplomas. This level of attention, however, would be much less effective, were I not well-versed in the content I offer.

2) As for an umbrella, K-12 endorsement, this proposal ignores our motivation for becoming teachers in the first place.[2] Most of my colleagues are drawn to service through some blend of personal connection and preference (we had a sibling or child or friend with a disability, or experienced one ourselves). Just as teachers will prepare, say, for A.P. Composition OR Kindergarten, so too are Special Educators drawn to niche areas. And while there is certainly some overlap, “flexible” reassignment would often be a disservice to our students.

Take, as one example, a colleague downstairs from me. She runs our Level III ID program and has years of experience with students who require alternative assessment as they focus on daily living skills, transition to Super-Senior status, and, in many cases, supported living and work environments. Meanwhile, upstairs, I offer direct instruction in Language Arts, Social Studies, and social skills to intelligent students with significant behavior concerns. And, while some of my kids will never manage in larger classroom settings, those who are able do earn partial and even full integration with their Gen.Ed. peers. For example, this year we have three students in our building who no longer need behavioral supports, and two more on the cusp of leaving our program. As the IEP concept implies, each gets the supports they need, when they need it, and when these aren’t necessary, they are set aside.

Both my colleague and I chose the program we wanted to work in, and offer passionate, specialized, and ever-deepening skill sets to our students. And while we certainly are professionals and adapt as needed, it would be risible to place us – let’s say, upon one’s departure – in the other’s environment. Further, and even more so, would be the movement of teachers across the full K-12 spectrum. I have taken classes in Educational Psychology, Social Psychology and Sport, Motor Learning, Developmental Psychology, Language and Learning, and Remediation of Reading Dysfunctions, and yet I do not feel prepared to serve in an early-elementary severe-and-profound program. Nor, I believe, would the converse be true; how could, say, a career-long 3<sup>rd</sup> grade teacher succeed without my background in History and Literature and Health, along with years of collaboration with my high school colleagues?

So, as you consider our licensure requirements, I ask that you focus on content over process. Instead of scrapping our endorsements, consider adding depth and breadth to the mentoring, peer-review, and instructional coaching currently being piloted across the state.[3] As Malcolm Gladwell goes on to say, “[T]he amount of practice necessary for exceptional performance is so extensive that people who end up on top need help. They invariably have access to lucky breaks or privileges or conditions that make all those years of practice possible.” Iowa’s recent and substantial investment in professional development facilitates these “lucky breaks or privileges or conditions” by making them systemic instead of fortuitous. Please give this investment time to work, before considering additional changes.

Thank you.

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[1] Offered in defense of the '10,000 hour' theory advanced in his book on professional excellence, *Outliers*; see Malcolm Gladwell, *The New Yorker* on-line edition, August 21, 2013.

[2] As well as discounting the levels of performance we reach through experience in one setting.

[3] In fact, consider adding a non-evaluative yet formal feedback process, *from our students*. In my experience, no one can offer more brutally honest and informative feedback than the kids in our program.

Sent from Windows Mail

From: Christine Lewers  
Sent: Sunday, September 21, 2014 8:24 PM  
Subject: new requirement

Dear Iowa Board of Educational Examiners,

I am opposed to the idea of requiring new K-12 licensure for all of the state's special education teachers. I completed my 5-12 Instructional Strategist I endorsement last year through Morningside College. Since then, I've come to love working with high-school level students with mild/moderate learning disabilities. Everyday I work to help students develop the academic skills they need for succeed in high-school coursework. I also work with students and families to plan for a successful transition to work, learning and living beyond high school (transition IEPs). I believe that generalized special education preparation in college will leave teachers without the specialization they need to teach the students they are asked to serve. In addition to my secondary level special education endorsement, I have endorsements in secondary social studies, biology, general science and journalism.

Sincerely,

Christine Lewers

**From:** Teske, Cari  
**Sent:** Sunday, September 21, 2014 6:39 PM  
**Subject:** Special Education Licensure Change

I am writing to share my concern with the proposed change in licensure for special education teachers. My first concern is the workload placed upon these teachers. These teachers are inundated each year with changes in IEP policies and procedures. While properly serving our students is essential, the amount of work placed on these teachers to monitor and access students is very time consuming. I feel that adding additional coursework to maintain certification is asking too much for those currently holding special education positions.

Another reason is that the new requirements I feel will deter individuals from seeking a degree in special education. This will make finding individuals to fill positions more difficult. While I definitely want highly-qualified individuals in the special education position. I feel that the local district should have control over the individuals they select and that it should not be additional coursework required to add additional expenses and time away from pursuing and/or continuing their career that makes the decision.

Sincerely,

--

Mrs. Cari R. Teske  
BCLUW High School Principal  
610 E. Center Street  
PO Box 670  
Conrad, IA 50621

From: gsdoehrmann@mchsi.com  
Sent: Sunday, September 21, 2014 5:50 PM  
Subject: Special Education Licensure

Dear Board of Educational Examiners,

I believe the proposed change in the Special Education Licensure from grade level-specific Strategist I and II being replaced by a K-12 special education license is ridiculous for the following reasons:

- 1) Teachers get their license in the grades they feel comfortable in and where their strengths are. How many kindergarten teachers do you know that would be willing to give up kindergarten so they can go teach in 12th grade? How many of those would you feel comfortable going from kindergarten to 12th grade?
- 2) You will be requiring individuals to go back to school to get the extra required classes. How will those that don't have the money or a college close to them get the required credits? If you have scholarships available, how will individuals be able to qualify for those? (If you are going to rely on the ones currently available, keep in mind, individuals who graduated over a couple years ago don't qualify). This will also put an extra burdon on teachers to work full time and then work on getting required college classes, thus taking more time away from their families.
- 3) Will you be reducing the number of special education teachers wanting to teach? At this point there is a need for special education teachers. What if most of those don't get the required credits, won't there be an even higher demand?
- 4) There is a chance that there will be an increase in burn out due to frustration being required to be at a level they aren't comfortable in as well as the possibility of being switched from high school to elementary and back again in just a couple of years.
- 5) Aren't schools wanting competent teachers in their area? By requiring special ed teachers to have a wider grade range of expertise, you are asking teachers to know a little bit about everything. How is that helping the students?
- 6) Schools might take advantage of this new rule and overload the teachers even more, thus encouraging the crossing over of elementary students and high school students in the same room.

Please ask yourself - what is the REAL goal here? Aren't we suppose to be reducing the gap between our students and their peers? Please remember, we are here to help the KIDS! Will this new rule REALLY be helping our students, or is it just to help administrators fill an area of need?

Please allow us to help our students by not having to add more requirements onto our plate, but to focus on the needs of our students.

Susan Doehrmann

Clarksville Community School K-6 special education teacher Standard License: K-6  
Teacher Elementary Classroom, K-8 Reading, K-8 Instructional Strategist I:  
Mild/Moderate

**From:** Deb Lacina  
**Sent:** Sunday, September 21, 2014 5:38 PM  
**Cc:** Deb Lacina  
**Subject:** Licensure requirement for Special Educators

Board of Educational Examiners:

I am writing you in response to the upcoming Iowa Board of Educational Examiners hearing that considers overhauling the licensure requirement for Special Education Teachers. My name is Debra Lacina and I have taught in this field for 25 years and I currently hold the following certifications:

Teacher (7-8), 5-12 English/Language Arts, 5-12 Speech Communications/Theatre, 5-12 Multicategorical Resource Mild, 5-12 Multicategorical Special Class with Integration, 5-12 Instructional Strategist I; Mild/Moderate. My Folder number is 173722.

Your proposal may be a change for the better for school districts in the future but it is a nightmare for current teachers young and old alike. First, based on no "grandfathering", staff near retirement would be required to invest financially in a career that would be soon ending, which is my case. I plan to retire in the next four years and this is not sound financial planning for retirement. Second, young staff as well as old would be burdened with increased school debt not to mention the time classes would take to gain a Strategist II. Third, by changing the requirements I feel that many good educators would leave the field causing a shortage of Special Educators. School districts may be burdened with not being able to fill positions due to the new licensure requirements. Lastly, shouldn't years of experience count for something? Today I am a confident, dedicated, educator who loves her job and tomorrow I am no longer qualified? I think this is extremely unfair.

These are the thoughts that I had when I read this letter and I would ask the Board of Examiners to think seriously about this proposal. Please ask yourself this question: What career field drastically changes the job requirements rendering good people suddenly unqualified?

Thanks you for allowing me to voice my concerns. I would hate to leave this field because of a rule change.

Debra M Lacina

Special Educator

South Tama County School District

Susan Doehrmann

Clarksville Community School K-6 special education teacher Standard License: K-6  
Teacher Elementary Classroom, K-8 Reading, K-8 Instructional Strategist I:

Mild/Moderate

**From:** Kris Taphorn  
**Sent:** Sunday, September 21, 2014 11:59 AM  
**Subject:** Licensure

Due to the difficulty in hiring teachers with their Strategist II, I believe that is a good change for a general license. I am concerned about how teachers will be supported when hired for a teaching position with students that have significant learning needs. Could there be on line learning related to those student needs that is not a requirement for licensure?

I have been teaching since 1981 and would not want to go back to school at this point in my career. I would find it hard to believe that going back to school will increase my skill base. Experience is the greatest teacher and I have had 33 years of experience. I suggest that practicing teachers with the correct licensure be grandfathered in if there is a change in licensure. New licensure requirements should start with students and practicing teachers that do not yet have a teaching license in the area of Special Education.

Kris Taphorn  
504 E. 12th St.  
Storm Lake, Iowa  
50588

**From:** Megan Tasler  
**Sent:** Friday, September 19, 2014 8:08 PM  
**Subject:** Special Education Licensure Changes

To Whom It May Concern:

My name is Megan Tasler and I am a 4th year special education level one, 5-12 instructor. I read the notice from ISEA regarding the licensure changes that may be happening in 2019. I would like for those of you who are lobbyist to oppose this change. The strategies used to teach high school students in the special education setting are vastly different from those used in the elementary setting. The classes required to obtain a K-12 endorsement would not be useful for myself as a secondary teacher. I chose to teach secondary and do not want to be required to teach any other level. I know that the licensure change would not require me to teach elementary, but it gives my employer an opportunity to move me to elementary if that is where the need lies, even if that's not where I would prefer to teach. Also, if state funds are not set aside for the additional credit hours, this will cause undue hardship on my family. I also, feel like it would not be an investment in my career since I do not wish to teach at the elementary level.

Please do all that you can to oppose this licensure change. I know there are many more special educators in Iowa that feel the way I do as well.

Thank you for your time.

--

Megan Tasler  
Special Education/ Math  
Middle School XC  
Harlan Community School  
(712)-755-3101

**From:** McNutt, Larry  
**Sent:** Friday, September 19, 2014 1:54 PM  
**Subject:** Board of Educational Examiners

Dear Board of Educational Examiners

I was sent an email containing the possibility of changing the Special Education endorsements. I am not in favor of this. While it may give schools more flexibility in hiring I am VERY concerned how this affects veteran teachers.

For example, this spring I will have my masters degree in Strategist I 5-12. I have spent a lot of money to do this and if this new endorsement was to go into effect I would have to take more classes to get the K-4 component.

If changing to this new endorsement I truly believe Special Ed teachers should be grandfathered in.

If I was to have to go back and take more classes, I may really consider of getting out of Special Education and I have talked to several other Special Ed teachers who said they would consider that also.

I think there needs to be more conversation on this matter before making any drastic changes.

Thank you for your time.

**Larry McNutt**  
**High School Special Education**  
**Head Boys Basketball Coach**  
**BCLUW High School**  
**@bcluwhoops**

**From:** Carrie Garrett  
**Sent:** Friday, September 19, 2014 8:08 AM  
**Subject:** special education changes

I was wanting clarification on the special education overhaul for licensure. What exactly is going to be required of current special education teachers who have the strategist I and II and are currently teaching as a special education teacher? If we have to take additional courses, how long are we going to have to complete these courses and what courses are going to be required? I am a veteran teacher and find it sad to know that my 10 years as a special education teacher are not sufficient to grandfather me in to this requirement. There have been other amendments made for requirements and veteran teachers have been grandfathered in. What makes this so different?

Sincerely,  
**Carrie Garrett**  
**Special Education Teacher**  
**Woodrow Wilson Elementary School**  
**801 S. 8th Ave. W.**  
**Newton, IA 50208**  
**641-792-7311 ext. 1654**

**From:** Pat Trampel  
**Sent:** Thursday, September 18, 2014 8:51 PM  
**Subject:** Special ed certification

I have been a special education teacher since 1977. I already have a k-12 special education endorsement so I don't think it will affect me. However, I can't believe that current teachers will not be grandfathered in. It is so difficult to attract quality candidates to our field as it is. Special education is the most stressful teaching position there is. I think you will lose a large number of special educators as this will be the last straw. I've already heard a number of them say they will get out if this happens. What are you thinking??

--

Patricia J. Trampel  
Resource teacher/Biology Co-teacher  
Cedar Falls High School  
[pat.trampel@cfschools.org](mailto:pat.trampel@cfschools.org)  
553-2561

**From:** Kristi Wright  
**Sent:** Thursday, September 18, 2014 3:52 PM  
**Subject:** Licensure Changes

Dear Board of Educational Examiners:

Please do not require seasoned special educators to take additional coursework, coursework that I would feel is highly unnecessary for a quality teacher who has poured their heart and soul into this profession. Special educators are already very difficult to find and have a very high burnout rate. Many of us spend our summers teaching ESY.

I currently have the following on my Master Educator License: K-8 Reading, 5-12 Reading, K-6 Teacher Elementary Classroom, 5-8 Middle School Generalist, K-8 Multicategorical Resource Mild, 5-12 Multicategorical Resource Mild, K-8 Multicategorical Special Class with Integration, K-8 Instructional Strategist I: Mild/Moderate, and 5-12 Instructional Strategist I: Mild/Moderate.

I have taken many classes to get many endorsements and my master's degree. At this point in my career, please do not tell me I am not qualified. I will be less qualified if you take me away from my students and family (including my son who has DiGeorge syndrome who requires many hours of attention at home) to take additional coursework.

I firmly believe in continuing to educate myself and take continuing education classes. You need to remember that you will never fully qualify everyone for every situation considering that the entire premise of special education is that all students are very different and require individualized plans. Please allow us to attend workshops and take classes that relate the to the students we have. Do not require us to take additional courses for the sake of making us "look" more qualified.

I guarantee you that you will lose those quality teachers that have a passion for special education if you require too much more. Everyone has a breaking point.

Thank you for your time.

Sincerely,

Kristi Wright

**From:** Kunz, Jeremy  
**Sent:** Thursday, September 18, 2014 1:26 PM  
**Subject:** RE: K-12 Licensure for special education

Dear Board of Educational Examiners,

I am a former Special Education teacher for the Des Moines Public Schools and I currently work for ISEA in the Cedar Rapids area. While I understand the concern of many districts when it comes to hiring special education teachers, I find making changes in the requirements for specialization in the different student needs to be a serious mistake. My initial license to teach was in Moderate to Severe Mental Disabilities K-12. During my teaching my license changed to Strategist II K-12. My experiences in college and the focus of my degree was the instruction of children with a diagnosis of severe mental delays and physical handicaps. I also received post graduate training on Autism. To make the assumption through licensure that this qualifies me to teach in a learning disability or emotional/behavior classroom is a mistake. In my career with the ISEA I have helped several teachers who have been forced into positions for which they were not prepared due to district needs. This does not serve the children that they are assigned and many times ends in the teacher leaving the profession.

In regards to training fixing the knowledge gap, I do not see how "minimum training" will suffice. Why not just make all teachers get the minimum training and then we can all be special education teachers? There are methods used to teach LD, MD, Emotional disorders, and BD. They are not remotely similar and require practice and different skill sets. As an example, for my methods classes I was instructed in medical terminology and the understanding of government disability rules and services. I was also instructed on adaptive equipment and occupational and speech therapies. These are not minimal trainings. They are essential skills to have when working with severely disabled students and their families.

As an advocate for teachers and special education students, I ask you to answer the simplest question: Is this change to help better serve students? Or is it to make it easier for districts to move teachers instead of looking for the best qualified, highly trained individuals? I urge you not to adopt these changes unless it is to serve the needs of these students.

I do not want my family doctor performing heart surgery. Special education teachers have specialties. You would not want me running a HS multi-cat room, my specialty was elementary autism and severe and profound.

Sincerely,

*Jeremy Kunz*

Director - East Central UniServ Unit  
Iowa State Education Association  
240 Classic Car Ct, Suite B  
Cedar Rapids, IA 52404

**From:** Tyler Knott  
**Sent:** Thursday, September 18, 2014 1:21 PM  
**Subject:** Licensure Requirement Sped

Dear Iowa BOE,

I am a special education teacher here in Iowa. This is my 34th year providing Sped Services. All other areas of education are grandfathered in when you decide to change the License requirements. Strat 1, Strat 2, will be replaced by K-12 Special education license. I feel this is a change for the worse. My reasoning is that, it is another way for our state to require training for individuals that could probably teach the classes that are being taught. Experience is everything in the business world, yet hardly recognized in education. Make sure the BOE and th DE are on the same page. You have teaching standards to abide by and liability issues. Make sure the right hand knows what the left is doing.

What will you do with the small percentage that are at the end of their career. They will spend their or the schools money to train someone that will retire in 3-5 years. There needs to exceptions to the rule and grandfather those that have been licensed since the year 1994 in that area. Remember we are now being compared to the business world and in that world the business is required to train and pay for all of the additional training costs required to maintain their jobs.

--

Tyler A. Knott  
5-8 Special Education  
Woodbine CSD  
712-647-2227

**From:** Denise Heiman  
**Sent:** Thursday, September 18, 2014 12:37 PM  
**Subject:** Change in special education licensure

I currently hold a 5-12 license. If the proposed change goes through and there is not grandfathering of certification, I will have to either go back to school or find a different job. Because I have two degrees, the only way I can take these classes is to pay for graduate credit, which is more expensive. Had I wanted to teach elementary I would have gotten an elementary license. Now I am going to be forced get an elementary certification, that I most likely won't use, and will never recoup the cost of such added education. If pushing veteran teachers out of their positions is what you are looking to do, this program will do it.

With all of the recommended class load, I'm sure that very few new teachers are going to take that route because it will be so expensive. Our district has been looking for level two teachers for almost a year and because of the requirements, are not finding a suitable candidate.. I don't think this new certification will help that.

I understand maybe the k-12 endorsement is a good idea, but for those who are currently in secondary ed, it will mean a lot more education to re-certify. Why are middle school and high school methods not required? That doesn't seem feasible.

Thanks for allowing me to blow off some steam. I love what I do and would hate to give up my job because I can't afford to take the hours necessary.

Denise Heiman

**From:** Mariys Frohwein  
**Sent:** Thursday, September 18, 2014 12:09 PM  
**Subject:** New licensing requirements.

Within the last 5 years, the BOEE asked special education teachers to take a considerable amount of classes to add Instructional strategist II to remain employed in their districts. During the completion of those classes to add the additional endorsements, the teachers involved in this took curriculum, assessment and practicum hours. I feel that this new licensure is just another way to generate moneys for the BOEE and to bring in more moneys to the educational institutions who will provide the classes. These new requirements also show a lack of planning in requesting for teachers to do more just after finishing classes to be endorsed with strategist II requirements. It looks like they will then end strategist II certifications in less than 5 years of requesting that it be done.

Thanks,  
Mariys Frohwein  
Special Education Teacher

**From:** Jennifer S  
**Sent:** Thursday, September 18, 2014 11:55 AM  
**Subject:** Special Education Changes

September 18, 2014

To whom it may concern:

As a second year special education teacher the proposed changes to the special education license scares me. I'm currently working on a Class B license working to finish my endorsement with the plans to finish the additional classes to get my master's degree as well. Teaching is my second career and I'm not sure that my family could handle additional changes that would require additional courses outside of the scope we've already set.

In the notes that I received it noted that the state will not grandfather current practicing special education teachers. Although K-12 licensure may increase hiring flexibility for school districts the change may also cause school districts to lose teachers who are unwilling or unhappy to make the change. I'm pursuing a K-8 endorsement because I want to work with K-8 students. I would not want to be forced to get a K-12 license, which could then later allow my district to force me to teach students I wouldn't prefer to work with. Younger students seem to be my natural niche.

I understand change is a naturally occurring event, however should these changes go through please allow those finishing their current programs to do so. Let the colleges and universities catch up with the changes and graduates of 2019 can graduate with the new requirements.

Kindly,

Jennifer Svoboda

K-8 Special Education (Mild/Moderate)

**From:** Jennifer S  
**Sent:** Thursday, September 18, 2014 11:55 AM  
**Subject:** Special Education Changes

**From:** Laurie Worcester  
**Sent:** Thursday, September 18, 2014 11:37 AM  
**Subject:** Re: Possible Special Education License Change

The proposed change would be tragic. I have a list of endorsements. I have taken comprehensive classes in order to teach children with special needs. These were the "traditional classes" that met in classrooms where children were present. I did my student teaching/practicums in all of the areas. As a student working for my degrees, I had direct experience with students. I have served students from preschool-high school in special education. It is not fair for special needs children to have a teacher that is not well-prepared relating to the grade-level emotional, physical, and academic needs of the child. It is difficult enough for a special needs child to handle the mainstream of the least restrictive environment, and then adjust to a teacher who has limited experience with preschool, elementary, middle school, or high school-age students. It takes a special person to teach special needs students. The most important key---Not every person can adapt to the different age groups. For example, there is one special education teacher I know, who has the special education endorsement as a way to open doors for jobs. The person is nice, but does not have the knowledge or the personality for being an effective special education teacher. In fact, the teacher recently left special education. Administrators may fill classrooms by hiring teachers that lack real-time experience, but the administrators fail when the teachers lack the necessary experience. The point is that special education becomes watered down when minimal standards are exercised by the State of Iowa in licensing teachers. Everyone loses---teachers leave the educational field because it is not the right career for them. Students suffer by having teachers who are not well-prepared.

Laurie Worcester

**From:** Jennifer S  
**Sent:** Thursday, September 18, 2014 11:55 AM  
**Subject:** Special Education Changes

**From:** Hanken, Amy  
**Sent:** Thursday, September 18, 2014 11:35 AM  
**Subject:** Proposed Special Ed License Changes

Dear Board of Educational Examiners,

I have some concerns about the proposed changes to special education license changes.

First, I am concerned that teachers who have been in the special education field for many years will not be grandfathered into their current position. This is a concern because they usually have wealths of understanding and knowledge about best practice and how students learn. Furthermore, they are often the ones us new teachers turn to for advice and support. Discrediting their expertise by not grandfathering them in is a problem.

Second, I am concerned that the state has not set funding aside to aid teachers who may need to get a degree or certification. This is problematic because teachers are already spending their own money on classroom materials and other items to support student learning. It would be unfair to ask a teacher to pay out of pocket to get a degree the state says they need, especially if they have already been teaching in the area they are now required to hold another degree in.

Third, my concern is that many teachers will enter into a job that they are unprepared to teach because special education will now be a 'blanket' degree rather than a specific specialized degree. For example, I am a special education teacher in a classroom that has learners with significant needs. I know there is a shortage of qualified teachers in this area. Allowing any teacher to teach in a classroom like mine will hinder student learning and growth. There are a number of strategies and background knowledge that is imperative to teach students with significant needs (access methods and materials, speech and communication devices, health and other physical needs). I worry that a district wouldn't have any teachers with background knowledge of these specific learning needs, and student growth and opportunities would be missed.

Thank you for your time and consideration of these three areas where I would see problems arising.

Amy Hanken  
Special Education Teacher  
Denison Elementary School

**From:** Heidesch, Macheal **Sent:** Thursday, September 18, 2014 10:35 AM  
**Subject:** Licensure for Special Education Teachers

Dear Board of Educational Examiners,

I do not think the proposed change of licensure for Special Education teachers is beneficial for our school districts or our state.

The proposal will likely require many current teachers to take additional coursework to be able to keep their current position. How much coursework will be required? This question is currently unanswered. Will the state help pay for this additional coursework? Again,

this question is also unanswered.

Many of my colleagues and myself, at Dubuque Senior High School, have completed a Master's program to be certified to teach in the field of Special Education. We are highly qualified teachers because the majority of us have a degree in another content area. I'm certified in Social Studies. With this new licensure, my Master's degree would **not** allow me to continue in my current position.

Is the State also proposing changes to general education teachers licensure? Will general educators also be required to pursue additional coursework to be able to retain a position at their current school?

How will this proposed change encourage college students to pursue a career as a Special Education teacher , as well as, being highly qualified?

This proposal raises more questions and concerns than answers.

Thank you for consideration of my comments.

Macheal Heidesch

**From:** Tracy Anderson  
**Sent:** Thursday, September 18, 2014 10:10 AM  
**Subject:** Special Education License Changes

I am concerned about these changes for several reasons. First of all, I do feel with a change of this magnitude, current teachers should be grandfathered in. At the very least, funds should be set aside to pay for extra classes for currently practicing special education teachers. It is getting more and more difficult finding special education teachers especially in small districts like the one in which I teach. The last thing I want is to steer even more people away from the profession by adding more requirements, let alone encourage veteran teachers to opt for early retirement so they do not have to go back to school after they have already been teaching for 15-20 years.

**From:** Dixie Opperman [AEA 267]  
**Sent:** Monday, September 22, 2014 10:17 PM  
**Subject:** Sped overhaul

Attn: Board of Examiners.

This is in regard to The Iowa Board of Educational Examiners consideration to change the a licensure requirement for special education teachers.

In my opinion, this should be a consideration for college students who are planning on becoming teachers to provide them with these option. There should also be an option to be grandfathered in for teachers who are currently teaching. If this can't be an option, then additional classes need to be offered at teacher friendly times, timeline and reduced tuition to provide incentives for teachers or their districts. Younger teachers already paying on student loans and trying to make a living would be put in financial and professional constraints trying to keep abreast of bills and their professional responsibilities.

My concern at a time that special education teachers are leaving the field after a few short years due to the amount of paperwork, student needs and behaviors, this needs to be taken into careful consideration how to proceed. Please do not detour our future teachers of not wanting to teach at all.

Sincerely,  
Dixie Opperman

**From:** Amy Kaster  
**Sent:** Monday, September 22, 2014 8:40 PM  
**Subject:**

To the Iowa Board of Educational Examiners:

I am writing in regards to the proposed changes to special education licensure being considered by the Iowa Board of Educational Examiners. I am disappointed and frustrated that the BOEE plans to sunset the 5-12 Instructional Strategist 1 license. Not only do I hold this license, but also have specializations in Behaviors Disorders and Mental Disabilities. The premise that this licensure, these specializations, and the 15 years of teaching experience that I possess are no longer adequate for me to continue teaching at the secondary level is unacceptable. My passion is educating middle school and high school students. Being forced to expend more precious time -- to fulfill additional licensure requirements for an elementary position I will not hold -- is beyond my understanding. These requirements only suck time and energy away from the already, extraordinarily difficult job of being a secondary special education teacher. Ignoring the value of these specializations does nothing to improve the quality of instruction for students. In the end, both teachers and students suffer. I respectfully request that the BOEE reconsider this decision, and maintain the 5-12 Instructional Strategist 1 license.

Sincerely,

Amy Kaster

Endorsements:

- 5-12 Psychology
- 5-12 Sociology
- 5-12 Behavioral Disorders
- 5-12 Mental Disabilities Mild/Moderate
- 5-12 Multicategorical Special Class with Integration
- 5-12 Instructional Strategist 1: Mild/Moderate

Subject: response  
From: Ongie Kim

Hi,

I am 5 years to retiring. I do not wish to go back to school to learn a new section of special education. I do not wish to teach anyone else besides LD in middle school. It would not benefit kids for us to be forced to teach something that we don't want to teach. I think a lot of people will quit teaching and that would be a shame because most of us that are in special education, no matter what category, is a gift.

Kim Ongie  
Harding Middle School  
6,7,8 Level 1 Math

**From:** Kim Krohn  
**Sent:** Tuesday, September 23, 2014 1:29 PM  
**Subject:** special education license

Board of Educational Examiners-

My name is Kimberly Jean Krohn. I have the K-6 Elementary Classroom, K-8 Instructional Strategist I: Mild/Moderate, 5-12 Instructional Strategist I: Mild/Moderate degrees, and I also have my Master of Arts in Teaching degree with an endorsement in Instructional Strategist II: BD, LD. I am a special education teacher at the Tri-Center Middle School in Neola, IA. The students in my classroom are Level 1 and 2 students.

I am concerned that we may have to take additional classes, since I recently finished my masters classes in May of 2012. I would hope that there wouldn't be a lot of additional classes required. I can understand if we need to take additional training, but I would hope that the state would fund the cost of inservices or training that would be required.

I can understand why the students in college at the present time may have to have their requirements changed, but not sure why current licensed teachers are not going to be grandfathered in to the new program. I feel like they could be grandfathered in with the understanding that the teachers take additional training when needed through district inservices.

Sincerely,

Kim Krohn  
MS Resource

**From:** Voss, Candace

**Sent:** Tuesday, September 23, 2014 12:48 PM

**Subject:** change

I think this would be a fabulous change to the system. Not only would it allow for a broad range of teaching opportunities it will allow teachers to collaborate more fully with others as they would all have the same language, the same education and the same basis to teach with.

Candace Voss

Special Education Teacher

Wood Intermediate School

Davenport Community School District

**From:** John Neil  
**Sent:** Tuesday, September 23, 2014 11:48 AM  
**Subject:** special education licensure

**To the Board of Educational Examiners**

I am a special needs teacher at Independence Junior Senior high School in Independence, Iowa. I have been teaching here 24 years and a total of 28 years. I have been a special education teacher for the past 26 years, **I have the following certifications for special education: 5-12 mildly disabled, 5-12 BD, 5-12 LD, 5-12 Multicategorical SCI, and 5-12 Ind Strategist 1 mild/moderate. I am also certified in 5-12 English Language Arts and K-12 coaching.** I do not think that this is a good idea at all to revamp the special education requirements to teach and to require teachers to go back to school to redo their licensure to meet the requirements that the DOE is trying to propose. I have already had all of the training to teach all of the above certifications that I have and I have a variety of BD, LD and MD students in my program and I have been properly certified and educated from the University of Northern Iowa. If you decide to change the classifications and requirements for new teachers entering the profession, then you have to allow the grandfather clause to be in place for existing special education teachers. You can not require teachers with the appropriate certifications in special education all these years to go back to college to re certify with your new guidelines. The time and money that this will require is outrageous and unrealistic. Most of the special education teachers already do more than our general education teachers by holding a certification in another area before going back to get our special education certification. I already have a certification in 5-12 English and K12 coaching and then I added 5 special education endorsements that are listed above to meet what the requirements were back in the late 1980s and early 1990s. To go back and have to do this again is ridiculous after almost 30 years in the classroom. You really need to think this through and not put requirements and expectations on existing certifications. The existing certifications that all special education teachers have to be accepted. I met all expectations for the state of Iowa when I earned my certifications at the University of Northern Iowa which is an accredited university in the state of Iowa that met all of your expectations and guidelines that you set down at that time. Just because you are changing things does not mean that everyone who is certified now would need to go back and retake all of the classes. It would be like changing a driving law and then asking every licensed driver in the state of Iowa to retake their drivers test; or because we have a new disease that is found every doctor in the state of Iowa would have to redo college premed classes and their full medical school schooling and residency. It does not make sense to do this and it is unrealistic to even attempt to move forward on this idea.

Sincerely yours,

John Neil

Special Education teacher

Independence Community School District

Independence, Iowa

From: Sandi Hocamp  
Sent: Tuesday, September 23, 2014 9:02 AM  
Subject: license changes

As a teacher for the last 20 years, with only 12 left to teach; changing the licensing requirements will force many in the same situation as I am; to go to the expense of additional classwork. This is an expense that this close to retirement; I don't want. I think that it is best for all teachers in special education to focus on the grade levels of interest and teach that group. Even in smaller school districts, they are finding that having a K12 teacher is draining on the teacher. The numbers of students with needs, the costs of additional para support and the needs of the students & teacher are more important.

I can't see where grandfathering in existing teachers is so wrong. During my educational experience, future elementary and high school special education teachers were in the same classes. The difference that existed was that we had to have a practicum in our area of specialization. I have a K-8 elementary license as well as 5-12 special education endorsements; why couldn't that be enough?

Frustrating since I look at where I have come in 20 years and now I might have to go back to pick up course work, be faced with costs I can't really afford before I retire. \*shaking my head\* Frustrating!

Sandi Hocamp  
West Central Valley Comm. Schools.  
WCV High School  
Stuart, Iowa 50250

**From:** Taren Samuels  
**Sent:** Tuesday, September 23, 2014 8:44 AM  
**Subject:** BOEE Special Education License Changes

Dear Board of Educational Examiners,

I would like to address the proposed changes to the current special education licenses. I currently hold an Instructional Strategist I K-8 license. It is not acceptable to expect current license holders to go back and attend courses in order to maintain a license in special education. I have no interest whatsoever in teaching anything BUT students with learning disabilities and being forced to take courses (that may or may not be paid for) is unacceptable. I may be able to afford the courses, but I cannot afford the time. I know the amount of time it takes to complete college/graduate level coursework as I have already received a graduate degree. I have (as many teachers do) four young children and I will not sacrifice time with them in order to gain a new license that I am not asking for or wanting to pursue. Allowing this proposal to pass will be a big mistake and there will be a lot of repercussion from current practicing special education teachers as well as those students very near to graduation with the expectation they will be holding a valid license in special education. With all the legislature regarding "Highly Qualified Teachers" why is the opposite being proposed with Special Education? Are these target students not deserving of specialization from educators with specific skill sets and strategies for their individual needs? Why are we stretching out and broadening Special Education when specific targeted instruction is what is needed to help these students become proficient and successful? Passing this proposal will be a huge disservice to these students and a very sad day in education and quite frankly a huge injustice to the current hardworking special educators that have been committed to the job for many years.

Thank you,

Taren Samuels K-4 Learning Disabilities Instructor, Wapello Community School District

**From:** Patrick.Hurley  
**Sent:** Tuesday, September 23, 2014 8:19 AM  
**Subject:** K-12 Special Education license

I am a Strategist I special education teacher serving Level I and Level II students receiving special education. I read your proposal several times before I responded to your request for comments. There is not very much to say about this proposal except that it will not work and makes sense to why anyone would want to have it in place. When a special education position becomes available in school, the administrator usually has only a few applicants to choose currently. With this proposal there will not be any applicants applying for the open position. Who wants to work in a very high stress and high level position never knowing if you going to move around the school district year to year, elementary to high school and having to take extra classes that you will have to pay for out of your own pocket.

I chose to get a Strategist I endorsement and that is where I want to teach. I love my job and remain in special education until I retire in about 20 years. If this proposal would pass and become the norm, I will use my ESL endorsement, reading endorsement, or go into the general education classroom as a classroom teacher. I work with two other special education teachers who said they will do the same and leave special education.

I am sure that you have received many e-mails like the one I have written to you to listen and reject this proposal.

Thank for your time.

PJ Hurley  
Special Education Teacher  
Terrace Elementary  
Ankeny Community Schools

**From:** Teresa Fox  
**Sent:** Monday, September 22, 2014 1:58 PM  
**Subject:** New Special Education Endorsement

Teresa Fox  
Hampton-Dumont School District  
PK Special Education Teacher

I have taught special education for 30 years. I have taught special education in grades pre-kindergarten, 4th, 5th, 6th, 7th, 8th, and 9th.

License

K-12 Athletic Coach, K-6 Teacher Elementary Classroom, PK-K Teacher, PreKindergarten-Kindergarten Classroom, PK-K Behavioral Disorders, K-8 Behavioral Disorders, K-8 Learning Disabilities, K-8 Multicategorical Resource Mild, K-8 Multicategorical with Special Class Integration, K-8 Instructional Strategist 1: Mild/Moderate.

I feel that it is a great disservice to teachers with experience that they will not be grandfathered into this new special education endorsement. I have taught children over the years who were visually impaired, hearing impaired, autistic, behaviorally disordered, learning disabled, physically disabled, and mentally challenged. It is the job of the special education teacher to modify, accommodate, and change the classroom and sometimes curriculum to make learning possible for these students. It does not take 15 hours of special classes to do this. It takes a caring, committed, and motivated teacher who puts the needs of the students first. It takes someone who can work well with other teachers and the child's parents to help these children. I feel that this new system is just a way for the BOEE and the colleges to generate more funds by requiring experienced teachers to take more classes. I believe that many special education teachers will decide to leave teaching special education if asked to take more classes without compensation. We need more special education teachers, not less.

I also feel that there should be a PK-8 or a 7-12 degree. I have taught many grades over the years. I would not feel qualified to teach high school special education. There would be some overlap in this, but that would make it easier for schools to find qualified teachers.

**From:** Utsinger, Virginia  
**Sent:** Monday, September 22, 2014 2:05 PM  
**Subject:** Special Education License Changes

My fear is that it will encourage fantastic teachers to move out of the field of special education because it is not feasible to add education costs at a certain point in careers. A certain amount of experience within the special education field is far more valuable than any course that can be taken. I would agree that this would help districts in filling their special education positions, but would argue that teachers need to be grandfathered in.

Virginia Utsinger  
Skills Center

**From:** Kurtis Yeoman  
**Sent:** Monday, September 22, 2014 2:24 PM  
**Subject:** Board of Ed Requirements of Change Proposal

I read a notice this morning that gives me a great deal of concern. I have been teaching 9 years in special needs. I was completely dumbfounded as I read the proposal the Iowa Board of Examiners may consider. The burn out rate for special education teachers is around 10 years, and the possibility of me being told I have to go back to school to get re-certified in special education leaves me speechless because I have my Strat 1 and Strat 2 plus my k-12. All of which I was required to take as well as having to go for my k-12. I think I have been in school more than I have been teaching. Where does this stop?

Not grandfathering in currently certified special needs teachers leads this teacher asking the question, why stay in Iowa or in Special Education? What was the point in taking those classes in the first place when now you want to re-invent the wheel. What is the state going to accomplish by doing this? We have outstanding special education teachers in this state, what is this proposal telling them about their college degree, training and teaching ability? What about current college students on the verge of gaining a special education degree in Strat I or Strat II?

I hope teachers at all levels/certifications, and administrators voice their concern and squash this proposal.

--

Sincerely,

**Kurt Yeoman**  
**High School Special Education Teacher**  
**Jesup Community School**  
**531 Prospect Street**  
**Jesup, IA 50648**

**From:** Jill Perkins

**Sent:** Monday, September 22, 2014 3:05 PM

**Subject:** concerns

Does the state realize the number of people who will need to take classes. Are Universities ready to handle the large amount of students? What about students who have a Masters Degree in special education. They had to take some of the course work already suggested. Thirdly.. I have an elementary degree K-12 from another state and Iowa made me take 21 more hours to teach in the state. I am not sure that all these are realistic. Also the field is already in need. Will this make it more difficult to fill jobs. People may just choose not to enter the field due to the amount of requirements. For some people they may not want to have to teach secondary and districts may force them due just a degree. Jill Perkins

**From:** Nieters, Grace

**Sent:** Monday, September 22, 2014 3:17 PM

**Subject:** New Proposal

The requirements would be too broad and non-specific. Having taught K-12 at several levels, I believe that although some of the approaches and methods are similar and used universally, others are unique to grade levels and severity of disability. Being trained at K-12 with level 1 students, does not prepare you for secondary students with level 3 disabilities.

**From:** Debbie Johnston  
**Sent:** Monday, September 22, 2014 1:28 PM  
**Subject:**

This is a stupid idea. I have been teaching with a BA degree for 32 years with several years in sped ed. I am currently getting my 5-12 endorsement to become "highly qualified" and with retirement with in reach in 7 years.....now I am supposed to go back to school to add on courses to keep my spe listened? Don't think so".....bad idea and I hope the idea puts a stop to this nonsense  
Deb Johnston

--

Debbie Johnston  
NHS Teacher  
Room #64  
800 East 4th Street South  
Newton, Iowa 50208

**From:** Leininger, Cindy

**Sent:** Monday, September 22, 2014 12:59 PM

**Subject:** Changes to sp ed certifiaction

I have been a special education teacher for 17 years and throughout those years I have continued to take course work. I have spent thousands of dollars to take courses towards my masters degree as well as hundreds of dollars of course work for licensure renewal. To say that I come to the table unprepared for the classroom and need more classes/training would be a gross misrepresentation of my teaching abilities. I am a lifelong learner and am fully prepared to keep building upon my current knowledge. To say that the learning I have is inadequate or to insinuate that I do not posses the skills needed to have a K-8 special education certification is unfathomable to me. Any changes made to special education teacher certification needs to take into account and grandfather in teachers who have worked very hard to earn and maintain the certification they have.

Sincerely Yours Cindy Leininger

**From:** Kate Lange

**Sent:** Monday, September 22, 2014 12:36 PM

**Subject:** special education license change

As a special education teacher with a conditional license currently working to attain full certification, I am concerned about additional course requirements. The time and expense it is taking me to complete the current course load while working full time and having a young family is incredibly challenging, and I worry about being required to complete more courses.

I also feel that elementary and secondary education are very different, and that creating a degree that encompasses all of them might be short-changing students. As a teacher who taught general education high school English for five years, I find that the field of special education can be incredibly overwhelming even though I'm very accustomed to teaching high school students--I'm wondering if the degree would fully prepare teachers for such a huge grade range?

Thank you for seeking input!

**From:** Mark Martin

**Sent:** Monday, September 22, 2014 12:29 PM

**Subject:**

Really don't like the thought of having to go back to school to teach after 21 years. Our school district is heading away from special educators teaching multiple classes and more towards having special education teachers specialize. I currently teach math all day and all my small group instruction focuses around math. Why in the world would I need to learn to teach English, science, history, or geography. Seems like a waste to me. If these people would like to fix education, they should get out of the capital and visit with the people who do the day to day educating.

Thanks

Mark

--

Mark Martin

Southeast Polk Jr. High

Special Education Teacher

Varsity Football Coach

**From:** Jay Dreyer  
**Sent:** Monday, September 22, 2014 12:22 PM  
**Subject:** Special Education Endorsement Proposal

Hello,

My name is Jay, and I have been teaching special education for 19 years. I am in the process of getting my strategist II endorsement with my own money. If the state comes out with new requirements, I am probably done teaching special education. I don't understand why special education teacher are getting singled out. My wife has been teaching general education for fifteen years, and she has never had to do a thing. Why don't they grandfather teachers that have been taking classes to get new endorsements? I can't afford to keep taking classes when I have been out of college for twenty years. If the schools would pay for the classes, I might consider it. The universal license makes sense to me, but to make teachers take additional classes does not. Why don't we get any credit for the years of service in special education? It is a slap in the face. In my opinion you are going to loose a bunch of veteran special education teachers if this proposal becomes law.

**From:** Otten, Lori  
**Sent:** Monday, September 22, 2014 12:10 PM  
**Subject:** Special Education License Changes

Iowa Board of Educational Examiners:

In the proposed rule change it states that "The state will not grandfather current practicing special education teachers with a K-8 / 5-12 Instructional Strategist 1 or K-12 Instructional Strategist II BD/LD or ID license".

My question is ... Is the state going to look at the additional coursework from teachers who currently hold Master Degrees of a Masters 15+ and/ or Masters 30+ into consideration when renewing the proposed licensure requirements?

When looking at proposed amendments to fulfill the requirements many to most of the proposed requirements are fulfilled within many Masters programs.

Thank you,  
Lori Otten  
Wilson Elementary  
K-2 Exceptional Education Teacher

**From:** Heather Lynam  
**Sent:** Monday, September 22, 2014 11:24 AM  
**Subject:** Proposed Changes

To the Board of Educational Examiners,

I would highly suggest not changing the licensure requirements for Special Education. There are many teachers who would be forced to go back to school to receive more credentials and that, for me, is not feasible at this time. I spent 8 years going back to school while teaching in order to gain the licensure that I have, and I am not willing to go back again.

I went into this field specifically for working with students who have Intellectual Disabilities. I have been working in that specific portion of the field for 11 years now, and I know I have found my calling. I have created materials, units, modified curriculum and so many other resources that other teachers would not want to work on. We have to be ok with that. Each teacher has their own niche, and as professionals, it is outrageous for us to be expected to all go back to school to teach something we don't necessarily want to teach.

I understand the position of wanting to create more flexibility from K-12 so districts can have more options. I know that some teachers only want to work with elementary-aged students. If they were forced to work with secondary, they would not know the curriculum, they would be playing catch-up all year, and would not fully understand some of the components of their job.

I do not agree with the proposed changes and strongly hope you consider keeping things the same as they are right now. If not, I would expect that all coursework that I would need for new licensure would be paid for by someone other than myself. I would also expect that I be reimbursed for the time that I would have to spend away from my family.

Thank you for taking the time to read my email.

Heather Lynam  
Master Educator  
PK-3 Teacher, Regular Education/Special Education, K-6 Teacher Elementary Classroom, PK-3 Teacher, PK-3 Classroom, K-8 Reading, K-8 Instructional Strategist I: Mild/Moderate, K-12 Instructional Strategist II: MD

~Heather

Heather Lynam  
Special Education Teacher  
Northview Middle School | 1302 N. Ankeny Blvd | Ankeny IA | 50023

**Sent:** Monday, September 22, 2014 4:55 PM

**Subject:** Unfair

I don't believe the change in licensure is fair to those of us who are already in tenured positions and don't intend on moving to a different position. Being required to take additional classes, with the probability of not having the state pay for additional classes, when my position within my district will not change should not be required. I agree with the change, but it should be optional. I am not far out from retirement, and this change will affect me negatively.

--

Laura Silverthorn  
Winterset Jr/Sr High School  
Functional Life Skills

**From:** Domeyer, Janet  
**Sent:** Monday, September 22, 2014 3:53 PM  
**Subject:** special education license

I think the change in the requirement for license is very unfair to teachers, especially teachers who only wish to teach a few more years. If the state is going to require special education teachers to take additional classes to maintain the special education endorsement, the state should pay for those classes.

I have a K-6 endorsement because I have no desire to teach at the high school level. It may give the school districts more flexibility to move teachers around, but how effective will teachers be if they are put at a level they don't like?

Janet Domeyer  
K-6 Strategist 1 teacher (multi-cat)

**From:** Eric Whitcome

**Sent:** Monday, September 22, 2014 3:32 PM

**Subject:** Concern

I am concerned with the fact that those holding degrees would have to pay more to take more classes. I have my BD/LD Strat II in which I obtained over the past three years spending thousands of dollars. It would be a shame if I spent on this money to get the credits I needed for this and had wasted a lot of time and money doing so. There has to be some consideration to those who already have this license.

Eric Whitcome

W-SR Head Wrestling Coach

Social Studies/Special Education

From: Kim Henry  
Sent: Monday, September 22, 2014 7:16 PM  
Subject: New Special Education Endorsements

My name is Kim Henry and I am one of the many dedicated special education teachers serving students in the Iowa City Community School District. I currently hold a k-6 elementary endorsement and k-12 moderate/severe/profound (Strategist II) endorsement. As I look through the new requirements that I will need to continue to be a certified k-12 special education teacher, I do believe that I have most of this course work done already since I do remember covering all of the subject matter mentioned at one point or another in my education. Of course, I could always find out upon further review that perhaps previous courses will not fulfill the new course requirements.

Another concern with the endorsement changes is that it appears I will also be required to student teach at all levels of education. Can this possibly be correct? Does the State of Iowa really believe that the special education students in our functional skills special education program would significantly benefit from me being pulled out of the classroom for extended periods of time to student teach at both the elementary and high school levels?

Here is my message for the State of Iowa as they consider the implications of implementing these changes:

I have earned a BA in elementary education and an MA in moderate/severe/profound special education. Beyond these 2 college degrees, I have earned over 30 hours of additional college credit in education. On top of that, I take classes for recertification of my teaching license in a timely manner. I attend trainings and classes to keep up with changes in my profession including: IEP changes and updates, Iowa Alternate Assessment Science, Dynamic Learning Maps, Medicaid billing, Medication management, blood-borne pathogens, Protective Behaviors, Crisis Prevention Intervention, and transporting students certification. I attend PLCs to collaborate with colleagues about ways to improve student achievement. I consult with a physical therapist, occupational therapist, speech therapist, the Iowa Braille and Sight Saving School, and AEA consultants on a regular basis. I consult with behavioral strategists and Vocational Rehabilitation on an as needed basis to meet student needs.

I have won two awards for exceptional teaching. I have received positive performance reviews and continually receive positive feedback from the parents I work with. In addition, I have developed a professional portfolio which clearly demonstrates that I am able to develop curriculum to align with Iowa Core Curriculum, adapt materials to fit student needs, collaborate effectively with parents and other professionals, and to provide a safe and rigorous learning environment for students. Thus far this school year, I have been working around 60 hours each week to develop curriculum, write IEPs, grade papers, progress monitor goals, develop Behavior Plans, etc. All of this I am so willing to do, because I love teaching. More specifically, I love teaching the kids with significant intellectual, behavior, communication, and/or physical challenges. I am proud of the work I do and I have been told repeatedly that I am pretty darn good at it.

The message I am getting here from the State of Iowa is that all of that is just not good enough. Apparently, I need to work a little harder and give a little more if I am going to make it in this field. This policy is likely a good idea for new teachers entering the field, but they are insulting to the teachers who have been in the trenches for years. What I really going to learn taking additional course work? Will these classes actually be taught by experienced teachers who understand the real world of teaching or by college professors spouting educational theory? What will my students gain by me having all of these additional requirements to earn my new endorsement? I don't see that my students will gain anything, nor will I. This is just one more high hurdle being put out in front of all the other hurdles special educators are trying to clear. If I could see the home stretch in this race to do more and more and more, I feel like I could continue to keep the pace. I am concerned that policies like this will become so discouraging that talented teachers will begin to throw in the towel. I hope I am not one of them.

**From:** Wilgenbusch, Sue  
**Sent:** Monday, September 22, 2014 10:31 PM  
**Subject:**

Concerns include:

High school special education teachers who hold a degree in a discipline such as math, history, and English. These 7-12 "highly specialized" instructors could possibly be replaced with teachers who do not have a specialization at the high school level. The challenges with this include: 1) Many students are able to gain high school credit in areas of need (English and math) in a small special education setting as they have a special education teacher with an English/Math/History degree. With no additional degree, there becomes a population of students whose needs can no longer be met.

2) Some of the best co-teaching in the general education classroom involves 7-12 "highly specialized" instructors within that discipline who bring strategies along with content to the classrooms and all students.

3) If we create a K-12 degree, this becomes a "credit" challenge for some high school students.

Special education and IEP writing is different at all three levels. If the attempt is to create a more uniform delivery of services and writing of IEPs, we have lost the "Individualized" piece of IEP for entitled students.

It sounds like a one size fits all type program. All education majors are provided the opportunity to elect the age/discipline that complements their gifts, talents and age interest area. Why do we not afford this to special education majors as well?

This also sounds like a movement toward improving the IEP paperwork process and not for the advancement in meeting entitled students' needs. **The paperwork continues to drive this field,** and it is at the expense of effective, quality instruction for students with special needs.

Sue Wilgenbusch  
Learning Strategist I  
Dubuque Senior High School  
Dubuque, IA 52001

From: Dan Ross  
Sent: Monday, September 22, 2014 8:55 PM  
Subject: License Change

As you advocate for teachers, please help those deciding on proposed changes remember that a large portion of special education teachers are still paying for coursework that was required to obtain licensure.

To change the rules midstream and require additional coursework is unacceptable. If it is necessary to change the rules, then please consider grandfathering in teachers who are in the profession and have continually followed all the rules.

Jenny Ross  
Sent from my iPhone

From: Deanna Davis  
Sent: Monday, September 22, 2014 8:20 PM  
Subject: Special education certification

Deanna Davis

License - authorized to teach:  
K-8 Mildly Disabled  
K-8 Multicategorical Resource Mild  
K-8 Instructional Strategist 1: Mild/moderate  
K-6 Elementary Classroom  
K-8 science- Basic  
5-12 Physical Science  
K-12 Athletic Coach

A few of my credentials: I am 44 years old and have been teaching elementary special education since 1997. A few years ago I was selected from a pool of over 50 candidates to participate in the Special Education Teachers' Academy - we were told we were supposed to be the best in Iowa. I feel as a veteran teacher my voice needs to be heard. I do not understand the rationale for K-12 certification. IEP stands for Individualized Education Plan. Where is the "individualized" if I am expected to teach K-12? I am in a K-5 elementary building. I have taught with students of every age in this building. This is the age I enjoy. I AM making a difference at the elementary.

Questions:

1. If this passes, how long do teachers have to get the new license?
2. Where will the classes be offered?
3. Who will be paying for the classes?
4. I thought there was a shortage of special education teachers, so why would you do something that may make the pool even smaller? Why not "grandfather" in the veterans or just let us continue what we are doing with the certification we have?
5. Who made this decision? We're special education teachers consulted?
6. Does this effect early childhood special education?

My vote is NO! Leave special education certification alone!!

Deanna Davis  
K-5 Elementary Resource  
Collins-Maxwell School

Sent from my iPad

**From:** Dalton, Cindy  
**Sent:** Monday, September 22, 2014 7:33 PM  
**Subject:** Proposed changes in special education licensure

Attention Board of Educational Examiners:

I disagree with the proposed changes to special education licensure. I do not believe this is what is best for our students. More and more demands are constantly being placed on our special education teachers. If they are expected to teach K-12, how does this benefit our students? I have heard the argument, "It will be easier to fill positions." That is NOT our goal in education. We need to keep our IEP's individualized, but I feel this gets more difficult all the time. Our students deserve teachers who are highly qualified in their disability area. These are students who need intensive intervention, but with the proposed changes, teachers may not have the training in specific specialty areas that students need. In addition, who will pay for the education of teachers who have the Strategist I license? In my opinion, we are moving in the wrong direction in the special education field if licensure laws change in this way. Please listen to those of us who know our students' needs best!

Cindy Dalton  
K-8 classroom teacher  
K-8 reading  
K-8 MD  
K-8 BD  
K-8 Multi-cat  
K-8 Instructional strategist I  
5-8 Middle School Generalist

**Mrs. Cindy Dalton**  
5th Reading/Language Arts, 5th Special Education  
IKM-Manning Middle School  
209 Tenth Street  
Manning, IA 51455

**From:** Dave and Judy

**Sent:** Monday, September 22, 2014 6:32 PM

**Subject:** Special Ed License Changes

This is totally wrong! "The state will not grandfather current practicing special education teachers with a K-8/5-12 Instructional Strategist I or K-12 Instructional Strategist II BD/LD or ID licenses." What a slap in the face! Are they saying I'm not qualified after teaching all these years?!! I think someone needs to relook this. I'll quit before I have to take more classes without compensation! What are they thinking????

Subject: Re: Sp Ed Question  
From: Kristie Brincks  
CC:

> On Sep 22, 2014, at 5:05 PM, "Kristie Brincks" > wrote:

>

> This is a change for the worse. I am not trained to work with high school students. I made that choice. I don't feel I would do my job as well at that level. I am currently working with junior high students. I already had to go back and get my endorsement for Instructional Strategist I in order to get the position I am now in. I don't feel that I should have to pay for classes again to change my endorsement to be at the high school level or a Strategist II, even if the district felt they needed to assign me there.

>

> Our administration doesn't even understand this the way it is put together now. They hired a person to be a Strategist I. They thought, "Oh, if you are a Strategist II you don't have to do anything to become a Strategist I." Wrong! I tried to warn them, but they didn't believe me until they called the BOEE.

>

> It's not enough that they change the IEPs every year, now they want to change this too. I bring food to school for my students, I buy them pencils, I teach them social skills when parents can't see how much their child is falling behind their peers. Now, they want to change my certification. What more can I do?? I can't be specialized in everything.

>

> People are leaving the special education field in droves. About half of the special education teachers at our school this past year applied for voluntary transfers to the general education classroom. The administration even questioned, "Why are so many special education teachers applying for a voluntary transfer?" This would just enhance the shortage we are already feeling in this field.

>

> My last request to our administrators was to please hire people who are trained and willing to teach for a period of time in the area of special education. We have many people who enter the profession and who are on a conditional license, then they transfer out to a general education classroom when that becomes available. We have no consistency in an area where we need it the most.

>

> Thank you for taking time to read my email.

>

> Sincerely,

> Kristie Brincks

>>

> Licensed in:

> Instructional Strategist I:Mild/Moderate K-8

> Elem. Classroom Teacher K-6, >

7th/8th grade Resource Teacher

> New Hampton Middle School

**From:** Joleen Hansen  
**Sent:** Tuesday, September 23, 2014 7:33 AM  
**Subject:** Concerns

-I am currently a special education teacher and have taught for the past 21 years. I have taught in a residential setting and also in a public school setting. I have mixed feeling about the proposed plan.

I understand how districts may need more flexible teachers when it come to the needs of the special education children we currently serve or will serve in the future, however, it is not what the district needs it is what the individual children need.

-I feel that it is important to offer courses with money available for current special teachers. If current special education teachers are not being grandfathered in to the K-12 special education license, many teachers might choose to teach general education classes.

-Not all special education teachers are trained to teach or support the variety of needs that each district may encounter. Being properly educated and having courses available is needed for all teachers.

Thank you for the updated information and I hope my input helps.

Joleen Hansen

Master Educator License

K-6 Teacher Elementary Classroom

K-8 Reading

K-8 Mildly Disabled

K-8 Behavioral Disorders

From: Nicole Jespersen  
Sent: Tuesday, September 23, 2014 8:10 AM  
Subject: New licensing proposal

I do not want this approved. Many of us do not want to be forced to take additional classes in an area that we do not feel comfortable teaching. I went in the the K-8 Strat 1 because I did not feel comfortable in the other areas. I do not want to think that under the new ruling I could be forced to the high school or to a different level by my district. I purposely did not get endorsements in other areas because I found what I wanted to teach.

I ESPECIALLY do not want to be potentially forced to take additional classes on MY money. I do continually take classes but at MY pace in areas that benefit MY area.

I believe that you would be forcing MANY special education teachers out because of this ruling. I am VERY much against it. I think about all the teachers in the middle school building in which I teach and not many of us would stay. Passing this ruling would leave the state with a HIGH need for special education teachers. IS this what you want to do, leave students who need special education without good teachers?

By passing this ruling you are saying that my undergrad and master's classes are worth NOTHING. The fact that I spent all that money (which I am still paying on) was a waste! My husband is also considering going in to special education and if this goes through I can guarantee that he will not continue in that area.

If this ruling does pass, grandfathering us in or paying for the needed classes would be the only way to get many of us to stay in teaching. Please consider this when voting to pass or not pass this. Remember we are not the highest paid profession and do not have thousands of extra dollars to spend on unforeseen classes.

Nicole Rein Jespersen  
Master Educator License  
Special Education K-8 Strat 1  
Reading Endorsement

Nicole Jespersen  
7th grade Special Education Teacher  
Assistant SWAT Advisor

**From:** Karen Tieden  
**Sent:** Tuesday, September 23, 2014 8:20 AM  
**Subject:** Spec Ed Changes

I took extra classes at the time of certification to achieve my Multi-cat, Strategist I. This change in licensing only benefits the school district to be able to move teachers around as they please. This is not a benefit for teachers actively teaching in their current licensed areas. I don't agree with this change if teachers are required to take additional credit to be K-12. I am K-8 certified, and do not prefer having to take additional credit to be K-12 licensed.

Karen Tieden  
K-8 Spec Ed

Certification:  
K-8 Mildly Disabled,  
K-8 Multicategorical Resource Mild  
K-8 Instructional Strategist I: Mild/Moderate

**From:** Fogle Angela  
**Sent:** Tuesday, September 23, 2014 1:06 PM  
**Cc:** Courtney Andrew; Lehman Sheila  
**Subject:** Special Education Recert.

To whom it may concern,

The proposed realignment of Special Education endorsements is inappropriate for those currently certified under the current endorsements. Requiring veteran teachers to return to the classroom, possibly at further expense, may have a very detrimental impact on an already depleted endorsement pool of teachers.

As a veteran teacher, with 20+ years teaching in Special Education, I have been through two endorsement changes already in my career. Neither of those required additional coursework, as I was grandfathered in per my current endorsements. At this point in my career, rather than return to college to complete further endorsement requirements, I would be inclined to look for a position in the general education setting. I think you would find many doing this, as well, which would result in even fewer teachers in the Special Education field.

I would ask ISEA and the Board to advocate for grandfathering in current teachers who are currently endorsed in either Strategist I or Strategist II in order to maintain the current pool of teachers.

Beyond that issue, I do think the decision requires further consideration. While our state is a non-categorical system, teachers who work as Strategist II have specialized training that allows us to work with more significantly challenged students. That specialized training is necessary for working with this population of students and ensuring their success. A general endorsement may not require any specialized training necessary for these students to continue to be successful in the K-12 educational system.

Please consider my comments, as you are reviewing this proposed change. Feel free to contact me via email or by phone if you have further questions.

Sincerely,

Angie Fogle

"Education is not the filling of a pail, but the lighting of a fire."  
W.B. Yeats

**From:** John Neil  
**Sent:** Tuesday, September 23, 2014 11:02 AM  
**Subject:** special education licensure

I am a special needs teacher at Independence Junior Senior high School in Independence, Iowa. I have been teaching here 24 years and a total of 28 years. I have been a special education teacher for the past 26 years, I have the following certifications for special education: 5-12 mildly disabled, 5-12 BD, 5-12 LD, 5-12 Multicategorical SCI, and 5-12 Ind Strategist 1 mild/moderate. I am also certified in 5-12 English Language Arts and K-12 coaching. I do not think that this is a good idea at all to revamp the special education requirements to teach and to require teachers to go back to school to redo their licensure to meet the requirements that the DOE is trying to propose. I have already had all of the training to teach all of the above certifications that I have and I have a variety of BD, LD and MD students in my program and I have been properly certified and educated from the University of Northern Iowa. If you decide to change the classifications and requirements for new teachers entering the profession, then you have to allow the grandfather clause to be in place for existing special education teachers. You can not require teachers with the appropriate certifications in special education all these years to go back to college to re certify with your new guidelines. The time and money that this will require is outrageous and unrealistic. Most of the special education teachers already do more then our general education teachers by holding a certification in another area before going back to get our special education certification. I already have a certification in 5-12 English and K12 coaching and then I added 5 special education endorsements that are listed above to meet what the requirements were back in the late 1980s and early 1990s. To go back and have to do this again is ridiculous after almost 30 years in the classroom. You really need to think this through and not put requirements and expectations on existing certifications. The existing certifications that all special education teachers have to be accepted. I met all expectations for the state of Iowa when I earned my certifications at the University of Northern Iowa which is an accredited university in the state of Iowa that met all of your expectations and guidelines that you set down at that time. Just because you are changing things does not mean that everyone who is certified now would need to go back and retake all of the classes. It would be like changing a driving law and then asking every licensed driver in the state of Iowa to retake their drivers test; or because we have a new disease that is found every doctor in the state of Iowa would have to redo college premed classes and their full medical school schooling and residency. It does not make sense to do this and it is unrealistic to even attempt to move forward on this idea.

Sincerely yours,  
John Neil  
Special Education teacher  
Independence Community School District  
Independence, Iowa

**From:** Cindy Hambright  
**Sent:** Tuesday, September 23, 2014 12:13 PM  
**Subject:** my thoughts

Hello from West Liberty, Iowa!

I am a special education teacher who was one of the last graduating classes to major in special education as an undergrad at the University of Iowa. I graduated Dec. of 1990. I am "all" special education with a health endorsement. (5-12 health; 5-12 mildly disabled; 5-12 Mental disabilities Mild/Moderate: 5-12 learning disabilities; 5-12 multi-categorical special class with integration; 5-12 Instructional Strategist 1: mild/moderate)

This proposal or change really worries me about my job. I am 55 years old and want to be able to teach for a while, but I do not want to "sock" a bunch of money into classes and have loans that will not pay off to keep my job. Is the state going to pay for my "classes" so I can teach? Probably not.....never have .

What about our teaching experience and quality of teaching? Teachers need to be trained for the students they get in their classrooms. Young/New teachers can't or shouldn't be thrown into classrooms without the expertise they need. I am sooooo happy I have the experience and training to work with the students I have had over the years.

Another thing, why is this becoming a change? Is there not enough quality teachers? I guess I am baffled about the cause of this change.

Well, I know there is more to add here. I think that we need to get "more" information and I need to be more informed.

Thank you for your time!

Sincerely,  
CindyHambright  
West Liberty Middle School  
8<sup>th</sup> grade Spec. Ed. Teacher  
West Liberty, IA 52776

**From:** tim andrews  
**Sent:** Tuesday, September 23, 2014 10:34 AM  
**Subject:** Board of Educational Examiners

Dear Board of Educational Examiners,

K-6 Teacher  
Elementary Classroom

K-8 Instructional Strategist I:  
Mild/Moderate

5-12 Instructional Strategist  
I: Mild/Moderate

Above are my current endorsements on my teaching license. Hopefully you will not do anything to make me go back and earn more credits because of a new special education act that the governor is trying to push through. If I'm already endorsed Instructional Strategist K-12 I do not see why I wouldn't be grandfathered in under the new proposal. Thanks

**From:** Laura Horton  
**Sent:** Tuesday, September 23, 2014 9:54 AM  
**Subject:** Special Education Licensure

Dear Board of Educational Examiners,

I am writing with concerns about the changing special education licensure. I have been on both sides of the fence. For 15 years, I was the only elementary education teacher in a very small, rural district. I had the full range of students in one classroom – PreK through 6<sup>th</sup> grade. I understand the need for districts to have flexibility in hiring teachers. I also remember the hours I spent in classes and trainings trying to become proficient in dealing with students on the autism spectrum, non-verbal students, and a variety of other differing abilities. I feel guiltily indignant in saying that it is not fair that others will not have to learn those skills. It will shortchange our students!

Now I am serving as a middle school special education teacher in a Level 1 classroom. It is the other end of the world from what I had done before, but still a “specialty” is required. Providing specially designed instruction is something that takes knowledge and finesse. Sure, you can put a body in a classroom, but is it the best for our students?

Another concern I have is not knowing for sure what will be required of us who are properly licensed right now and already serving special education students. With no grandfathering, will our certifications and hard earned credits just be thrown out the window? Will there be more classes required of us? Is there not something to be said for those of us who have been “in the trenches” for years? Perhaps I am looking at things the wrong way. Will it be easier to become K-12 certified as I would like? Some things I have read lend to more class requirements and some have eluded to less. Some clarification would decrease the speculation.

Sincerely,

Laura K. Horton  
A Concerned Special Educator  
Folder Number 336939  
K-6 Teacher Elementary Classroom  
Pk-K Teacher, PreKindergarten-Kindergarten Classroom  
K-8 Reading  
K-8 Multicategorical Resource Mild, K-8 Instructional Strategist I: Mild/Moderate  
Pk-3-Teacher, Regular Education/Special Education

An overhaul of the special education licensure is a great idea. Having a cross categorical K-12 is not new. I came from a state where that was how it was done. It does allow for more flexibility for a districts placement of special education teachers. It also reduces the complications of small districts having a variety of levels in a classroom. This being said, is having a teacher able to go from kindergarten to high school a true asset? Is the ability to have a variety of levels of students serviced by one teacher quality education? The honest answer is no.

If indeed this is the direction the state feels is a priority for special education teachers, they may be shooting themselves in the foot. Often special education teachers become interested in the profession to work with a specific type of student. Level I and Level III certifications are as different as going to school to teach Art and Math. We either sacrifice the depth of training, or overwhelm the expectations of an already sparse student population.

Are we ready to increase our special education teacher shortage? Not only may we sway those on the fence not to go down the path of the special education certification, we are jeopardizing those that have been teaching for years by not grandfathering them in with their current certification. Many teachers will choose to go an alternate route than to receive a slap-in-the-face that they need to take more college classes to keep doing what they have been doing. Having taught over 16 years and have jumped through college credit hoops to transfer my cross categorical K-12 Arizona license to Iowa, I would be floored to have to take even more classes to remain a teacher in my current position. Let's face it, teachers will quit teaching special education. There will be a drastic shortage.

Is this best for kids? What are we really looking for here? Is there a need to make special education teachers more flexible? Is it to fit more of a variety of students in a classroom? It can't be to deepen necessary knowledge for a teacher that is providing a specific service, which should be our focus.

Lisa Nissen

**From:** Mary Pat King  
**Sent:** Wednesday, September 17, 2014 10:44 PM  
**Subject:**

Dear Board of Education Examiners,

I was just made aware of the proposed changes to special education certification, from it's current status to a K-12 system. While this may make it easier for schools to move around SPED teachers and fill positions, I do not think it is in the best interest of our students. It was my understanding that the Strategist one and two endorsements were created to encourage more teachers to fill SPED positions because of shortages.

If you change the system to K-12, I feel you will lose more SPED teachers. I for one do not feel comfortable nor qualified with that broad spectrum and age range. Instead of risking being placed in high school or K-3 positions with any range teaching responsibilities, I would opt out and return to a general education classroom. I do not feel that my general education and strategist training plus whatever courses you decide to add will qualify me to do any SPED job from K-12. Would you ask a first grade teacher to start teaching tenth graders by adding some college classes?

Let's think about what is best for our students and not an easy way out to fill spots.

Thanks!

--

Mary Pat King  
Glenwood Community School District  
Level One Strategist  
Freshman Volleyball Coach

**From:** Diane Mayer

**Sent:** Monday, September 22, 2014 11:24 AM

**Subject:**

It seems extremely unethical to require experienced teachers to retrain and/or train more and not allow monies for the time and classes to do so. Pay for it or forget it... or risk losing teachers, hurting districts that don't have extra monies either, and then hurting student services. Is that the plan - to eliminate special education services?

--

*Diane Mayer*

*St. Ansgar HS/MS Special Education*

**From:** Chad Streit  
**Sent:** Thursday, September 18, 2014 9:27 AM  
**Subject:** New special education endorsement

Dear Board of Educational Examiners:

Here are my thoughts on the proposed changes to the special education licensure process.

Positives:

- Would allow smaller school districts that don't have a large enough special education population for separate, distinct programs to hire 1 or 2 teachers to serve all of their students, rather than having to send them to a different school district that has the needed program.
- Would help schools fill sp. ed. teaching vacancies due to current shortages in certain special education areas
- Would allow flexibility in cross-disability programming within a school – i.e. Teachers could "share" students with different disabilities based on individual need
- Could possibly be more inviting to prospective teachers if they know they will have the flexibility to teach in multiple areas (i.e. better chance to get a job) and help build a larger special ed teacher pool

Concerns/questions:

- It seems like the special ed licensure was just overhauled not too long ago (10-12 years or so?). Have things really changed that much in special education that it needs to be overhauled again?
- If there are new or slightly changed special education populations/demographics, can't the current licensers be tweaked or new ones added rather than overhauling the entire system
- What about teachers-in-training that are currently getting their degree/licensure in the current system? Will they finish their programming and then have to start all over again? Or add more to their training?

Negatives:

- Not allowing currently certified teachers to be "grandfathered" into the new system.
- Cost for veteran teachers to get the needed credits for the new licensure, either out-of-pocket for the teacher or from the state dept. of Ed if they provide funds. Where will that money come from? At the expense of what other programs? How could that money be better used, rather than on veteran teachers needing to "retrain" for their current job?
- New teachers with a generalized licensure may not be prepared to teach in the specific area they are hired to teach.
- Veteran teachers may be forced to move into a new program that they have no experience or training in.
- Teacher training programs will be flooded with veteran teachers needing to take classes and add credits for the new licensure (since they're not grandfathered) and may not be able to handle the influx of teachers. If so, veteran teachers may not be able to complete the requirements within whatever timeframe the state designates. Then what will happen? Will they be un-licensed and unable to teach?
- Could potentially have the opposite effect of its intention (to recruit more teachers) because prospective teachers may be "scared off" by the possibility of having to teach in an area they aren't interested in or don't feel qualified to do.

Sincerely,  
Chad Streit  
Teacher – Instructional Strategist II: LD/BD (K-12)  
College Community School District

**From:** Angela Turner

**Sent:** Thursday, September 18, 2014 9:08 AM

**Subject:** Questions about the Sped License changes

As a current special education teacher, I am wondering how this is going to affect my teaching position. I currently hold the 5-12 Strat. 1 and the K-12 Strat 2 - LD/BD. I am wondering how many classes are going to be required to update me to the new Sped teaching license? Why is there going to be a change? Some of us special education teachers pursued the licenses we have because those are the areas we wanted to teach in. So with the new changes you could be requiring people who only have a Strat 1 license to take on students they are not prepared to deal with.

I am very concerned about these changes professionally. I am worried this is going to drive good special education teachers out of their current positions. Not to mention - this would require more classes that cost more money! We are already required to take more classes to be certified as it is.

Angela Turner

**From:** CARI CONNICK

**Sent:** Thursday, September 18, 2014 8:42 AM

**Subject:** Special education license changes

To Whom it May Concern,

I am not in favor of the changes in special education licensure. I am an elementary special education teacher and have taught special education in the elementary setting for 17 years. I have never had any desire to teach at the high school level and have no experience at the high school level. Why would they want to give me a k-12 license and force me to teach at the high school level just because I have that endorsement? The part about not grandfathering in current license holders is crazy! After 17 years in the classroom I should not be forced to go back and get an endorsement in an area I have no desire teaching in. If the powers that be are in favor of this why not make all elementary teachers go back and get a K-12 teaching endorsement also?

Thanks for supporting us on this matter.

Cari Connick  
Special Education Teacher  
Algona, Iowa

Real success is finding your lifework in the work that you love." David McCullough

**From:** Jeanne Patterson  
**Sent:** Thursday, September 18, 2014 8:11 AM  
**Subject:** Special Education Licensure

To Whom It May Concern:

While I understand the new licensure would allow teachers to teach in a variety of classrooms and grade levels, my concern is the cost of classes to upgrade the license requirements. Many of the special education teachers I know did not originally go to school to be special education teachers, myself included. So I had student loans to cover my original degree and then I had to do student loans to cover the classes for my special education endorsement. While I have earned my student loan forgiveness, I cannot afford to go back to school to just take undergraduate classes just to be up to date with your requirements. I believe if you do this, you either need to allow monies for teachers to take classes or grandfather those that already have their strategist I/II into the new way of doing things. Also, I would hope you wouldn't make teachers do more student teaching. One of the reasons I did not get my strategist II was because I teach at a high school and would have been required to student teach at the elementary level. I cannot afford to quit my job just so I can student teach for a 3<sup>rd</sup> time. Please consider the financial hardship you will put on special education teachers before you make this change. Thank you for your time.

Sincerely,  
Jeanne Patterson  
Colfax-Mingo Jr/Sr High School  
Special Education Teacher

From: Marla Rima  
Sent: Thursday, September 18, 2014 7:58 AM  
Subject:

This new license would be useful to the schools making teachers more easily to hire and move in the district, but very very difficult for the teachers already licensed to teach. I just finished coursework to obtain my Strategist I license since the school required me to in order to cover more students with different needs. With less than 10 years to retirement more coursework would not benefit me on the pay school, but would instead cost me personally time and money. Two things I do not have an abundance of. I strongly would be opposed to this unless my license was grandfathered in.

Marla Kay Rima  
k-12 Special Education  
K-8 Behavior Disorder  
5-12 Behavior Disorder  
5-12 Instructional Strategist I - Mild/Moderate

**From:** Susan Kerr

**Sent:** Thursday, September 18, 2014 7:51 AM

**Subject:** What I think

Bull Hockey!

I am close to 30 years teaching, have two Masters Degrees and now I have to take more coursework> Bull Hockey! Course work does not a good teacher make! How about giving us release time from work to further train like other professions do.

To whom it may concern,

I am writing with concern for the special education overhaul proposal. I think that licensure does need to be looked at on a regular basis. The part I am concerned about is the re-naming and credit requirements that are going to be changed, and the fact that this will NOT grandfather in current licenses.

I have worked hard for my current licenses in special education. I have K-8 Instructional Strategist I and 5-12 Instructional Strategist endorsements on my license. To be told that these aren't good enough for a "General" K-12 license is absurd. These were specialized classes to help students with mild to moderate disabilities and were meant to help all students in all academic areas. I understand specialist degrees, but most mild and moderate special education teachers are teaching a plethora of students in a multitude of areas. To say that we aren't qualified because of new wording makes it seem like we shouldn't be teaching at all or that we wasted our time getting the degree. I also wonder at letter h in the New mandate, Student Teaching in all special education areas K-12. The way this is worded makes it seem like we would have to student teach in 13 grade levels! We would never graduate at that rate.

Looking at the new law and my current license, I'm really wondering if I would still have a job. The state wants teachers and teachers who specialize in Special Education. To do that, I believe that the requirements have to be strict, but at the same time, they need to be reachable. With this new mandate, I feel that the requirements would heavily discourage any person from going into special education. I also feel at this point, you may not have any special educators left that would be qualified to teach who are currently teaching because of the changes you propose, if you don't grandfather in the current licenses. I would be more than willing to take some courses to update my license, but the key word is some. I feel with the new requirements, I would have to completely start over again. That is counter-productive for your current special education teachers, as well as trying to encourage new teachers to come into the profession.

Thank you for your time and consideration.  
Rae Fedler

**From:** Mary Pat King  
**Sent:** Wednesday, September 17, 2014 10:44 PM  
**Subject:**

Dear Board of Education Examiners,

I was just made aware of the proposed changes to special education certification, from it's current status to a K-12 system. While this may make it easier for schools to move around SPED teachers and fill positions, I do not think it is in the best interest of our students. It was my understanding that the Strategist one and two endorsements were created to encourage more teachers to fill SPED positions because of shortages.

If you change the system to K-12, I feel you will lose more SPED teachers. I for one do not feel comfortable nor qualified with that broad spectrum and age range. Instead of risking being placed in high school or K-3 positions with any range teaching responsibilities, I would opt out and return to a general education classroom. I do not feel that my general education and strategist training plus whatever courses you decide to add will qualify me to do any SPED job from K-12. Would you ask a first grade teacher to start teaching tenth graders by adding some college classes?

Let's think about what is best for our students and not an easy way out to fill spots.

Thanks!

--

Mary Pat King  
Glenwood Community School District  
Level One Strategist  
Freshman Volleyball Coach

**From:** Sarah Christopher  
**Sent:** Wednesday, September 17, 2014 11:16 PM  
**Subject:** New Sp. Ed. licensure requirement

Board of Educational Examiners

I would like to take a moment to express my concerns about a "broad" K-12 Sp. Ed. license. I do not feel this would be a good idea, depending on the districts some Sp. Ed. teachers may be pushed into a position they are not entirely willing or comfortable doing. As a former K-8 Sp. Ed I felt I did a much better job with the younger student however with the make up of our school and my position I spent more time in the middle school where although I was "certified" I wasn't comfortable and felt "out of my league". As a teacher in that position, although I was doing my job, it wasn't a great fit and the quality of my job didn't meet my standards. I often ended the day frustrated and feeling like I wasn't doing the best for my students. I don't think is fair to my students when they are not getting the best teacher for the job. When you specialize in an area you are able to truly be the best teacher you can be and the students know the difference. By widening the licensure you are stretching the quality of the teacher. Some teacher are great with high school and some are great with elementary. Each teacher knows their limitations, however if you put a good teacher in the wrong grade span you don't get the quality education you want for your students. Please think twice about stretch teachers more. Special Education is a challenging position and we want quality specialized teachers.

Thank you for taking the time to listen to my concern. Please contact me if you would like to discuss this further.  
Sarah Christopher

From: Sharon Geisonget  
Sent: Wednesday, September 17, 2014 8:24 PM  
Subject: New Sped Licensure

It is BS that we will not be grandfathered in. The only ones who will benefit from this change are the colleges that will be flooded by current teachers ( on conditional licenses ) scrambling to take classes. If you feel the need to make the change, I guess it's fine, but don't try to tell us it will benefit the kids. You don't give a crap about the kids. All you care about is saving your jobs and lining your pockets.

Sent from my iPhone

**From:** DAVENPORT-KENNEDY, LINDA J  
**Sent:** Wednesday, September 17, 2014 9:59 PM  
**Cc:** davenplk@cableone.net  
**Subject:** new license requirements

Dear Board of Educational Examiners,

As a veteran teacher, I believe that a state should grandfather in the current teachers in the field of special education if changes are made as proposed. I have been teaching for over 35+ years, and I have been 'forced' on more than one occasion to go back to school to continue to do what I have been doing for years. (I hold licenses in more than one state.) I have never been given any financial help for additional required classwork. One change required only a name change on the license, and I was required to take thousands of dollars worth of graduate classes. The only one that benefited from this change was the college that collected the tuition. I believe in continuing my education, but I am totally against adding requirements to a current license requiring returning to school only to take classes that are nothing but a repeat of previously learned materials.

I don't believe that changing this license will make me a better teacher. When looking at my license and the endorsements on it, the shift in focus in special education is quite apparent. There are lists of endorsements on my license changing as the changes are made to the different classifications. Keep in mind that special education teachers are already overburdened with paperwork and high caseloads. All teachers are currently being asked to do more and more for our students. Asking a currently practicing teacher in the field of special education to return to school in order to continue working in his or her current profession will only force more teachers out of the field. I know that I don't have the funds to pay thousands of dollars for more classes. I am within 5-6 years of retirement. I need to focus on preparing for retirement and not spending more money in order to obtain another endorsement. Taking more classes will not allow me to earn a better salary in my school district. Over the years, we keep "changing our minds" about special education, and we keep taking college degrees and deeming them worthless. Special education teachers deserve more respect.

Thanks,

Linda Davenport-Kennedy

(endorsements are quite extensive.....elementary education,..Strategist I,.....Educable  
Mentally Handicapped, ....)

**From:** Lange, Lynn  
**Sent:** Wednesday, September 17, 2014 7:01 PM  
**Subject:** SPED changes

This proposal/change in SPED licensure requirements concern me a great deal. I will retire in May of 2016 and I really do not want to have to spend the money for extra hours in the area of special education to use only one year. How does the Board of Examiners plan to address this issue? I'm sure I'm not the only one who would be in the same predicament.

Lynn Lange

From: Angie Killian  
Sent: Wednesday, September 17, 2014 7:17 PM  
Subject: Spec. Ed.

I currently hold a LD/BD licensure to teacher students in HS. My training and education does not lend itself to teaching younger students and I feel it would be a disservice to those students to be placed in an environment which I feel unqualified to adequately provide instruction. General education teachers have grade specific degrees for a reason- so they can provide the appropriate instruction for that certain age group of students. I feel special education teachers need to be given that same consideration.

From: Bishop, Sarah  
Sent: Wednesday, September 17, 2014 6:29 PM  
Subject: changes to special education license

This is not a good idea. I went to school to teach a certain grade level to students. I did not want to be licensed to teach anything above 8th grade in special education. The fact that the state will not grandfather people in is wrong. I spent good money on getting my education and taking the classes needed to teach the grades I currently teach. I also went back to get my master's degree to become a better teacher. While this may allow districts to be more flexible in hiring people, people go to school to teach what they want, not what the state thinks they could teach. I have the Strat I endorsement. If I had wanted to be able to teach k-12, I would have gotten that endorsement, but since I didn't I got what I wanted. I also don't find it fair to make practicing teachers go back and take more courses just because the state changed the rules. If this is what the state wants, then they should have to pay 100% of all the additional course work I will have to take. I also think that before they set out and say you must take additional course work, they should look at what the course work looks like currently at all the colleges that offer courses to get the current endorsement. After looking at what they are saying we would need, I have already taken what seems to be most of that, both in my undergraduate program and my masters program. My big question would be what the time line for completing the course work and what are you going to do with people who have been teaching for 20+ years?

Sarah Bishop  
Instructional Strategist I k-8

**From:** Brotherton, Jodie  
**Sent:** Wednesday, September 17, 2014 9:02 PM  
**Subject:** Really?

I have been a special education teacher for 25 years. My original certification was in K-8 LD and K-12 MD, moved to PA where I was certified K-12 in LD, MD, BD etc everything except hearing or visually impaired. Moved back to Iowa. Licensure changed ! Had to go back to school and pay grad credit to take the same classes I took as an undergraduate in LD to certify K-12 LD/ K-12 Multi-cat. Then licensure changed again! We switched to Strategie 1 and Strategie 2. Went back to school again and took an additional 30 credits to get IS2 MD so I could teach level 3 MD students. Now you think I need to pay grad credit again to change certification again. Sounds like your just hunting for money from teachers, and it takes YEARS to recoup the money spent on grad classes, not to mention travel cost if only limited colleges offer the programming such as IS2. And we wonder why there is a shortage in Special Ed????? I would love to know the logic behind this?????

from my previous post. What other profession, keeps changing the certification while they are practicing? I don't understand how one day I can be certified and then another, I need to take addl. classes because I am not grandfathered in.

Jodie Brotherton

North Scott School District

Level 3 MD teacher

Certifications:

K-12 MD

K5, 6-8 LD

K-12 Muoti-Cat

IS 1

IS 2

Reading Endorsement

**From:** Frances Burd  
**Sent:** Thursday, September 18, 2014 9:48 PM  
**Subject:** Licensure Change for Special Ed Teachers

Dear Board,

I am writing to express my opposition to the proposed changes to the licensure of special education instructors in our state. I believe a single K-12 special education endorsement can only be detrimental to our students. The present system assures that those working with severe disabilities be trained specifically in that area. The proposed action will result in a "dumbing down" of teachers, simply to make it easier for districts to find qualified staff. It is imperative to find the most highly qualified teachers in all areas, but it is especially necessary in the area of special education. As a special education teacher and the mother of a child with special needs, I urge you to reconsider any changes to the current licensure requirements.

Thank you for your consideration.

Frances Burd  
Remsen-Union CSD

**From:** Jackie Lawrence  
**Sent:** Monday, September 22, 2014 12:07 PM  
**Subject:** changes

Dear sir:

I question the need for this change, I understand the added flexibility for school districts, but not the extra burden placed on current teachers. I see no reason why someone with K-8 and 5-12 Strategist would not be grandfathered into the new K-12 certification. This is an extremely BAD idea for special education teachers.

Jackie Lawrence

**From:** Allison DeShaw  
**Sent:** Monday, September 22, 2014 11:51 AM  
**Subject:** Special Education license overhaul

To Whom It May Concern:

I believe that if this licensure is passed it is most definitely a step in the wrong direction. As special education teachers our focus is individualized education. We should not be making changes to our license so that it is easier to higher us. Changes should be made for the benefit of the students. Also, Being licensed to teach K-8 is already a large spectrum. By increasing that spectrum to K-12 the depth of knowledge and experience will lessen. Thus leading to less effectiveness in instruction. My last major reason that I do not find this beneficial is because this would make educators who are already being pulled in a million directions to return to school and focus on areas that they aren't even teaching. I believe in engaging in personal development that is applicable. If I am working on IEP documents for students that are in 11th grade, how is that applicable to my students?

Allison DeShaw

**From:** Jean Shipley  
**Sent:** Monday, September 22, 2014 11:49 AM  
**Subject:**

Are they trying to be able to move special education teachers to any grade level the district desires?

Why wouldn't current special education teachers be grandfathered in?

I think this change is for the worse. All of the special education teachers that have worked with students and teachers, and they just want to get rid of us. I don't understand this concept at all. This makes it sound like our experience doesn't count for anything.

If we have to take more classes I would like to know if the state is going to help pay for the education, and how many classes are we going to have to take?

**From:** Donna Judge

**Sent:** Monday, September 22, 2014 11:47 AM

**Subject:** Strat 1 and Strat 2

I am wondering why I am teaching for 28+ years and need to add more classes and certification to my teaching license? If there were a way to 'Grandfather' in some of the requirements for the updated certifications, things would be great. I am willing to add classes to my teaching license and school contract, but after this much experience, I would rather keep updated with Iowa Core and other researched based strategies that benefit my students directly.

Donna Judge

Strat 1 Instructional Strategist

Camanche Elementary School

**From:** Rooker, Ida  
**Sent:** Monday, September 22, 2014 11:41 AM  
**Subject:** Special Education License changes

To Whom It May Concern,

The changes proposed to make all special education teachers be certified at K-12 level is impractical and would mean an extreme pressure on current teachers to upgrade to a license they were not willing to get when they attended college. Instructional strategies, behavior management and overall ability to work with such a wide age range makes this license something the majority of special education teachers in my school unwilling to seek. It is extremely difficult for districts to fill special education openings currently, and this decision to expand the license requirements will most certainly discourage any teachers who are near retirement or not willing to seek more education at this time.

There are very few teachers in core subjects in 5-12 or grade level generalists in elementary classes who would be willing to get more certification because they just don't want to work with a specific age group. Teachers are the biggest resource for a district, with the most direct impact on student learning. Why would you dilute their specialty skills to give a building administrator the ability to put them in a position for which they are not prepared or interested in serving? You would not ask the building engineers who manage all the heating and cooling systems to go back to school to learn plumbing or electrical duties to make them more useful, so why would you do that to the teaching staff? Especially in the field of special education, that is difficult to recruit anyway?

It would be far more cost effective and efficient to offer student loan payoff or other pay incentives for education majors in the educator pipeline to prepare for a broader teaching potential than to ask the staff you already have hired to change their area of expertise after being in the field for numerous years. The additional workload of every increasing IEP paperwork responsibilities is almost at a level of forcing existing staff to consider careers outside of education, so why add to this pressure to leave the field?

Please give this very serious consideration about the overall goal of your changes, and see if that flexibility of staff assignment is in the best interest of serving a population of students who need a specialist to address their learning needs.

Respectfully,  
Mrs. Ida Rooker  
Instructional Strategist I  
Lincoln High School  
2600 SW 9<sup>th</sup> Street  
Des Moines, IA 50316  
515-242-7500 ext. 3843

**From:** Jeff Sisk  
**Sent:** Monday, September 22, 2014 11:41 AM  
**Subject:** License requirement

Dear Board of Educational Examiners:

I believe that those of us in the field of special education deserve a break, not more requirements to do our job. I have elementary education certification and currently completing my masters degree. Why would I want to go back to get additional credits for the same job that I have been teaching for the past 16 years? I might as well use my elementary education degree and get out of SPED.

This is already a shortage area. If others feel like me, then it becomes a greater problem for our state.

We all know the state is not going to pay for us to go back to school to change our license.

Don't add more to our plates!!

--

Jeff Sisk  
Instructional  
Strategist  
I  
Keokuk Middle School  
319-524-3737 ext. 2220

**From:** John Johnson  
**Sent:** Monday, September 22, 2014 11:41 AM  
**Subject:**

HI-

If a teacher is already a certified teacher, I think the requirement of 34 credits to be a bit much. Yes, there are some important core classes that a teacher would need to take in order to serve as a special education teacher. However, case in point. I have a BS, 2 MA degrees, and a specialist degree, as well as a permanent professional certificate, but to serve as a special education teacher my plan of study was for 34 hours, which also required me to do another student teaching. The student teaching after having taught special education for 3 years as well as prior student teaching and regular teaching experience. I think I am a pretty good special education teacher, and this is a shortage area, but I am pretty sure I will not be able to get the 34 hours done by the end of my conditional license time frame, and I will be done as a spec. ed. teacher. :-)

Yes, I think the requirements should be shortened for certified teachers.

Thanks!

John Johnson

**From:** Grier, Bradley  
**Sent:** Monday, September 22, 2014 11:41 AM  
**Subject:** hello

I just think you should grandfather the current sp. Ed. teachers.

Other than that, I think it's a great idea.

bg

*Brad Grier*

**Hoover H.S.**

Room 1184 (515) 242-7300

Sp. Ed. Biology

**From:** Diane Staker  
**Sent:** Monday, September 22, 2014 11:37 AM  
**Subject:** comments

I oppose the changes they are considering to the licensing of special education teachers. At this point in my career I would not want to be told that to keep my job I would need to take additional classes since I have only been licensed for Strategist 1 for 4 years. I also don't like the idea that this could allow my district to place me in a high school setting which I am not qualified for in the least. Thanks for letting me know of this proposed change.

Diane Staker

**From:** Susan Clubine  
**Sent:** Monday, September 22, 2014 11:27 AM  
**Subject:** Special Education

To Whom it May Concern,

I have both strategist I and strategist II endorsements. I have been a special education teacher for 10 years and have taught in a variety of classroom settings. I guess I have more questions than suggestions.

How would this affect my current license?

Would I have to go back and take additional credits?

Why is there a continual shortage of special education teachers?

I think that the state should remain the same with special education endorsements. It is more beneficial to take classes that will pertain to the area in which you will teach.

Thanks for taking the time to read my message.

Susan Clubine  
Lincoln Elementary  
Cedar Falls, IA 50613

--

Sue Clubine  
Special Education Department  
Lincoln Elementary School  
Cedar Falls, Iowa

**From:** Kilker, Stephanie  
**Sent:** Monday, September 22, 2014 11:26 AM  
**Subject:**

*My concern is if this change is made where does that lead me. I was just hired and I wonder could I lose my job because of this change and their not being any grandfathering in for teachers for are establish in a position already. I would be willing to go back to school however, I would like some guarantee if I do that I won't lose my job because it will take time to take classes and work a fulltime job as well.*

*Stephanie Kilker  
Special Education  
Marshalltown High School  
1602 S. 2nd Ave.  
Marshalltown, IA 50158  
641.754.1130 ext. 1238*

**From:** Diane Mayer  
**Sent:** Monday, September 22, 2014 11:24 AM  
**Subject:**

It seems extremely unethical to require experienced teachers to retrain and/or train more and not allow monies for the time and classes to do so. Pay for it or forget it... or risk losing teachers, hurting districts that don't have extra monies either, and then hurting student services. Is that the plan - to eliminate special education services?

--

*Diane Mayer*  
*St. Ansgar HS/MS Special Education*

**From:** jessica.dagel

**Sent:** Monday, September 22, 2014 11:22 AM

**Subject:** license

I am a special education teacher and think licenses should remain specialized. There should be a difference between strategist 1 & 2 teachers and BD and LD teachers. We can't all have adequate training to teach all things. I think districts just want this so they can cover more open sped positions, but they would be filling them with unqualified people who haven't had the training they need.

Jessica Dagel

Ankeny Centennial High School  
Special Education Teacher,  
Perky Hawk & Java Jaguar Co-Sponsor  
Circle of Friends Co-Sponsor

**From:** Leaverton, Tana  
**Sent:** Monday, September 22, 2014 11:09 AM  
**Subject:** License Change

Would this type of license be considered for a Elementary or Secondary General Education teacher?

If not, why would a special education student not get a teacher that is certified at their education level just like a general education teacher?

The instructional methods at the elementary are considerably different than the methods of instruction for a student in the Secondary level of education.

Special Education students deserve teacher that are certified to teach and remediate skills!!!

Respectfully submitted,

Tana M. Leaverton

--

**From:** Sara Haught  
**Sent:** Monday, September 22, 2014 9:25 AM  
**Subject:** Special Education Licensure

To Whom It May Concern:

I am currently not a special education instructor, but I do have an Instructional Strat. I degree from UNI. I feel that I have worked very hard to have my degree and to be licensed in this field. I was a special education teacher for a few years and it only seems fair to me that we are grandfathered into the system. Teaching is an expensive profession to be in, and I do not have the funds to go back to school for more training. It seems to me that if it is required to change the system that the state needs to pay for the extra classes, and it needs to be done during the work day. I am involved in many extra curricular activities and town projects, that my schedule does not allow for me to travel an hour and sit in class at night. I feel that you are punishing the special education teachers who are already certified and you will drive many teachers away from this area of teaching.

Thank you for your time.

--

Sara Haught  
3rd Grade Teacher  
Sumner-Fredericksburg Schools

--

**From:** Tom Braverman  
**Sent:** Monday, September 22, 2014 8:56 AM  
**Subject:** RE: To Grandfather or not to grandfather; that is the question

I am a special education teacher with over 25 years of experience. I have taught in the resource model, worked in at-risk programs and with students who are considered levels 1-3. I have the following endorsements, which according to Mike Cavin at the Iowa Board of Educational Examiners, allows me to teach any student in special education at the secondary level; 5-12 Behavior Disorders, 5-12 Learning Disabilities, 5-12 Multicategorical Special Class with Integration, 5-12 Instructional Strategist 1: Mild to Moderate and 5-12 General Health Occupations (folder number 335300). If the ISEA's interpretation of the new certification proposal is true ( they assert that I would not be grandfathered in and would need to take additional coursework to remain in my current position) I would be opposed to the institution of the new certification process. In fact, I believe that part of the impetus of creating a new certification process is to increase, not decrease, the pool of available applicants for special education openings in the state; an area where there seems to be critical shortages. If the ISEA assertion is correct, I will leave the field of teaching and move into the private sector and I believe, many of my colleagues will join me. I consider myself to be a highly qualified educator who could teach my former college professors a thing or two about how to actually teach. My college career involved being immersed in educational theory, not on best practices, and as a result I did a great deal of research after I received my masters so that I could be prepared for the real world of teaching secondary special education. My evaluations have been stellar and I would be offended if the state of Iowa required me to go back and take more coursework in order to remain in my current capacity. On the other hand, if I was grandfathered in with my current endorsements, I would be willing to mentor other novice teachers in accordance with the Governors new plan and remain as a teacher at least until I reach the magic rule of 88 year, but most likely I will teach until I die because I love the field. I feel at this point I should be given an honorary PHD in IEP writing, and one for Alternate Assessment as well. We in the field have endured many trainings, in-services and changes over the years and no new teacher will be as effective as me or my colleagues in delivering core instruction regardless of the teacher preparation program they attended.

Sincerely,  
Tom Braverman  
Iowa City High School

--

**From:** Kristie Hrdlicka  
**Sent:** Monday, September 22, 2014 8:36 AM  
**Subject:** Licensure Change

This change would be for the worse and the state would be putting a lot of teachers out of a job or making them pay for more schooling they cannot afford at this time . Who is going to pay for the classes? How user friendly is this going to be because not everyone is an online learner some are face to face learners. I don't have the money, I am still paying for my schooling. This would be fine for incoming freshmen but teachers that are already teaching should be grandfathered in. If the district needs a special education teacher to have K-12 the teacher and the district can work that out.

--

**From:** Brent DeNeice  
**Sent:** Monday, September 22, 2014 8:22 AM  
**Subject:** Licensure

Unless they add a grandfather clause in- then my response is no.

We have gone to school, obtained the proper licensure once and now the proposal is that we go back school to obtain a new license for something we are already doing because under the old agreement it was allowed. Again- unless they add a grandfather clause- the answer is no.  
-Brent DeNeice

**From:** Collin Swanson  
**Sent:** Monday, September 22, 2014 7:45 AM  
**Subject:** change for the worse

The proposed special ed changes are for the worse. Bottom line. Allowing districts more flexibility on where to assign special ed teachers creates the likelihood that those teachers will be put into positions that they do not like which will lead to higher turnover rate as more and more teachers will leave their jobs to find other work.

Subject: SPED license change 9/18/14  
From: Jonathan Werstein  
CC:

Good Morning,

I read thought he purposed change to the license of special education teacher and i would be COMPLETELY AGAINST this purposal. This is taking away the specific special education licensing that this state currently has and thrives upon. The specialization ensures that the teachers that are in the classrooms are more qualified to deal with those specific students and for them to have a higher expectation for those students. If you take away that specialization it would hurt the LRE of the students that need that specialization in order to receive the direct instruction that is essential for them to be successful. Also, this purposal makes Level-I more broad and I this is a step backwards from where we are now. The more specific the license can be the more helpful it can be to a school district. If you give just an umbrella then you can take a hodgepodge of courses in order to get that license and not the specific narrowed down instruction that is necessary now for that same endorsement or license. I think this would weaken our special education foundation int this state.

Jonathan Werstein  
Emmetsburg Level-II MS  
(319) 981-5723

Subject: Response to Board of Educational Examiners intended action  
From: [msc.swan@mchsi.com](mailto:msc.swan@mchsi.com)  
CC: Sharon Ann Wiser

20 September 2014

Dear Board of Educational Examiners:

I am responding to the Board of Educational Examiners Notice of Intended Action to amend Chapter 14, "Special Education Endorsements."

Having read this announcement, I am very concerned on two levels. I believe the change in licensing requirements would be very burdensome to teachers already working in this area, and the change in licensing categories would negatively impact special education students.

I have 30 plus years of teaching experience, a Master's degree in Special Education with 30 plus graduate credit hours beyond, and special education endorsements in four specific areas. I am presently a secondary special education teacher with many responsibilities including: preparing individualized lessons for students; providing direct instruction; conferencing with general education teachers about student needs/progress; organizing meetings for and writing IEPs; communicating with parents and support agencies; completing onerous federal documents; and engaging in professional development via professional learning communities. Beyond this, I serve on numerous committees in my district. Throughout my career, I have consistently received very positive evaluations, and have mentored first and second year teachers for eight years.

Like many of my colleagues, I am a very effective special education teacher, but also one who is stretched to the limit.

With the proposed changes, my endorsements will be phased out in five years. This would mean that in addition to my current responsibilities, I'd be required to take more college courses in order to continue teaching in my field. This would take both time and money. My family time is already limited, and taking additional courses would only reduce it further. Additionally, the cost of more college courses would be financially taxing.

As to the effect of this change on students, my concern is that students with specialized needs would be lumped into one category and worse yet, end up all in one classroom! A student with behavioral disorders, for example, requires a teacher prepared in that area of specialization and training. Other students might require specific instruction in how to live independently while others might need instruction in transition needs. In other words, special education teachers deal with students having a range of specific needs which in turn require specialized training and preparation to address. The idea of lumping all special education categories together reflects a worrisome naiveté concerning the special education population.

In the end, it seems that these proposed changes are extremely burdensome to teachers, and they would be very damaging to special education students. I urge you not to make the intended changes.

Sincerely,

Sharon Wiser  
1260 Devon Drive  
Iowa City, Iowa 52240

**From:** Lisa Denney  
**Sent:** Thursday, September 25, 2014 5:00 PM  
**Subject:** Special Education Changes

To Whom It May Concern:

I would agree with making the special education endorsement K-12, but I STRONGLY DISAGREE with not grandfathering in those that are all ready certified. This proposal looks to me to be written to benefit the colleges and force teachers to spend additional money they don't have to get certified AGAIN for training and experience they already have; there just seems to be something wrong with this picture!. I would propose that those who have been certified AND teaching in the special education field five or more years, be grandfathered in. New teachers or teachers with less than five years of teaching in the field of special education would need to take the additional training. Thank you for your time and attention.

--

Lisa J. Denney  
7-8 Middle School Special Education Teacher  
Van Buren Community Schools  
"The things men believe in are the things they do." ~ Sharon Lindbloom

From: Hansen, Cherry  
Sent: Tuesday, September 23, 2014 2:16 PM  
Subject: sped

I think special ed needs concentration areas of content due to the reality many sped teachers are teaching in solo and not co or in collaboration. On paper is 1 thing but actual reality is we needed highly qualified sped teachers for strategies and content.

**From:** Jennifer Aldrich  
**Sent:** Tuesday, September 23, 2014 2:22 PM  
**Subject:** Licensure

While I appreciate the fact that the state is realizing that special educators are left unprepared with their training, I feel that a general K-12 license is too broad. I would like to see an elementary special education license program that is different than secondary. A greater emphasis needs to be put on how to close the achievement gap as well.

--

Jennifer Aldrich  
Early Childhood Special Education Teacher  
East Buchanan Elementary

**"If a child can't learn the way we teach,  
maybe we should teach the way they learn."**

September 23, 2014

Board of Educational Examiners,

Changing the special education licensure rule will have an adverse effect on students, existing special educators, and will decrease the number of teachers choosing special education licensure. I am the Behavior Interventionist at Hoover Elementary School in Mason City. I have an elementary education degree and am licensed to teach in the areas of K-8 Reading, K-8 Mildly Disabled, K-8 Behavioral Disorders, K-8 Learning Disabilities, K-8 Multicategorical Special Class with Integration, and K-8 Instructional Strategist 1: Mild/Moderate. If this rule is changed I may be asked to take a course or two to learn about teaching high school students with special needs. One or two courses will not replace my education, background, expertise, and experience in working with elementary aged children.

Teachers are able to choose the focus of their education, including the age group they want to work with and the area of expertise. You would not ask a teacher with a reading endorsement K-8 to teach high school English or an elementary math teacher to suddenly teach high school math. If the proposed licensure rule goes into effect, special education will lose the intended effectiveness and focus of expertise on specialty ages and areas of instruction. I would not be confident, prepared, or skilled to teach special education at the high school level, or with students whose disabilities I am unfamiliar (specifically in my case, students with severe and profound cognitive and physical disabilities).

Please reconsider the grandfathering of current teachers if the rule is accepted. Please consider the impact this rule will have on the number of teachers choosing special education endorsements, loss of instructional expertise, loss of focus on a specialty age and area, and the loss of instruction for students who have teachers that are moved often to different age levels and have to learn new curriculum.

Sincerely,

Jennifer Velthoff

937 4<sup>th</sup> St. SE

Mason City, IA, 50401

Certification: Elementary Education, K-8 Reading, K-8 Mildly Disabled, K-8 Behavioral Disorders, K-8 Learning Disabilities, K-8 Multicategorical Special Class with Integration, and K-8 Instructional Strategist 1: Mild/Moderate

**From:** Burnham, Renee  
**Sent:** Tuesday, September 23, 2014 3:10 PM  
**Subject:** Special Education Proposed Rule

Dear Board of Educational Examiners,

As a teacher with a bachelors and master's degree in special education, I do not believe the proposed rule to change licenses for special education would be good for teachers or students.

I hold a Standard License in Elementary Education (K-6) and Special Education - Instructional Strategist 1 (K-8). Currently, I hold a special education teaching position in a middle school.

Outstanding teachers have a passion for what they do and the students they work with. My passion and expertise is in the grade levels I chose to be certified in- I do not ever plan to teach at the high school level; therefore, I would not want to spend resources (time and extra money) to become certified in a level I will never teach. Instead, I would rather put those resources into furthering my education in the areas in which I teach, which will in turn, directly benefit the students I teach.

Although a K-12 license may give districts "flexibility" in hiring, it may not effectively match teachers to positions. That is, an educator with a passion for the elementary level, who is placed in high school level, would most likely not reach their full potential as an outstanding educator in the placed setting (high school).

Furthermore, special education already has a shortage of highly qualified teachers. Extending the requirements for teachers who already have positions in special education will motivate those teachers to seek positions in general education or other areas/fields. Therefore, districts will lose good special education teachers, which will directly hurt students and schools.

Please do not pass this proposed rule.

Sincerely,

Renee L. Burnham

**From:** Holly Harrington  
**Sent:** Tuesday, September 23, 2014 3:16 PM  
**Subject:** not grandfathering in current practicing special education teachers

To whom this may concern:

I have been a current practicing Special Education Teacher for 15 years. During that time I have continued to grow professionally in general education content and special education strategies/topics. It was alarming to read that additional course work will be required, but it is not known if the state will set aside money for teachers who need additional credits. We all are aware that teachers do not make what they are worth. I'm a single parent of 2 young children. My salary goes to shelter, utilities, food, transportation, clothing, daycare costs and other educational expenses for them. If additional classes are required, the state needs to provide the funds. I envision some Special Education Teachers leaving the field due to being unable to scrape up the money to take the courses that will be demanded of them.

Sincerely,  
Holly Harrington  
Special Education Teacher  
Camanche Elementary  
Master Educator License Expiration Date: 4/30/2018  
Endorsements K-6 Teacher Elementary Classroom  
K-8 Mildly Disabled  
K-8 Learning Disabilities

**From:** Ruchotzke Vera  
**Sent:** Tuesday, September 23, 2014 3:40 PM  
**Subject:** General special education endorsement

Board of Educational Examiners

It has come to my attention that you are looking at a proposal in which teachers have a general special education endorsement, and would also would require additional educational preparation in many cases. I want to share a few negative consequences of this type of legislation.

To begin there are behavioral issues that general training does not take into account. Staff trained to restrain students during violent episodes, are injured. Injuries to untrained staff would be much worse. Untrained staff would not have the knowledge of what triggers to avoid when working with these students in the Autism or Severe classrooms. Most teachers are unaware of the unique medical issues that are associated with special needs students, and more importantly the medications used to manage behaviors, ticks, and adaptations needed for student success.

I have worked extremely hard to prepare myself to teach the subjects not just the student in all of my classes. Teaching 3 plus subjects allows teachers to take classes to support only one subject at a time due to cost of classes and time constraints.

Being placed into a program you are not interested in teaching will cause students to disengage. It is critical that teachers be placed with students in a program of their choice!

Items listed above a just a few of the objections that I have to the proposed legislation. Please consider students before hiring, license, and legislation issues.

Vera E. Ruchotzke  
Special Education  
John F Kennedy High School  
4545 Wenig Road NE  
Cedar Rapids, Iowa 52402  
319-558-1546



**From:** Bouma, Elizabeth  
**Sent:** Tuesday, September 23, 2014 4:01 PM  
**Subject:** Policy change request

Dear Board of Educational Examiners,

I am currently a K-5 special education teacher in Des Moines Public School District. I graduated with my Masters Degree in May 2014 with Special Education K-8 and Reading K-8. Receiving the news that you might pass a new law about changing the licensing requirements for special education is disheartening. While I understand that changes need to be made in certain circumstances, I do not feel that not allowing teachers to be grandfathered in is a fair and just. I spent a lot of hours and time earning my K-8 degree and have no desire to teach in a higher grade. I do not feel that I should be required to spend additional money on schooling that will not directly affect my job. I am asking that you please reconsider this decision. I would like to you take a hard look at the reason for the changes and if it is necessary to require teachers who do not wish to teach in the higher grades to receive training in those areas.

Thank you for your consideration.

Libby Bouma  
Learning Lab- Special Education  
Walnut St. School  
901 Walnut St. School  
515-242-8438

**From:** Emily Crosman

**Sent:** Tuesday, September 23, 2014 4:02 PM

**Subject:** Board of Educational Examiners: Special Education licensure overhaul

To the members of the Board of Educational Examiners:

I am writing in response to the proposed special education licensure changes.

I already feel that turnover is overwhelmingly large in this field and I can't help but wonder if your proposed changes are just going to keep this turnover large because of no specialization. It creates a lack of an expert.

I wonder, too, if it will make more people get into special education because it makes them more marketable in getting a job. I've already encountered many people in my short profession of 9 years that only got a special education endorsement to help them get a job. In fact, I was reduced in force several years ago by someone who only got the endorsement for that reason, not because it was a passion. We all know that this job is hard enough, even for those of us who were "called" into this line of work.

At my building, we already struggle with feeling like an expert in our building. We have such a wide variety of needs (including students who would be in a level 3 programming room and BD program) and we don't feel like we can meet everyone's needs. Will this proposal create this frustration for new teachers in the field? Or would this proposal create an opportunity for me to lose my job to someone who is more of an "expert" and can be hired for less?

On the flip side, I've been wanting to go back to school to get my strategist 2 endorsement, but haven't been able to afford it. If the state can provide funding for veteran teachers to further their career, it would help me further my professional goals.

Thank you for asking for our input.

Emily Crosman

--

Emily S. Crosman

K-4 Special Education Instructor

Ogden Community Schools

**From:** Kim Kipp  
**Sent:** Tuesday, September 23, 2014 4:23 PM  
**Subject:** Overhaul of Special Education

To whom it may concern;

I believe that this **“Overhaul of Special Educators”** should be classified as the most disrespectful and unprofessional act presented to our profession. My concerns are...

- It appears that the **only individuals to benefit** from this **“overhaul”** would be the school district/administrators. It is in their best interest because it makes their job easier in hiring personnel. That is the **ONLY** benefit I can foresee happening by this **“overhaul of Special Education”**.
- It does not seem that the individual student's education has been taken in to account. By clustering all degrees of disabilities into one room/program you completely take away the concept of an Individual Educational Plan (IEP).
- You take away the parental right to have their child's individual needs met.
- Special Education teachers would be now longer **“specialized”**. We would become a **“Jack of all trades and master of none”**.
- **The concept of not “grandfathering in” seems ludicrous to me!!!!** You have teachers who have been teaching for 15 plus years or even over 20 years and their experience counts for nothing. It is as if they were **“fresh off the farm”** and ignorant as to how to perform their job. It is an insult and a slap in the face of every special education teacher to not grandfather them into a field in which they have dedicated their time, patience and endless energy to and honestly **NOT** been appreciated or valued for wisdom and professionalism for many years.
- One would not be able to have adequate training/schooling in **“all”** areas of need that a special education teacher requires to cover all spectrums from K-12 that would be presented to them.
- Individuals specifically chose an area in which they know they would be successful in teaching, not a profession that dictates to them as to what is to be taught.
- I, personally, chose to teach 5-12 because I knew that my skill ability would be the most advantageous for those students. I knew that the students who had extreme special needs was an area that I would not be an appropriate teacher for. The same applies to teaching elementary students. If I had wanted to educate K-5, I would have gotten my degree in that age group.
- I wonder why the state has a shortage of teachers in the Special Education profession. Is it due to the lack of training; the extreme amount of paperwork that is now required of special education teachers; the constant changing of the IEP process and legalities of the IEP; the high turnover rate of Directors of Special Education in select districts; the increasing number of special education teachers taking early retirement or leaving the profession all together because of how they are treated and unappreciated within their district.
- Why doesn't the Iowa State Education Association look at how they could offer incentives for teachers to join the profession of special educators. Why not offer the current special education teachers incentives to stay in their current positions instead of asking more and more of them as it seems to be each and every year.
- Who is going to pay for this extra education... the individual teacher, the district or is the state going to pick up the bill?

- When would the teacher be able to take these courses.. over their holiday/summer breaks; in the evening after they come home from an IEP that has lasted till 6:00 pm; or on the weekends when they are currently planning lessons because they are not provided with curriculum based educational needs.
- Let's see how quickly "the state" can burn out an already over worked and unappreciated profession, if we are so devalued enough to be just "overhauled" into one mass profession.

Sincerely,  
Kim Kipp-Sutliff  
Special Education Teacher  
Northwest Junior High  
Coralville, Iowa 52241

**From:** Cindy Fisher  
**Sent:** Tuesday, September 23, 2014 6:50 PM  
**Subject:** BOE

What is the purpose of the overhaul?  
Is there data to support that this change benefits children? Is it best practice?

Cindy Fisher  
HS SPED  
WGHS

**From:** Molly Price  
**Sent:** Tuesday, September 23, 2014 7:17 PM  
**Subject:** Special Education Licensure-Comments

This email is in response to the special education endorsements. I am not in favor of the proposed changes.

I would like to say that by changing from a specific grade level (k-8) to a broad spectrum grade level (K-12) would, I feel, require more time in student teaching. Teaching special education at the elementary level is going to be different from the high school level. If they are not going to grandfather teachers in where will our experience come in at teaching at a different level?

I have an issue with not grandfathering in teachers currently teaching. We have already gone to school and received our degree and because the higher powers decide to make a change then that means I need to go back to school to comply with new licensure.

If this were to happen then schools would be able to move teachers around more freely in a district, but this makes it very hard for teachers to develop and continue to use resources they poured so much time and effort into. It is one thing move up a grade or two. But, having to move from early elementary to high school is a different playing field.

The proposed specializations take 15 credit hours to obtain. Why do we need such specializations when in our classroom we have a mixture of behavior, autism, and the other areas? I feel it is good to have a background on all of these areas to better meet the needs of the students in the room.

I am not in favor of the proposed changes.

Thank you for listening to my thoughts.

Molly Benson

**From:** Hafner, Dan  
**Sent:** Tuesday, September 23, 2014 7:20 PM  
**Subject:** changes in special education license

To: Board of Educational Examiners

My name is Dan Hafner and I have been teaching special education for over twenty years in Davenport, Iowa. My license is K-8 Behavioral Disorders, K-8 Learning Disabilities, 5-12 Learning Disabilities, K-8 Multicategorical Special Class with Integration and K-8 Instructional Strategist 1: Mild/Moderate. Recently I received an email stating the Iowa Board of Educational Examiners is considering changing the license requirements for special education teachers. By the way this email is written it sounds as if veteran teachers, teachers that have been teaching in the state for 20-30 years could lose their jobs. I hope that this is a misrepresentation of what is being considered, I truly believe it must be. However, now that this has been brought to my attention I would like to have more information concerning this matter and what effect it could possibly have on current teachers.

While I support and understand changes to licenses, it does not seem reasonable to cast a change that would cause current teachers in the field to lose their careers. It would seem appropriate to create an alternative license approach to fill the requirements that are sought in this matter,

Sincerely,

Dan Hafner  
Sp. Ed. Teacher

From: Diane Bohlen  
Sent: Tuesday, September 23, 2014 7:34 PM  
Subject: New sp ed teacher edorsments

To whom it may concern:

The plan appears to be geared toward ease of administration of hiring and placing sp ed teachers but not focused on developmental levels and differences in then teaching Ing needs of students at various levels. There are large differences in for example knowing how to teach beginning reading skills and those skills a high school student needs to pass literature and English classes . I think the levels should be broken into smaller categories rather than expecting expertise at a whole k -12 range. (Perhaps k-5, 6-9, 10-12.) We need expert teachers to catch kids up. This plan seems too broad. What would the student teaching k-12 look like? How long? I hope we still have teachers willing to take this all on. Teaching students with special needs has been my passion for 22 years. This looks like the wrong way to go.

Thank you,  
Diane M Bohlen

**From:** Joan Hall

**Sent:** Tuesday, September 23, 2014 7:51 PM

**Subject:** THIS SAYS IT ALL!! DO WHAT IS RIGHT FOR OUR CHILDREN.....OTHER STATES ARE HAVING DIFFICULTY KEEPING TEACHERS BECAUSE THEY HAVE THE "ONE MODEL FITS ALL" TEACHER CERTIFICATION AND PROGRAMMING...EQUAL TREATMENT OF UNEQUALS IS NOT EQUAL

## Changes to special education in Iowa could hurt students and teachers

Posted Mar 10, 2014 11:20 am

AMES, Iowa – Iowa State University School of Education faculty members are concerned that proposed changes for special education teaching endorsements in Iowa could have negative consequences. The Board of Educational Examiners wants to consolidate certain requirements to help address a shortage of special education teachers in the state.

The changes would affect teachers certified to work with students who have a range of mental, physical or learning disabilities or behavior issues. Iowa currently has four endorsements specific to the severity and type of disability, but the board is considering two options that would combine those endorsements into one or two.

Patricia Carlson, an associate professor of education, said maintaining the separate classification is necessary to guarantee teachers are adequately prepared and can effectively address student needs. A student with a mild learning disability has different needs than a student with a severe intellectual disability or behavioral disorder, which could create a challenging classroom dynamic, she said.

“It appears to me that we’re allowing administrators, who are having problems finding qualified teachers, to dictate what is best for kids by making it easier to find teachers,” Carlson said. “But we’re totally ignoring what’s going to happen in these classrooms.”

Carlson, and three other faculty members who train special education teachers at Iowa State, sent a letter to the board outlining their concerns about the quality and level of preparation required with the proposed changes. Carl Smith, a professor of education, says special education teachers will struggle to meet the expectation for “highly qualified” teachers as specified by the No Child Left Behind Act and most educational reform efforts.

“In my opinion, it sets up teachers for failure, and more importantly it has serious implications regarding the services for children and their families,” Smith said.

“In one classroom, you could have a child with severe, profound disabilities needing a feeding tube, another child with severe behavior disorders and a child with severe mental health issues. Our professional opinion is that there really is a significant ethical question regarding whether a program can adequately prepare a teacher for that range of needs of students,” he added.

### **Wrong solution for teacher shortage**

The Iowa Department of Education annually identifies teacher shortage areas. The list includes the four endorsements (Instructional Strategist I Mild/Moderate; Instructional Strategist II Behavior Disorder/Learning Disabilities; Instructional Strategist II Mental Disabilities; and Instructional Strategist II Physical Disabilities) that the board is looking at consolidating.

Carlson expects the shortage to only get worse, especially if the board lumps all four endorsements into one. She understands that school administrators want more flexibility when it

comes to hiring special education teachers, but says teachers would be overwhelmed by the new expectations they will face in the classroom.

“The changes could be fine for a while, but I keep thinking about the worst case scenario. Administrators keep looking at this as an issue of dollars and cents, but they have to think about the impact on the child,” Carlson said.

Even with the current endorsements, there are challenges in meeting the needs of students with disabilities, and the proposed changes would only add to the complexity of what teachers are dealing with in the classroom, Smith said. He agrees that the teacher shortage is a legitimate concern, but says this is a misguided avenue for meeting that need.

“The whole idea of having a highly qualified teacher, which is at the core of most educational reform efforts, is the suggestion that we have a highly qualified teacher and moving in this direction is the exact opposite of that idea,” Smith said. “It’s setting up a situation, in our opinion, of having less qualified teachers.”

- See more at:

<http://www.news.iastate.edu/news/2014/03/10/specialeducation#sthash.Tae8VaLm.dpuf>

**From:** Rachael Bauer  
**Sent:** Tuesday, September 23, 2014 7:58 PM  
**Subject:** License Requirements

Board of Educational Examiners -

Please consider not overhauling the special education requirements at this time. It seems to me that we have been working as a state to implement a common core and focus on going deeper into subjects rather than across many. With that being said, it sounds like you are asking teachers to do the exact opposite when it comes to their education in their field. I want to be as prepared as I can to address the needs of every student that walks through my door. This becomes extremely hard if moved around across grade levels. Certain disorders and learning disabilities look and are handled very differently at different ages. I consider myself lucky to have gotten the specialized education I did in my field. This is not to say that I know everything within my field. Learning happens everyday for me. Being in the classroom with students, allows more learning and growth for me as a professional than it ever did in my classes in college. Please do not change the requirements to a one-size fits all approach, we need to specialize our knowledge to better serve all students.

Thank you for your consideration,

--

Rachael Bauer

DNH Middle School Resource Teacher

**From:** Kristen Riggle  
**Sent:** Tuesday, September 23, 2014 8:16 PM  
**Subject:** Sp Ed Changes

To whom it may concern-

I am a bit concerned about the changes that will take place in the licensure of Special Education Teachers. Through my preparation and schooling at the University of Northern Iowa I felt like I was prepared to the fullest amongst other Special Education majors from other colleges. The Strategist program that focused on grade K-8 helped us to prepare for teaching in these specific areas and then placed us in field experiences ranging from the lower elementary to upper middle school. By requiring students to gain the K-12 license you will push them through college without getting a real sense of what the elementary/middle level experience is opposed to middle/high school experience. Not only does it concern me that you will have a huge band of grades, but if schools wanted to, they could shift your job every year if they so choose. I work in a district that values my opinion and places me where I perform and feel most comfortable, but there may be other situations in districts right next door that would not do this for their employees.

Not only am I concerned about the new license, I am concerned about myself as an educator and how I will "go back to college" to get these required credits to have my license. Sure there may be situations that I would benefit, but I have learned more in three years in the field than I ever learned in college or a practicum. I would be required to go back to school and maintain my job as a special education teacher. I would be required to attend night classes and spend more time on that, which would in turn take away from the preparation that I do nightly for my students the next day. I would spend more money, paying back loans to ultimately do the same job I am currently doing. Please consider our voices and our passion for students with special needs when you make this decision.

--

Kristen Riggle  
JH Resource Teacher  
Dike-New Hartford CSD  
(319)983-2206  
(319)269-7394  
[kristen.riggle@dnhcsd.org](mailto:kristen.riggle@dnhcsd.org)

**From:** Prior, Jennifer  
**Sent:** Tuesday, September 23, 2014 8:50 PM  
**Subject:** Special Education

Hello,

I was wondering if the proposed Special Education license changes will have any effect on special education teachers in the preschool setting?

Thank You  
Jennifer Prior

**From:** Jeanne Mulford  
**Sent:** Tuesday, September 23, 2014 9:28 PM  
**Subject:** Proposed Special Education Licensure Overhaul

Board of Educational Examiners,

I would like to express my opinion on the proposed special education licensure overhaul. I feel very strongly about this issue. As an educator with eight years experience in the K-5 special education classroom, I do not feel that a teacher with an emphasis in a secondary curricular area is highly qualified to teach at the elementary level, and vice versa an elementary education major teaching secondary. This would not lead to best practice or highly qualified teachers in the classroom. Whereas, I understand the board desires to change licensure parameters, I suggest changing the requirements for students currently working towards their degree is the place to start instead of having hundreds of teachers scrambling to take classes and student teach again at their own expense. Many of these of educators have already spent decades in the classroom already performing the job to meet students' specialized needs.

This action would impose a hardship on teachers and districts to fund this mandated increase in educational requirements.

What is your data to show this will vastly improve special education in Iowa?  
Why are you not considering a grandfather clause as you have done in the past?

Thank you for your consideration in this matter.

--

*Jeanne Mulford*  
Special Education Teacher  
Clark Elementary, New London Schools

**From:** Deb Sand  
**Sent:** Tuesday, September 23, 2014 11:20 PM  
**Subject:** new special ed requirements

Board of Educational Examiners;

I would like to voice my concerns about the possible changes in the special education licensure. I am a current special education teacher. I recently went back to school to get my Strat I endorsement. While I don't mind looking at what is expected for teacher education at the college level, I don't agree with expecting current teachers to all go back to school for required coursework. If changes are made for general education teachers we don't expect all current teachers to head back to college. How are colleges going to accomodate all of the special education teachers that could possibly have to get further credits in order to keep their jobs?

I currently teach kindergarten through fourth grade. I have concerns with the wide range (K-12) of the possible new program. That is a very wide range. Will general education teachers now be expected to be K-12 certified? It is too wide of a range. How is this better for children in Iowa? It was mentioned it would be better for districts if the educator was K-12 certified - it would provide more flexibility for the district but is that what is best for our students. There is a big difference between teaching kindergartners and teaching 12th graders.

I would like to know why the change? Is there data and background to support this change? If we all are expected to know K-12 students and not be able to have any specialization how is that best for children? Every year is different in my classroom based on the needs of the students I work with. Every year those needs change. There isn't one program that will prepare a teacher for all of the possible needs and challenges that students will face in that teacher's class. We are dealing with human beings who are individuals.

Thank you for your time,  
Deb Sand

**From:** John Crall  
**Sent:** Wednesday, September 24, 2014 7:24 AM  
**Subject:** ISII Proposed Changes

I disagree with this proposed changes to Special Education licenses. I am a current ISII MD holder and do not want to be forced to go back to school, possibly on my own dime, to get my elementary endorsement to defend against a forced transfer if one were to happen to me in the future.

I have no strong opinion on changing the standing of licensees that come out of school now other than a warning of caution. Already too many under-qualified persons see SpED as the short cut into a good job because the demand is high and the rigor of such positions are underestimated. As these teachers work in a SpED classroom they have high turnover because they realize the rigor of the position, or are weeded out via probationary period evaluation, but there is always going to be a residue of politically savvy, ineffective teachers left behind. The ones that suffer from this is the students that are least able to advocate for themselves. Making it easier for new teachers could possibly expand this problem, and that worries me.

I think if these changes were to move forward an effort should be made to protect teachers currently in positions, or whom have a reasonable tenure. The purpose of this move should be to build for the future of SpED teaching, not shake out the good ones that are already in place.

--

Love and Peace,  
JC

From: Shock, Jackie  
Sent: Wednesday, September 24, 2014 7:51 AM  
Subject: license requirement overhaul for special education teachers

Board of Educational Examiners,

I am very concerned about the proposed changes. Although I applaud the intent behind the changes, I am concerned about the ambiguousness of future assignments and services for children with severe and profound disabilities. Having been asked this year to "create something from nothing with a limited skills set" for a student with severe and profound needs in a resource room with a Strat 1 endorsement, our team and I are challenged daily to provide what we feel is best for the student. I believe someone with the talent, heart and experience working with severe and profound students would bring to and provide so much more for this child. If the concern is a limited population of teachers for severe and profound, I'm worried that the actual long term results could, unfortunately, be a lessening of overall special education teachers due to expectations/requirements for teachers who do not necessarily have the talent/heart to work with severe and profound. It takes a special talent and desire. Not all teachers have the talent/desire to teach 8th grade math. If the reason for the change is to ensure more inclusive time in general education for all students with a disability, will the general education teachers (and other staff) also be expected to acquire additional educational preparation to support profound and severe students in the general education classrooms? In my experience, there is not enough special education staff to support full inclusion as special education teacher are usually assigned students in multiple classrooms and grade levels making it impossible to provide intense support to students within a general education classroom. Again, while I applaud the additional training/preparation in characteristics, methodology and assessment for individuals with significant intellectual/emotional/physical disabilities (which would be beneficial for all educators), I fear that a lack of adequate funding will lead to school districts meeting placement requirements without being able to provide sufficient support. This will not be fair to the students and their families and may cause more difficulties than intended.

Sincerely,  
Jackie Shock  
Special Needs Instructor  
Lou Henry Elementary  
Waterloo, Iowa 50701

**From:** Wallace, Shelley  
**Sent:** Wednesday, September 24, 2014 8:00 AM  
**Subject:** Extra Special Ed Course Work

I do not think it is a good idea to add coursework to special education licenses because most of the course work I do now is for special education teachers. If they change, I think we should still take 6 license course credits, but they have to be specific for special education teachers. We should not have to take more than six hours worth. Thanks, Shelley Wallace

From: Dennis, Jon  
Sent: Wednesday, September 24, 2014 7:58 AM  
Subject: SpEd BOEE changes

Dear Board of Educational Examiners:

I am a Special Education Instructional Strategist Level I. Your proposed changes to Special Education licensure are a slap in the face to Instructional Strategists and a disservice to our students. In effect, you are saying that I don't know how to do my job, and district HR departments are more important than our students.

**From:** Lowe, Patrick  
**Sent:** Wednesday, September 24, 2014 8:14 AM  
**Subject:** Special Education Licensure change

Board Of Educational Examiners:

My name is Patrick Lowe and my standard license includes the following endorsements: 5-12 Behavior Disorders, 5-12 Mildly Disabled, 5-12 World History, 5-12 American History, and K-12 Athletic Coach. I am very troubled by the fact that you are considering changes to the current Special Education Licensure. I have been a self-contained BD teacher or Behavior Interventionist for 15 years and I do not understand why you would consider making changes and not grandfathering in those who have already completed their coursework. I am not at a point in my career where I would want to be endorsed for K-12 SPED. I can understand making the change going forward, however, not grandfathering in those of us who have already completed our coursework will lead to many teachers looking to leave SPED, including myself. I will not pay for further University or College coursework when I have the coursework and skills I need for my current position. It is my hope that you reconsider this action and think about how much this change would cost the teachers and students of Iowa.

Sincerely,

Patrick Lowe

**Patrick Lowe**  
Behavior Interventionist  
Out of School Time (OST) coordinator  
Goodrell Middle School  
242-8444 Ext. 4103

**From:** Scott Connolly  
**Sent:** Wednesday, September 24, 2014 8:21 AM  
**Subject:** Don't change special ed

Please leave the special education degree the way it is. It is completely unfair to ask acting educators to go back to get a degree just because things are changing. Either grandfather them in or don't change the certification.

Thanks

--

Scott Connolly  
7th and 8th Social Studies  
Head Softball Coach  
Assistant HS Football  
Head JH Boys Track  
Dike New Hartford CSD  
319-961-6969

**From:** Sue Dvorsky  
**Sent:** Wednesday, September 24, 2014 9:36 AM  
**Subject:**

"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."

I have been a member of the BOEE, and so I know from experience the seriousness with which the members take the mission charge. The proposed changes to special education licensure fly in the face of that mission. I taught students with severe disabilities in Iowa for 30 years. (License #188291) I was highly trained in a highly specialized field. My professional development continued throughout every year of my 34 year career. That specialized and specific training was necessary for me to develop and implement instructional strategies to teach students with the most severe combinations of mental, physical, social, communication and emotional disabilities. The idea that the highly qualified teacher of students with learning disabilities down the hall and I could be interchangeable is worse than improbable. It is dangerous. And not in a figurative or metaphorical sense. Physically dangerous. The students at the very edge of the learning continuum, and the families that love and support them, have always been a challenge to the system. Gains in programming for the full spectrum of choices and supports have been hard won, and easily pared back. This low-incidence, but high need, population requires more highly trained teachers, not fewer.

I understand the difficulty in districts both small and large to meet the instructional needs of the most severely involved students. But I cannot imagine that the education community would accept the idea that if you can teach French, you should be able to teach Mandarin Chinese because it's all just foreign language.

Please reconsider these proposed changes, and engage a broader group of stakeholders in this important discussion.

Sue Dvorsky  
412 6th St  
Coralville IA 52241  
[suedvorsky@yahoo.com](mailto:suedvorsky@yahoo.com)  
319.430.6699

Re: Licensure Changes by the Board of Educational Examiners

To Whom It May Concern:

We are a group of eight special education teachers at Titan Hill Intermediate School in Council Bluffs. We serve second through fifth grade students in a variety of program models from self-contained to full inclusion. We work with more than 80 students identified as needing special education services. We have some concerns about the proposed special education licensure change and how it will impact our students.

Our first concern is around what we see as a lack of specificity in the knowledge base with this new license. Currently, we have classes in a specific area of endorsement of instructional need and at a specific level of content knowledge. Most special education teachers now have dual degrees, special education and some level of general education such as elementary education. This allows us to have the content knowledge needed to create instructional goals that scaffold our students' learning. Without an in-depth understanding of the content, it is very difficult to see where a student's learning gaps are and how best to design instruction to quickly move the student to a successful performance outcome.

The other piece is the endorsements in areas of specialization. The specific research based strategies and methods we use are dependent upon the learning needs of the student. What a child on the Autism spectrum needs is vastly different than what a child with a mild learning disability needs with regards to instruction, structuring of tasks, and environmental supports. This differentiation of instruction would be very difficult to accomplish if teachers received only a general special education endorsement. In order to meet the expectations of the new license, much more content knowledge will be required, as well as a widely expanded endorsement expectation.

This raises several questions. Is it in the best interest of students with a vast array of learning needs to be taught by a teacher with only a generalist degree? Are students getting a quality education if the teacher does not have the specific endorsement to work with such unique needs? How much more coursework would be required to teach such a span of need and such a wide content range K-12? If teachers need training at several levels from early childhood through high school, how can opportunities be provided for this while teaching full time? How many more hours of coursework is the average teacher going to need to meet these new requirements? If it is more than two or three classes, that is a large financial expectation for people who are currently licensed. Are most current special education teachers going to need student teaching experiences, and if so, when will these occur? Would this require unpaid leave to accomplish? Would teachers be able to do the student teaching in the district in which they currently teach? How will school districts pay for full-time teachers out of a classroom for student teaching? There aren't many summer opportunities for such experiences. If this is a generalist degree, can districts require teachers to take coursework for specializations? If so, who must pay for such coursework? Does any past coursework count toward these specializations?

If this does become the new practice for licensure, it raises more questions on the teacher side. Is there a process for having our current coursework reviewed to see what is needed to earn this new license? When will those coursework requirements be made

available? How long will teachers have to complete these requirements? If all special education teachers in the state must return to school to meet the new requirements, will colleges be prepared with proper classes the semester following the passage of this act?

Carrie Arnett

K-6 Teacher Elementary Classroom  
K-8 Reading  
K-8 Social Studies  
K-8 Instructional Strategies I: Mild/Moderate

Mary Broughton

K-12 Mental Disabilities: Moderate/Severe/Profound  
K-12 Instructional Strategist II: MD

Amanda Hegg

K-6 Teacher Elementary Classroom  
K-8 Reading  
K-8 Instructional Strategist I: Mild/Moderate

Barb Jones

K-8 Art, 5-12 Art  
5-12 Mildly Disabled  
5-12 Mental Disabilities Mild/Moderate  
  
5-12 Learning Disabilities  
5-12 Multicategorical Special Class with Int.  
5-12 Instructional Strategist I: Mild/Moderate  
K-8 Multicategorical Resource  
K-8 Instructional Strategist I: Mild/Moderate

Jeanne Bartholow

K-6 Teacher Elementary Classroom  
K-8 Behavioral Disorders  
K-8 Learning Disabilities  
K-8 Instructional Strategist I: Mild/Moderate  
K-8 Multicategorical Special Class with Integration

Chris Eckerman

Severe/Profound Hand.

K-6 Teacher Elementary  
K-8 Behavioral Dis.  
K-8 Mental Disabilities: Mild/Moderate  
K-8 Instructional Strat. I Mild/Moderate  
K-12 Instructional Strat II: MD

Maggie Miller

K-8 Reading  
K-6 Teacher Elementary Classroom  
K-8 Multicategorical Resource Mild  
  
K-8 Instructional Strategist I: Mild/Moderate

Kellie Vinchattle

K-8 Instructional Strategist I: Mild/Moderate

K-8 Reading

5-8 Middle School Generalist

In response to the Special Education licensure proposal I must say I am shocked at the total disregard of our most needy young people by educators or people making decisions about education for them. The spectrum of disabilities and student needs can no more be properly served under a "general" Sp. Ed. license than could the secondary math needs of students be met with an elementary Language Arts teacher in charge of the room. Under the law, special education is to be individualized and to do so means to have an educator with a specific skill set and expertise to work with the students in each special education area. Due to the varied types of needs and wide range of special needs students with in those disability areas, a single teacher could not have the proper training to support all areas, for any age, regardless of the number of students on the roster.

Teachers have specific licenses for particular age groups as a choice; it was the area that they chose to work in, where they both felt and knew that they could make the biggest difference as a teacher. Special Education teachers are no different than Gen. Ed. teachers in that they had a calling most often to the position that they are in. This would translate to the school or district demanding that a veteran secondary math teacher not only go back to school, but pay for it- to get an for example, an Elementary Ed. Language Arts degree simply because the district, administrator , or parents wanted more services for that area and no one else would do the job. Worse yet-if they don't go back to school they'd be out of a job.

In doing this, you also will be putting the children with severe disabilities at risk. When someone is trained "generally" and not specifically for to deal with these individuals and disabilities, or when an individual with aggressive tendencies hurts the most vulnerable students who are unable to defend or protect themselves. This will happen if you proceed with a general license-soon after that license is issued the classes will become multiple disability groupings served by one teacher with a general practitioner license. "Jack of all trades-master at nothing"-that is a dangerous precedent to start with our neediest students.

This also hurts the mild to moderate student's educational outcomes; as so much time must be dedicated to children with severe disabilities, taking the classroom resources away from the less needy but still in need of adaptive and academic skills to allow them to participate as productive members of society later in life. This direction will push the most mild/LD students out of needed services into classrooms that they are not fully equipped to learn in because they lack the academic skills and or coping skills to function in the gen ed. setting, and where differentiation still isn't enough to prevent their academic frustration and thus falling further behind their peers.

In doing so the gen ed. population will also suffer, because just like in a Sp. Ed. classroom with a insurmountable variance of needs if this licensure happens, the Gen Ed teachers are trying to teach larger groups of students, maintaining behaviors, meeting state standards, while differentiating for the slightest of needs of students not qualifying for Sp. Ed., plus learning disabilities/mild intellectually disabled students. This takes away from the majority of students who are in need of more rigor, not the dumbing down of curriculum, to meet the needs of the minority sub group.

As a teacher, I am very aware of my strengths and my limitations. I am excellent with secondary BD students, but I would not be a good candidate to teach elementary BD, or any grade level of autism, or mild to severe disabilities students. I have no passion or skills-academic or natural to work with those population of students. My 4 degrees are specific around what I chose to do as a career, just like my

Gen. Ed secondary counter parts who are specific to their content. That is where my interests lie, my expertise, and my passions are. Special Ed teachers should not be interchangeable any more than a Gen. Ed teacher is across curriculums because it is what is in the best interest of the children.

I believe that if this was allowed to go through that the state is opening up a gaping hole for law suits against school districts from unsafe classroom environments, to services not meeting individual needs of each special education sub group because as stated previously, a general practitioner in special education cannot have the specific skill sets to accommodate all special needs.

Special Education is a unique area that is difficult to fill positions for, as a 24 year veteran, I am aware of the challenges of filling positions, and the financial drain it can have on the large school districts --so I know it is extremely difficult on small school districts. I believe that if this licensure change passes, you will find people on the job leaving the job, students in college will stray away from special education minors and degrees because each of us in this profession have the passion for our areas of expertise and know the demands and services the children must have to be successful. To take away or diminish their services because of teachers being spread too thin covering multiple disability areas with a "General" knowledge of those disabilities is an injustice to all students but most particularly our hardest to reach and neediest students.

Molly Donahue Behavior Specialist Harding Middle School Cedar Rapids Community School District  
alist

**From:** Michelle Dinger  
**Sent:** Wednesday, September 24, 2014 10:35 AM  
**Subject:** Comments on proposed rule changes

Dear Board of Educational Examiners,

I strongly oppose the proposed changes to the special education endorsements being considered by the Educational Examiners Board. First of all, by eliminating specialized endorsements, you run the risk of having teachers working with populations that they are not skilled enough to work with. While the proposed changes do provide for specializations, they are not required for specific assignments. There is a significant difference in instructing elementary and high school students; this proposed change could put teachers in classrooms they have had no experience in. Furthermore, the proposed changes would require many current special educators to take further coursework, but do not provide any funding for these classes. If the state feels this is the best course of action, persons who already hold a valid special education endorsement should be either grandfathered in or have this coursework paid for in full by the state.

Thank you for your time,

Michelle Dinger  
K-8 Reading  
5-12 Behavioral Disorders  
5-12 Learning Disabilities  
5-12 Multicategorical Special Class with Integration  
5-12 Instructional Strategist I: Mild/Moderate

**From:** Bowman, Brook  
**Sent:** Wednesday, September 24, 2014 10:37 AM  
**Subject:** Strategist II

Hello,

I was wondering what this would mean for me as a Teacher with a Strategist II endorsement. Would I need to take more classes for the new special education license?

Thank you

Brook Bowman  
Buchanan Elementary  
Special Education  
MD Level III

**From:** Sarah Baird  
**Sent:** Wednesday, September 24, 2014 12:12 PM  
**Subject:** thoughts

As a special education teacher, I like most of the changes proposed. As district get smaller, there are teachers out there that teach special education K-12. Why not have one license? I hold endorsements in both Elementary and Secondary special education and have taught Level I services at both levels. There really is not a lot of difference in how you teach the skills at either level.

I am confused on who, if anyone, would be grandfathered in? I do not think it is fair to make those of us who have been working in the field and currently hold special education endorsements to have to retake classes due a to a change that was not even considered before. What about those who are set to graduate this year or next? Are you then telling them they can not graduate because they need to take more classes?

As the parent of a child with special needs, I do worry about this change. My daughter has a brain injury and is currently a Level II student. I do believe that these teachers having more training in certain areas is good. They have learned strategies that I never did as a IS: I teacher. As I look through the specialization areas, I wonder where my daughter would fit. I know that she has emotional issues but yet that is not her diagnosis. I also know that the other students being served in her Level II classroom are not the same as my daughter. They have different diagnosis and need different services then her. What if a teacher doesn't have the proper specialization. Will that make a difference in their job?

Those are just my thoughts and questions as I read through the provided information. Thanks for allowing me to give you some input.

Sarah Baird

**From:** Kathy Sandoz  
**Sent:** Wednesday, September 24, 2014 1:35 PM  
**Subject:** Special Education Certification Change

Dear Board of Educational Examiners,

I am displeased about the possible Special Education Certification Change. I am currently a Middle School level Special Education Teacher. I hold a Master of Educator License with the following authorizations:

K-6 Teacher Elementary Classroom  
K-8 Multicategorical Resource Mild  
K-8 Instructional Strategist I: Mild/Moderate  
K-8 Reading

I have taught for 27 years in Middle School. I know for a fact that I am highly qualified and prepared for my position. I have my Masters plus 30 and do continue to take additional course work as needed, or as I determine is necessary and applicable to my current position. For me to be required to take required additional course work at this late stage seems redundant and unfair.

It appears to me that the main purpose for this change is to help school districts assign special education teachers to positions with more ease and flexibility. Do not put this burden on the teachers. I have already met the requirements dictated by you and the Universities I attended. I should not be required to take more classes and pay for them to meet new requirements that are going to be put in place to help the school districts. If you feel this is necessary, then grandfather in those of us with a current license.

. Finally, generalized special education preparation in college could leave some of us without the specific specialization we need to teach all of the students that we may serve.

If change does take place, I will most likely go into the general education classroom so as to not have to take this additional course work. Please don't make this change.

Thank you,

Kathy Sandoz  
Sioux City Community School District

**From:** Kristy DeJong  
**Sent:** Wednesday, September 24, 2014 1:43 PM  
**Subject:** New Licensure

To Whom It May Concern:

I have worked in the special ed field going on 14 years. I worked at the secondary level for 12 years as a sign language interpreter for a deaf student, who was in the special education setting and now I am on my second year of teaching early childhood special ed. It really frustrates me that you want to change the guidelines for licensure again. Going back to school is not going to make me a better teacher and who is going to pay for these 15 hours of classes we have to take? I am already paying to take classes to get my masters in early childhood special education and so I can be able to work with kids until 3rd grade. Since when I graduated with an early childhood special ed degree it was birth to kindergarten. The next year they changed it to 3rd grade and of course there again we were not grandfathered in. If I didn't love what I was doing and love these kids I wouldn't be going back to school so I could keep them longer. My concern is being able to finish my masters and pay for 15 more credit hours on top that. I do feel that I am learning new ideas and strategies to do things, but building relationships with kids and caring for them will be way more beneficial to students than taking me out of the classroom so I can go back to school. What really needs to be considered with these kids is all the baggage they bring to school with them. No class in college is going to teach us this!! No class taught me that I have deal with issues that kindergarteners should know nothing about. We not only have teach these kids academically, but we have to nurture them socially, emotionally and make them feel proud of who they are, regardless of what happens at home. Having a specialization in one area is not going to benefit me because most of these kids have a combination of disabilities so we really can't categorize them under just one specialization. This specialization is not going to teach me how encourage kids or motivate them to be someone. So how do you choose just one and there is no time to do them all! Time is also a real issue when it comes to special ed. All the paperwork we are expected to do for these kids plus keep up with progress monitoring on their IEPs, write social stories, do preference assessments, and run behavior plans I already come to school at 7:30am and lots of times don't leave until 6 or 6:30pm plus I do a lot of things at home. If you add more homework on top of what I'm already doing there will be no time to have a life! To me we are not looking at the best interest of the students by doing this. How about letting us be teachers and teach the students and build relationships with them, so they at least know someone cares about them and we can teach them to become educated caring citizens of society, who feel good about themselves! I am dedicated to my job and the students I work with and this change will not benefit me or them. It's issues like these that make me understand why the burnout rate is high and why we are losing good teachers for silly reasons. I don't want it to come to this for me because I am forced to go back to school.

Thanks for your time!

Kristy De Jong

Early Childhood Special Education Teacher

**From:** John Ruhland  
**Sent:** Wednesday, September 24, 2014 1:44 PM  
**Subject:** My thoughts on the proposed changes

I feel this is a change for the worse. How can it be a good idea to make the jobs that no one wants even more unattractive to potential candidates? It is not a good idea to make it harder to be a SPED teacher when it is already the hardest job in the school. If a teacher is self aware enough to know the age level they work best with they should be able to keep their focus on that area. If I am a K-8 teacher, there is really no reason to take classes on high school aged kids needs. If I teach High School there is no reason to learn about needs in a kindergarten classroom. Following this logic, all teachers should be experts in cradle to grave special needs issues. A Ford mechanic might benefit from learning how to repair helicopters, but it would not be a good use of his time or money nor would it increase productivity. It would be another financial hardship on already underpaid and over worked SPED teachers who are already spending their personal money on underfunded SPED programs. We already take time away from our families to write overly wordy and redundant IEPs. Adding a requirement to take more classes will only add more stress to the finances and families of the teachers this effects.

I think this is yet another example of over-paid bureaucrats justifying their jobs by making up new rules. This appears to be another unfunded mandate from the government. It will increase income for the Universities in the state but will not improve education of special needs kids at all. The problems facing SPED today are not from teachers that are not qualified enough. The problem is the "higher ups" keep making rules forcing us to jam our "square pegs" into round holes. Then they create more round holes to solve the problem. Then they blame the teachers again for the failure of the system they designed poorly. It is ridiculous for he BOEE to be spending money on this survey that could be used to fund our SPED programs or hire more teachers.

We need to create classroom environments that meet the life long needs of our special needs students. I would like to see classrooms equipped to teach living skills and job skills. Perhaps the focus should be on educating our special kids with the purpose of complimenting their strengths and giving them a the best chance at a high quality of life as a special person, instead of trying to make them just like non-special needs students.

--

John D. Ruhland M.A.  
Special Education Teacher  
Woodward-Granger Middle School  
515-707-8990 Cell

**From:** Jen Frazee  
**Sent:** Wednesday, September 24, 2014 2:17 PM  
**Subject:** Special Education rule

Why are current special educators with the K-8/5-12 certificates not being grandfathered in? It does not seem fair that we would not be given the opportunity to be grandfathered in. My colleagues and I are past the point of returning to college as we all already have a master's degree plus additional hours needed to keep our certificate current. Why would any teacher with a valid Strategist 1/Strategist II not already qualify as a K-12 Special Education teacher under this law??

--

Jen Frazee  
GW Special Education

**From:** Heather Applegate  
**Sent:** Wednesday, September 24, 2014 2:31 PM  
**Subject:** Special Education Changes

I do not feel that the proposed changes reflect the will of those of us who went into teaching. I work better with middle school and high school students and chose to get certified in that area on purpose. I do not want administrators to randomly assign me to a different grade level just because I am now certified. I also do not feel that the non-grandfathering is fair. I feel that adds additional demands to a field that already has a very high burn-out rate. We need to encourage teachers to stay, not find other ways to push people out of Special Education.

Thank you for your time,  
Heather Applegate

**From:** Kim Cranston  
**Sent:** Wednesday, September 24, 2014 3:21 PM  
**Subject:** Special Educator

Hi,

My name is Kimberly Cranston. I am a special educator at Iowa City West High School. I currently hold an Instructional Strategist II-ID, K-12 license. I am dismayed by the proposal being made by the BOEE. I completed all the coursework in the desired area I needed to obtain my teaching license in Iowa. I take courses to keep my license up-to-date that will help me become a better teacher. I do not understand why I would have to take more courses in BD and LD in order to keep my license. I am not interested in teaching in either one of those domains. I thoroughly enjoy what I do as an ID teacher and have no plans to consider switching. The BOEE, in not grandfathering in experienced teachers, will be hurting not only the students but also the educators. Where are we find the time to take more coursework for additional certifications?. Not only do we have our professional obligations to maintain but many special educators have families who deserve our time as well. If I have to take additional coursework in order to maintain my license, I would be sacrificing time with my students, preparing for IEP meetings, and developing quality lesson plans as well as sacrificing time with my husband and daughter.

It does not seem right to make educators have to go back to school, spend our salaries on certifications we don't want. It should be the educators decision to make if they wish to return to school and get additional certifications. This change by the BOEE would affect almost all special educators in Iowa. Not only do I believe this change will be harmful for our students, but it will hurt the profession as we have to leave the classroom to get training/student teaching. Experience is a valuable thing that should not be taken lightly.

If you have any further questions, please do not hesitate to contact me at 319.936.9376 or email me back at this address.

I appreciate your time.

Yours in Education,

Kimberly Cranston

**From:** Kristy DeJong  
**Sent:** Wednesday, September 24, 2014 3:47 PM  
**Subject:** New Licensure

To Whom It May Concern:

I have worked in the special ed field going on 14 years. I worked at the secondary level for 12 years as a sign language interpreter for a deaf student, who was in the special education setting and now I am on my second year of teaching early childhood special ed. It really frustrates me that you want to change the guidelines for licensure again. Going back to school is not going to make me a better teacher and who is going to pay for these 15 hours of classes we have to take? I am already paying to take classes to get my masters in early childhood special education and so I can be able to work with kids until 3rd grade. Since when I graduated with an early childhood special ed degree it was birth to kindergarten. The next year they changed it to 3rd grade and of course there again we were not grandfathered in. If I didn't love what I was doing and love these kids I wouldn't be going back to school so I could keep them longer. My concern is being able to finish my masters and pay for 15 more credit hours on top that. I do feel that I am learning new ideas and strategies to do things, but building relationships with kids and caring for them will be way more beneficial to students than taking me out of the classroom so I can go back to school. What really needs to be considered with these kids is all the baggage they bring to school with them. No class in college is going to teach us this!! No class taught me that I have deal with issues that kindergarteners should know nothing about. We not only have teach these kids academically, but we have to nurture them socially, emotionally and make them feel proud of who they are, regardless of what happens at home. Having a specialization in one area is not going to benefit me because most of these kids have a combination of disabilities so we really can't categorize them under just one specialization. This specialization is not going to teach me how encourage kids or motivate them to be someone. So how do you choose just one and there is no time to do them all! Time is also a real issue when it comes to special ed. All the paperwork we are expected to do for these kids plus keep up with progress monitoring on their IEPs, write social stories, do preference assessments, and run behavior plans I already come to school at 7:30am and lots of times don't leave until 6 or 6:30pm plus I do a lot of things at home. If you add more homework on top of what I'm already doing there will be no time to have a life! To me we are not looking at the best interest of the students by doing this. How about letting us be teachers and teach the students and build relationships with them, so they at least know someone cares about them and we can teach them to become educated caring citizens of society, who feel good about themselves! I am dedicated to my job and the students I work with and this change will not benefit me or them. It's issues like these that make me understand why the burnout rate is high and why we are loosing good teachers for silly reasons. I don't want it to come to this for me because I am forced to go back to school.

Thanks for your time!

Kristy De Jong

Early Childhood Special Education Teacher

**From:** Anna Henry  
**Sent:** Wednesday, September 24, 2014 3:52 PM  
**Subject:** Special Ed. License Changes

I am concerned and question the need for the license changes.

I have been in the field for 14 years and received my Masters in Special Education, Concentration 7-12 BD, from Drake in 2005 and I have my undergrad degree in Elementary education K-6.

I don't understand how someone who has been doing their job for 14 years, with validity and rigor, all of a sudden isn't "qualified" anymore due to an unsubstantiated decision. When I graduated from Drake University in 2005, the programming was JUST starting to switch to the Strategist I & II programming and we were told that our degree was grandfathered in.

I don't know what more a practitioner could teach me in a classroom setting, than what I learn in the field on a daily basis, or learn in yearly trainings and/or at annual conferences. I feel that this isn't about meeting the needs of students, but making it easier for districts to assign teachers. I fear that this licensure change could push quality special education teachers out of the field which would be a loss for the educational system in Iowa as a whole.

If this change is instituted, please consider grandfathering in those teachers with their Masters in the field of Special Education.

I hope that our voices are actually HEARD and that this decision is SERIOUSLY reconsidered.

Thank you for your time.

--

**Anna Henry**  
**Grandwood Teacher**  
**W-G CSD**  
**[ahenry@wg.k12.ia.us](mailto:ahenry@wg.k12.ia.us)**  
**515-438-3240**

To: The Board of Educational Examiners

Re: Proposed Changes in Teacher Certification in Special Education

Date: September 23, 2014

From: Kathleen M. Ulrich  
1400 36<sup>th</sup> St. SE  
Cedar Rapids, IA 52403-3712  
Phone: 319-560-8491  
E-Mail: kmtdulrich@gmail.com

It has been brought to my attention that the BOEE is considering making changes to teacher certification and licensure for special education practitioners.

#### I. Background

I hold the following certifications:

- English 5-12
- Speech 5-12
- Theater 5-12
- World History 5-12
- Strategist I 5-12 Special Education
- Strategist II k-12 Special Education

I hold an MAT in Education with an emphasis in World History

I hold a MA in Education with emphasis in Special Education

I taught in the secondary setting for 22 years. In 2002, my principal approached me and ask me to consider seeking certification in the field of special education. I obtained a conditional license, an approved course of study, and proceeded to the completion of course work. I spent the last 9 years of my career in the completion of 60+ hour toward these endorsements. In addition to my advanced reading clinic training, I also completed course work in basic and advanced Orton-Gillingham training, a multi-sensory approach to the teaching of reading and reading remediation. I also completed two student teaching experiences for Strategist I and II certifications. I retired in 2011 and I continue to tutor students in elementary and secondary with reading and writing needs.

The Strategist I and II certifications have served me well. I meet the definition under NCLB for being highly qualified because of my secondary English certification.

#### II. Proposed Change to Certification

Special education, as we know, is an area of great need. One of the criterion for going to a generalist certification is to provide educational opportunities in home schools for students in rural areas and small towns. While I am sympathetic to the fact that students in these areas must travel to be with a highly qualified teacher, I greatly fear that the result of this change will result in lack of specialized instruction for these students. Lack of numbers of students in special education in small and rural communities will result in a multi-categorical model. Students will not get the high quality instruction that they deserve as a result.

Secondly, many teachers, like myself, have gone back to school at great expense of time and financial resources to become highly qualified in specific special education areas. Additionally, generalist K-12 certification does not guarantee that teachers will wish to teach in or settle in small communities to provide services.

I would suggest that this proposed change is analogous to the generalist certification for middle school practitioners. We are seeing a shift back to wanting teachers to be highly qualified in the areas they are teaching. We are finding this model is less than ideal for the preparation, rigor, and accountability that should exist so that students are prepared for high school course work.

If we want to encourage teachers to be in under served communities, we need to compensate them and provide for loan forgiveness when it comes to seeking certification in special education.

One of the greatest fears I have in all of this is that we will lose excellent people who are in the process of special education licensure. Many people may choose not to continue and we may learn those already in the profession if we refuse to grandfather them

Last, there is talk once again of closing the achievement gap in special education. There are supporters of this proposal who are of the opinion that the generalist certification process will help to close the achievement gap. In my research, I have found no data to support this.

I would respectfully suggest that the generalist certification will harm rather than help close the achievement gap, produce more and better practitioners in the field of special education. I would ask that the BOEE reconsider this proposal. While well intended, it will not result in better nor highly qualified instruction.

Sincerely,

Kathleen M. Ulrich

It should also be noted that if we were to proceed in the generalist direction, then we must grandfather in our teachers who have obtained certifications in a variety of specialized areas in special education.

**From:** Teresa Barber  
**Sent:** Wednesday, September 24, 2014 5:05 PM  
**Subject:** Special Education Certification

Greetings,

My name is Teresa Barber and I have been teaching special education in the Winterset School District for 28 years. I have several certifications listed on the my current license. I have a 7-12 Instructional Strategist I , BD/LD license as well as the mile- moderate and moderate. I do not feel that changing the current certification to a K-12 would be a good decision for the state of Iowa. I don't see the advantage to this thinking. I fear that by requiring all special education teacher to be K-12 certified school districts may simple put a warn body into a position and not search or look for the best fit for the position and the demands of the position. Not all teachers are a good fit for elementary or early grades as well as not all teachers are cut out for jr. high or sr. high students. Students, teachers, and district will negatively be affected by moving to a K-12 certification. Also, not grandfathering in any teachers will be harmful. It may create even more of a shortage of GOOD special education teachers. I'm not sure with all of the demands of the job already placed on current special education teachers and districts, that requiring all of the teachers to pay and begin new course would be a positive. I am all for continuing education work, but those currently involved with their district's PLC's and Professional Development are already very involved with continuing their training and professional growth. Please do not change this certification it isn't a right or good thing for the State of Iowa and the kids and families that live here.

Thank you for your time and consideration of my thoughts.

Teresa Barber

--

T. Barber  
Jr. High Teacher  
Winterset Jr. High School  
720 Husky Drive  
Winterset, Iowa 50273  
(515) 462-3336  
[tbarber@winterset.k12.ia.us](mailto:tbarber@winterset.k12.ia.us)

**From:** Julie Theulen  
**Sent:** Wednesday, September 24, 2014 6:07 PM  
**Subject:** Board of Educational Examiners

Board of Educational Examiners;

I question the reasoning to require currently certified Special Education teachers to earn yet another certification. Yes, we all require additional training and updating of our skills as the years pass, but I know of no other group of teachers needing to take another 12 hours to recertify their license. Even though I had my Master degree in MD I was required to take an additional 11 hours to get the Strategist II license the last time the rules were changed.

This change being considered is not for the good of education. I believe that these new requirements being considered may drive more educators out of the Special Education field. And students currently in college may get an unpleasant surprise when they graduate and do not get the license they were expecting.

Julia May Theulen Folder #336431  
5-12 American History  
5-12 World History  
5-12 Mildly Disabled  
5-12 Multicategorical Resource Mild  
5-12 Instructional Strategist I: Mild/Moderate  
K-12 Instructional Strategist II: MD

From: TRACY PENNY GOURLEY  
Sent: Wednesday, September 24, 2014 7:46 PM  
Subject: K-12 licensure

Dear K-12 Board,

I am an K-8 special education teacher. I am not, nor do I desire to become, a high school teacher. My passion is not at that level. This proposal seems to benefit the districts and once again is not in the best educational interest of our neediest students.

If you care about special education, do not pass this. How would you like me to force you to change your current position?

Educationally Yours,  
Penny GOURLEY  
Sent from my iPad

**From:** Masteller, Jessie  
**Sent:** Wednesday, September 24, 2014 8:40 PM  
**Subject:** SPED licensure

Please consider my request. It is not in the best interest of students to generalize the Special Education license.

Thank you,  
Jessie Masteller

From: Hayes, Cheyenne  
Sent: Wednesday, September 24, 2014 8:57 PM  
Subject: Special Education Concerns

To Whom It May Concern:

It has been brought to my attention that, in a poor attempt to meet the rising demands for special education teachers, The Iowa Board of Education want to issue a blanket special education endorsement allowing secondary level teachers to teach any content. This is absolutely unacceptable. As an English teacher, there is no way I would be qualified to provide instruction in Math or Science, and this would be to the detriment of any student who was under my guidance.

Once teachers reach secondary levels, they must understand the content thoroughly. SPED students need a qualified teacher - perhaps even more so than general education students. Instead of "fixing the problem" by lowering standards, The Board should be focussing on increasing incentives and creating a more realistic working environment for SPED teachers; the reason we have a shortage of qualified SPED teachers is because the system fails these teachers over and over again.

Please let Iowa BOE know that this is a disaster in the making, and protect our teachers, and more importantly, our students from a substandard education.

Thank you for your time,

Cheyenne Hayes  
North High English Teacher.

**From:** Kasparbauer, Maria  
**Sent:** Wednesday, September 24, 2014 9:05 PM  
**Subject:** BOEE SpEd Proposal

There's no way generalizing Special Education certification is what's best for kids. It's my understanding that my voice could help with this pivotal decision being proposed by the BOEE, and I would love to support the hundreds of students I encounter each year.

Thank you,  
~*Maria Kasparbauer*  
Des Moines North High School  
Algebra 2 Teacher  
Academic Interventionist  
Assistant Athletic Director  
[north.dmschools.org](http://north.dmschools.org)

**From:** jan wolf  
**Sent:** Wednesday, September 24, 2014 9:07 PM  
**Subject:** Comments to the Board of Educational Examiners

Dear Board of Directors,

This change for the worse!

I understand that the Iowa Board of Educational Examiners is considering a license requirement overhaul for special education teachers. It probably needs some adjustments BUT why would you take away all my EDUCATION and educational endorsements by not grandfathering them into the change? I have already meet all the credited hours suggested to specialize. I have a semester of practicums to go with each endorsements. I have my Masters in Behavioral Disabilities. Why would I loose all of this in 2019 and have to take the classes over again? I have 29 years of experience teaching students with disabilities. According to all my evaluations, I do an excellent job. I re-certify my teaching license every five years as I do not have my permanent professional license. I do not understand your thinking on this section of changes:

The state will not grandfather current practicing special education teachers with a K-8/5-12 Instructional Strategist I or K-12 Instructional Strategist II BD/LD or ID licenses. Additional coursework would be available through colleges/universities, but we do not know if the state will set aside money for teachers who need additional credits;

Can a committee of Board Members take all your education away from you and make you start over?

That is what you are asking me to do by passing this license requirement overhaul for special education teachers.

Practitioner Name JAN M WOLF

**Folder Number: 229754**

License Master Educator License Expiration Date 5/31/2017

Endorsements Special Education (K-12)

K-6 Teacher Elementary Classroom

K-8 Mildly Disabled

K-8 Behavioral Disorders

5-12 Behavioral Disorders

K-8 Mental Disabilities Mild/Moderate

5-12 Mental Disabilities Mild/Moderate

K-8 Multicategorical Resource Mild

5-12 Multicategorical Resource Mild

K-8 Multicategorical Special Class with Integration

5-12 Multicategorical Special Class with Integration

K-8 Instructional Strategist I: Mild/Moderate

5-12 Instructional Strategist I: Mild/Moderate

BY VIRTUE OF HOLDING A CERTIFICATE PRIOR TO OCTOBER 1, 1988, THE ABOVE NAMED CONTINUES TO BE AUTHORIZED TO TEACH ALL SUBJECTS THROUGH GRADE 8 (EXCEPT TAG, ESL, ART, MUSIC, IND. ARTS, P.E., READING) AND EMOTIONAL MALJ, MENTALLY HNDCP, MDRT IN GRADE 9. ANY ENDORSEMENTS ADDED AFTER OCTOBER 1988 ARE NOT REFLECTED IN THIS PARAGRAPH BUT ARE SHOWN ABOVE.

Assignments Fred Becker Elementary School  
K-8 Special Education (Mild/Moderate) - Grade K, 1, 2, 3, 4, 5

Assignment

Data Current  
on 10/1/2013

From: Bergman, Jessica  
Sent: Wednesday, September 24, 2014 9:08 PM  
Subject: Special Education Licensure

To Whom it May Concern,  
Please consider the following message regarding the possible change in license requirements for special education teachers:

As a teacher who has been instructing students with special needs for the past 11 years, I feel that changing the license requirement is NOT in the best interest of our students. Creating a K-12 license with no grade level-specific or area specialization is a true disservice for all of Iowa's students. Without requiring area specialization, how will Iowa's upcoming special education teachers truly be prepared to teach students who require a great deal of individualized instruction? How will Iowa's upcoming special education teachers be prepared to support all students in a co-taught setting without areas of specialty?

The best training any teacher can receive is to be placed in a classroom experience, working with students AND an experienced teacher. This proposal is going to require current teachers in the field to go back to school to meet standards that they have been putting into practice for years. Teachers currently in the field have the skill, knowledge-base, and specific grade and area specialization to meet student needs. What a waste of time of to put these teachers through courses simply to meet a new requirement that "allows for, but does not require, area specialization." Are we really looking at the best interest of our students and how to close the achievement gap or yet another "hoop to jump through" only so that special education teachers would leave college WITHOUT the specialization they need to teach all students they may be asked to serve?

Please consider these changes with the best interest of ALL students; as I am confident that parents, teachers, and students themselves would want the most knowledgeable, skilled professional in the area of special education.

Continuing to do what is best for students,

Jessica Bergman  
Special Needs Teacher  
Lou Henry Elementary School  
Waterloo, Iowa

**From:** Brown, Brenda  
**Sent:** Thursday, September 25, 2014 7:13 AM  
**Subject:** Special Education License

Board members, I have been an educator for nearly twelve years. When my license did not transfer straight across the board from Arizona I had to go back to school for several months to obtain both a Strategist I & Strategist II Special Education endorsement. I feel and believe I have had extensive training in the special education area and should be allowed to keep my license should the guidelines be changed. If the board feels the need to increase the education required in the field of special education than that would be your decision, however, those educators who have already received the training, been licensed, earned endorsements, and have worked in the field (some for several years), should be allowed to continue to teach with the endorsements they currently carry. Otherwise give them the education they need (free of charge) because the endorsements were not cheap!!!

Brenda Wahlert-Brown  
Folder # 358679

**From:** Ken Barker  
**Sent:** Thursday, September 25, 2014 8:07 AM  
**Cc:** Barker, Ken  
**Subject:** BOEE Proposed Changes to Spec.Ed. Licensure

The action to amend Chapter 14 "Special Education Endorsements" without grandfathering the educators currently licensed in the special education is unacceptable. It is a means of garnering funds from those who have already completed adequate course work and, in some cases, have been active in the profession for many years. Requiring a transcript audit and additional course work is a veiled attempt to generate income for the department and will impose undue stress on educators who already work in a high burnout field. It is much more efficient to change the teacher preparation programs for those coming into the field, requiring new teacher candidates to adhere to the proposed requirements. Current special education teachers should be grandfathered with their current endorsements.

This proposed amendment begs the question, how is this best for students and what research supports a relicensure of an entire specialization of teachers? Additionally, not allocating funds towards these credits is a case of the state creating a revenue stream for colleges and institutions, also an ethical dilemma. It is frustrating to see the state make a challenging career even more challenging and pushing more educators out of the field of education by imposing and recommending such changes. It would be most beneficial and promote professionalism to spend the time and money to encourage special education teachers to pursue master and high levels of education.

It is also my fear that this is the beginning of the slippery slope that soon requires all general education teachers to be licensed in their content area K-12 and in all realms. It is not feasible to expect all science teachers to be licensed in all capacities of science and hold a K-12 license. It is also not feasible to expect that every teacher is suited to teach at any level K-12. There is a very valid reason for specialization, and taking away that opportunity may eventually force teachers into positions they might be licensed in, but not best suited for. This is especially true in a large district that maintains right of assignment, looking only at licensure with little regard to personal skill sets. We detrimentally impact our students by asking teachers to span this age range (allowing for less age specific specification on methods and strategies), when instead, teachers should be specializing in the age range they are best suited to teach. A bulk of their methods and strategies should also be focused on the specific age range, not K-12, where there are wide variances.

Looking at teaching like other professional endeavors, specialization is a necessity. It is preferable to consult a doctor specialized in orthopedic surgery, who has spent many years and hours learning that specialization, to determine if surgery is necessary, not make choices based upon a generalist's opinion. Likewise, if seeking to have a will written, it is best to seek an attorney who specializes in wills and estates, not a generalist, and of course, not a criminal attorney or international business attorney. The list for professional specialization continues, into many other professions, and teaching is no different. Special educators who hold current licensure are

specialized educators and should not be punished by the state for their current licensure, nor asked to relicense.

It is my hope that the amendments to Chapter 14 do not stand without appropriate grandfather clauses, allowing those educators who are currently licensed in any area of special education to maintain their licensure with no endorsement sunset.

**From:** Jessica Gutzman  
**Sent:** Thursday, September 25, 2014 8:22 AM  
**Subject:** SPED Licensure

I think it is wrong to take away a degree we have already earned. If the coursework changes, we should be grandfathered in.

Jessica Gutzman

**From:** Long, Robert Tyson  
**Sent:** Thursday, September 25, 2014 8:35 AM  
**Subject:** New iowa Rules

I believe this is a waste of time and money for most special education teachers. Most of us already have a masters in sped which means we have had to do students teaching. In most Masters programs, mine at least, I had to do methods classes. Currently I teach high school education but have my regular education endorsement in elementary. I chose that because that was the level of kids, ability wise, I knew I would be working with. If I have to get a regular education endorsement at the high school level I will just go into that area and use it. My question is, who will pay for all this? Is the state going to pay for all of us to go back to get this? I know I will move up some on the pay scale but never enough to cover the cost of it.

2322 Baker Street  
Ames, IA 50014

September 24, 2014

Board of Educational Examiners  
Grimes State Office Building  
400 East 14th Street  
Des Moines, Iowa 50319-0147

To Whom It May Concern:

I am a teacher. I have spent my career working with and advocating for students with severe emotional and behavioral disorders. I was privileged to be part of the work group that drafted the two proposals the BOEE had to choose from for Special Education endorsements in the State of Iowa. We were tasked, originally, with creating two pathways to licensure, simplifying the process from the current format. We were informed the administrative rules were being revised and this process was routine-something that was done from time to time. As we addressed the task before us, there were voices of dissention within the work group. I was one of them. **Although I served on the work group that created the proposals being put forth to the legislature by the BOEE, I cannot endorse them.**

- Simply stated, *this proposal is a huge step backwards. This proposal is not what is best for our children in Iowa, especially not for children with the highest needs.* The realistic outcome of this proposal returns Special Education to being a "place", instead of a full continuum of services. The disabilities among Iowa children ranges from mild to severe, from the domain of learning to the domain of behavior and social/emotional well-being. They range from students who have profound developmental and intellectual disabilities to students who are twice exceptional (TAG and having a disability). To expect one teacher preparation program to prepare individuals adequately and appropriately to serve one subset of this diverse population is unrealistic, let alone to be prepared to serve ALL of these diverse needs. In rural Iowa, one teacher may and will be tasked with serving all students with special needs.
- One reason given for this simplification of the licensure process is that it will address the shortage of special education teachers. I heard the pleas of administrators in rural Iowa saying they cannot find, let alone retain, qualified individuals. I empathize with them. *This proposal does not address the shortage of Special Education teachers. In fact, it may have the unintended consequence of increasing the shortage of Special Education teachers in Iowa.* All Special Educators in Iowa are dual-endorsed. Facing a sunset on their current endorsement, it would be tempting to all but the most dedicated teachers

to slide into a position in the general education setting instead of returning to school and incurring the hefty cost of updating their license.

- Finally, ***this proposal does not address the achievement gap between students with disabilities and non-disabled peers.*** To paraphrase the Wendy's commercial from the 1980's, "Where's the data?" We were not presented anything that I, as a researcher, would consider valid data to back this proposal. Yes, some of the states with the smallest achievement gaps have a similar license structure. However, some of the states with the widest achievement gap also have this license structure. So, where's the data? I have not seen it. ***There is NO CORRELATIONAL DATA to support the position that the type of license the BOEE is proposing will impact the achievement gap. As an educator and a researcher, I am trained to make data-based decisions. Iowa students deserve the same rigor.***

I try to be solution-focused in my professional life. Therefore, I would like to humbly propose the following:

Withdraw the current, flawed, rules proposal. Commit the funds to make a data-driven decision. Find the effective practices in states with the smallest achievement gaps through research. Fund the research to discover why the Special Education gap exists within our state. We have a wellspring of intellectual power in our state in Special Education at our Iowa colleges and universities. Leverage that talent to solve our problem.

***Making a drastic change because we have a gap does not address the reason the gap exists.***

Respectfully,

Eric K. Hillman, BA  
Strategist II LD/BD  
Southeast Polk Junior High

**From:** Spratt, Kay  
**Sent:** Thursday, September 25, 2014 9:54 AM  
**Subject:** revisions to spec ed licensure

I am NOT in favor of the proposal to revise special education licensure to K-12 status. This “waters down” and generalizes teacher preparation so that no one is served properly. True, it may make it easier for districts to hire and move teachers, but since when did that take precedence over what is best for students? A teacher trained specifically for an age group (K-5, 6-8, 9-12) already encounters a significant range of abilities in her assignment, and strategies that work well with elementary students do not necessarily transfer to secondary students. A “generic K-12” license serves no one well, with the exception of HR administrators.

*Kay Spratt*  
Special Needs instructional strategist  
Orange Elementary School

**From:** Josh Chambers  
**Sent:** Thursday, September 25, 2014 10:43 AM  
**Subject:** Special Education License Changes

To whom it may concern,

I'm writing today in response to the proposed licensure changes for special education. I am strongly against the generalization of special education preparation and licensure requirements. I understand that lumping all special educators under the same umbrella may be more convenient for school districts wanting to fill positions but I think it will be a detriment to special education teachers and students with disabilities. The specialization of special education means that special education teachers can choose the general age and population of students they would like to work with. Most of us have strong preferences and aptitudes for the types of students we work with. Currently, licensure requirements prepare teachers for specific areas. Not all special education students are the same. Specialization provides us, the teachers, with a greater depth of knowledge in working with a specific population of individuals with disabilities. A watered down, one size fits all, approach to special education would ensure that teachers would be less prepared to work with students. Students with special needs, even more than "typical" students, require special training. If anything, licensure requirements should be more specialized, not less. Few would argue that a 2<sup>nd</sup> grade reading teacher is equipped to teach 12<sup>th</sup> grade science. Specialization in special education, like that of general education, allows teachers to focus on learning to teach specific populations of individuals.

Changing the licensure requirements would reduce the amount of people willing to go into special education. Although I've been a secondary special educator for 14 years, I also have an elementary teaching license. After my elementary student teaching experience, I decided that I didn't want to work with elementary students and decided to go back to school to pursue my license in secondary special education. If I had known that after finishing my second degree, I could be made to teach elementary students anyway, I wouldn't have bothered to go back to school. I know many teachers who feel the same way. We chose a specific age range and population of students to work with and don't want to be made to go wherever is convenient for school district officials.

The proposed changes would not be fair to current special education teachers. It is unreasonable to ask veteran teachers to go back to school to complete additional requirements for licensure. We have already done our part to educate ourselves in preparation for the jobs we have now. Forcing us to go back to school so that we can be moved against our will into positions working with students and grades that we never planned to work with is unacceptable. If the proposed changes went into effect, future special education teachers would have the opportunity to know what they were getting into before sacrificing large amounts of time and money to become a special education teacher. It's unfair to change the requirements after the fact. Additionally, this would be the second time in my teaching career that the special education requirements have changed. Shortly after beginning my first secondary special education position, I had to return to school (on my own dime) in order to get my Strategist 1 endorsement. The proposed change would mark the second time in my 14 years of teaching that I would need return to school for additional schooling due to a change in licensure requirements. Practices like these will only help to dissuade future teachers from going into special education in the first place.

Sincerely,

Josh Chambers  
Special Education Teacher  
South East Jr. High  
Iowa City, IA

From: Frank Burns  
Sent: Thursday, September 25, 2014 1:03 PM  
Subject: DOE special education license proposed change

To Whom This Conerns:

I have worked as a special educator for a total of 19 years, 2 in Minnesota and 17 here in Iowa. I think the proposed changes being contemplated will only benefit the school districts at the expense of students. The students will suffer from not having well trained teachers in specific areas of need such as BD, LD, Severe and Profound etc. if all the colleges prepare new teachers for is a generalized program to obtain a special eduction license. These teachers would be overwhelmed with the difficult task of working with students with such a wide range of disabilities. That would worsen the drop out/burn out rate and probably also the average time a new teacher stays in the profession. As a BD teacher I feel I am qualified to work with LD students but not MD, Autistic, or Severe and Profound students for which colleges offer intensive endorsements in. I have had training in LD embedded within my BD program at UNI so I am comfortable with that level of student need. Additionally many seasoned and very effective teachers will quit if they are not grandfathered in to the new classification because they will be required to obtain additional endorsements which does not make economic sense to do. Therefore the students will not have experienced teachers, and new teachers will not have seasoned mentors to improve their practice.

At the very least if this proposed license change is implemented practicing teachers should not be required to obtain new specializations or endorsements. Plus if the change is put into effect the DOE should more closely monitor district delivery plans to ensure they are not violating the plans by overloading teachers. Many districts have too many students on caseloads according to the district plan. When this happens it is the students who suffer from not having effective specially prepared new teachers, but also teachers who who burn out and leave teaching after only a few years. This means that the kids get another new teacher every few years who must season before they are truly effective.

Sincerely,

Francis A. Burns  
CLHS Special Education  
125 N. 20th St.  
Clear Lake, IA. 50428  
Ph. (641)357-5235 Ext. 2274

**From:** Bressler Christal  
**Sent:** Thursday, September 25, 2014 1:23 PM  
**Subject:**

BOEE Board members,

I am writing to generally support the proposed rules for changing special education teaching licensure from a categorical model to a non-categorical model. This would allow a district to have greater leeway in hiring quality candidates. There are times when a quality candidate is interested in our district and we are not able to offer a special education position because they don't quite have the right licensure. This change would allow us to hire quality candidates and match them up with a position for which they are naturally suited. I especially like the added areas of specialization that are in the proposal. Identification of these areas on a license would cue a district as to a particular teacher's comfort with different areas of special education.

In addition, I understand that the requirements for licensure under this model would provide more rigor in the pre-service preparation of teachers in the areas of literacy, math, and behavior. This would go a long way to help us close the achievement gap. This model is also more aligned to our inclusive service delivery systems.

**While I am generally supportive, I am concerned about the piece that current teachers would need to pick up additional course work to obtain this license. I would encourage the Board to consider a grandfather clause for current staff.**

Thank you for consideration of my comments.

Christal Bressler  
Connections  
Polk Alternative Education Center  
(319)558-2475

**From:** Jo McClure  
**Sent:** Thursday, September 25, 2014 2:14 PM  
**Subject:** Concerns about special education changes

Thank you for the opportunity to share concerns about this proposed change to special education certification. Many concerns come to mind with these changes.

#1. Many of us have already over the years followed the guidelines to acquire our degrees and teacher certifications. Now because of changes the board wants to make, all special educators are being asked to take even more classes because the state is making changes to our licenses. Supposedly this will be done on an individual basis. I think this will be very difficult to accomplish. Does this happen in any other field? I have never heard of this happening that a certification area changes completely, and the teacher must go back and take more classes to earn a new certification in the area that teachers have been certified in for many years. I have been teaching for 33 years in the special education area. The amount of constant change related to IEPs, testing, and other changes related to the demands on our time have been increasing to exponential levels. This is another thing that will cause many of the special educators to reach burnout and start looking for other careers to move into.

#2. Putting all special educators into one size fits all box does not make sense either. Special education means education that is special based on the needs of the student. We continually do things that do not meet these needs by programming that is forced upon both students and teachers where all must do the same thing, and now we are changing the licenses so we must all do the same things. I know that the belief is that having everyone with the same certification will benefit the students, but that has to lead us to believe that we are not doing our jobs now to benefit students.

#3. This change in certification does not benefit teachers or students- but it will benefit school districts in being able to place any teacher in any position in the school district that needs to be filled. It can be used as a tool to move teachers in the district to areas which are not the teacher's strength. This is already occurring in many school districts in Iowa and other states. It can also be used as a way of getting rid of teachers in a school district.

#4. The idea of no grandfathering in those of us who have been in the field for such a long time or those who are just starting out who have spent a lot of money to receive their degrees and certification is also quite upsetting. All teachers, have in good faith followed the rigors of the program they were asked to complete. Now because the state feels these certifications and degrees don't fit, then the teachers need to change. This will also be an issue for the colleges and the special education programs that students are going through now. There are many areas of concern that must be looked at before moving forward with this plan. With the thousands of special educators in Iowa, it is hard to imagine that the state is going to look at each individual teacher's course work and make the decision about what classes need to be taken to update to this New plan. Once again, how many other teacher areas have to go through these types of changes and not have their certification no longer count after years of teaching.

#5. To believe that all teachers have the same skill sets is also disconcerting. It takes different types of teachers to do the different types of teaching. For example, my skill set would not fit

well with a BD program as I deal great with students who need a steady routine in their day. I deal quite well with students in need of help in the academic areas. To say that all of us need to fit in a box known as K-12 does not allow these skill sets to be seen or shared in an appropriate manner.

#6. If you would want to change the classification as of a set time for those who will be graduating in the future- that would make sense, but please don't punish those of us who have been doing the job by making us no longer be qualified in our chosen field. It is unfair and is not the best for students. It once again becomes about the paperwork.

Thanks for reconsidering.

Jo McClure  
Iowa City Community School District

**From:** Heather Goodrich  
**Sent:** Thursday, September 25, 2014 4:09 PM  
**Subject:** license requirements

My name is Heather Goodrich and I have been teaching special education for 14 years. I just finished my masters in special ed with Strat II endorsement. I believe if the state makes these changes for all special educators, school districts will see a lot of job openings. Special educators already have to continue to take classes. If they make the change over, they need to consider the clientel. I will not continue my education in elementary because I do not desire that age group, nor do I have money to go back to school. For new graduates and maybe for those who have been in less that 5 years, maybe mandate it. I can't go to another district due to my seniority and cost it is to employee me. Maybe the state should look into adding special education classes for the general educators who don't know how to deal with special education students. That may help close the gap!

Thank you,  
Heather

From: Helgerson, Susan  
Sent: Thursday, September 25, 2014 4:16 PM  
Subject: special ed changes

I have great concerns about this suggested change. I have been teaching special education for 28 years. I'm not sure I'm clear about what this change is going to do to my certification, but if I'm reading it right I think it may require me to return to school, just to keep my current job. How is this fair to someone who is already in the field with a significant amount of experience and even fairly close to retirement? I feel like if you are going to make this change, people who are already in the field need to be grandfathered in or considerable thought needs to occur before the change is made to figure out how these people can keep their current license and job without having to get further schooling.

Sincerely,

Susan Helgerson/special education teacher

**From:** Lisa Denney  
**Sent:** Thursday, September 25, 2014 5:00 PM  
**Subject:** Special Education Changes

To Whom It May Concern:

I would agree with making the special education endorsement K-12, but I STRONGLY DISAGREE with not grandfathering in those that are all ready certified. This proposal looks to me to be written to benefit the colleges and force teachers to spend additional money they don't have to get certified AGAIN for training and experience they already have; there just seems to be something wrong with this picture!. I would propose that those who have been certified AND teaching in the special education field five or more years, be grandfathered in. New teachers or teachers with less than five years of teaching in the field of special education would need to take the additional training. Thank you for your time and attention.

--

Lisa J. Denney  
7-8 Middle School Special Education Teacher  
Van Buren Community Schools  
"The things men believe in are the things they do." ~ Sharon Lindbloom

**From:** Daniel Yates  
**Sent:** Friday, September 26, 2014 5:15 AM  
**Subject:** proposed license change

A colleague recently shared a letter outlining a plan by the Board of Educational Examiners to change special education licensing for strategist I and II K-8/5-12 to a K-12. I can see the desire for this type of certification to have more flexibility for schools. But, the skills for teaching high school and those for teaching kindergarten are very different; I do not think adding a few extra classes will meet those needs. To adequately address these needs, the required classes will be so high that many students would opt to teach general education; the pay is the same.

Before moving to Iowa I had this type of certification and as a result found myself teaching in situations that although I was certified and adequate I was clearly out of my comfort zone. I realize a teacher's comfort zone may seem to be an unnecessary consideration but, it really is important. There is a very high rate of burn out in special education already; moving teachers to positions that are not their passion or comfort just exacerbates this problem.

As I mentioned I previously had this type of certification my passion is lower elementary but because of my certification, teacher shortages resulted in my teaching special education middle school math, and at a high school alternative school. While I was certified and an adequate teacher this was not my passion. Before the year was over I began looking for another position. Most people know their passion and their ability levels ---do we really think it is a great idea to take that wonderful high school teacher and move them to elementary just because they are certified or wonderful at high school does not mean they will have that same skill in an elementary. Teachers seek certification where they have a desire and passion. That passion makes them better than adequate ---our students deserve better than adequate ---I just think this is a bad idea.

**Cunningham, Kim [BOEE]**

---

**Subject:** FW: Public Comment on Special Education Endorsements

**From:** Lane, Darcy [BOEE]  
**Sent:** Wednesday, August 27, 2014 3:18 PM  
**To:** Cunningham, Kim [BOEE]  
**Cc:** Magee, DT [BOEE]  
**Subject:** FW: Public Comment on Special Education Endorsements

**From:** Tom Wood [mailto:[tom\\_wood@mstm.us](mailto:tom_wood@mstm.us)]  
**Sent:** Wednesday, August 27, 2014 3:11 PM  
**To:** Lane, Darcy [BOEE]  
**Subject:** Public Comment on Special Education Endorsements

Darcy,

I am emailing you to give public comment **in support** of the proposal to amend IAC 282 Chapter 14-- Special Education Endorsement Requirements to create a K-12 Special Education endorsement.

We currently have two special education teachers who are endorsed as Strategist II. Because of a changing special education population in our district, these two teachers are now working primarily with children who have mild to moderate disabilities. Due to these changes they are now forced to obtain a Conditional Strategist I endorsement then take the appropriate classes in order to continue to serve in their roles.

In a district our size it is difficult to predict with certainty that we will or will not have students with severe/profound disabilities. Therefore hiring teachers with the correct endorsement is always a gamble. In this case we now have two teachers who have to pay out of their own pocket to continue in a job they are more than qualified to fulfill.

I fully support the proposed rule change and hope that this does become a K-12 Special Education endorsement. This change would take the guesswork out of hiring and allow many highly qualified and capable teachers to serve a greater variety of needs within schools.

Thank you,

Tom Wood  
Superintendent  
Elementary Principal  
Martensdale-St. Marys Community School

IOWA STATE UNIVERSITY  
OF SCIENCE AND TECHNOLOGY

College of Human Sciences  
School of Education  
N131 Lagomarcino Hall  
Ames, Iowa 50011-3190  
515 294-9531  
FAX 515 294-6206  
www.education.iastate.edu

October 25, 2013

Michael Cavin  
Consultant, Special Education  
Board of Educational Examiners  
Grimes State Office Building  
400 14<sup>th</sup> St.  
Des Moines, Iowa 50319-0147

Dear Mr. Cavin:

Thank you for the opportunity to provide input regarding the proposed changes to special education endorsements in Iowa. As you will readily realize in reading our comments, we have serious concerns regarding the negative consequences of these proposed changes for students, parents and teachers.

Of the two options put forth we would prefer option #1 but have strong reservations regarding how the K-12 Special Education: Interventionist endorsement is described. Our concerns about this option are detailed below.

This proposal would allow a teacher with such to serve ". . . All K-12 moderate to severe instructional special education programs without regard to the instructional model, for all students identified with moderate to severe disabilities."

1. We believe it will be particularly difficult, and perhaps impossible, to adequately prepare a teacher for such a wide range of students with distinctive programming needs. To move to such a broad endorsement would, in our opinion, challenge the feasibility of teachers meeting the "highly qualified" expectations. For example, the term 'severely disabled' is defined in the Iowa Rules of Special Education as ". . . an adjective applied to individuals with any severe disability including individuals who are profoundly, multiply disabled." (p. 14). In the same section of the Rules, Multiple Disabilities is defined as ". . . concomitant impairments, such as mental disabilities-blindness or mental disability-orthopedic impairment, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments." (p. 12)

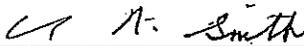
2. Furthermore, we are concerned that the specific skills needed by teachers who work with students with moderate to severe intellectual (mental) disabilities or moderate to severe physical disabilities are distinct from those skills needed by teachers working with students with moderate-severe learning disabilities and/or behavior disorders.
3. A major component of providing specially designed instruction and support hinges on what has been described as PROVIDING a free, appropriate, public education (FAPE). In the most recent amendments to the IDEA we have seen the inclusion of expectations, such as instruction based on "scientific, research-based interventions." This is at the core of the Response to Intervention model. We believe an expectation for a teacher to work with such a heterogeneous group of students using such "research based interventions," as allowed through this proposal, would be asking TOO much of our teachers and too much of our preparation programs. While this proposal does mention the application of research-based practices, we question whether such content can be effectively enacted in a teacher preparation program to cover such a broad range of student needs and instructional strategies. Related to this issue, the content outlined in the proposed endorsements is extremely broad in light of the number of credits allocated to each (24 for Strategist, 30 for Interventionist). While we can create courses that "address" the required topics, we fear the teachers produced by our programs would have exposure to a wide range of research-based strategies, but depth of knowledge (and mastery) of none, leaving them ill-prepared to *implement* the strategies with students.
4. In relation to the third point above, we believe this proposal, if adopted, has the potential for greatly expanding the use of due process by parents in Iowa who are advocating for their child's education. As faculty with extensive experience in serving students with a range of learning and behavior disabilities, we are not well equipped to offer our students expertise in serving students with severe/multiple disabilities. Surely parents will also question the effectiveness of teacher education programs claiming to accomplish the wide-ranging content of these endorsements in so few credits.
5. To begin to effectively and ethically meet the proposed restructuring of the endorsements would, in our opinion, require substantial increases in faculty expertise and required coursework/credits. The result would be an extended preparation program requiring significantly more than the minimum number of credits at a time when meeting these teaching vacancies is a challenge.
6. We believe it is also critical to examine what might be the driving forces advocating for these changes. Many school administrators may want as much flexibility as possible in hiring teachers for students with moderate-severe disabilities. While we understand this desire, we also strongly believe input from parents, advocacy groups, educator preparation personnel and professionals in the fields affected should have at least equal weight in the decision making.
7. Finally, we are unclear as to the interpretation of the field experiences for the endorsements. The Strategist programs list a practicum requirement (grades K-8 is listed for both; we assume the secondary practicum would be in grades

5-12). The Interventionist endorsement lists a required practicum across all grade levels K-12 with students with moderate to severe disabilities. We are unclear how these requirements would be operationalized; what does "ALL" mean? Would a single placement (perhaps with primary grade students with significant cognitive disabilities) meet the requirement? Would placements representing the grade ranges across elementary and secondary levels (as we currently do for our Strategist II: BD/LD program) suffice? Would there also be a requirement to represent the range of "moderate to severe disabilities" that would be encompassed under this endorsement?

While we have not provided detailed comments about Option 2, our concerns regarding Option 1 would be magnified, as Option 2 further expands the diversity of disabilities and severity levels a single teacher would be expected to serve effectively.

We urge the BOEE to give careful consideration to the possible consequences of these drastic changes to the existing special education licensure structure. From a broad perspective, are we attempting to fix a problem "teacher shortage" by short changing the needs of the students and families our teachers serve?

Sincerely,



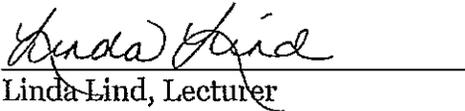
Carl R. Smith, Professor and Special Education Team Leader



Patricia Carlson, Associate Professor



Anne Foegen, Associate Professor



Linda Lind, Lecturer

## Iowa's Special Education Advisory Panel

"Working to Improve Special Education Services for Iowa's Children"



May 23, 2014

Dr. Brad Buck  
Director, Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, Iowa 50319

Dear Dr. Buck,

The Special Education Advisory Panel (SEAP), established by the Individuals with Disabilities Education Act (IDEA), is a collaborative resource to advise the Iowa Department of Education regarding matters concerning special education services for Iowa's children and youth with disabilities. As such, the vision of SEAP is as follows: "All children in Iowa, as members of communities, shall receive opportunities and needed supports for meaningful lives and quality educational experiences." It is with this spirit and duty in mind that we express our opinions regarding the proposed changes in special education endorsements suggested by the Iowa Board of Educational Examiners.

We understand that Option 1 provides one course of study for teachers of learners with mild and moderate disabilities at the K-8 level and another for teachers of students with mild and moderate disabilities in grades 5 - 12 (Strategist). A separate list of coursework is required for teachers instructing students with moderate to severe disabilities (Interventionist). Option 2 would authorize "instruction in all K-12 special education programs without regard to the instructional model, for all students identified with disabilities." With both of these options specializations in the areas of autism, behavior, intellectual, and multiple disabilities may be added, but these are not required to provide instruction to these populations.

**We recognize that students requiring special education supports and services represent a wide range of disabilities and needs and special education teachers need to be prepared to provide the specific evidence-based strategies necessary to provide educational benefit to these learners. While it would be ideal that every special education teacher have extensive training specific to the disability areas that affect each of their students, this is not realistic or even obtainable. Most special education programs are cross-categorical, so teachers need a broad foundation of research-based strategies that work with students with special needs.**

Thus, as a group, we are recommending Option 2. We feel that this option will give teachers this broad foundation needed to instruct students with a variety of needs. It also gives districts more flexibility in terms of staffing. Districts may then require teachers in specific programs or working with specific populations to earn additional specialization credits in that disability area through college credits or training/educational opportunities offered by the area education agencies. In addition, this option may better meet the needs of smaller districts as they seek to provide certified special education teachers within a limited staffing situation. It places some of the responsibility back on the school districts to find and the area education agencies to provide appropriate training and resources for their teachers.

Thank you for your consideration of our recommendation.

Sincerely,

  
Kathleen Johnson, Chair  
Special Education Advisory Panel

  
Kurtis Broeg, Vice-chair  
Special Education Advisory Panel

### SEAP Vision

All children of Iowa, as members of communities, shall receive opportunities and needed supports for meaningful lives and quality education experiences.



April 10, 2014

Board of Educational Examiners  
Grimes State Office Building  
400 14<sup>th</sup> St.  
Des Moines, Iowa 50319-0147

Dear Board of Educational Examiners:

Thank you for the opportunity to provide some final input into the proposed changes for special education endorsements in the State of Iowa. I am aware that these concerns have also been voiced by colleagues at other Institutions of Higher Education in Iowa in light of what appears to be a step backwards in providing students with special needs in Iowa their right to have services provided by Highly Qualified special education teachers.

The proposed Option I is questionable in "lumping" two characteristically distinct groups of students together in the K-12 Special Education Interventionist endorsement. Although behavior issues may exist in both groups, etiology along with interventions are distinctly different between students with severe cognitive and physical disabilities and those with a severe behavior/learning disability manifestation. Preparing pre-service teachers for this one endorsement would take more than the indicated hours in the proposal. How would they have enough time spent in the field during their course work as well as doing an adequate number of weeks in different settings for their final practicum experience? Would the students with special needs be receiving a Free and APPROPRIATE Public Education as required by IDEA in terms of teachers being prepared across these diverse areas to use scientific, research-based interventions and instruction?

This becomes a circular issue. It appears it has been raised because of concerns about a lack of endorsed teachers in these areas. In order to turn out quality K-12 Special Education Interventionists, we would need to increase the number of credit hours required in the endorsement, including practicum weeks. This would lengthen the number of semesters it would take a student to complete the endorsement, which would tend to decrease the number of students seeking it, which would not solve the problem. The proposed endorsement seems to be indicating that it would be better to turn out inadequately prepared teachers rather than working to solve the shortage by turning out more who are highly qualified in the specific disability areas. If I have a heart condition, I do not want to be treated by my general practitioner. Isn't that what will happen with this proposed endorsement?

Proposed Option II is an even more egregious attempt to turn out more special education teachers who cannot possibly be adequately prepared in the diverse areas required to provide the services to all of the needs of all students with special needs in the State of Iowa. Again, thank you for the opportunity to share comments on this exceptionally important and sensitive matter of providing appropriately prepared teachers for our students with special needs.

Sincerely,

A handwritten signature in cursive script that reads 'Barbara J. Wiese'.

Barbara J. Wiese, Ph.D.  
Professor, Special Education Program

**Additional Comments from the field regarding the Special Education Options. Received via e-mail.**

**AEA 8 Administration**

The K-12 Sped all-inclusive one. Not because I think this is the best training for teachers, but because I think it is the best avenue to start getting more certified sped teachers and get off the cycle of hiring folks on temporary licenses to stay for two years and leave or having an applicant(s) pool that consists of teachers who have been let go of their last three positions.

Wendy Parker

**Mississippi Bend AEA Supervisor Special Education**

Thanks for the chance to offer input into the two options described in the document that Barb Guy forwarded to us. Of the two models, I believe that the first is better because it focuses on a range of specific grade levels and also focuses on distinguishing between mild-moderate and then moderate-severe disabilities. In terms of the description of moderate-severe, I am wondering about the required coursework in elementary core teaching methods classes. If we are going to use a grade-level reference in IEPs, would our special education teachers be more knowledgeable if they took secondary level methods courses? Also, I may have missed it, but I believe that the moderate-severe programs should address alternate assessment, and even possibly the Essential Elements linkage that Emily Thatcher and AEA teams are working on. For whatever it's worth, those are my two cents. Please let me know if you have questions, and thanks again for the opportunity.

Julie Schendel

**The University of Dubuque, Faculty**

I personally am in favor of option II for the following reasons:

\*the universal and common language of a K-12 Special Education endorsement will remove barriers and confusion about who may serve whom—supporting the idea that we serve all students

\*the training that would include alternative assessment, Essential Elements, research-based assessment and interventions, and assistive technology would benefit any special educator, as we are serving the unique characteristics that individuals present

\*education candidates who add this endorsement will be marketable across grade levels

\*the more educators we have in our schools who are trained to serve all learners the more effective our RTI processes will function, and this knowledge/skill base will benefit all students

\*Should option I be adopted, I appreciate the language used to differentiate strategist and interventionist (one note to consider is that there are para-professionals in our schools who are identified as "interventionists") versus strategist I or strategist II—this always gets messy in

conversation related to who can serve whom and the relation to the students "level" or instructional weighting

\*The line that includes "without regard to the instructional mode" is a valuable phrase that increases the ability of the system to meet the individual needs

\*The inclusion of methodology for remediation of literacy and math skills is of significant importance—in current research of literacy practices in classrooms that serve individuals who have significant disabilities a common concern expressed by the teachers is a lack of understanding how to teach those with emerging literacy and/or those functioning five grade levels below their peers. We have secondary math teachers (by degree) teaching in classrooms where they are expected to teach phonics, and they have no training in elementary or remedial literacy skills.

The only concerns that I would include are:

\*the exclusion of social studies from the list of methods—social studies and history can be challenging and frustrating content areas for students who have limited reading, however, these skills shape our citizens

\*the exclusion of training on augmented communication options to increase the communication skills for non-verbal students

\*dissemination and training related to the Essential Elements

Dr. Kathleen Salech

### Mt. Mercy College

1. We like the assistive tech being added to the core list of content to be covered.
2. We have no issues with the proposed option 1 for elementary.
3. We are concerned that there is an error in option 1 for secondary in #3 as it requires secondary folks to take elementary methods for gen ed literacy, math, and science? This doesn't make sense to us...we are hoping it is an error and it should read gen ed methods for their content area including reading....if so, it is also fine EXCEPT the practicum listed in #8 syas K-8 and should be 5-12.
4. Our largest concerns/questions have to do with option 1 and 2 for K-12 interventionist. Once again #3 in option 1 it only mentions elementary methods for gen ed courses. Also, we are unsure what is meant by preparation in de-escalation techniques such as Mandt (which are currently provided by AEA training)...how far are we to go with this kind of topic/content? For methodology are we not going to share with our preservice students the difference between teaching students with moderate to severe autism as compared to students with ID or BD or LD? These are very different kinds of kids and we currently teach our preservice students getting their Strat II K-12 in BD/Ld methods for LD, BD, and autism that are different from each other. Not sure what this means when we put them all together.
5. Finally, option 2 for K-12 again only mentions elementary methods in #3. Also, we are concerned that this option is too vague in the methods to be taught, what amount and

how many? For student teaching will they do all levels of kids? How much time if so? We currently do eight weeks in gen ed and then eight weeks in special ed, strategist I or II, with an extra 20 day experience for Strategist II. If they can teach any child what does that experience look like?

These are mostly questions that we have about what these changes will mean to our program. We will face a lot of questions from students and from faculty and administration as we try to come up with how to implement this. The elementary core was increased recently, which was difficult for other departments on campus as it took away elective hours in their programs. If we extend this endorsement more hours than they are now we are concerned that folks will just not pursue it and that the faculty here will put up a fight with more hours in our major. A side note, for secondary folks they are already double majors with adding special education if they choose.....any additional hours will certainly make many think more than twice and we are already critically short of these folks.

Dr. Ellen O'Keeke

## Cunningham, Kim [BOEE]

---

**Subject:** FW: Proposed Change to Special Education Endorsements

**From:** Megan Christofferson [mailto:christofferson.megan@gene.com]

**Sent:** Saturday, September 06, 2014 4:42 PM

**To:** Horn, Wally [LEGIS]; Cheigren, Mark [LEGIS]; Jochum, Pam [LEGIS]; Smith, Roby [LEGIS]; Pettengill, Dawn [LEGIS]; Heddens, Lisa [LEGIS]; Olson, Rick [LEGIS]; jeff.smilth@legis.iowa.gov; guy.vander@legis.iowa.gov; Magee, DT [BOEE]; Cunningham, Kim [BOEE]

**Subject:** Proposed Change to Special Education Endorsements

Hello,

I am writing in response to a proposal to sunset the Instructional Strategist I endorsements and adopt a K-12 (ages 5-21) special education endorsement (all levels),

I am the parent of six children. Two of my children have Down syndrome, and one has mixed expressive and receptive speech delays. All three are on IEP's, and obtain services from Heartland AEA, Johnston School District, ChildServe, GiGi's Playhouse, and Blank Pediatric Clinic. As you can see it takes a village....a village that believes in my children's abilities to achieve more! While I do believe my sons are capable of amazing things, all of them need specialized services and education that will meet their individual needs.

I do not believe that a "general" teaching license will allow a special education teacher to be prepared in content and developmentally appropriate strategies to meet the targeted needs of my sons. We don't believe that it is ethical to inadequately train teachers of children with disabilities. Not only does this present a concern with academics, but safety risks for children with special healthcare needs. Just as I don't expect my son's pediatrician to do open heart surgery, I don't expect my son's kindergarten teacher to be well versed in the transitioning needs he will have when he is 18. This is unfair and inappropriate to ask of this profession. I think it will have a negative impact on attracting excellent special education teachers to the field. This is currently a challenge, and I do not see this helping the problem. How could it? Would you have job satisfaction if you were set up to fail by not having the appropriate education to do your job? I know that I wouldn't.

Please reconsider the Instructional Strategist I endorsement. We urge you to ask the Department of Education to strengthen the core curriculum and strengthen the content and knowledge of strategies of ALL teachers, rather than putting a "bandaid" on bigger problems---the lack of student achievement, teacher recruitment and retention in our state.

We must move forward in improving special education in this state. We must not take steps backwards. Our children's future is too important. Making it easier for administrators to hire is not the solution. We need to reevaluate what the real underlying causes of the problem are. This is not the solution.

Thank you for your time and consideration.

Sincerely,

Megan Christofferson  
Founder and President of GiGi's Playhouse Des Moines-  
Down Syndrome Achievement Center  
President of Up with Down  
Parent Advisory Board Chair at ChildServe  
Mother of 6 children

--

Megan Christofferson  
Genentech  
Senior Clinical Specialist  
515-745-4660

September 1, 2014

The Simpson College Teacher Education Program faculty **oppose the creation of one Ages 5-21 Special Education Endorsement** that would replace the Instructional Strategist I and II endorsements at the elementary and secondary levels. We oppose this change for the following reasons.

**This change will likely reduce the number of special education teachers in Iowa.** The large number of courses required for the Ages 5-21 Endorsement will require time and tuition that many of our students do not have. The majority of students decide during their sophomore year to add the special education endorsement after taking several education courses. The new endorsement makes this very difficult. This will also increase the number of student teaching placements to adequately prepare students seeking the K-12 endorsement, lengthening the college program.

**Teachers with the Ages 5-21 Endorsement will be underprepared to teach all grades and all levels of special education.** Special education teachers need extensive course work and experience to be prepared to teach students with special needs. It would be a very rare college student who is interested, and has the skills and dispositions, to teach all grades and all levels of special education. The smattering of courses and experiences that colleges and universities could offer within this endorsement would not prepare highly qualified special education teachers. It would be unethical to place underprepared teachers in Iowa's classrooms. Additionally, no information has been given about the infrastructure in place to support new teacher professional development that supports such a broad license.

**Research and data have not been supplied that would support this change.** Institutes of Higher Education have not been presented with any data that support a correlation between this specific licensing structure and student outcomes. We are particularly concerned in the impact this could have on the achievement gap between students with and without special education services. Teachers being prepared under this endorsement would not be equipped to the depth in content-area specific and grade-range specific knowledge and pedagogical strategies necessary to support the Common Core for each and every student. Simply put, we would not expect a high school algebra teacher to understand the depth of developmentally appropriate strategies for supporting early numeracy concepts in 5 year olds, why would this level of expectation and understanding of teaching capacity be any different when teaching students with disabilities? Furthermore, no data has been presented to show that teachers can effectively support all ranges of ability across all grade levels within the Common Core.

**Most importantly, it is not in the best interest of K-12 students receiving special education services students to prepare their teachers with one Ages 5-21 Endorsement.** K-12 students receiving special education services deserve teachers who are exceptionally prepared to provide excellent educational experiences. Broadening special education teachers' preparation diminishes the likelihood that teachers will be prepared to meet the educational and emotional needs of individual special education students. There has been no information given that any type of infrastructure within the K-12 and AEA system can support teachers with such a broad license. It is also a concern that a broad endorsement will eliminate a continuum of special education services that all school districts are mandated to provide by IDEA.

**We request that the State not change to an Ages 5-21 Special Education Endorsement.** Rather, we would invite the opportunity to discuss plans of strengthening the current special education license structure as well as the collaborative efforts between general and special education.

Respectfully submitted,

Simpson College Teacher Education Faculty

Dr. Barb Ramos, Dr. Jackie Crawford, Dr. Jack Gittinger, Dr. Aryn Kruse, Ms. Marcy Hahn,  
Dr. Kate Lerseth, Dr. Sharon Jensen, Dr. Patti Woodward-Young and Dr. Steve Rose

## Cunningham, Kim [BOEE]

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**From:** Magee, DT [BOEE]  
**Sent:** Monday, September 08, 2014 9:25 AM  
**To:** Lane, Darcy [BOEE]; Cunningham, Kim [BOEE]  
**Subject:** FW: Proposed Change to Special Education Endorsement  
**Attachments:** received\_m\_mid\_1404079391290\_b6941bf784990b8f42\_0(1)-1\_resized.jpeg

Public Comment on the Spec. Ed. rule



Duane (D.T.) Magee  
Executive Director  
Iowa Board of Educational Examiners  
Office: (515) 281-4810  
Fax: (515) 281-7669  
[Duane.Magee@iowa.gov](mailto:Duane.Magee@iowa.gov)  
[www.boee.iowa.gov](http://www.boee.iowa.gov)  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA  
50319-0147

President

National Association of State Directors of Teacher Education and Certification

<http://www.nasdtc.net/default.asp?>

**NOTICE TO RECIPIENT:** This communication and any response to it may constitute a public record, and therefore, may be available upon request in accordance with Iowa public records law, Iowa Code chapter 22.

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**From:** adtuttle33 [mailto:adtuttle33@hotmail.com]

**Sent:** Monday, September 08, 2014 8:26 AM

**To:** Horn, Wally [LEGIS]; Jochum, Pam [LEGIS]; Smith, Roby [LEGIS]; Pettengill, Dawn [LEGIS]; Heddens, Lisa [LEGIS];

[guy.vander@legis.iowa.gov](mailto:guy.vander@legis.iowa.gov); Magee, DT [BOEE]

**Subject:** Proposed Change to Special Education Endorsement

Hello,

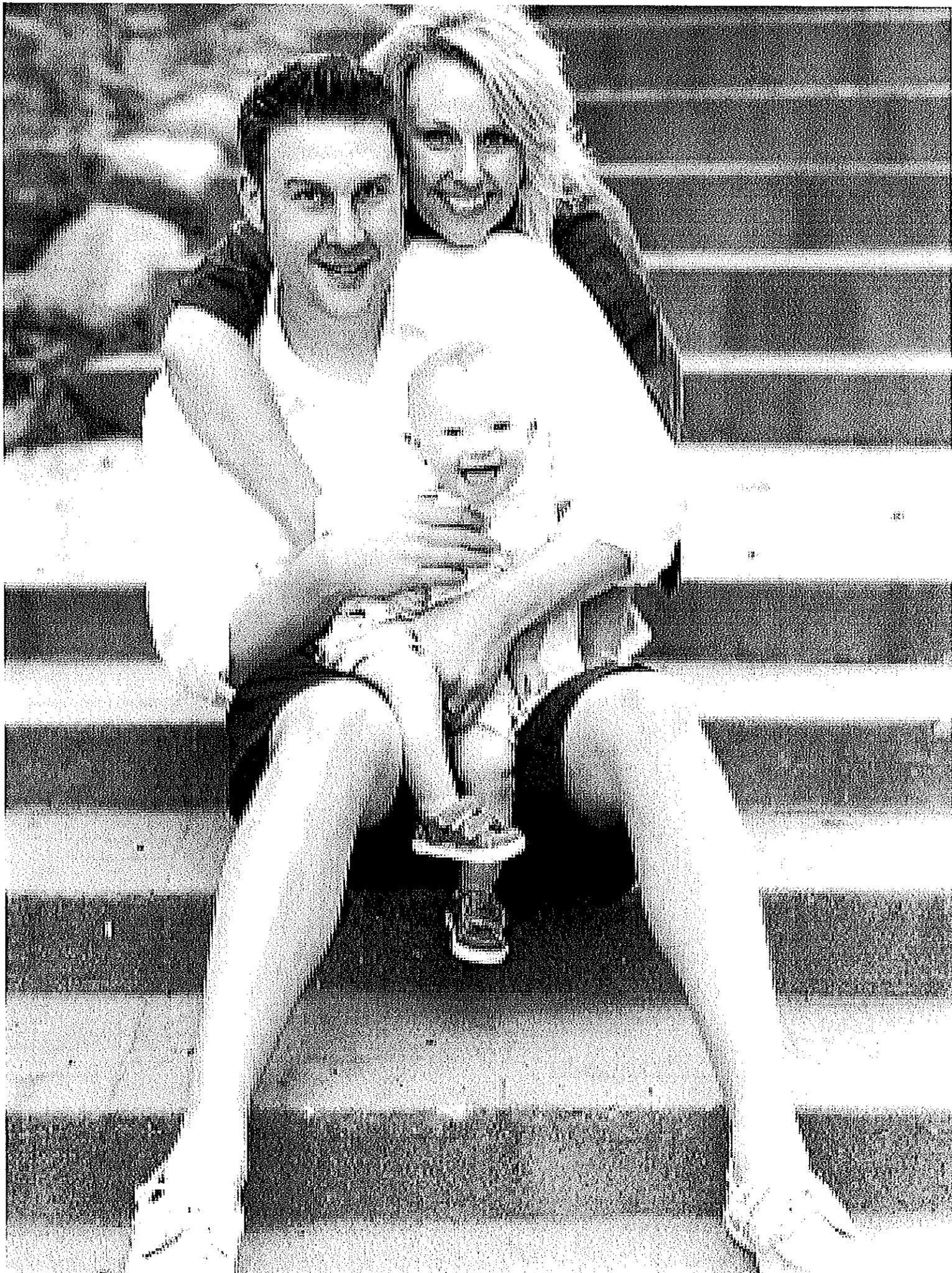
I am writing in response to a proposal to sunset the Instructional Strategist I Endorsement and adopt a K-12 special education endorsement, which I strongly disagree with.

I am a mother of a 14 month old son with Down Syndrome, Liam Joshua Keith. My biggest fear for my son with a disability is attending a school where the teacher is not prepared to teach him what he needs to know in order to be successful in his life. Broadening the expectations of Special Education teacher to be versed in multiple grade levels decreases their specialized knowledge in their specific grade level. This significantly impacts their ability to adequately teach individuals with disabilities at a level needed for our children to learn. This also puts a significant strain on our already over worked and under payed educators. This will likely lessen the caliber of special education teachers in the state of Iowa.

Does the State of Iowa Department of Education really want to be responsible for holding back children with disabilities in the classroom and ultimately in life because you think it's a quick fix? My son Liam Keith and others with disabilities deserve the best education possible, just as any child does. I urge you all to not change the current rules for this Special Education Endorsement to a K-12 and to increase the training and education for Special Education Teachers in their specific grade levels.

Thank you for your time and consideration,  
Andrea Keith  
See attached photo of our family

Sent from my Verizon Wireless 4G LTE smartphone



## Cunningham, Kim [BOEE]

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**From:** Aryn Kruse <arynkruse2012@gmail.com>  
**Sent:** Tuesday, September 09, 2014 10:47 AM  
**To:** Magee, DT [BOEE]; Cunningham, Kim [BOEE]  
**Subject:** Special Education License proposed changes

Dear Board of Education Examiners:

We are writing in response to a proposal to sunset the Instructional Strategist I endorsements and adopt a K-12 (ages 5-21) special education endorsement (all levels).

**We are parents of a child with a disability.** We have been receiving services through the provisions of IDEA since he was approximately 10 months old. He was born with a chromosome location with a diagnosis of Sotos Syndrome and a low-muscle tone disorder. This impacts his ability to easily retain information, understand what's being spoken to him and to express his own language at a rate that is typical compared to his peers.

Our son is in 3<sup>rd</sup> grade. **He needs special education professionals that deeply understand the Core Curriculum for 3<sup>rd</sup> grade as well as developmentally appropriate strategies** for differentiation so that he can access the general education curriculum, a right provided to him through IDEA. My dad taught high school Biology, it would have been inappropriate to ask him to also understand the scientific concepts/progressions and developmentally appropriate strategies to teach kindergarteners as well as high schoolers....it would be inappropriate to place this same level of demand on special education teachers. In addition to content and developmentally appropriate strategies, special educators also need to know the law, health and safety concerns and interventions, as well as community resources for each of their students.

**We don't believe that a "general" teaching license will allow a special education teacher to be prepared in content and developmentally appropriate strategies to meet the targeted needs of my 3<sup>rd</sup> grader. We don't believe that it is ethical to inadequately train teachers of children with disabilities. Not only does this present a concern with academics, but safety risks for children with special healthcare needs.**

We will leave with this metaphor: It would not be right to give a license to someone to drive a car and then also give them a pilot's license without the proper training and not expect them to crash. **Please don't let our child be the one who suffers the consequences** of such a poor landing.

**Please reconsider** the Instructional Strategist I endorsement. We urge you to ask the Department of Education to strengthen the core curriculum and strengthen the content and knowledge of strategies of ALL teachers,

rather than putting a “bandaid” on bigger problems---the lack of student achievement, teacher recruitment and retention in our state.

Sincerely,

Michael and Aryn Kruse

Parents of four children, one child receives services through an IEP.

## Cunningham, Kim [BOEE]

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**From:** Catherine Gillespie <catherine.gillespie@drake.edu>  
**Sent:** Tuesday, September 09, 2014 12:12 PM  
**To:** Horn, Wally [LEGIS]; Jochum, Pam [LEGIS]; Chelgren, Mark [LEGIS]; thomas.courtney@legis.iowa.gov; Smith, Roby [LEGIS]; Smith, Jeff [LEGIS]; Olson, Rick [LEGIS]; Pettengill, Dawn [LEGIS]; Vander Linden, Guy [LEGIS]; Heddens, Lisa [LEGIS]; Smith, Jeff [LEGIS]  
**Cc:** Cunningham, Kim [BOEE]; Laura Kieran; Michael Couvillon  
**Subject:** Special Education Endorsements 14.2 Notice ARC 1602

State Senators and Representatives:

Thank you very much for the opportunity to speak to you and to answer your questions at the administrative rules hearing this morning regarding proposed Board of Educational Examiners changes to Special Education Endorsements 14.2 Notice ARC 1602. Drake University will also be present at the September 24 public hearing, but I wanted to make sure to give you a copy of what we will share there, which is the same as what I shared with you this morning:

We recognize the motivation for the change in special education endorsement is teacher attrition and the resulting shortages of special education teachers, especially in rural school districts.

We are concerned that with restructuring the endorsement to cover all grade levels, disability areas, and levels of severity that the teacher preparation programs will not be able to adequately prepare teacher candidates, and that students will no longer seek special education endorsement due to the amount of time it would take to complete their training. This change would potentially result in a greater shortage of special education teachers.

We would ask instead that the committee consider the causes of teacher attrition in rural areas and work to find research-based solutions to address those causes.

Common causes of teacher attrition in rural areas:

- Isolation from other professionals in their field
- High work loads
- Assigned teaching responsibilities outside of licensed areas

Possible research-based solutions: All of these solutions are opportunities for school districts to create professional learning communities *and* opportunities for school districts to partner with university faculty to address district-level concerns:

- New teacher mentoring programs
- Continuing professional development
- Grow your own initiative—district or state funded continuing education for paraprofessional or new teachers to obtain new or additional special education endorsements. These students often receive loans/grants, which are forgivable after 5-7 years of teaching in special education.

Respectfully,

Catherine Wilson Gillespie, Ph.D.  
Associate Dean  
Mary Collier Baker Distinguished Professor  
Drake University School of Education  
3206 University Avenue  
Des Moines, Iowa 50311  
515-271-4602

## Cunningham, Kim [BOEE]

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**From:** Julie Sunne <juliesunne@gmail.com>  
**Sent:** Tuesday, September 09, 2014 1:52 PM  
**To:** Horn, Wally [LEGIS]; Chelgren, Mark [LEGIS]; Jochum, Pam [LEGIS]; Smith, Roby [LEGIS]; Pettengill, Dawn [LEGIS]; Heddens, Lisa [LEGIS]; Olson, Rick [LEGIS]; Smith, Jeff [LEGIS]; guy.vander@legis.iowa.gov; Magee, DT [BOEE]; Cunningham, Kim [BOEE]  
**Subject:** Proposed Change to Special Education Endorsements

Dear Legislators and Interested Individuals,

I am writing in response to a proposal to sunset the Instructional Strategist I endorsements and adopt a K-12 (ages 5-21) special education endorsement (all levels).

I am the parent of four children and have been a high school teacher in the past. My 16-year-old daughter has a significant undiagnosed syndrome affecting her globally and placing her at a service Level III, with an IEP. I also have a son who has mild dyslexia. My oldest two boys qualified for advanced classes in Middle and High School. We have received services for my daughter from many organizations, both public hospitals and organizations as well as private organizations and individuals. We gleaned tools and strategies from many others to help her reach her potential (and continue to do so), just like we've done for our advanced boys. I believe all children are capable of amazing things, but they all need specialized services and education that will meet their individual needs.

I do not believe that a "general" teaching license will allow a special education teacher to be prepared in content and developmentally appropriate strategies to meet the targeted needs of my daughter. With this type of proposed endorsement, special education teachers will be inadequately trained to teach our children with disabilities. Not only does this present a concern with academics, but safety risks for children with special healthcare needs. Just like I don't expect my children's high school social studies instructor to teach him calculus, I don't expect my daughter's special education kindergarten teacher to be well versed in the transitioning needs she is currently facing. This is unfair and inappropriate to ask of this profession. I think it will have a negative impact on attracting excellent special education teachers to the field. This is currently a challenge, and I do not see this helping the problem. How could it? Would you have job satisfaction if you were set up to fail by not having the appropriate education to do your job?

Please reconsider the Instructional Strategist I endorsement. I urge you to ask the Department of Education to strengthen the core curriculum and strengthen the content and knowledge of strategies of all teachers, rather than putting a "band-aid" on bigger problems---the lack of student achievement, teacher recruitment, and retention in our state.

We must move forward in improving special education in this state. We must not take steps backward. Our children's future is too important. Making it easier for administrators to hire is not the solution. We need to re-evaluate what the real underlying causes of the problem are. This is not the solution.

Thank you for your time and consideration.

Sincerely,

Julie Sunne  
Parent of four  
Dundee, Iowa

## Cunningham, Kim [BOEE]

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**From:** Daniell & Michael <bargstadt7@gmail.com>  
**Sent:** Tuesday, September 09, 2014 3:13 PM  
**To:** Horn, Wally [LEGIS]; Chelgren, Mark [LEGIS]; Jochum, Pam [LEGIS]; Smith, Roby [LEGIS]; Pettengill, Dawn [LEGIS]; Heddens, Lisa [LEGIS]; Olson, Rick [LEGIS]; Smith, Jeff [LEGIS]; guy.vander@legis.iowa.gov; Magee, DT [BOEE]; Cunningham, Kim [BOEE]  
**Subject:** Proposed Change to Special Education Endorsements

Hello,

I am writing in response to a proposal to sunset the Instructional Strategist I endorsements and adopt a K-12 (ages 5-21) special education endorsement (all levels).

I am the parent of five children. One of my children has Down syndrome. Olivia is on an IEP, and obtains services from Green Valley AEA, Creston School District, GiGi's Playhouse, Iowa Focus, and Greater Regional Medical Center. As you can see it takes a village....a village that believes in my children's abilities to achieve more! While I do believe my daughter is capable of amazing things, she needs specialized services and education that will meet their individual needs.

I do not believe that a "general" teaching license will allow a special education teacher to be prepared in content and developmentally appropriate strategies to meet the targeted needs of my sons. We don't believe that it is ethical to inadequately train teachers of children with disabilities. Not only does this present a concern with academics, but safety risks for children with special healthcare needs. Just as I don't expect my daughter's pediatrician to do open heart surgery, I don't expect my daughter's special education kindergarten teacher to be well versed in the transitioning needs she will have when she is 18. This is unfair and inappropriate to ask of this profession. I think it will have a negative impact on attracting excellent special education teachers to the field. This is currently a challenge, and I do not see this helping the problem. How could it? Would you have job satisfaction if you were set up to fail by not having the appropriate education to do your job? I know that I wouldn't.

Please reconsider the Instructional Strategist I endorsement. We urge you to ask the Department of Education to strengthen the core curriculum and strengthen the content and knowledge of strategies of ALL teachers, rather than putting a "band-aid" on bigger problems---the lack of student achievement, teacher recruitment and retention in our state.

We must move forward in improving special education in this state. We must not take steps backwards. Our children's future is too important. Making it easier for administrators to hire is not the solution. We need to reevaluate what the real underlying causes of the problem are. This is not the solution.

Thank you for your time and consideration.

Sincerely,

Daniell L. Bargstadt

Mother of 5 children

Program Director of GiGi's Playhouse Des Moines-Down Syndrome Achievement Center

Past President of GiGi's Playhouse Des Moines-Down Syndrome Achievement Center

Founder and Past President of GiGi's Playhouse Sioux City-Down Syndrome Achievement Center

Member of Up with Down

--

**BARGSTADT Family**

1712 W Prairie Street

Creston, IA 50801

1-641-278-1081 (home) 641-202-6062 (daniell cell) 641-202-6489 (mike cell)

[bargstadt7@gmail.com](mailto:bargstadt7@gmail.com)

[www.GiGisPlayhouse.org/DesMoines](http://www.GiGisPlayhouse.org/DesMoines)

September 19, 2014

Board of Educational Examiners  
Grimes State Office Building  
400 14<sup>th</sup> Street  
Des Moines, IA 50319-0147

Dear Colleagues:

The recently proposed amendment to Iowa's special education teacher licensure prompted a series of earnest and in-depth discussions among us as faculty members in the *Department of Special Education* at the *University of Northern Iowa*. We found these discussions to be enormously valuable and are greatly appreciative of this opportunity to engage in a thoroughgoing re-examination the challenges facing Iowa's special education programs. In what follows, we wish to share with you the consensus which emerged as a consequence of these discussions.

From the outset, we wholeheartedly acknowledge that the proposed K-12 special education teacher licensure represents a long overdue effort to address, among other issues, Iowa's long-standing and seemingly intractable shortage of highly qualified special education teachers. It is also worth noting that while this shortage is a significant problem nationwide, it is particularly so in Iowa due to our large number of small, rural school districts. Subsequently, we applaud the BOEE for taking initiative toward resolution of this situation while taking definitive steps toward enhancing services for students who are eligible to receive special education services.

Notwithstanding, we have serious concerns about the efficacy of the proposed K-12 licensure toward resolving not only the special education teacher supply and demand problem but also a number of other critical challenges confronting us.

First, we are deeply concerned that the proposed licensure which merges all dimensions of professional expertise into a one-time K-12 Special Education Generalist license that does not require an accompanying general education endorsement. As we are all acutely aware, *NCLB* and *IDEA (2004)* require that students with disabilities participate in the general education curriculum. Meeting this requirement has logically resulted in the need to increase access to inclusive general education classrooms. Thus, the question is no longer whether a student with disabilities can succeed in the general education classroom but rather how educators can ensure success for this student in a general education classroom. More recently, the Obama administration recently announced new special education guidelines (June 2014) requiring that special education students actually make progress in the general education curriculum -- as opposed to old guidelines that merely monitored compliance as to whether IEP and evaluations were completed. A new federal technical assistance center is to assist states that fail to demonstrate such progress. On current state rankings, Iowa is designated as "Needing Assistance." Failure to address this status will result in a loss of federal funding for Iowa's schools. This current development creates a genuine urgency for the preparation of both special and general education teachers who possess the requisite knowledge and skills to meet the needs of these students in the general education classroom. As such, we believe that the proposed licensure will seriously undercut Iowa's compliance capacity in this area.

Second, Iowa school districts regularly deficit-spend on special education services. Unfortunately, Iowa still has one of the biggest achievement gaps in the nation for special education students – and this gap is not attributable to identifying only the neediest of students for special services. In fact, it has been noted that we exceed national averages in the percentage of students we identify (13.8%). In our estimation, the newly proposed licensure does little to address this issue.

Third, the *Individuals with Disabilities Education Act of 2004*, Part B, requires states and local education agencies to take steps to address the disproportionate representation of minorities in special education. The overrepresentation of minority/culturally and linguistically diverse students in special education and the quality of their educational experiences, as well as their vocational/economic prospects after graduation, have been regarded as among the most significant issues faced by the American public schools in the past 30 years. Again, we cannot envision how the proposed licensure stands to contribute toward resolution of this vital issue. In fact, we would surmise that, under the proposed licensure, the situation may become even more pronounced.

Iowa has a history of thoughtful education stewardship that honors the needs of its families, children, and communities. We urge the Iowa BOEE to commit to undertaking work that will not only address the needs of “right now” but also develop systems of preparation and professional development that will help all teachers to better support students with disabilities in their least restrictive environment. We therefore propose the BOEE work collaboratively with Iowa IHEs, the Department of Education, school districts, and families to devise a plan that will accomplish the dual goals of increasing the supply of special education teachers and providing educators with the knowledge, disposition, and skills to address the needs of all Iowa’s students. The Special Education Generalist endorsement proposed could be sufficient in resolving the need for highly qualified special educators if certain companion measures were taken. Such measures might include:

- Fundamental changes and improvements in our approach to the preparation of all teachers. A number of inclusive teacher education programs across the country are preparing ALL educators to teach ALL students by integrating content such as universal design for learning principles, differentiated instruction, teacher coaching and teaming/collaboration, assistive technology, and approaches such as Response to Intervention into their programs. However, making these changes requires significant and systemic changes in the existing structure of teacher education and preparation programs. A new inclusive education endorsement stemming from integrated initial teacher preparation across general and special education is one recommended addition.
- A coordinated, coherent system of post baccalaureate professional development (PD) and continued licensure that requires and enables all educators to continually improve their expertise in addressing the needs of students with disabilities. Professional development could be collaboratively provided by the Department of Education, IHE faculty, and AEA and school district staff. Professional development could lead to additional endorsements, advanced degrees, and/or pay increases. PD content might include differentiated instruction, inclusion, instructional methods, specialized methodology and expertise, and so on. There are several models of this form of collaborative and comprehensive professional development approach in various states and school districts across the nation.

In summary, the UNI Department of Special Education does not believe that the critical shortage of special education teachers in Iowa is adequately addressed by the BOEE's proposal for a Special Education Generalist endorsement. The shortage is a result of the mismatch between outdated and ineffective methods for preparing and supporting the professional development of special education teachers and the increasing complexities of being a special educator. Therefore, we urge the BOEE to work collaboratively with Iowa IHEs, the Department of Education, school districts, and families to develop a more systemic and comprehensive approach to increasing the supply of highly qualified and effective special education teachers.

Sincerely,

William Callahan, Ph.D, Professor and Chair Department of Special Education

Aricia Beckman, MAE, Instructor

Danielle Cowley, Ph.D., Assistant Professor

Christina Curran, Ph.D., Associate Professor

Susan Etscheidt, Ph.D., Professor

Deborah Gallagher, Ph.D., Professor

Christopher Kleiwer, Ph.D., Professor

Frank Kohler, Ph.D., Professor

Kim Miller, MAE, Instructor

Amy Olson, Ph.D., Assistant Professor

Amy Petersen, Ed.D., Associate Professor

Amy Staples, Ph.D., Associate Professor

## Memorandum

To: Kim Cunningham  
Iowa Board of Education Examiners

From: Sarah Daby  
Simpson College Education Student Class of 2015

Date: Friday September 19, 2014

RE: Proposed Special Education Endorsement Changes

I have read the suggested changes for the revised special education endorsement, and I have some significant concerns about such a change. I believe this proposed change would be detrimental to K-12 students, teacher preparation candidates, and Iowa's history for high-quality education.

### **I believe the proposed changes are detrimental for K-12 students because...**

- If the endorsement is not an add-on endorsement, teacher preparation candidates will major in special education *only* and therefore will not take all of the courses that currently prepare elementary and secondary education teachers for their work (e.g. math, English/language arts, science, social studies, etc.). Teachers will thus have less knowledge and preparation that they can bring to the teaching and learning process.
- The proposed change will result in fewer K-12 licensed special education teachers.
- Many students with IEPs spend the majority of the day in the general education classroom. It will be difficult for special education teachers to be able to go into a classroom and team teach on the Iowa Core with so little preparation in that area.
- General education teachers will have less preparation in special education because they are unable to add it on to the general elementary education major. As we encourage special education students in the classroom, these classroom teachers will have less knowledge and skill in teaching these special education students.
- In my class, my professor conducted a poll about how many of us current education students would seek the special education license if it goes into effect. Not one person said they would pursue this endorsement. Once again, the proposed changes will result in an even higher teacher shortage rate for special education.
- Some prospective college students may decide to go out-of-state for their teacher preparation so they will be able to earn multiple endorsements in a four-year period.

**Cunningham, Kim [BOEE]**

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**From:** Hilarie B. Welsh <Hilarie.Welsh@loras.edu>  
**Sent:** Thursday, September 18, 2014 1:43 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Special Education letter attached  
**Attachments:** Statement for Iowa Members docxREVISIONS.docx

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Dear Ms. Cunningham,

I am formally submitting the attached letter regarding the proposed special education license change. Please let me know if there is anything else I should do to ensure that our voices are heard about this important matter. Also, please confirm that you received this letter. Thank you.

Sincerely, Hilarie Welsh

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# LORAS COLLEGE

Catholic | Liberal Arts | 1450 Alta Vista Street | Dubuque, IA 52001 | 563.588.7100

Dear Board of Educational Examiners:

This letter is a formal comment regarding the proposed rule changes for the Instructional Strategist endorsement for teacher education. The faculty in the Loras College Education Department strongly oppose the proposed changes.

Most importantly, the proposed changes violate the basic human rights of students with disabilities to receive a free, appropriate public education as afforded through the Individuals with Disabilities Education Act. It is unfair and unethical to believe that teachers should be able to serve the needs of all students with disabilities in every grade level. The proposed change means that a novice teacher would need to be confident with implementing and supporting the core curriculum with a 1st grader as well as a 12th grader. For example, a teacher would need to understand how to give targeted math support to a 3rd grader as well as understand feeding tubes and wheel chair position of a 9th grader.

While we know that our Loras students desire to be that helpful, learning how to ethically and responsibly do all of that with the current amount of credits is unrealistic. We do not ask general education teachers to master all content for grades K-12, and it is inappropriate and unethical to ask a special educator to do this.

Additionally, the proposed rule changes disadvantage the small, liberal arts colleges in Iowa. Given the number of faculty that would be needed to deliver the instruction required for students obtaining the proposed endorsement for Instructional Strategist, small, liberal arts colleges would likely be forced to drop the Instructional Strategist endorsement offerings. In addition to eliminating an important program for our students, Iowa risks losing an important pool of applicants to serve our prek-12 students with special needs.

In sum, we believe that moving to a K-12 all-abilities special education licensure would place small, liberal art colleges at a grave disadvantage and impact Iowa children adversely.

Sincerely,

The Loras College Education Department Faculty Members

**Cunningham, Kim [BOEE]**

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**Subject:** FW: proposed amendments

**From:** Tamara EnTin [<mailto:tentin@clargold.org>]  
**Sent:** Thursday, September 18, 2014 12:34 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Re: proposed amendments

I am opposed to the proposed amendments regarding changes to special education endorsements for Level II strategists.

On Mon, Sep 15, 2014 at 11:20 AM, Cunningham, Kim [BOEE] <[Kim.Cunningham@iowa.gov](mailto:Kim.Cunningham@iowa.gov)> wrote:

Ms. EnTin,

Which proposed amendment are you opposed to?

*Kim*

Kim Cunningham

Board Secretary

Board of Educational Examiners

Grimes State Office Building

400 E. 14th St.

Des Moines, IA 50319-0147

✉: [kim.cunningham@iowa.gov](mailto:kim.cunningham@iowa.gov)

☎: [515.281.5849](tel:515.281.5849)

📠: [515.281.7669](tel:515.281.7669)

NOTICE TO RECIPIENT: THIS MESSAGE AND ANY RESPONSE TO IT MAY CONSTITUTE A PUBLIC RECORD, AND THEREFORE, MAY BE AVAILABLE UPON REQUEST IN ACCORDANCE WITH IOWA PUBLIC RECORDS LAW, IOWA CODE CHAPTER 22.

**From:** Tamara EnTin [mailto:[tentin@clargold.org](mailto:tentin@clargold.org)]  
**Sent:** Monday, September 15, 2014 11:14 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** proposed amendments

From:

Tamara EnTin

214 2nd Avenue NE

Clarion, IA 50525

I am opposed to the proposed amendment.

## Cunningham, Kim [BOEE]

---

**From:** Sarah Chalupnik <sarah.chalupnik@pella.k12.ia.us>  
**Sent:** Monday, September 22, 2014 8:03 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** New Special Education Proposal

To Whom It May Concern:

I have been teaching students in Special Education at the secondary level for what is now going on 7 years. It absolutely boggles my mind that a new law is being proposed that would require me to go back for more schooling, that may or may not be paid for the state. I seriously cannot wrap my mind around this. I am puzzled that a few people who may or may not understand teaching are sitting down somewhere making up new rules for everybody to follow. It is frustrating that I have worked so hard for 7 years to do what is right by my students that I wouldn't be GRANDFATHERED INTO this new proposal if it becomes a law.

Having a specialization area WILL NOT help teachers be more successful at their jobs. Students come to school with many issues, and often times those do not fit under a "specialization." My students come to school with many needs, and getting 15 more credit hours is not going to help me, help them to become more successful and productive citizens. In all reality, it will just take me out of the classroom more and more of my time and energy will be spent on completing coursework for myself. I don't have the time or energy in my life outside of teaching for this change to happen.

This new proposal ANGERS me. When I was in college, I couldn't fathom why so many teachers burn out within the first 5 years of teaching. Everything is so utterly clear now that I am a teacher myself. It is ridiculous decisions like this new proposal that send wonderful teachers to their breaking points. Sometimes some people just don't get, but those should not be the ones who are making the decisions for all of us as a whole.

I would like the following questions answered:

How is the new 'specialization' area going to help me make lunch for another one of my students or help to put food on their table at home?

How is the new 'specialization' area going to help me counsel children with all of their needs or problems that they have in life, not related to academics?

How is the new 'specialization' area going to help me encourage kids to come to school more than they already do?

How is the new 'specialization' area going to help me motivate kids when they have no faith in themselves to accomplish anything in school or in life?

How is the new 'specialization' area going to help me show them that they are valuable and have something productive to offer this world?

Simply put... there is not a training out there that would teach an educator these qualities. I have successfully been doing this for seven years with the students that I work with. This is not to sound conceded, but I am a dedicated, passionate, quality educator who is one of the first ones in the building in the morning, and one of the last ones to leave at night. I am dedicated to helping my students grow academically, mentally, emotionally, and socially. Instead of making new laws, the state should be talking to principals of each school to see what they think of their special education teachers in their buildings. Mine would tell you there isn't a training out there that would teach the qualities I mentioned above; the only explanation they would give you is that a person is just born with that type of passion.

With everything you have, it is my hope that the proposal is VOTED AGAINST. It is my fear that more wonderful teachers will leave the field if it passes, and the STUDENTS DESERVE BETTER than that.

Thank you for your time in reading this.

Sincerely,

Sarah Chalupnik

Certification:  
K-8 Reading  
K-6 Teacher Elementary Classroom  
K-8 Instructional Strategist I: Mild/Moderate  
5-12 Instructional Strategist I: Mild/Moderate

**Cunningham, Kim [BOEE]**

---

**From:** Gabrielle Sherman <gsherman@iastate.edu>  
**Sent:** Tuesday, September 23, 2014 1:59 PM  
**To:** Cunningham, Kim [BOEE]; Horn, Wally [LEGIS]; Chelgren, Mark [LEGIS]; thomas.courtney@legis.iowa.gov; Jochum, Pam [LEGIS]; Smith, Roby [LEGIS]; Pettengill, Dawn [LEGIS]; Heddens, Lisa [LEGIS]; Olson, Rick [LEGIS]; Smith, Jeff [LEGIS]; Vander Linden, Guy [LEGIS]  
**Subject:** Written Concerns for the Proposed Special Education Amendment  
**Attachments:** Proposed Amendment Concerns .pdf

--

Gabrielle Sherman  
Elementary Education, Special Education and English/Language Arts  
[gsherman@iastate.edu](mailto:gsherman@iastate.edu)  
515 293 2983

My name is Gabrielle Sherman and I am a senior at Iowa State University studying in the areas of Elementary Education, with endorsements in English/Language Arts, Reading, and Special Education. I am writing this letter to make you aware of my growing concerns with the proposed changes to special education licensure, specifically concerning my soon-to-be endorsement area of Instructional Strategist I.

My first concern is with my employability in the future. As it stands now, my endorsement area will not exist in the future. It is alarming to me that no one has gone on record as to how this will affect people like me, who will have an endorsement that schools no longer use. I, and people like me, have taken on thousands of dollars in debt so that we can teach students with special needs. To be faced with the possibility that we may have to go back to school, or may find ourselves unemployable to schools leaves a bitter taste in my mouth. I understand that there is a shortage of special education teachers, but how is discrediting large batches of currently serving teachers going to help the situation?

I also have a problem with the possible ramifications on the field. If special education teachers can instruct every single student with a disability, no matter what said disability is, and no matter what grade, it seems like it would be a solution for schools who struggle to find teachers with specific endorsements. However, I think the board is overlooking the ramifications of this proposal on the amount of students entering the field. Knowing they may have to teach at a grade level they are uncomfortable with, teach disability areas they are uncomfortable with, and also realizing that if they get burned out they can't even teach in the general education classroom, WILL push potential teachers away. In just my class of around 30 students, when asked if we would have pursued special education under these parameters, only 2-3 raised their hands. The schools will be able to look "at a pool" of candidates, but that pool will be alarmingly smaller. Pair this with teachers whose endorsements don't meet the criteria anymore, and it's a recipe for an even more alarming shortage of special education teachers for schools.

There is also no feasible way that schools could adequately prepare students in the field of special education with the proposed program. It has already taken me more than four years to get to my current level of schooling in the Elementary Instructional Strategist I program. Students will still have to take a literacy methods and a mathematics methods, which means at Iowa State that they will have to complete a long list of prerequisites to even be allowed to register for those classes. There is so much that goes into teaching, and discontinuing general licensure for special education teachers will just further polarize those teachers from their general education peers. How can a special education teacher be successful in their classroom if they aren't even qualified to teach in a general education classroom? I feel there will be an alarming lack of content and pedagogical knowledge in special education teachers under this proposal. There is a reason why early childhood, elementary education, and secondary education are separated at the collegiate level. Combining all three of these grade levels, in an

extremely diverse field like special education is careless and reckless. It disregards the educational needs of students at different developmental levels, as well as the needs of students with varying ability levels.

I have let you know my concerns about my job in the future and the shortage of students entering the field, but I feel those aren't even the biggest concerns I have. My biggest concern is on the quality of education we will be giving students with disabilities. This country has seen a long, hard battle for the rights over the rights of students with special needs. Expecting one person with a bachelor's degree to have received adequate training in the proper teaching techniques, behavior management skills, and content knowledge to teach all eligible students at all grade levels is irrational and irresponsible. I hope that the BOEE will acknowledge the severity of these issues and the ramifications of the amendment on both students and teachers before moving on with this proposal.

## Cunningham, Kim [BOEE]

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**From:** kroner24 <kroner24@gmail.com>  
**Sent:** Tuesday, September 23, 2014 5:31 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Spec Ed Proposal - Decoding Dyslexia Iowa opinion  
**Attachments:** Screen Shot 2014-09-15 at 11.22.45 AM.png

Dear Board of Education Examiners:

My name is Heidi Kroner, President of Decoding Dyslexia Iowa, a parent advocacy group for dyslexia. I represent 900 IOWA families who joined this group in the past 15 months. These families joined because they are UPSET with the remediation their children are receiving in the special education system in Iowa to help their children learn to read.

Iowa ranks DEAD LAST in the performance of special ed for kids with reading struggles...(link below). We are 50th in the gap between our struggling readers in special ed and the gen ed reading population as defined by NAEP performance results. Special ed in Iowa is as broke as it can be.

<https://www.educateiowa.gov/article/2014/02/04/challenge-opportunity>

With this broken system, your proposal will seek to only further weaken this system.

The training special ed teachers get on dyslexia is so minimal in the current system, that special ed teachers do not even recognize the term or know what it means when you try to have a conversation with them about it. Only 11% of AEA professionals have training in reading disabilities (Iowa Reading Resource Center ... link attached.) The special education professionals who have joined our group have all stated they received less than an hour lecture on the disability during their pre-service training.

Our group gets at least 30-40 calls a month from parents whose kids are struggling to learn to read, write and spell and Iowa's special ed system is NOT helping them. This is due to lack of ability to get into special ed and lack of understanding of what a reading disability is. It is an epidemic how many kids from ages 2nd grade through high school who can not read at their grade level. The Department of Education currently states that 25% of Iowa third graders are below basic in reading, and 62% can not read at grade level (picture attached based on data provided by the Iowa DOE and NAEP results).

So many groups have asked us to submit something in writing to you about our stance on these changes. Our group, in many ways is apathetic. We, as a group, feel Special Ed is SO BROKE, that it in no way shape or form serves our kids at all. It is completely broke for our kids now, and your changes will guarantee it stays broke.

Again, Iowa ranks DEAD LAST in the performance of our special ed for kids with reading struggles...(link below). We are 50th in the gap between our struggling readers in special ed and the gen ed reading population. Special ed in Iowa is as broke as it can be. Please don't weaken it even more.

<https://www.educateiowa.gov/article/2014/02/04/challenge-opportunity>

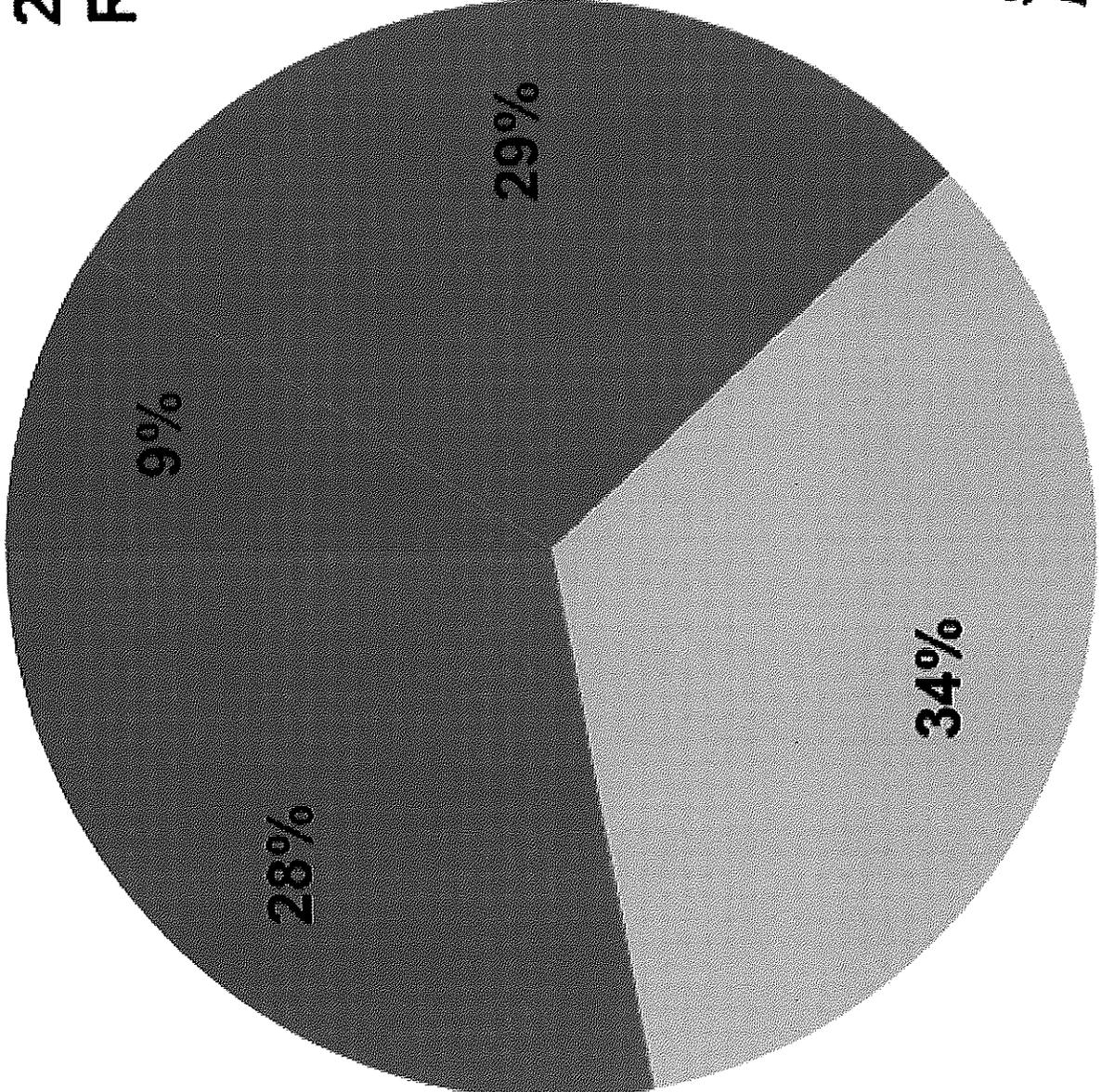
<http://www.iowareadingresearch.org/files/documents/fm/irrc-executive-summary.pdf>

Heidi  
Decoding Dyslexia Iowa  
7311 Eagle Crest Drive  
Johnston, Iowa 50131  
<https://www.facebook.com/DecodingDyslexiaIowa>

[www.decodingdyslexiaiowa.org](http://www.decodingdyslexiaiowa.org)

Spokes person for 900 Iowa families who kids struggle with the most common reading disability in the world - DYSLEXIA - 1 in 5 kids have it!!!

# 2013 Iowa 4th Grade Reading Scores



- Advanced
- Proficient
- Basic (Not Proficient)
- Below Basic (Not Proficient)

Source: National Center for Education Statistics

of Iowa's 4th graders were not proficient in reading on the 2013 National Assessment of Educational Progress test. Iowa's gap between 4th graders with and without disabilities was the worst in the nation.



**Cunningham, Kim [BOEE]**

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**From:** Molly Price <price.molly@yahoo.com>  
**Sent:** Tuesday, September 23, 2014 7:18 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed Special Education Change

This email is in response to the special education endorsements. I am not in favor of the proposed changes.

I would like to say that by changing from a specific grade level (k-8) to a broad spectrum grade level (K-12) would, I feel, require more time in student teaching. Teaching special education at the elementary level is going to be different from the high school level. If they are not going to grandfather teachers in where will our experience come in at teaching at a different level?

I have an issue with not grandfathering in teachers currently teaching. We have already gone to school and received our degree and because the higher powers decide to make a change then that means I need to go back to school to comply with new licensure.

If this were to happen then schools would be able to move teachers around more freely in a district, but this makes it very hard for teachers to develop and continue to use resources they poured so much time and effort into. It is one thing move up a grade or two. But, having to move from early elementary to high school is a different playing field.

The proposed specializations take 15 credit hours to obtain. Why do we need such specializations when in our classroom we have a mixture of behavior, autism, and the other areas? I feel it is good to have a background on all of these areas to better meet the needs of the students in the room.

I am not in favor of the proposed changes.

Thank you for listening to my thoughts.

Molly Benson

## Cunningham, Kim [BOEE]

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**From:** Taren Samuels <taren.samuels@wapellocsd.org>  
**Sent:** Tuesday, September 23, 2014 7:21 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Special Education License Changes

Dear Board of Educational Examiners,

I would like to take a moment to address the proposed changes to the current special education licenses. I currently hold an Instructional Strategist I K-8 license. It is completely unacceptable to expect current license holders to go back and attend courses in order to maintain a license in special education. I have no interest whatsoever in teaching anything BUT students with learning disabilities and being forced to take courses (that may or may not be paid for) is unacceptable. I may be able to afford the courses, but I cannot afford the time. I know the amount of time it takes to complete college/graduate level coursework as I have already received a graduate degree. I have (as many teachers do) four young children and I will not sacrifice time with them in order to gain a new license that I am not asking for or wanting to pursue. Allowing this proposal to pass will be a catastrophic mistake and there will be a lot of repercussion from current practicing special education teachers as well as those students very near to graduation with the expectation they will be holding a valid license in special education. To expect students near graduation to complete special education requirements as they are currently written, then expect them to complete new coursework in a very short amount of time is unjust. With all the legislature regarding "Highly Qualified Teachers" why is the opposite being proposed with Special Education? Are these target students not deserving of specialization from educators with specific skill sets and strategies for their individual needs? Why are we stretching out and broadening Special Education when specific targeted instruction is what is needed to help these students become proficient and successful? Passing this proposal will be a huge disservice to these students and a very sad day in education and quite frankly a huge injustice to the current hardworking special educators that have been committed to the job for many years.

Thank you,

Taren Samuels K-4 Learning Disabilities Instructor, Wapello Community School District

**Confidentiality Statement:** This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately by e-mail if you have received this e-mail by mistake and delete this e-mail from your system. Thank you.

September 23, 2014

Ms. Kim Cunningham  
Iowa Board of Education Examiners  
Grimes State Office Building  
East 14<sup>th</sup> Street and Grand Ave.  
Des Moines, Iowa 50319-0147

Dear Ms. Cunningham:

On behalf of our School of Education faculty at Iowa State University we would like to express our serious objections to the proposed K-12 special education endorsement as noted in the Notice of Intended Action from the Board of Educational Examiners (ARC 1602C). We believe this proposed change will have serious negative impact on students with disabilities in Iowa and their families. We object to both the content of this proposed rule and the process that has been followed in developing this rule itself.

In relation to the process that led to this proposal we are concerned that:

- a. The notice indicates a “. . .committee of school administrators, special education teachers, Area Education staff met over several months to examine possible changes to the existing special education endorsements.” This wording implies the committee recommended the proposed endorsement change. Our understanding is this committee did not make such a recommendation to the BOEE and thus the notice itself is, in our opinion, misleading.
- b. In the past, a change in special education endorsements has included extensive discussion with those persons involved in educator preparation from colleges and universities, parents of youth with disabilities and students currently preparing to become teachers in special education. We do not believe these critical discussions have occurred with this proposed endorsement. We tried to engage in such a discussion as outlined in a letter we sent to Michael Cavin on October 25, 2013. Mr. Cavin indicated he received this letter but did not offer any feedback regarding the specific concerns we voiced at that time other than sharing that faculty across colleges and universities hold different opinions.
- c. In regard to point b, it should also be noted our letter was not shared with the Board of Educational Examiners until after we had voiced a concern regarding this after the June, 2014 BOEE meeting. Other input had been shared, but input from ISU had not until after we noted this omission; the informational materials were subsequently provided for the August, 2014 BOEE meeting.

Perhaps more important than these procedural matters are the substantive concerns we have regarding this proposed endorsement change to a K-12 special education endorsement without regard to the instructional model for all students, except students with visual or hearing impairments. These include:

- a. We believe it will be particularly difficult, and perhaps impossible, to adequately prepare a teacher for such a wide range of students with distinctive programming needs. To move to such a broad endorsement would, in our opinion, challenge the feasibility of teachers' meeting anyone's definition of an effective and competent special educator.
- b. Currently our students who are recommended for either the Instructional Strategist I or II endorsements add such an endorsement to a general education teaching license. This proposal does not seem to require such. Rather, it sets the scene for "special education only" training, if such an endorsement is to be realistically obtained within a typical undergraduate timeline. The special education only preparation model would limit subsequent employment options available for teachers to only special education positions and would limit the ability of these candidates to truly collaborate with their general education colleagues in serving youth with disabilities. We believe this would also impact any goal of truly closing the gap between the achievement of students with disabilities and others by limiting the amount of preparation in areas such as the Iowa Core for these candidates.
- c. Contrary to the proposed intent of this change, we believe this proposed endorsement will reduce the number of students pursuing a special education endorsement by virtue of the limited options afforded to such teachers.
- d. We have had extensive discussion within our special education faculty at Iowa State regarding the needed faculty expertise to meet the broad preparation suggested in this proposed endorsement. We have concluded that if we chose to offer this endorsement, it would require the hiring of several additional faculty members with expertise in areas not currently reflected in our Instructional Strategist I and II programs. If this were the impact at Iowa State, it would seem other programs in Iowa might have to eliminate their special education preparation options.

It is reasonable to ask what specifically we would recommend instead of this proposed endorsement change. Specifically we would recommend:

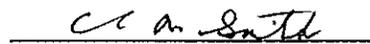
- a. A careful analysis of the teacher shortages in special education in Iowa and other incentive strategies (loan forgiveness, etc.) that could help meet teacher shortage needs in rural Iowa.
- b. That the current Instructional Strategist I option continues because teachers with this endorsement serve the majority of students with disabilities in Iowa.
- c. That a broad based constituency be convened to specifically look at any teacher shortages in the Instructional Strategist II area. This group may come up with strategies for providing additional training, coordinated across colleges/universities and area education agencies to provide supplemental training for candidates completing one of the Instructional Strategist II endorsements but being asked to serve students with moderate to severe disabilities beyond their particular endorsement area. By incentivizing opportunities for Strategist II teachers to add additional areas (Intellectual, Physical Disabilities or Behavior Disorders/Learning Disabilities) to their existing

endorsements, the opportunities for these teachers would be expanded and they could meet a wider range of needs within a building or district.

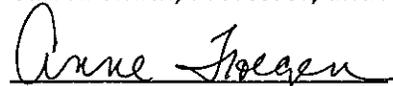
- d. One of the stated reasons for this proposed endorsement change is an attempt to deal with the achievement gap between students with disabilities and their peers. We believe another critical factor that needs to be considered in helping to address this issue is the lack of a continuum of services for students with varying degrees of need. We believe this needs to receive adequate attention by the Iowa Department of Education to address what may be one of the core structural issues impacting the achievement of students with disabilities.

In closing we believe this proposed endorsement change presents significant ethical challenges for all of us who work to prepare teachers working with students with disabilities. These challenges include the responsibility we have to our candidates in teacher education to be adequately prepared for their future teaching careers and the responsibility we have to students with disabilities and their families to provide an appropriate education with a competent teacher. If a similar proposal were made in general education to prepare all teachers with one preparation program (K-12, all areas) we believe this would be strongly rejected. Why would we accept a similar proposal for students with disabilities?

Sincerely,



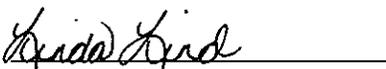
Carl R. Smith, Professor, and Associate Director, School of Education



Anne Foegen, Professor, Director of Graduate Education



Patricia Carlson, Associate Professor and Director of Undergraduate Education



Linda Lind, Senior Lecturer

cc. Dr. John Schuh, Director, School of Education  
Dean Pamela White, College of Human Sciences



*School of Education*

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September 19, 2014

Board of Educational Examiners  
Des Moines, IA 50319-0147

Dear Ladies and Gentlemen:

The School of Education at St. Ambrose University is dedicated to the proposition that all children learn best on their journey toward developing to the fullest of their potential in the least restrictive environment taught by the most highly qualified teachers. In furtherance of that end, the St. Ambrose University Teacher Education Program has developed a special education practitioner endorsement that complements the knowledge base of a broad range of general education in the liberal arts with the major knowledge in elementary education that has satisfied the needs of school districts across Iowa for the past decade.

We recognize the challenge for many superintendents, especially in rural school districts to put a licensed teacher in every classroom, especially if licensing categories lead to restrictive assignment practices in special education. But the proposal to create a standalone, K-12 Special Education License, while giving superintendent's assignment flexibility, will be the first step down the slippery slope to segregating children with special needs by disability rather than promoting the growth of all children based on their ability. Our schools as well as society as a whole works best when we promote the talents and abilities of all children.

If this proposal is adopted, we at St. Ambrose will diligently work to implement it. We will revise our Teacher Education Program to create a standalone K-12 SPED program to send out the best-qualified teachers to serve this and coming generation of Iowa's children. But before that happens, let us remember the battles fought by generations of parents not to have their children placed in isolated communities, away from the mainstream of learning and social growth. Iowa children learn best when we all learn together.

Respectfully submitted,

Thomas Carpenter, Ph.D., Professor  
Director of the School of Education



## Response to suggested new licensure for serving students with identified special educational needs

I am responding to this proposal as a mother and foster mother of adults who were once children with IEP's and as a practicing educator in both general education and special education in K-12 and higher education. We all desire teachers who enjoy their work, are productively effective, and who contribute positively to the system as well as the individual students. Life experience and formal education have led me to believe that such teachers step into their classrooms with a solid educational and experiential base, in other words well-prepared. As we find new strategies for teaching we open the doors for increased student learning. I know that licensure is impacted by many forces. Our focus as professionals in the field must ultimately be that which is best for students.

All students, including those requiring IEPs, deserve well-prepared, effective teachers. To me this clearly means specialization extrapolated from sound general knowledge and training. The current proposal suggests the antithesis, a superficial exposure to knowledge, skills, and dispositions that creates a one-size-fits all licensure which is as amoebic as its unpredicted results for students. In order to continue towards creating real opportunities for all children to participate and progress in the general education curriculum; preparation in general education by all teachers is vital. It is the foundation upon which effective special educators build strategies and approaches that facilitate learning for unique learners. As teacher education programs, we are challenged to adequately provide this for our Strategist 1 students. School children with complex issues need instructors with solid knowledge of the usual and unusual. I see no practical way that this can be accomplished in a one-dimensional, four year curriculum.

*Dr. Esther Streed*

Professor of Education, Central College

*Peace, Grace, and Joy*

# GRAND VIEW

UNIVERSITY

TO: Members of the Iowa Board of Educational Examiners

FROM: Ms. Jennifer Ulie-Wells *Jennifer Wells*  
Assistant Professor of Education

DATE: September 23, 2014

SUBJECT: Public Hearing Comments Submitted on the  
Proposed K-12 Special Education Endorsement

1200  
Grandview  
Avenue  
  
Des Moines  
Iowa  
50316-1599  
  
515-263-2800  
www.grandview.edu

On behalf of the Grand View education department and the chief academic officer, we have great concerns over the single, K-12 Special Education endorsement proposed to replace current separate and distinct special education endorsements at the K-8 and 5-12 levels. We understand the proposed change is an attempt to address the hiring difficulties being experienced by local administrators due to the special education teacher shortage across Iowa. However, hiring relief for districts through a single special education credential should not overshadow the unique needs of the students to be served. While a special education shortage is nothing new, there is a possibility that this proposal to implement a single comprehensive special education endorsement to cover all grade levels and all types of disabilities (except visual and auditory) could make the teacher shortage significantly worse and is sure to shortchange both students and teachers.

One reason the proposal will likely increase the teacher shortage in special education is the additional credit hours required for a pre-service teacher to obtain a K-12 Special Education endorsement. The new endorsement appears to require at least 24 credit hours in special education plus student teaching, which at Grand View is 12 credits. At 36 credits, this equates to another potential year of college for students with no additional incentive. As college students are very concerned about the money and time they spend in college, adding extra coursework will create an additional barrier for them to enter the special education field.

In addition, if this endorsement is intended as a stand-alone, initial K-12 endorsement for new teachers, it actually has the potential to negatively impact a student's desire to pursue special education, since it limits their employment options to only special education. The current special education endorsements are added to an existing elementary or secondary education credential, thus giving students alternative employment options, which is especially important in a high teacher turnover area such as special education.

The increase in coursework also places heavy burdens on colleges and universities. Particularly for small universities with one person special education departments, adding additional credits for the endorsement will require hiring a multitude of adjunct professors to staff courses. Such a change may force some smaller colleges and universities to stop offering a special education endorsement, thus further adding to the special education teacher shortage.

In addition, we have an ethical obligation to our special education students to provide them with highly qualified and effective teachers. This proposed endorsement does not do that. One special education endorsement does not adequately prepare teachers to deal with student differences found at different age levels and in different categories of disability.

Children deserve expert teachers, and they deserve to have their special needs met. Without adequate teacher expertise, school districts are more likely to hear from parents that their child is not receiving the education they deserve by law. There are significant differences in working with a kindergartener with severe and profound disabilities in comparison to an 11<sup>th</sup> grader with severe and profound disabilities. The same is true for students with other disabilities. The needs of elementary school students with disabilities are vastly different than those of middle school and high school students. One size does not fit all.

If we adopt a single endorsement, there are many questions about how well prepared the candidates would be to serve such a variety of student needs. It is not reasonable to believe that preparation for all disabilities across all grade levels can adequately be accomplished in the hours proposed. Evidence for this is in the proposed endorsement itself. The inclusion of six additional specializations to the proposed endorsement, each requiring an additional fifteen hours of coursework, in effect acknowledges the wide range of student needs based on specific disabilities and the unique preparation teachers need to successfully serve students with those disabilities.

To compare this to the medical field, would we ever consider doing away with medical specialists to make all physicians generalists? It doesn't seem this would be advantageous to us as patients, and it's certainly not how we should be trying to best meet the needs of our special education students. If a single special education endorsement is implemented, we will in effect reduce teacher expertise in exchange for minimal skills in various disability areas. We have achievement gaps that will not be closed by watering down the expertise of our teachers. This will translate to children not getting their unique needs met.

Instead of a quick fix of a single special education endorsement simply because "other states have done this" and "we've got to do something", we need to be looking at truly fixing the issue of our special education teacher shortage by incentivizing persons into the field and by creating conditions to keep them in the field. One way to attract teachers to the field would be an increased salary for choosing special education as their field of study. We have heard an initiative may be proposed soon to attract math and science teachers to rural areas in Iowa through cash incentives over multiple years. A similar program for special education teachers

would certainly be a move in the right direction for making the field more attractive and could have a significant impact on reducing the current shortage.

In addition to recruiting persons to become special education teachers, we must address why special education teachers leave the profession at such alarming rates, how attrition can be reduced, and how retention of special education teachers can be increased (Billingsley, 2003 and Washburn-Moses, 2005). According to Billingsley (2003), "One of the most important challenges in the field of special education is developing a qualified work force and creating work environments that sustain special educators' involvement and commitment" (p. 5). Citing work published by noted teacher attrition and retention researcher Richard Ingersoll, Billingsley (2003) states "that special education, math, and science are the fields with the highest turnover and that special education teachers are more likely to depart than other teacher groups" (p. 5). She goes on to say, "The shortage problem has serious implications for students with disabilities if they are being taught by people with less than adequate preparation" (Billingsley, 2003, p. 5).

We agree that there is a real need for more special education teachers in Iowa. However, we don't believe this proposed endorsement will help solve the complex teacher shortage problem or that a single K-12 Special Education endorsement will prepare more qualified special education teachers.

We respectfully ask that you reject the K-12 Special Education and Special Education Specialization endorsement proposals, and involve the field in proposing more appropriate ways to prepare highly qualified special education teachers for Iowa. Solid research data should be used in making decisions about the preparation of Iowa special education teachers across specific age levels and disabilities. The K-12 Special Education endorsement proposal is not accompanied by any such data or rationale to support the changes being proposed to Iowa's special education endorsements.

We propose, at the very least, that any changes in the endorsements maintain separate K-8 and 5-12 grade levels and separate preparation requirements by disability or categories of disabilities.

Thank you for the opportunity to share our views as an institution currently preparing highly qualified candidates for the Instructional Strategist I: Mild and Moderate endorsement at the K-8 and 5-12 grade levels.

#### References

Billingsley, B. S. (2003). *Special education teacher retention and attrition: A critical analysis of the literature* (COPSSE Document No. RS-2). Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education. Retrieved on line September 23, 2014 from <http://copsse.education.ufl.edu/docs/RS-2/1/RS-2.pdf>.

Washburn-Moses, W. (2005). *How to keep your special education teachers*. Reston, VA: National Association of Secondary School Principals. Retrieved online September from <https://www.nassp.org/portals/0/content/49169.pdf>.

## **Commentary Concerning Special Education Endorsement Proposal**

My name is Dr. Ellen Warrington and I am a professor in Education at Mount Mercy University. My colleagues and I have been in collaboration with each other as well as others across the state, keeping abreast of proposed changes in the special education endorsements for which we prepare our teacher candidates at both the undergraduate and graduate levels. The following are the important points I share on our behalf:

- Students with Individual Education Programs (IEPs) will be directly impacted as a result of this proposed change. Under the current endorsement requirements, teacher candidates are provided with specific strategies and knowledge to deal with a prescribed population who has particular needs and traits, especially when their disability falls in the moderate to severe range. Although Iowa does not label students, they still must qualify with a disability to be provided special education services; therefore, we must continue to meet their individual needs. The proposed endorsement broadens the students with disabilities to be served, thus allowing the possibility that students in smaller school districts and rural areas might be placed all together in one program (or even in one classroom), as the teacher would be fully endorsed to teach all. Such a program would indeed make it difficult to meet the individual needs of the students in such a situation.
- We realize that special education is a shortage area and has remained such for many years. The number of courses that a student would be required to take under this new endorsement, as well as possible student teaching requirements makes this endorsement far less appealing to our current students, both in the BA and MA programs, not to mention the cost of completing this large endorsement. When given the information about the proposed endorsement and asked would they be likely to pursue the endorsement the students responded with the following: 90% of MA students said they would not have pursued this course and would not be likely to continue if they had to recertify. Our BA students responded in a similar manner with 80% not wishing to pursue such an endorsement. Although there was concern on their part for the length of the program, their concern was far greater for the students they might be serving in the future and how well their individual needs would be met.

- Our students had the following questions that we did not have enough information to answer for them:
  - Why are we doing this? Is there something wrong with the licensing we have now?
  - If I am getting my early childhood unified endorsement (100) will I need to change to this?
  - If I graduate in 2016, what will I need to do?
  - If I get this license, will I have to go back to school if I decide to change out of special education as there is no elementary licensing?
  - Does this licensing mean that I will have all of these kinds and levels of disabilities in one classroom? If no, is that a guarantee?
- We are concerned that the current secondary students, who are already double majors adding on special education, would see this avenue as insurmountable. Under the proposed requirements our secondary students would have to complete four additional courses in elementary methods and two preliminary language and reading courses required in the elementary core at Mount Mercy University. This is an additional 18 hours of credit beyond the special education requirements. At a time when there is a critical shortage of teachers, especially those in secondary special education, this avenue does not seem to help decrease this shortage. Additionally, we are concerned (as are our students) that there are no requirements for secondary methods of any kind.
- If the state is looking to improve the attrition of rural teachers and the achievement gap between special education and students in general education, why don't we pay attention to ideas that would address those ideas specifically?
  - Why do teachers leave rural positions after a year or two?
  - Why is it difficult to entice teachers to positions in rural school districts?
  - Are the methods we use to assess students with disabilities telling the real story of their achievement?
  - Is there something or some way to get a better picture of students' abilities other than with the annual standardized assessment we currently use?
- We are hopeful that the BOEE and legislature will be willing to work with us to determine a better path to undertake to answer questions such as these and address changes to this endorsement that will benefit the students we serve.

2322 Baker Street  
Ames, IA 50014

RECEIVED  
EXECUTIVE DIRECTOR  
BOARD OF EDUCATIONAL EXAMINERS

SEP 26 2014

September 24, 2014

Board of Educational Examiners  
Grimes State Office Building  
400 East 14th Street  
Des Moines, Iowa 50319-0147

To Whom It May Concern:

I am a teacher. I have spent my career working with and advocating for students with severe emotional and behavioral disorders. I was privileged to be part of the work group that drafted the two proposals the BOEE had to choose from for Special Education endorsements in the State of Iowa. We were tasked, originally, with creating two pathways to licensure, simplifying the process from the current format. We were informed the administrative rules were being revised and this process was routine-something that was done from time to time. As we addressed the task before us, there were voices of dissention within the work group. I was one of them. **Although I served on the work group that created the proposals being put forth to the legislature by the BOEE, I cannot endorse them.**

- Simply stated, ***this proposal is a huge step backwards. This proposal is not what is best for our children in Iowa, especially not for children with the highest needs.*** The realistic outcome of this proposal returns Special Education to being a "place", instead of a full continuum of services. The disabilities among Iowa children ranges from mild to severe, from the domain of learning to the domain of behavior and social/emotional well-being. They range from students who have profound developmental and intellectual disabilities to students who are twice exceptional (TAG and having a disability). To expect one teacher preparation program to prepare individuals adequately and appropriately to serve one subset of this diverse population is unrealistic, let alone to be prepared to serve ALL of these diverse needs. In rural Iowa, one teacher may and will be tasked with serving all students with special needs.
- One reason given for this simplification of the licensure process is that it will address the shortage of special education teachers. I heard the pleas of administrators in rural Iowa saying they cannot find, let alone retain, qualified individuals. I empathize with them.

***This proposal does not address the shortage of Special Education teachers. In fact, it may have the unintended consequence of increasing the shortage of Special Education teachers in Iowa.*** All Special Educators in Iowa are dual-endorsed. Facing a sunset on their current endorsement, it would be tempting to all but the most dedicated teachers to slide into a position in the general education setting instead of returning to school and incurring the hefty cost of updating their license.

- Finally, ***this proposal does not address the achievement gap between students with disabilities and non-disabled peers.*** To paraphrase the Wendy's commercial from the 1980's, "Where's the data?" We were not presented anything that I, as a researcher, would consider valid data to back this proposal. Yes, some of the states with the smallest achievement gaps have a similar license structure. However, some of the states with the widest achievement gap also have this license structure. So, where's the data? I have not seen it. ***There is NO CORRELATIONAL DATA to support the position that the type of license the BOEE is proposing will impact the achievement gap. As an educator and a researcher, I am trained to make data-based decisions. Iowa students deserve the same rigor.***

I try to be solution-focused in my professional life. Therefore, I would like to humbly propose the following:

Withdraw the current, flawed, rules proposal. Commit the funds to make a data-driven decision. Find the effective practices in states with the smallest achievement gaps through research. Fund the research to discover why the Special Education gap exists within our state. We have a wellspring of intellectual power in our state in Special Education at our Iowa colleges and universities. Leverage that talent to solve our problem.

***Making a drastic change because we have a gap does not address the reason the gap exists.***

Respectfully,



Eric K. Hillman, BA  
Strategist II LD/BD  
Southeast Polk Junior High

## Cunningham, Kim [BOEE]

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**From:** Lehman Sheila <SLehman@cr.k12.ia.us>  
**Sent:** Wednesday, September 24, 2014 7:10 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** In Support of the Proposed Rules for Changing Special Education Teacher Licensure

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

BOEE Board members,

I am writing to support the proposed rules for changing special education teaching licensure from a categorical model to a non-categorical model. This would allow a district to have greater leeway in hiring quality candidates. There are times when a quality candidate is interested in our district and we are not able to offer a special education position because they don't quite have the right licensure. This change would allow us to hire quality candidates and match them up with a position for which they are naturally suited. I especially like the added areas of specialization that are in the proposal. Identification of these areas on a license would cue a district as to a particular teacher's comfort with different areas of special education.

In addition, I understand that the requirements for licensure under this model would provide more rigor in the pre-service preparation of teachers in the areas of literacy and math. This would go a long way to help us close the achievement gap. This model is also more aligned to our more inclusive service delivery systems. Thank you for consideration of my comments. Please register me as in support of this change. Thank you.

*Sheila Lehman*

Sheila Lehman, Ed.S.  
Executive Director, Special Services  
Cedar Rapids Community School District  
Educational Leadership and Service Center  
2500 Edgewood Road NW  
Cedar Rapids, IA 52405  
Phone: 319.558.2575  
Fax: 319.558.2579



My name is Amy Krapfl and I attend Simpson College.

I think that this new law regarding special education licensure is not supportive of students with special needs or their teachers because:

First, I don't think teachers will be able to gain expertise in all grade levels and degrees of disability. Currently, we take classes that will qualify us to teach, for example kindergarten, versus being able to teach students from kindergarten to age 21.

Secondly, I don't think teachers will be able to be as passionate about helping their students if they are teaching students of every age, and not the age level they want. Different grade levels require teachers to have certain dispositions and qualifications that will help them to better make connections with their students.

Third, for me personally, I knew I wanted to be a special needs teacher for young children at the same time I decided to go back to school to become a teacher. For other students, they are becoming interested and motivated to teach students with special needs as they are taking courses. This new law will cause a shortage of teachers because many students will not go back to school due to time or financial constraints.

I think ultimately, this new law will cause teachers to gain a broader sense of special education, but they will have a shallow understanding of how to help their students.

Thank you for listening.

## Cunningham, Kim [BOEE]

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**From:** Dolezal Valerie <Vdolezal@cr.k12.ia.us>  
**Sent:** Thursday, September 25, 2014 3:18 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Support of proposed rules change for Spec. Ed Licensure

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

I am writing to support the proposed rules for changing special education teaching licensure from a categorical model to a non-categorical model. This would allow a district to have greater leeway in hiring quality candidates. There are times when a quality candidate is interested in our district and we are not able to offer a special education position because they don't quite have the right licensure. This change would allow us to hire quality candidates and match them up with a position for which they are naturally suited. I especially like the added areas of specialization that are in the proposal. Identification of these areas on a license would cue a district as to a particular teacher's comfort with different areas of special education. Thank you for your consideration of my comments. Please register me as in favor of this proposed rules change. Thank you.

**Cunningham, Kim [BOEE]**

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**From:** Kennedy Nicole <NKennedy@cr.k12.ia.us>  
**Sent:** Thursday, September 25, 2014 1:12 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed Rules for Special Education Licensure

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

BOEE Board Members,

I am one of many teachers in the district who is already currently employed by my current license and am worried that under the new licensure I will need to take more coursework. I am in an Autism specific classroom and do not have an Autism specific license. I have already begun my masters to receive more special education coursework and would like to continue perusing that rather than taking more coursework for my current position. Please take all of the current special education teachers into consideration when making your decision as I know I am only one case of many that would be losing ground on the work that we have already put forth to get to where we are today. If there is a possibility of a grandfather clause that would help current staff tremendously.

Thank you for your time  
Nicole Kennedy

## Cunningham, Kim [BOEE]

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**From:** Rasmussen Rebecca (Young) <RRasmussen@cr.k12.ia.us>  
**Sent:** Thursday, September 25, 2014 1:18 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** change of licensure for spec ed teachers

My question for this is if we will be paid or have classes paid for in order to take on extra course work to obtain the new licensure requirements.

Becky Rasmussen

## Cunningham, Kim [BOEE]

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**From:** Bova Craig <CBova@cr.k12.ia.us>  
**Sent:** Thursday, September 25, 2014 1:24 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Veteran Teachers

So, if those of us who have been teaching in special ed numerous years are NOT going to be "grandfathered" into this proposal, what course work are we going to have to complete in order to be within compliance of certification?

Craig Bova  
Level 1 LA 10 & Perspectives  
Head Men's Tennis Coach  
**319-558-3383**

*"A Mistake: Admit It.....Fix It.....Learn From It"*

CEDAR RAPIDS KENNEDY  
High School



## Cunningham, Kim [BOEE]

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**From:** Bressler Christal <CBressler@cr.k12.ia.us>  
**Sent:** Thursday, September 25, 2014 1:29 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Change to Sp.Ed. Licensure

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

BOEE Board members,

I am writing to generally support the proposed rules for changing special education teaching licensure from a categorical model to a non-categorical model. This would allow a district to have greater leeway in hiring quality candidates. There are times when a quality candidate is interested in our district and we are not able to offer a special education position because they don't quite have the right licensure. This change would allow us to hire quality candidates and match them up with a position for which they are naturally suited. I especially like the added areas of specialization that are in the proposal. Identification of these areas on a license would cue a district as to a particular teacher's comfort with different areas of special education.

In addition, I understand that the requirements for licensure under this model would provide more rigor in the pre-service preparation of teachers in the areas of literacy, math, and behavior. This would go a long way to help us close the achievement gap. This model is also more aligned to our inclusive service delivery systems.

**While I am generally supportive, I am concerned about the piece that current teachers would need to pick up additional course work to obtain this license. I would encourage the Board to consider a grandfather clause for current staff.**

Thank you for consideration of my comments.

### **Christal Sue F. Bressler**

Cedar Rapids Community School District  
Connections- Secondary Program  
Polk Alternative Education Center  
1500 B Ave. NE  
Cedar Rapids, IA 52402  
(319)558-2475

In response to the Special Education licensure proposal I must say I am shocked at the total disregard of our most needy young people by educators or people making decisions about education for them.

The spectrum of disabilities and student needs can no more be properly served under a "general" Sp. Ed. license than could the secondary math needs of students be met with an elementary Language Arts teacher in charge of the room. Under the law, special education is to be individualized and to do so means to have an educator with a specific skill set and expertise to work with the students in each special education area. Due to the varied types of needs and wide range of special needs students with in those disability areas, a single teacher could not have the proper training to support all areas, for any age, regardless of the number of students on the roster.

Teachers have specific licenses for particular age groups as a choice; it was the area that they chose to work in, where they both felt and knew that they could make the biggest difference as a teacher. Special Education teachers are no different than Gen. Ed. teachers in that they had a calling most often to the position that they are in. This would translate to the school or district demanding that a veteran secondary math teacher not only go back to school, but pay for it- to get an for example, an Elementary Ed. Language Arts degree simply because the district, administrator , or parents wanted more services for that area and no one else would do the job. Worse yet-if they don't go back to school they'd be out of a job.

In doing this, you also will be putting the children with severe disabilities at risk. When someone is trained "generally" and not specifically for to deal with these individuals and disabilities, or when an individual with aggressive tendencies hurts the most vulnerable students who are unable to defend or protect themselves. This will happen if you proceed with a general license-soon after that license is issued the classes will become multiple disability groupings served by one teacher with a general practitioner license. "Jack of all trades-master at nothing"-that is a dangerous precedent to start with our neediest students.

This also hurts the mild to moderate student's educational outcomes; as so much time must be dedicated to children with severe disabilities, taking the classroom resources away from the less needy but still in need of adaptive and academic skills to allow them to participate as productive members of society later in life. This direction will push the most mild/LD students out of needed services into classrooms that they are not fully equipped to learn in because they lack the academic skills and or coping skills to function in the gen ed. setting, and where differentiation still isn't enough to prevent their academic frustration and thus falling further behind their peers.

In doing so the gen ed. population will also suffer, because just like in a Sp. Ed. classroom with a insurmountable variance of needs if this licensure happens, the Gen Ed teachers are trying to teach larger groups of students, maintaining behaviors, meeting state standards, while differentiating for the slightest of needs of students not qualifying for Sp. Ed., plus learning disables/mild intellectually disabled students. This takes away from the majority of students who are in need of more rigor, not the dumbing down of curriculum, to meet the needs of the minority sub group.

As a teacher, I am very aware of my strengths and my limitations. I am excellent with secondary BD students, but I would not be a good candidate to teach elementary BD, or any grade level of autism, or mild to severe disabilities students. I have no passion or skills-academic or natural to work with those population of students. My 4 degrees are specific around what I chose to do as a career, just like my

Gen. Ed secondary counter parts who are specific to their content. That is where my interests lie, my expertise, and my passions are. Special Ed teachers should not be interchangeable any more than a Gen. Ed teacher is across curriculums because it is what is in the best interest of the children.

I believe that if this was allowed to go through that the state is opening up a gaping hole for law suits against school districts from unsafe classroom environments, to services not meeting individual needs of each special education sub group because as stated previously, a general practitioner in special education cannot have the specific skill sets to accommodate all special needs.

Special Education is a unique area that is difficult to fill positions for, as a 24 year veteran, I am aware of the challenges of filling positions, and the financial drain it can have on the large school districts –so I know it is extremely difficult on small school districts. I believe that if this licensure change passes, you will find people on the job leaving the job, students in college will stray away from special education minors and degrees because each of us in this profession have the passion for our areas of expertise and know the demands and services the children must have to be successful. To take away or diminish their services because of teachers being spread too thin covering multiple disability areas with a “General” knowledge of those disabilities is an injustice to all students but most particularly our hardest to reach and neediest students.

Molly Donahue  
Behavior Specialist  
Harding Middle School  
Cedar Rapids Community School District

## Cunningham, Kim [BOEE]

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**From:** Brimmer Teresa <TBrimmer@cr.k12.ia.us>  
**Sent:** Thursday, September 25, 2014 1:31 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** special education licensure change

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

BoEE Board Members,

I have been a special education teacher in the Cedar Rapids Community School District for the past 25 years. I have seen many changes in licensure over the years. I understand the need for change, as the needs of students and how a district programs for our special education students evolves.

While I understand changing the licensure going forward, I am concerned about the expectation for all current teachers to have to go back and get additional certification. Many of the teachers have already gone back for additional schooling and master degrees, and now they would be expected to go back for additional classes to receive this licensure. For many, this would be an additional financial burden, with no additional pay benefits. It would also take time away from career and family commitments. I would ask that you strongly consider a grandfather clause for all current staff.

Thank you for your time and consideration,

Teresa Brimmer  
Facilitator  
Harrison Connections  
558-4725

## Cunningham, Kim [BOEE]

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**From:** Reynolds, Pam <Reynoldsp@wdmcs.org>  
**Sent:** Thursday, September 25, 2014 1:34 PM  
**To:** Cunningham, Kim [BOEE]  
**Cc:** Reynolds, David [LEGIS]; Ketcham, Kerry; Frey, Josh; Sinram, Zac; Christensen, Shane; Johnson, Barbara  
**Subject:** Question Regarding New Special Ed Criteria

Dear Kim:

I have been a special educator in West Des Moines, IA for the past 18 years. I would like to know what specific classes I will need to take to continue to teach in my current role until I retire is about 12 years. I am sending you my current qualifications. If it is going to take a lot of schooling, I plan to go back to school now to change/add a different teaching endorsement other than special education. Thank you.

See the following and please send me a list of what I will have to take if this proposal passes. Thank you.

Practitioner Name PAMELA J REYNOLDS

Folder Number: 233519

License Standard License Expiration Date 4/30/2018

Endorsements K-6 Teacher Elementary Classroom

PK-K Teacher, PreKindergarten-Kindergarten Classroom

K-8 Behavioral Disorders

K-8 Learning Disabilities

K-8 Multicategorical Resource Mild

K-8 Multicategorical Special Class with Integration

K-8 Instructional Strategist I: Mild/Moderate

BY VIRTUE OF HOLDING A CERTIFICATE PRIOR TO OCTOBER 1, 1988, THE ABOVE NAMED CONTINUES TO BE AUTHORIZED TO TEACH ALL SUBJECTS THROUGH GRADE 8 (EXCEPT TAG, ESL, ART, MUSIC, IND. ARTS, P.E., SP.ED., READING). ANY ENDORSEMENTS ADDED AFTER OCTOBER 1988 ARE NOT REFLECTED IN THIS PARAGRAPH BUT ARE SHOWN ABOVE.

Assignments Indian Hills Junior High School  
General Elementary Classroom - Grade 7

Indian Hills Junior High School  
K-8 Special Education (Mild/Moderate) - Grade 7

Assignment

Data Current  
on 10/1/2013

Mrs. Pam Reynolds  
7<sup>th</sup> grade study skills and resource teacher  
Indian Hills Jr. High  
(515) 633-4753

## Cunningham, Kim [BOEE]

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**From:** Habhab Victoria <VHabhab@cr.k12.ia.us>  
**Sent:** Thursday, September 25, 2014 1:37 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed Special Ed Licensure changes

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

BOEE Board members,

I am writing to generally support the proposed rules for changing special education teaching licensure from a categorical model to a non-categorical model. While I am generally supportive, I am concerned about current teachers being required to pick up additional course work to obtain this license. Will this proposed change impact the positions of current teachers?

I would encourage the Board to consider a grandfather clause for current staff.

Thank you for consideration of my comments.  
Vicki Habhab

## Cunningham, Kim [BOEE]

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**From:** Schmaltz Kristin <KSchmaltz@cr.k12.ia.us>  
**Sent:** Thursday, September 25, 2014 2:19 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed Change in Rules for Spec Ed Licensure

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

BOEE Board members,

I am writing to not support the proposed rules for changing special education teaching licensure from a categorical model to a non-categorical model. I am currently earning my K-12 Strat II licensure and teach at Polk Alternative Education Center in the Cedar Rapids Community School District. I have found that my classes hit on the all the areas that you are wanting to specialize in and I know where to find information if in the future if I have a student who has a specific learning disability. A lot of my students have LDs as well as BDs.

The most I have learned is from physically being in the classroom and trying different strategies in my level 3 behavior disorder classroom. If I need help with anything related to curriculum, strategies, or professional development I utilize our district resources. In special education you never know what diagnosis a student will have or how students are going to behave. This is evident in the program I currently teach. If I were specialized it still wouldn't prepare me for what I am going to see in my classroom. As a special education teacher I am being challenged and learning daily. Forcing me in the future to take and pay for additional courses for a job I already have is simply too extreme. Speaking with co-workers who have been in special education for years is the best education I will receive.

If you are a special education teacher and you do not take the time to improve your understanding of your students you simply should not be in the field. Forcing teachers who already know how to successfully teach and manage their students with disabilities just doesn't seem morally correct. No one student is identical so having a specialized areas would not be a benefit to me or a wide range of other teachers. I'm not going to learn more from taking a specialized courses, I'm going to learn from being in my classroom, talking to my co-workers, and researching or taking classes on my own when I need to. I am concerned about the piece that current teachers would need to pick up additional course work to obtain this license. I would encourage the Board to consider a grandfather clause for current staff if this does pass.

Thank you for consideration of my comments.

***Kristin Schmaltz***

**(319) 558-3072**

Secondary Special Education Teacher

Polk AEC

Cedar Rapids Community School District

Polk Alternative Education Center

1500 B Avenue NE

Cedar Rapids, IA 52402

## Cunningham, Kim [BOEE]

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**From:** Daily, Laurie <ldaily@nwciowa.edu>  
**Sent:** Thursday, September 25, 2014 3:26 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Letter on Sped Proposal

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Kim Cunningham-Board Secretary  
Board of Educational Examiners  
Grimes State Office Building  
East 14th Street and Grand Avenue  
Des Moines, IA 50319-0147

September 25, 2014

Dear Members of the Board,

I am writing this letter on behalf of Northwestern College's Teacher Education Program. We currently offer the Instructional Strategist I endorsement. A number of our elementary and secondary candidates choose to add this endorsement to allow them the option of serving as special educators, or as general education teachers who are better equipped to serve the diverse learning and behavioral needs likely to be present in their future classrooms.

It appears that the proposal was designed to address two primary concerns: critical shortages in special education and allowing districts more flexibility in hiring, and achievement gaps for students with disabilities as compared to their typical peers. Many of the colleges represented at the public hearing on September 24, 2014 had the same concerns that we do. These are as follows:

- 1) Critical shortages are likely to be increased with the current proposal versus alleviated. Having a single, focused major in special education may have the unintended effect of reducing the number of people seeking the endorsement as well as increasing attrition for currently licensed teachers who choose not to complete the additional requirements of the new endorsement.
- 2) Achievement gaps are not likely to be closed by the proposed licensure restructuring.

Children's needs are not likely to be better met with the new endorsement. It seems that if a restructure in licensing alone would decrease the achievement gap. This seems like a very simple proposed solution to a very complex problem.

- 3) Small colleges will not be able to staff the courses required for the proposed endorsements and specialty areas.
- 4) Current special educators will face financial and time burdens in trying to meet the new requirements regardless of the number of years of experience they possess.
- 5) Having a stand-alone endorsement in special education is likely to make a further divide between general and special education at a point in history when we are trying to create more and more opportunities to join the efforts of general and special educators in serving students with disabilities.

It is my sincere hope that the Board will not approve the proposed changes as they are outlined.

Respectfully,

*Laurie Daily*

Dr. Laurie Daily  
Chair, Northwestern Education Department

## Cunningham, Kim [BOEE]

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**From:** Sellner Alana <ASellner@cr.k12.ia.us>  
**Sent:** Thursday, September 25, 2014 3:28 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed Change in Rules for Spec Ed Licensure

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

BOEE Board Members –

With the proposed change in rules for Special Education Licensure, several concerns come to mind. While I understand how moving towards a general K-12 Special Education Licensure would be beneficial, especially to districts that have a very low number of special education students, there are also huge downfalls that need to be considered.

Before I explain a few of my concerns, I'd like to give you an overview of my background and experience. I graduated from Cornell College in 2005 with a B.A in Elementary Education with endorsements in Coaching and Physical Education. Right out of college, I completed several long term subbing assignments, one of which being a yearlong position in a general education classroom. From these experiences I came to realize my true calling was in the realm of Special Education, so I headed back to school. I started at Mt. Mercy University adding a special education endorsement onto my degree. Not long into this course work, Mt. Mercy began offering a Master's program in special education, so I switched over and just graduated in May 2014 with a Masters in Special Education with endorsements in both Instructional Strategist I and Instructional Strategist II. I am currently in my 6<sup>th</sup> year teaching at Viola Gibson Elementary as a Level 3 Autism Teacher.

I feel that by switching to a general K-12 Special Education Licensure, would do a disservice to both teachers and students. As educators, most of us did not go into this profession to become millionaires, we chose this profession because we felt a calling to make a positive impact on the youth we serve. I can definitely tell you I went into this profession because I like the challenge of making a difference in the lives of my students whom have challenging behavior, it's this passion that keeps me coming back every day and definitely not the paycheck. Just as a General Education Teacher chooses to make a choose between being an Elementary or Secondary Teacher, Specials Education Teachers also choose to directly focus on a specific age group or disability area. For example, if the General Education Licensure went to a blanket K-12 Licensure, you can bet a High School Algebra Teacher would not feel prepared or comfortable teaching in a Kindergarten classroom just because they were "licensed" to do so where as a High School Special Education Teacher might not be comfortable teaching in an Elementary school setting.

A big concern I have by making the switch in licensure, is there being no Grandfather Clause for current teachers. I know how hard I worked in my efforts to receive my masters in Special Education in both Strat I and Strat II, but to know I face the potential of having to add more on to my current license just because of this change seems crazy! Teachers have specific licenses for particular age groups as a choice; it was the area that they chose to work in, where they both felt and knew that they could make the biggest difference as a teacher. Special Education teachers are no different than Gen. Ed. teachers in that they had a calling most often to the position that they are in. This would translate to the school or district demanding that a veteran secondary math teacher not only go back to school, but pay for it- to get an for example, an Elementary Ed. Language Arts degree simply because the district, administrator , or parents wanted more services for that area and no one else would do the job. Worse yet-if they don't go back to school they'd be out of a job. Think about the burden in general on college graduates of any profession working on paying back student loans, now you want to add to that by making some educators have to go back to school to keep their job?

The spectrum of disabilities and student needs can no more be properly served under a "general" Sp. Ed. license than could the secondary math needs of students be met with an elementary Language Arts teacher in charge of the room. Under the law, special education is to be individualized and to do so means to have an educator with a specific skill set

and expertise to work with the students in each special education area. Due to the varied types of needs and wide range of special needs students with in those disability areas, a single teacher could not have the proper training to support all areas, for any age, regardless of the number of students on the roster.

I think back to when my husband went to school (1970s/1980s) when special education was newer, and his district did not offer special education services and he had to be bused to a neighboring district for part of his educational career. His entire k-12 career he spent in a segregated special education environment in a classroom where a single teacher was expected to support the full range of students with special needs. Had my husband gone through school in today's settings where Special Education Teachers are more specialized, he would have been a student that received pull-out services and not have been removed his entire educational career from his general education peers just because he had difficulties in reading and math. I feel by switching to a blanket K-12 Special Education degree we would be moving back towards this model.

Please consider the impacts switching licensure would have on all parties involved, but most of all, the students with Special Needs who already need dedicated and passionate individuals in their lives to be their advocates in all aspects of life.

Lana Sellner  
Level 3 Elementary Autism Teacher  
Viola Gibson Elementary  
Cedar Rapids Community School District



EDUCATION DEPARTMENT

## Response to suggested new licensure for serving students with identified special educational needs

I am responding to this proposal as a mother and foster mother of adults who were once children with IEP's and as a practicing educator in both general education and special education in K-12 and higher education. We all desire teachers who enjoy their work, are productively effective, and who contribute positively to the system as well as the individual students. Life experience and formal education have led me to believe that such teachers step into their classrooms with a solid educational and experiential base, in other words well-prepared. As we find new strategies for teaching we open the doors for increased student learning. I know that licensure is impacted by many forces. Our focus as professionals in the field must ultimately be that which is best for students.

All students, including those requiring IEPs, deserve well-prepared, effective teachers. To me this clearly means specialization extrapolated from sound general knowledge and training. The current proposal suggests the antithesis, a superficial exposure to knowledge, skills, and dispositions that creates a one-size-fits all licensure which is as amoebic as its unpredicted results for students. In order to continue towards creating real opportunities for all children to participate and progress in the general education curriculum; preparation in general education by all teachers is vital. It is the foundation upon which effective special educators build strategies and approaches that facilitate learning for unique learners. As teacher education programs, we are challenged to adequately provide this for our Strategist 1 students. School children with complex issues need instructors with solid knowledge of the usual and unusual. I see no practical way that this can be accomplished in a one-dimensional, four year curriculum.

*Dr. Esther Streed*

Professor of Education, Central College  
*Peace, Grace, and Joy*

## Cunningham, Kim [BOEE]

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**From:** Wilcox Malinda <MWilcox@cr.k12.ia.us>  
**Sent:** Thursday, September 25, 2014 4:56 PM  
**To:** Cunningham, Kim [BOEE]  
**Cc:** 'Kim.Miller@isea.org'; 'twawro@isea.org'  
**Subject:** Proposed Changes to Special Education Licensure

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

BOEE Board members,

I am shocked and saddened at the total disregard you have for the special education students of Iowa and for the special education teachers who take their profession very seriously. I am writing **against** the proposed changes to special education licensure.

I teach at Metro High School in Cedar Rapids. I have been a teacher for 26 years. I started teaching high school math and then returned to graduate school to earn my master's degree in special education. My current endorsements are: 5 – 12 Math, 5 – 12 Mild Disabled, 5 - 12 Behavioral Disorders, 5 - 12 Learning Disabilities, 5 - 12 Multi-categorical Special Class with integration, and 5 - 12 Instructional Strategist I: Mild/Moderate.

I have taken over 40 hours of graduate work beyond my master's to further increase my knowledge, skills, techniques, and strategies. My graduate work has assisted me working with at-risk high school special education students and their parents. I selected my profession based on my personal strengths and abilities. I love teaching math to special education students who do not understand math ideas and skills. I love being able to assist them in connecting math to their real life and building math skills and confidence. I have no desire to teach any other level OR any other students OR any other subject areas.

There are many reasons why this proposed change does not make any sense for teachers or for students.

- A general special education endorsement does not prepare any educator for the varying levels of disabilities that will be encountered in different educational settings. (i.e.) The needs of a severe and profound student vary widely from a high functioning student with a learning disability. Teachers need to have the strategies, methods, techniques, and/or background to provide quality instruction to students with specific special needs. A generic or more general endorsement would not prepare teachers to provide a high level of quality instruction. Although there are many competent teachers who would be able to problem-solve to fit the needs of his or her students, they may not feel comfortable teaching outside of their expertise.
- It is a disservice to special education students if the state endorses a teacher who does not have the specialization or coursework needed to provide quality instruction to each student based on their individual needs or disability. Our students deserve to have a teacher who has been as equally trained as their general education counterpart. I am competent to teach at the high school level because of my background and education. I would not be a good fit for an elementary special education program.
- If this general licensure requirement passes, you are endorsing the idea that any special education teacher (regardless of their training) can teach any student in any area. This would equate to a high school English teacher being licensed to teach high school chemistry. Once again, this is a disservice to the special education students in Iowa. They are entitled to a high quality instruction and appropriate learning environment.

- This compares to a plumber being told he is qualified to build the entire house. A plumber is an expert at water lines, sewage, etc. A plumber is not an expert at electrical work, concrete, drywall, roofing, painting, or siding. A special educator is an expert at what /who they are endorsed to teach.

Please focus on how to help the professionals currently in the field of special education – through mentoring, peer-review, and instructional coaching, rather than being the reason why competent, capable professionals leave the education field. You may think you are fixing the problem of not having enough special education teachers, but the proposed licensure changes would only increase the need for special education teachers. Many professionals would leave the practice due to frustrations of not knowing how to teach the students in their classrooms and not having resources available to assist them.

I also think the general special education licensure is a way for school districts to hire who they want to hire regardless of certification and regardless of students needs. This would enable school districts to hire a coach they want and then assign them to teach special education students. In either case, special education students would not be receiving a quality education they deserve.

Special education students tend to be some of the “neediest” students in our schools. Please give this proposed change serious thought. Our students are counting on us to give them our best!

Thank you!

Malinda Wilcox  
Teacher  
Metro High School  
Cedar Rapids Community Schools

## Cunningham, Kim [BOEE]

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**From:** Olsem Elizabeth <EOlsem@cr.k12.ia.us>  
**Sent:** Thursday, September 25, 2014 5:04 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed Change in Rules for Spec Ed Licensure

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

BOEE Board members,

I am writing to generally support the proposed rules for changing special education teaching licensure from a categorical model to a non-categorical model. This would allow a district to have greater leeway in hiring quality candidates. I like the added areas of specialization that are in the proposal. Identification of these areas on a license would allow a teacher to specialize in areas of special education in which they feel comfortable.

In addition, I understand that the requirements for licensure under this model would provide more rigor in the pre-service preparation of teachers in the areas of literacy, math, and behavior. This is necessary if we teachers who are highly qualified deliver effective instruction that can help close the achievement gap.

While I am generally supportive, I am very concerned about the piece that would require current teachers to pick up additional course work to obtain this license. I know that I personally cannot do more. The demands of my teaching job already require sacrificing much of my time outside of contract hours. Requiring additional coursework for special education teachers would add much stress to an already high-stress career, possibly resulting in reduced effectiveness in the classroom. I would encourage the Board to consider a grandfather clause for current staff.

Thank you for consideration of my comments.

Elizabeth Olsem, MA, NBCT  
Multi-categorical Teacher  
Harding Middle School  
Cedar Rapids Community School District  
Folder Number 307186

Amanda Jo Podolski  
2220 E. 38<sup>th</sup> Street Place  
Davenport, IA 52807  
515-979-9988

[amandajo419@gmail.com](mailto:amandajo419@gmail.com)

Authorized to serve in the following areas:  
K-6 Teacher Elementary Classroom  
K-8 Instructional Strategist I: Mild/Moderate  
K-8 Reading

September 25, 2014

Ms. Kim Cunningham  
Board of Educational Examiners: Board Secretary  
Grimes State Office Building  
East 14<sup>th</sup> Street and Grand Avenue  
Des Moines, IA 50319

Dear Ms. Cunningham,

Permit me to thank you in advance for sharing my concerns regarding the proposed adoption of new subrules 14.2(10) and 14.2(11) which would affect the licensure of special education teachers with the Iowa Board of Educational Examiners. As a third year special education teacher, I learned a lot through "trial by fire." My course work provided me knowledge of sped foundations, assessment, and a little bit of teaching core curriculum along with methods and strategies; however, it was experience and guidance from qualified colleagues that provided me with sure footing in my classroom. I am excited for future special educators who may have the opportunity to learn about behavior interventions, collaborative partnerships, and assistive technology *prior* to stepping foot in their own classroom. That being said, there are pressing issues surrounding the proposed subrules that need to be addressed before a decision may be reached.

As a teacher I am always evolving; adopting new strategies, gaining more knowledge, and refining my skills. I look forward to delving deeper into the aforementioned content through coursework and collaboration, but the proposed policies are met with concern. If the state will *require* current special educators to take courses in order update their licensure, then the state *must* set aside funds to support its teachers. To not do so is unjust. It would degrade the efforts- blood, sweat, and very hard work- I have put forth to provide the best education for our struggling learners.

Another concern with the proposed subrules is the overgeneralization of content across grade levels: K-12! While the delivery of content in special education is highly skills-based, the manner of delivery needs to adhere to students' developmental and social constructs to preserve their self-dignity. For instance, a second grader and a ninth grader could both struggle to read CVC words-they are working on the same skill. However, the manner in which I teach that skill would vary greatly due to their developmental and social differences, and the strategies used to deliver the content would reflect such. Furthermore, as a teacher whose strengths are in teaching elementary students, I would lose job security at the elementary level. Perhaps there could be

licensure for K-6 and 7-12 grades? The dignity of students and teachers must be preserved. It will be jeopardized should the state mandate the licensure to expand across all grade levels.

I am really interested in the proposed special education specializations, and look forward to the opportunity to pursue them for myself. For student teachers though, would it be possible for them to start or even obtain specialization(s) prior to graduation? Should there be interest in multiple specializations, would there be overlap in the coursework? If someone has a passion in a particular area or areas, it is my hope that the state would encourage further education and provide a means for said individual to obtain a specialization if it is desired. Should special educators obtain specializations to enhance the learning of their students and grow professionally, it would behoove the state to recognize their efforts on the pay scale.

Education must ever evolve in order to meet the needs of the people it serves. I look forward to the decision of the Board, and trust you will take my concerns into consideration: current teachers will be reimbursed for coursework they may be required to take in order to meet licensure requirements, the new licensure will not stretch across all grade levels in order to preserve rigor and dignity, and teachers who choose an area or areas of specialization will be compensated for their efforts. Again, I thank you for your consideration. Best wishes in your discernment.

Continuing to Serve,

Amanda Podolski

## Cunningham, Kim [BOEE]

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**From:** Cheryl Holiday <cheryl.holiday@westmonona.org>  
**Sent:** Thursday, September 25, 2014 9:43 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** RE: Proposed Special Education Licensure Requirement Overhaul

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Kim Cunningham  
Board Secretary, Board of Educational Examiners

I strongly oppose the special education reform. This change will not only negatively affect me, it will have a adverse affect on our children.

Adding additional requirements to an already rigorous special education program would create the act of getting degrees in this field difficult and unappealing. The special education field encompasses a variety of disabilities, it is impractical to require a general license for the entire field, nor would it be beneficial for students to not have a qualified special education teacher teaching them.

By not grandfathering in existing special education teachers and requiring them to take additional individually funded classes would cause many to leave the field due to not being able to fund this new requirement. This is the exact opposite of what the state is trying to achieve.

This change will just add to the shortage of special education teachers in the state because there would be so much more schooling required compared to a general education teacher. This will deter incoming generations.

I do not support this proposal and I urge you to consider my views and find a solution workable for all parties involved.

Thank you.

--

Cheryl Holiday  
Master Educator License  
K-8 Instructional Strategist I - Mild/Moderate  
5-12 Instructional Strategist I - Mild/Moderate

MS Special Education Teacher  
West Monona Community Schools

## Cunningham, Kim [BOEE]

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**From:** Ries Karla <KRies@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 7:21 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Special Education Rule Change

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Hello,

I would like to express my support for the proposed rules for changing special education teaching licensure from a categorical model to a non-categorical model. I understand that the requirements for licensure under this model would provide more rigor in pre-service preparation of teachers in the areas of literacy and math. This would go a long way to help us close the achievement gap. In addition this model is more aligned to our more inclusive service delivery systems.

Thank you,

Karla Ries  
Director of Instructional Services  
Cedar Rapids Community School District  
319-558-1228

In response to the Special Education licensure proposal I must say I am shocked at the total disregard of our most needy young people by educators or people making decisions about education for them.

The spectrum of disabilities and student needs can no more be properly served under a "general" Sp. Ed. license than could the secondary math needs of students be met with an elementary Language Arts teacher in charge of the room. Under the law, special education is to be individualized and to do so means to have an educator with a specific skill set and expertise to work with the students in each special education area. Due to the varied types of needs and wide range of special needs students with in those disability areas, a single teacher could not have the proper training to support all areas, for any age, regardless of the number of students on the roster.

Teachers have specific licenses for particular age groups as a choice; it was the area that they chose to work in, where they both felt and knew that they could make the biggest difference as a teacher. Special Education teachers are no different than Gen. Ed. teachers in that they had a calling most often to the position that they are in. This would translate to the school or district demanding that a veteran secondary math teacher not only go back to school, but pay for it- to get an for example, an Elementary Ed. Language Arts degree simply because the district, administrator , or parents wanted more services for that area and no one else would do the job. Worse yet-if they don't go back to school they'd be out of a job.

In doing this, you also will be putting the children with severe disabilities at risk. When someone is trained "generally" and not specifically for to deal with these individuals and disabilities, or when an individual with aggressive tendencies hurts the most vulnerable students who are unable to defend or protect themselves. This will happen if you proceed with a general license-soon after that license is issued the classes will become multiple disability groupings served by one teacher with a general practitioner license. "Jack of all trades-master at nothing"-that is a dangerous precedent to start with our neediest students.

This also hurts the mild to moderate student's educational outcomes; as so much time must be dedicated to children with severe disabilities, taking the classroom resources away from the less needy but still in need of adaptive and academic skills to allow them to participate as productive members of society later in life. This direction will push the most mild/LD students out of needed services into classrooms that they are not fully equipped to learn in because they lack the academic skills and or coping skills to function in the gen ed. setting, and where differentiation still isn't enough to prevent their academic frustration and thus falling further behind their peers.

In doing so the gen ed. population will also suffer, because just like in a Sp. Ed. classroom with an insurmountable variance of needs if this licensure happens, the Gen Ed teachers are trying to teach larger groups of students, maintaining behaviors, meeting state standards, while differentiating for the slightest of needs of students not qualifying for Sp. Ed., plus learning disables/mild intellectually disabled students. This takes away from the majority of students who are in need of more rigor, not the dumbing down of curriculum, to meet the needs of the minority sub group.

As a teacher, I am very aware of my strengths and my limitations. I am excellent with Level 3 students with Autism, but I would not be a good candidate to teach elementary BD, or any grade level of mild/moderate, or mild to severe disabilities students. I have no passion or skills-academic or natural to work with those population of students. My 3 degrees are specific around what I chose to do as a

career, just like my Gen. Ed secondary counterparts who are specific to their content. That is where my interests lie, my expertise, and my passions are. Special Ed teachers should not be interchangeable any more than a Gen. Ed teacher is across curriculums because it is what is in the best interest of the children.

Without a grandfather clause for teachers who are already serving students in special education, unnecessary hardships would be created. As someone who has spent 8 years earning my three degrees, it is outside of my financial means to go back to school in order to earn additional licensure requirements. I know that I am not the only current special education teacher in this financial position. I understand that it is your hope in changing the licensure requirements to help school districts in filling special education positions, but without a grandfather clause, many special education teachers will have to leave the field due to the restraints. This will render the licensure change counterproductive and cause Iowa to fail serving our most vulnerable students.

I believe that if this was allowed to go through that the state is opening up a gaping hole for law suits against school districts from unsafe classroom environments, to services not meeting individual needs of each special education sub group because as stated previously, a general practitioner in special education cannot have the specific skill sets to accommodate all special needs.

Special Education is a unique area that is difficult to fill positions for. I am aware of the challenges of filling positions, and the financial drain it can have on the large school districts –so I know it is extremely difficult on small school districts. I believe that if this licensure change passes, you will find people on the job leaving the job, students in college will stray away from special education minors and degrees because each of us in this profession have the passion for our areas of expertise and know the demands and services the children must have to be successful. To take away or diminish their services because of teachers being spread too thin covering multiple disability areas with a “General” knowledge of those disabilities is an injustice to all students but most particularly our hardest to reach and neediest students.

Sarah Poe  
Autism Specialist  
Kennedy High School  
Cedar Rapids Community School District

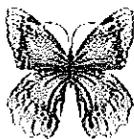
## Cunningham, Kim [BOEE]

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**From:** Polglaze Pamela <PPolglaze@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 7:41 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Response to proposed change in special educator licensure

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

I have been an elementary special education teacher in Cedar Rapids for the past 24 years. I began my career in a self-contained autism program then moved to SCI/Level 1/Multi-categorical. I have many concerns about this proposal but am only going to address the one that concerns/scares me the most. I have spent many hours and money on professional development to learn all the things I need to know in order to help my students. I consider myself an expert in my field. If this proposal goes through I may not be able to continue to do what I love and what I consider to be my area of expertise. I am the sole bread winner in my family. I have a daughter that just started college. I live check to check. Bottom line is I cannot afford to take college classes. Therefore if this passes, I will not be able to take classes so I will not have a license to teach special education any longer.



*"Attitude is contagious. Is yours worth catching?"*

Pam Polglaze  
Coolidge Elementary  
Multi-cat  
558-1320

## Cunningham, Kim [BOEE]

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**From:** Bradford Annie <ABradford@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 7:45 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed licensure change

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Dear BOEE:

In response to the Special Education licensure proposal I must say I am shocked at the total disregard of our most needy young people by educators or people making decisions about education for them.

The spectrum of disabilities and student needs can no more be properly served under a "general" Sp. Ed. license than could the secondary math needs of students be met with an elementary Language Arts teacher in charge of the room. Under the law, special education is to be individualized and to do so means to have an educator with a specific skill set and expertise to work with the students in each special education area. Due to the varied types of needs and wide range of special needs students with in those disability areas, a single teacher could not have the proper training to support all areas, for any age, regardless of the number of students on the roster.

Teachers have specific licenses for particular age groups as a choice; it was the area that they chose to work in, where they both felt and knew that they could make the biggest difference as a teacher. Special Education teachers are no different than Gen. Ed. teachers in that they had a calling most often to the position that they are in. This would translate to the school or district demanding that a veteran secondary math teacher not only go back to school, but pay for it- to get an for example, an Elementary Ed. Language Arts degree simply because the district, administrator , or parents wanted more services for that area and no one else would do the job. Worse yet-if they don't go back to school they'd be out of a job.

In doing this, you also will be putting the children with severe disabilities at risk. When someone is trained "generally" and not specifically for to deal with these individuals and disabilities, or when an individual with aggressive tendencies hurts the most vulnerable students who are unable to defend or protect themselves. This will happen if you proceed with a general license-soon after that license is issued the classes will become multiple disability groupings served by one teacher with a general practitioner license. "Jack of all trades-master at nothing"-that is a dangerous precedent to start with our neediest students.

This also hurts the mild to moderate student's educational outcomes; as so much time must be dedicated to children with severe disabilities, taking the classroom resources away from the less needy but still in need of adaptive and academic skills to allow them to participate as productive members of society later in life. This direction will push the most mild/LD students out of needed services into classrooms that they are not fully equipped to learn in because they lack the academic skills and or coping skills to function in the gen ed. setting, and where differentiation still isn't enough to prevent their academic frustration and thus falling further behind their peers.

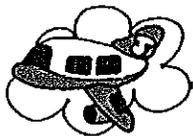
In doing so the gen ed. population will also suffer, because just like in a Sp. Ed. classroom with an insurmountable variance of needs if this licensure happens, the Gen Ed teachers are trying to teach larger groups of students, maintaining behaviors, meeting state standards, while differentiating for the slightest of

needs of students not qualifying for Sp. Ed., plus learning disabilities/mild intellectually disabled students. This takes away from the majority of students who are in need of more rigor, not the dumbing down of curriculum, to meet the needs of the minority sub group.

Without a clause to grandfather in teachers who are already are serving students in special education, unnecessary hardships would be created. As someone who has spent 10 years earning very focused degrees and endorsements, it is outside of my financial means to go back to school in order to earn additional licensure requirements. I know that I am not the only current special education teacher in this financial position. I understand that it is your hope in changing the licensure requirements to help school districts in filling special education positions, but without a grandfather clause, many special education teachers will have to leave the field due to the restraints. This will render the licensure change counterproductive and cause Iowa to fail serving our most vulnerable students.

Sincerely,  
Annie Kathryn Bradford  
Special Education Facilitator  
Cedar Rapids Community Schools  
Jackson Elementary

*Annie K. Bradford*



"A good teacher is like a candle - it consumes itself to light the way for others." ~Anonymous

## Cunningham, Kim [BOEE]

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**From:** Dederling Daniel <DDederling@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 8:05 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Sp. Ed. changes

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

BOEE Board Members,

I do not support the proposed rules for changing special education teaching licensure from a categorical model to a non-categorical model. Just for the record, I am currently in my 38<sup>th</sup> year of working in the field of Special Education. I do not have a personal stake in the legislation/rule changes since my current licensure expires in 2019 and I will be retired. That being said, I will keep my comments brief:

The rule change gives districts the leeway to erode services for our most fragile and challenging students. They do not have the freedom to be permitted to another school. They do not have the opportunity to “pick from” multiple teachers in a building, if their teacher does not have the qualifications or temperament to meet their particular needs. There is no “school choice” for these students.

When teachers specialize, they have the opportunity and responsibility to find a position that matches their qualifications/talents with the needs/challenges of the students they serve. If you give districts the ability to “lump” students together, our students will lose the dedication and expertise of those unique individuals that spend a lifetime truly serving children. These are not “cookie cutter” children and you cannot serve them with a “cookie cutter” approach. The bottom line is children will lose.

I care about adults that may be required to spend additional funds to return to school to meet licensure but my true concern is for the welfare of children. Adults in this field sacrifice daily in many areas so this is nothing new for them.

I wonder what you might say if the medical profession took the same stance as the BOEE. Let’s eliminate specialization in the medical profession and have all doctors be general practitioners. When your child or grandchild is diagnosed with a serious condition, let’s send them to the doctor around the corner. Let’s eliminate the special services and expertise that are provided at the University of Iowa Hospitals and Clinics. They are known for the “best” care for children and adults.....not the same training/level of service for all children.

Bad idea!

Thanks,

Dan Dederling  
Facilitator  
Truman Elementary School  
Office 319-558-1309  
Cell 319-533-0349

**To the world you may be one person, but to one person you may be the world.**

## Cunningham, Kim [BOEE]

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**From:** Jennifer Smith <quilterjen@yahoo.com>  
**Sent:** Friday, September 26, 2014 8:25 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** proposed changes in special education licensure

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

I have been an elementary special education teacher in Cedar Rapids for the past 15 years. I began my career in a self-contained autism program then moved to SCI/Level 1/Multi-categorical. I have many concerns about this proposal. I have spent many hours and money on professional development to learn all the things I need to know in order to help my students. I consider myself an expert in my field. If this proposal goes through I may not be able to continue to do what I love and what I consider to be my area of expertise. I am not at the point where our family could afford to continue with more schooling to any major extent. I also do not wish to get certification which would allow any district to place me in a field that I never intended to teach. There are HUGE differences between levels of special education! Consider taking the position of a doctor who is specialized in pediatrics and sending him/her to dentistry. They are two different fields. The same is true of each level of special education. Likewise, an elementary teacher would most likely not be willing or knowledgeable to teach 11th grade science. That's what you are asking us to do. Completely be willing to change our entire career. I love what I do. I love my students. I have worked hard to learn everything I can about learning disabilities. Teaching bright students with major behavior disorders would be frustrating. Teaching in a severe and profound program would depress me. I have spent time in all areas of special education and landed where I am for a reason. Please consider the needs of the teachers as well as the students. You would not be better serving the students, because teachers would not be AS knowledgeable about specific areas.

Thank you for listening to the concerns of the teacher who teach the students they love.

Sincerely,

Jennifer Smith  
Madison Elementary  
Cedar Rapids Community Schools  
Mult-Categorical

September 25, 2014

Dear BOEE Board Members:

I am writing in regard to the discussion around the topic of changing the special education licensure of the state of Iowa. As a preschool special education teacher who received her degree prior to the start of the unified preschool degree, I would discourage this change.

When I received my degree from UNI in the late 1980's, I had a BA in early childhood education and then received a MAE, in special education with a field specialization in preschool handicap. My BA took 4 years and my MAE took 2 ½ years going full time. I now work with teachers who have the unified BA early childhood degree which, allows them to teach both regular and special education. I find the majority of young teachers are ill-prepared to write and implement a strong IEP for our youngest students. I have also witnessed that many of my colleagues would prefer not to work with children who are on IEPs since in the early childhood arena we often serve all children with disabilities from mild to severe, in the same classroom as their nondisabled peers. I worry that if you change special education licensure at the K-12 level, the same thing will happen as I've witnessed in early childhood, teachers are not prepared for the students entering their classroom. The children I've seen pass through my classroom in the last 20+ years of my teaching career are getting more complicated. Better health care and better science has helped in the early identification of not only physical disabilities but mental disabilities as well. Our students deserve to be taught by skilled craftsmen and women as in any other profession. I do not want to look at "status quo" but rather to continue to be a state that leads education, strives to do what is best for students, and refuses to conform. Please reconsider changing special education teaching endorsements and leave special education licensure for K-12 as it is so teachers can delve into the area where their passion lies and in return students will get a teacher who is committed and knowledgeable.

Sincerely,

Roxann Dittmer, PhD  
Cedar Rapids, Iowa

**Cunningham, Kim [BOEE]**

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**From:** Helscher Carolyn <CHelscher@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 8:44 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed changes for Special Education Licensure

The discussion of the proposed changes needs more time than a 24- hour notice. I propose this is not implemented at this time, to allow more discussion for all stakeholders.

Carolyn Helscher  
Roosevelt Middle School Cedar Rapids, IA  
Level 1/System 44 Teacher  
319-558-1684

## **Cunningham, Kim [BOEE]**

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**From:** Rubocki Sara <SRubocki@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 9:04 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** special education licensure proposal

Dear BOEE:

In response to the Special Education licensure proposal.

The spectrum of disabilities and student needs can no more be properly served under a "general" Sp. Ed. license than could the secondary math needs of students be met with an elementary Language Arts teacher in charge of the room. Under the law, special education is to be individualized and to do so means to have an educator with a specific skill set and expertise to work with the students in each special education area. Due to the varied types of needs and wide range of special needs students with in those disability areas, a single teacher could not have the proper training to support all areas, for any age, regardless of the number of students on the roster.

Teachers have specific licenses for particular age groups as a choice; it was the area that they chose to work in, where they both felt and knew that they could make the biggest difference as a teacher. Special Education teachers are no different than Gen. Ed. teachers in that they had a calling most often to the position that they are in. This would translate to the school or district demanding that a veteran secondary math teacher not only go back to school, but pay for it- to get an for example, an Elementary Ed. Language Arts degree simply because the district, administrator, or parents wanted more services for that area and no one else would do the job. Worse yet-if they don't go back to school they'd be out of a job.

In doing this, you also will be putting the children with severe disabilities at risk. When someone is trained "generally" and not specifically for to deal with these individuals and disabilities, or when an individual with aggressive tendencies hurts the most vulnerable students who are unable to defend or protect themselves. This will happen if you proceed with a general license-soon after that license is issued the classes will become multiple disability groupings served by one teacher with a general practitioner license. "Jack of all trades-master at nothing"-that is a dangerous precedent to start with our neediest students.

This also hurts the mild to moderate student's educational outcomes; as so much time must be dedicated to children with severe disabilities, taking the classroom resources away from the less needy but still in need of adaptive and academic skills to allow them to participate as productive members of society later in life. This direction will push the most mild/LD students out of needed services into classrooms that they are not fully equipped to learn in because they lack the academic skills and or coping skills to function in the gen ed. setting, and where differentiation still isn't enough to prevent their academic frustration and thus falling further behind their peers.

In doing so the gen ed. population will also suffer, because just like in a Sp. Ed. classroom with an insurmountable variance of needs if this licensure happens, the Gen Ed teachers are trying to teach larger groups of students, maintaining behaviors, meeting state standards, while differentiating for the slightest of needs of students not qualifying for Sp. Ed., plus learning disabled/mild intellectually disabled students. This takes away from the majority of students who are in need of more rigor, not the dumbing down of curriculum, to meet the needs of the minority sub group.

Without a grandfather clause in teachers who are already serving students in special education, unnecessary hardships would be created. As someone who has spent 10 years earning very focused degrees and endorsements, it is outside of my financial means to go back to school in order to earn additional licensure requirements. I know that I am not the only current special education teacher in this financial position. I understand that it is your hope in changing the licensure requirements to help school districts in filling special education positions, but without a grandfather clause, many special education teachers will have to leave the field due to the restraints. This will render the licensure change counterproductive and cause Iowa to fail serving our most vulnerable students.

Sara R. Rubocki  
Level 1  
Jackson Elementary  
(319) 558-3702  
[srubocki@cr.k12.ia.us](mailto:srubocki@cr.k12.ia.us)

"The best teachers are the ones who never forget what it is like to be the student."

## Cunningham, Kim [BOEE]

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**From:** Duke Zarmun <ZDuke@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 9:13 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** proposed rule changes for special education teachers

Your proposed changes do not sit well with me.

I have already spent years receiving, and paying for training to be the best special education teacher possible. I work hard, usually about 60 hours a week, at my job. This leaves me no time for additional classes. Let's also talk about the costs of those classes. Tuition costs have been increasing far beyond the levels of inflation, which are beyond the level of pay increases I've seen in the last five years. If you proceed with this plan, when am I going to have the time for supplemental classes? Where will the money come from? If the state finds a way to release me from my daily obligations in the classroom and pays the tuition, I'd be happy to take some supplemental courses. Otherwise, I already give way more to my students than the average worker gives to their job. You'd just be punishing me financially and increasing my extreme workload even more.

Grandfather in existing teachers. Extend the date a few years to give colleges the time to adjust training programs for new teachers.

Zarmun M Duke  
Washington High School  
319-558-4741  
zduke@cr.k12.ia.us

**Cunningham, Kim [BOEE]**

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**From:** Stephanie Davies <daviess@lb-eagles.org>  
**Sent:** Friday, September 26, 2014 9:31 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed Special Education Licensure Requirement Overhaul

Kim Cunningham  
Board Secretary, Board of Educational Examiners

I strongly oppose the special education reform. This change will not only negatively affect me, it will have a adverse affect on our children.

Adding additional requirements to an already rigorous special education program would create the act of getting degrees in this field difficult and unappealing. The special education field encompasses a variety of disabilities, it is impractical to require a general license for the entire field, nor would it be beneficial for students to not have a qualified special education teacher teaching them.

By not grandfathering in existing special education teachers and requiring them to take additional individually funded classes would cause many to leave the field due to not being able to fund this new requirement. This is the exact opposite of what the state is trying to achieve.

This change will just add to the shortage of special education teachers in the state because there would be so much more schooling required compared to a general education teacher. This will deter incoming generations.

I do not support this proposal and I urge you to consider my views and find a solution workable for all parties involved.

Thank you.

--

***Thanks!!***

*Stephanie Davies*

*Special Education Teacher 4-6*

*Lawton-Bronson Elementary*

*Daviess@lb-eagles.org*

*712-948-3361 ext: 429*

## Cunningham, Kim [BOEE]

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**From:** Michael Couvillon <michael.couvillon@drake.edu>  
**Sent:** Friday, September 26, 2014 10:04 AM  
**To:** Cunningham, Kim [BOEE]  
**Cc:** Janet McMahon; Catherine Gillespie; Jerrid Kruse  
**Subject:** SPED Endorsement Changes  
**Attachments:** Drake Univ Comments on SPED Endorsement Changes (BOEE).pdf

Ms. Cunningham,

Attached you will find a letter addressing our concerns regarding the proposed changes to the Special Education endorsement.

We appreciate the opportunity to voice our concerns as well as the opportunity to provide a written statement.

Should you have questions about this matter or the attached statement please let me know.

Thank you for your time and attention.

Best regards,  
Dr. Michael Couvillon

Michael A. Couvillon  
Associate Professor  
Undergraduate & Graduate Studies in Special Education  
Drake University  
michael.couvillon@drake.edu  
(515)271-4690  
<http://www.drake.edu/specialeducation/>

**We make Drake**  
Campus Climate Survey



September 23, 2014

To the Members of the Iowa Board of Educational Examiners,

We are submitting our comments today to express our concerns regarding the proposed changes for special education endorsements in the State of Iowa. We are concerned because we do not see this shift as an improvement in special education teacher preparation; nor do we feel this will solve the issue of special education teacher attrition and teacher shortages.

The proposed K-12 stand-alone license proposal is a more broad approach to special education teacher preparation. While this proposal would give administrators flexibility in special education teachers' assignments, it would result in teachers who are not prepared to provide specialized, individualized instruction. When you look at the very nature of the individualized needs of students with disabilities you will quickly see the complications with this type of approach. It is implausible to think that each course required for a licensure program can cover all 13 disability categories and how they relate to students in grades K thru 12. No one would ever consider this approach for mathematics or for reading; therefore we ask, why would this approach be acceptable for special education?

The Council for Exceptional Children (CEC) reports that special educators already leave the profession at 5 times the rate of their general education peers. While a more general approach may initially recruit more teachers; a general approach simply would not give them the skills to be successful or to become career special education teachers.

If you were to ask current or former special education teachers about what would make them more successful, no one would say that more general information is what would be helpful. The answers lie in the details and not in general and broad characteristics.

When you think about your own professional training, did you learn more from courses that provided broad overviews or from courses that allowed for in-depth discussion and detail? I encourage you to visit any school district in Iowa and visit a special education classroom. You will see quickly see that what students need in developmental kindergarten classrooms is quite different than what is needed in self-contained behavioral classrooms for high school seniors trying to graduate.

There are also numerous concerns that the proposed changes would be a stand-alone degree. The undergraduates in our programs currently complete the requirements for 3-4 different endorsements. This allows them flexibility as they decide on their future and careers. Additionally, this type of approach would not grant them access to the general education curriculum. The current training programs prepares students in elementary or secondary general education content as well as provides the pre-service teachers with the knowledge and

skills to support exceptional learners across instructional settings. The current blend of general and special education knowledge and training allows our graduating teachers to be viewed as more equal partners prepared to collaborate and co-teach with their general education colleagues.

When making your decision please consider the practicing teacher as well; our graduate students come to special education from other endorsement areas to increase their marketability. With this licensure change, we are concerned about how that could impact this process. Additionally, if current teachers are not grandfathered in to these changes; they may decide to leave special education rather than bear the burden of the time and expense related to continued special education licensure.

We feel this issue is an opportunity for school districts and higher education institutions to partner together to address the causes of the teacher shortage and attrition. Research tells us new special education teachers frequently leave the field because they feel isolated in new positions, especially in rural school districts. We also suggest that research-based strategies be utilized to reduce special education teacher attrition. These suggestions include:

- New teacher mentoring programs in which new teachers receive support, consultation, and feedback from more senior and experienced colleagues.
- Continuing professional development could be provided through collaborative partnerships with school districts and higher education institutions.
- A grow your own teacher initiative— which would help individuals move from the role of paraprofessional to teacher; or provide incentives for new teachers to obtain special education endorsements.
- Grants or forgivable loans after 5-7 years of teaching in special education will often keep special education teachers in the profession.

Should you have any questions or concerns regarding this letter feel free to contact us. Thank you for your time and attention.

Respectfully submitted,

Dr. Michael A. Couvillon  
Dr. Laura Kieran  
Drake University  
Programs in Special Education

## Cunningham, Kim [BOEE]

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**From:** Frank Sladek <Frank.Sladek@kirkwood.edu>  
**Sent:** Friday, September 26, 2014 10:19 AM  
**To:** Cunningham, Kim [BOEE]  
**Cc:** Frank Sladek  
**Subject:** SpEdEndorsements

Dear Ms. Cunningham,

As an educator who:

1. renewed his 5 - 12 endorsement this past summer (Character Counts & ELL);
2. as a former Scout leader (male and female) of mostly elementary "children at risk" (I'm one of two in the history of the State who "earned" the National Whitney Young Jr. award for work in this field);  
AND
3. has an interest in expanding into the Special Education field via the appropriate endorsements;

I desire to voice my concern regarding the following:

NOTICE of Intended Action to amend Chapter 14, "Special Education Endorsements," Iowa Administrative Code.

I am not PRO nor CON, but the "timing" is problematic.

I will be forwarding this email to my representatives in Des Moines, and HIGHLY RECOMMEND this proposal be "pigeon holed" a FULL TWO MONTHS; so those in the field, and those considering the field, may more adequately have time in this busy fall semester to peruse the intended changes.

I am sure a huge numbers of Special Education teachers have not even heard of the proposed changes. Further, those recently informed, are in the middle of the 4-5th week of school and have not had time to analyze the pro's and con's of the proposal.

It would serve our great state to be sure to contact each and every Special Education Teacher via mail, not email, of these proposed changes; AND for the Board to very carefully LISTEN to those who have over 5 years in the field...VITAL experience in the changing demographics in Iowa. (We all know that most Sp.Ed. teachers quit after 2 years...LISTEN to the veterans.)

Further, please do not assume that all administrators have conveyed the "unintended consequences" of change in this endorsement, and in fact, I seriously doubt the statement from the document is accurate:

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

In fact, jobs may be added or subtracted. BUT my main objection is still, the "timing:"

Via some experienced special education teachers I know, I found: They had no idea this was being proposed until being informed yesterday; Sept. 24: One day AFTER the public hearing, and one day BEFORE the written comments.

What?

I "suspect" that the proposed changes were sent to school districts recently, and of course, common sense tells us:

1. If communication regarding the proposal was sent to administrators at the start of the academic year:
  - a. They seldom have the time-personnel-budget, to even inform each teacher during that very busy time.
2. IF Special Education teachers were contacted directly...I know several who were not...they too get thousands of emails  
at the start of the academic year.
3. The opinion of experienced Special Education teachers across the entire state...not just a committee...MUST be sought:
  - a. NOTE: Three very experienced and "wise" Special Education teachers with which I'm acquainted, knew NOTHING about this proposal up until yesterday!
4. The use of tax-payer money is tied to the "wisdom" of experienced Special Education teachers in the "function of helping children."
5. Two more months of "delay" will not impinge upon the positives of the proposed change...if it did, they are not "positives."

AGAIN NOTE: I am not pro/con the proposed change, BUT, common sense indicates that stakeholders in this field need to be fully informed IN A TIMELY MANNER regarding any changes, certainly NOT "at the last minute," AND all veterans in the magnificent field of Special Education must be informed and HEARD.

Thank you for your attention.

Cordially,

Frank Sladek, BSE, MA, MFA

Adjunct Professor of Education, Communication, Speech & Theatre

@Kirkwood Community College

Secondary Teaching Endorsement: 5th - 12.

Kirkwood Keynotes Toastmasters: President National Whitney M. Young Jr. Service Award  
for work with disadvantaged & minority youth.

(One of only two awarded in Iowa's History.) Rotary 2012: Governor's Award for Volunteerism

Ex-officio: Hawkeye Area Council, Boy Scouts of America TrailBlazers District (kids-at-risk) Program  
Director Woodbadge Graduate, Cubmaster of the Year Scoutmaster of the Year, District Award for Service to Youth

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email for messages of this kind. Opinions, conclusions and other information in this message that do not relate to the official business of my organization shall be understood as neither given nor endorsed by it.

September 23, 2014

Dear Iowa Board of Educational Examiners,

My personal responses to the newly proposed Special Education Endorsement Requirements come from the hats of a pre-service educator, elementary resource teacher, and Iowa Learning Disabilities Association member. First, as a pre-service educator at UNI I look at the coursework required of a K-8 Instructional Strategist I teacher. I teach a methods course for the students in the K-8 Mild/Moderate Strategist I endorsement. It is difficult in our current 24 hour minor for a Mild/Moderate Strategist I endorsement to get enough contact hours to do justice to the numerous strategies needed for interventions to meet the needs of students with mild/moderate disabilities. The current proposal could be interpreted as a need to design one methods course to include intervention strategies for a broad range of specialized needs. This seems like a daunting task to merge all of the essential content into one course in order to create a highly effective teacher for all populations of K-12 students with disabilities. We run the risk of having less prepared special educators to provide for the unique and specialized needs of Iowa's students with disabilities. Other states offer a K-12 Special Education endorsement, but their universities offer it as a major and not a minor. The trade-off becomes the elementary education degree or the secondary teaching degree. Currently in Iowa, the majority of our students have an elementary education degree or a content area at the secondary level. This new endorsement does not require an elementary education degree simply a course in literacy and math. Finally, increasing the minor in special education to 30 hours could actually decrease the number of students going into special education because of the added course hours. Currently the average special education university student takes four and a half years to complete their major and minor. This would add on another semester to their courseload.

My second hat as an elementary resource teacher for 30 years looks at the academic scores of our students with disabilities. Iowa may have lower scores in reading compared to Minnesota and Illinois on their statewide assessments at the 4<sup>th</sup> and 8<sup>th</sup> grades, but appears to out score these states at the high school level ([LD.org/IDEAstatedata](http://LD.org/IDEAstatedata)). Then we far out pass the other two states in post school outcomes (enrolled in higher education and competitively employed). Iowa also has a higher service delivery in the general education classroom than Minnesota or Illinois. This means that it is a system level responsibility to educate students with special needs. It does not just fall on the special education teachers' shoulders. Special education teachers have a difficult career, and they require intensive coursework and professional development in order to be highly effective. They are specialized teachers that provide individualized instruction for their students' with IEPs (Individualized Education Programs). The training of a preschool special education teacher is different than a high school special education teacher and their coursework should reflect this.

Finally, my third hat as an Iowa Learning Disabilities Association member has to look at why learning disabilities has not been included in the Special Education Specializations listed on the proposed rules change. Currently, Specific Learning Disabilities in Iowa is at 60.4% of all students enrolled in special education in Iowa ([LD.org/IDEAstatedata](http://LD.org/IDEAstatedata)). This is

significantly higher than Illinois or Minnesota. This is surprising in a state that doesn't use the eligibility category of Learning Disabilities but instead uses mild/moderate disabilities. This category encompasses more than all of the other categories combined. Many advocacy groups and individuals across the U.S. believe passionately that learning disabilities do exist.

Thank you for opening this crucial decision up for public comment. Please include our voices in the outcome of this decision.

Sincerely,

Kim Miller  
Iowa Learning Disabilities Association  
University of Northern Iowa  
Elementary Resource Teacher for 30 years at Price Laboratory School - UNI

**Cunningham, Kim [BOEE]**

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**From:** Kim K Miller <kim.miller@uni.edu>  
**Sent:** Friday, September 26, 2014 11:45 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** statement from the hearing on Wednesday  
**Attachments:** Kim Miller BOEE response.docx; ia-stateprofile-11-12.pdf; il-stateprofile-11-12.pdf; mn-stateprofile-11-12.pdf

Hi Kim,

I am attaching my statement from the hearing on Wednesday. I am also attaching my supporting documentation of data.

Thanks,  
Kim Miller

## **Cunningham, Kim [BOEE]**

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**From:** Boots, Brenda <BootsB@wdmcs.org>  
**Sent:** Friday, September 26, 2014 11:02 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Endorsement

Kim,

I am concerned with the proposed recommendations to the special education endorsement. I have been a special education teacher for the past 15 years. I am also a wife, and mother of 5 year old twin girls. With the increased paperwork responsibilities being placed on the special education teachers in our schools, new curriculum, and overload of students on our rosters, I am slowly becoming burned out on teaching. I love teaching, and want to spend my life helping others become successful, confident, well rounded adults. However, with these new expectations, I am very frustrated with which our state is going. Teachers don't make a tremendous amount of money teaching and can't afford to go back to school to get an endorsement we already have earned. I would rather use my money to obtain an endorsement I don't have. In addition to the cost of the endorsement, I have precious little time with my family as is since I do all of my IEP writing, paper checking, and lesson planning at home. Homework from the classes will consume my time outside of school, and I am missing the most important years of my daughters lives. I would also like to know how teachers are to complete their practicums when they work full time jobs? There are many questions that need to be answered.

Thank you for your time.

Brenda Boots  
5/6<sup>th</sup> Grade Special Education  
Hillside Elementary School  
(515)633-6231

### Identification of Children with Disabilities

#### STUDENT ENROLLMENT, AGES 6 THROUGH 21

Student Category	State Students (#)	State Students (%)	Nation Students (#)	Nation Students (%)
All students	429,258		45,056,472	
Children with disabilities (IDEA)	60,523	14.1	5,789,884	12.9

Explanatory Note: The number and percentage of total students enrolled in public schools in the state and nation as of October 1, 2010 (or the closest day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. The number and percentage of children with disabilities (IDEA) in the state and nation as of the state-designated child count date (between October 1 and December 1, 2011). Children with disabilities (IDEA) are served under the Individuals with Disabilities Education Act (IDEA). Data reported for IDEA 2011 Child Count and the 2010-11 Common Core of Data (CCD). National data represent the US and Outlying Areas. (Data Sources: <http://www.ideadata.org> and <http://nces.ed.gov/ccd/elsi/>).

#### PERCENT OF POPULATION WHO ARE CHILDREN WITH DISABILITIES (IDEA), AGES 3 THROUGH 21

Age	State (%) SY 2009-10	State (%) SY 2010-11	State (%) SY 2011-12	Nation (%) SY 2011-12
3 through 5	5.4	6.0	6.1	6.0
6 through 21	9.2	9.1	9.0	8.4

Explanatory Note: The percentage of the population who are children with disabilities (IDEA) in the state and nation as of the state designated special education child count date, for the age ranges of 3 through 5 and 6 through 21. National data represent the 50 states, DC, PR, and BIE. Data reported for IDEA 2011 Child Count and Census. (Data Source: <http://www.ideadata.org>).

## PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 6 THROUGH 21

Disability Category	Percent of Overall Student Enrollment State (%)	Percent of Overall Student Enrollment Nation (%)
Autism	0.16	0.90
Deaf-blindness	0.00	0.00
Emotional disturbance	1.37	0.82
Hearing impairment	0.10	0.15
Intellectual disability	2.43	0.96
Multiple disabilities	0.08	0.28
Orthopedic impairment	0.16	0.12
Other health impairment	0.02	1.63
Specific learning disabilities	8.51	5.23
Speech or language impairment	1.21	2.38
Traumatic brain injury	0.04	0.06
Visual impairment	0.02	0.06

Explanatory Note: The percentage of enrollees who are children with disabilities (IDEA), by disability category, in the state and nation for the age range of 6 through 21 (excluding children with developmental delays). For this calculation, the numerator is the number of children with disabilities (IDEA) in a specific disability category as of the state-designated special education child count date (between October 1 and December 1, 2011) for ages 6 through 21 (excluding children with developmental delays) and the denominator is the total number of students enrolled in public schools as of October 1, 2010 (or the closest school day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Child Count and 2010-11 CCD. (Data Sources: <http://www.ideadata.org> and <http://nces.ed.gov/ccd/elsi/>).

## PERCENT OF CHILDREN WITH DISABILITIES BY DISABILITY CATEGORY, AGES 3 THROUGH 21

Disability Category	CWDs (IDEA), Ages 3-5 State (%)	CWDs (IDEA), Ages 3-5 Nation (%)	CWDs (IDEA), Ages 6-21 State (%)	CWDs (IDEA), Ages 6-21 Nation (%)
All disabilities	100	100	100	100
Autism	1.1	6.9	1.1	7.2
Deaf-blindness	0.0	0.0	0.0	0.0
Developmental delay*	-	37.2		
Emotional disturbance	9.7	0.4	9.7	6.5
Hearing impairment	0.7	1.3	0.7	1.2
Intellectual disability	17.2	1.6	17.2	7.6
Multiple disabilities	0.6	1.1	0.6	2.2
Orthopedic impairment	1.1	1.0	1.1	1.0
Other health impairment	0.1	2.8	0.1	12.9
Specific learning disabilities	60.5	1.2	60.4	41.5
Speech or language impairment	8.6	45.9	8.6	18.9
Traumatic brain injury	0.3	0.1	0.3	0.4
Visual impairment	0.1	0.5	0.1	0.5

\*Developmental delay is only allowable through age 9, so a 6-21 percentage cannot be calculated.

Explanatory Note: The percentage represents a distribution of children with disabilities (IDEA) by disability category for age ranges 3 through 5 and 6 through 21 (excluding children with developmental delays). For this calculation, the denominator is all children with disabilities (IDEA) for the specified age range, excluding developmental delays for ages 6 through 21. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Child Count. (Data Source: <http://www.ideadata.org>).

**Graduation Rates**

**FOUR-YEAR REGULATORY ADJUSTED COHORT GRADUATION RATE**

	SY 2010-11 CWDs (IDEA) (%)	SY 2010-11 All Students (%)
Graduation Rate	70	88
Explanatory Note: The percentage of students from the original cohort who graduated in four years with a regular high school diploma. Data reported for CSPR purposes. (Data Source: <a href="http://www.eddataexpress.ed.gov">http://www.eddataexpress.ed.gov</a> ).		

**Educational Environment**

**EDUCATIONAL ENVIRONMENTS, AGES 3 THROUGH 5**

Disability Category	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program State (%)	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program Nation (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility State (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility Nation (%)
All disabilities	38.5	41.7	x	26.9
Autism	x	33.4	9.6	48.7
Deaf-blindness	0.0	35.4	0.0	45.9
Developmental delay	-	42.4	-	35.7
Emotional disturbance	38.6	45.5	x	25.5
Hearing impairment	x	36.1	9.4	42.9
Intellectual disability	38.6	32.2	x	49.3
Multiple disabilities	x	24.0	x	52.3
Orthopedic impairment	x	41.6	9.6	37.3
Other health impairment	x	43.6	0.0	30.9
Specific learning disabilities	38.5	52.0	x	14.2
Speech or language impairment	38.6	42.9	x	14.4
Traumatic brain injury	36.4	32.4	x	35.8
Visual impairment	x	43.1	0.0	35.0
Explanatory Note: The percentage of children with disabilities (IDEA) in the state and nation by disability category attending a regular early childhood program, or a separate special education class, separate school, or residential facility. Note that this table does not include all reported preschool educational environment categories. The denominator is all children with disabilities (IDEA), ages 3 through 5, in the specified disability category. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Educational Environment. (Data source: <a href="http://www.ideadata.org">http://www.ideadata.org</a> ).				

**EDUCATIONAL ENVIRONMENTS, AGES 6 THROUGH 21**  
**Percent of Time Spent Inside the Regular Classroom**

Disability Category	≥ 80% of Day State (%)	≥ 80% of Day Nation (%)	40 to 79% of Day State (%)	40 to 79% of Day Nation (%)	< 40% of Day State (%)	< 40% of Day Nation (%)	Separate School or Residential Facility State (%)	Separate School or Residential Facility Nation (%)
All disabilities	64.2	61.1	24.1	19.8	8.8	14.0	1.4	3.3
Autism	64.9	39.0	24.0	18.2	9.0	33.7	1.0	8.2
Deaf-blindness	0.0	27.0	0.0	10.5	0.0	32.6	0.0	26.4
Emotional disturbance	64.2	43.1	24.1	18.0	8.8	20.6	1.4	15.1
Hearing impairment	65.2	56.7	24.3	16.8	9.2	13.0	x	12.0
Intellectual disability	64.2	17.0	24.1	26.6	8.8	48.8	1.4	6.5
Multiple disabilities	65.6	13.0	24.9	16.4	x	46.2	0.0	20.9
Orthopedic impairment	64.9	54.0	24.0	16.3	9.0	22.2	x	4.8
Other health impairment	66.3	63.5	x	22.7	x	10.0	0.0	1.8
Specific learning disabilities	64.1	66.2	24.0	25.1	8.7	6.8	1.5	0.6
Speech or language impairment	64.2	86.9	24.1	5.5	8.8	4.5	1.4	0.3
Traumatic brain injury	66.3	48.5	24.5	22.8	9.2	20.4	0.0	5.7
Visual impairment	66.3	64.3	x	13.1	x	11.3	0.0	9.6

The percentage of children with disabilities (IDEA) in the state and nation by disability category (excluding children with developmental delays) attending regular classrooms, or separate schools and residential facility. Note that this table does not include all reported educational environment categories. The denominator is all children with disabilities (IDEA), ages 6 through 21 (excluding children with developmental delays), in a specified disability category. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Educational Environment. (Data source: <http://www.ideadata.org>).

## Participation and Performance on Assessments

## PARTICIPATION OF CHILDREN WITH DISABILITIES (IDEA) IN STATEWIDE ASSESSMENTS

Grade and Subject Assessed	General Assessment (%)	Alternate Assessment (%)	Non-participant (%)
4th grade reading/language arts	93	6	1
8th grade reading/language arts	93	5	2
High school reading/language arts	91	6	4
4th grade mathematics	93	6	1
8th grade mathematics	93	5	1
High school mathematics	91	6	4

Explanatory Note: The percentage of children with disabilities (IDEA) who participated in statewide assessments for reading and mathematics for 4th grade, 8th grade, and one grade in high school. The denominator is the sum of children with disabilities (IDEA) who participated and children with disabilities (IDEA) who did not participate in statewide assessments (excluding those with a significant medical emergency who did not take the assessment). Preliminary data reported for IDEA and CSPR 2011-12 Assessment, accessed 6/3/2013. (Data source: EDFacts SY 2011-12).

## PERFORMANCE ON STATEWIDE ASSESSMENTS

Grade and Subject Assessed	Proficient (%) General Assessment (CWD)	Proficient (%) Alternate Assessment (CWD)	Proficient (%) General Assessment (All Students)
4th grade reading/language arts	32	89	74
8th grade reading/language arts	17	73	65
High school reading/language arts	36	74	83
4th grade mathematics	45	90	77
8th grade mathematics	25	74	73
High school mathematics	42	73	81

Explanatory Note: The percentage of students in the state who scored at or above proficient (as determined by each state) on an assessment for all students and children with disabilities (IDEA) in 4th grade, 8th grade, and high school, and the percentage of students with disabilities in the state who scored at or above proficient (as determined by each state) on the alternate assessment. Preliminary data reported for IDEA and CSPR 2011-12 Assessment, accessed 6/3/2013. (Data source: EDFacts SY 2011-12).

**Parental Involvement**

**INDICATOR 8: PARENTAL INVOLVEMENT (FFY 2011 APR, 2013)**

	State (%)
Percent of parent with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Preschool: 82.3% School Age: 67.8%
Explanatory Note: State-selected data source. Sampling of parents from whom a response is requested is allowed. Sample must yield valid and reliable data and must be representative of the population sampled.	

**Preschool Outcomes**

**INDICATOR 7: PRESCHOOL OUTCOMES (FFY2011 APR, 2013)**

Summary Statement 1: Of those children who entered the program below age expectations in each of the following outcome, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program in the outcome of:	State (%)
Positive social-emotional skills	62.1
Acquisition and use of knowledge and skills	68.9
Use of appropriate behaviors to meet their needs	59.5

Summary Statement 2: The percent of children who were functioning within age expectations in each of the following outcomes by the time they turned six years of age or exited the program	State (%)
Positive social-emotional skills	55.4
Acquisition and use of knowledge and skills	30.0
Use of appropriate behaviors to meet their needs	62.0
Explanatory Note: State-selected data source. Sampling of children for assessment is allowed. Sample must yield valid and reliable data and must be representative of the population sampled.	

**Post School Outcomes**

**INDICATOR 14: POST SCHOOL OUTCOMES (FFY 2011 APR, 2013)**

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:	State (%)
Enrolled in higher education within one year of leaving high school	83.2
Enrolled in higher education or competitively employed within one year of leaving high school	92.6
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0
Explanatory Note: State-selected data source. Sampling of youth who had IEPs and are no longer in secondary school is allowed. Sample must yield valid and reliable data and must be representative of the population sampled.	

Data Display: Illinois

Identification of Children with Disabilities

STUDENT ENROLLMENT, AGES 6 THROUGH 21

Student Category	State Students (#)	State Students (%)	Nation Students (#)	Nation Students (%)
All students	1,867,169		45,056,472	
Children with disabilities (IDEA)	256,013	13.7	5,789,884	12.9
<p>Explanatory Note: The number and percentage of total students enrolled in public schools in the state and nation as of October 1, 2010 (or the closest day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. The number and percentage of children with disabilities (IDEA) in the state and nation as of the state-designated child count date (between October 1 and December 1, 2011). Children with disabilities (IDEA) are served under the Individuals with Disabilities Education Act (IDEA). Data reported for IDEA 2011 Child Count and the 2010-11 Common Core of Data (CCD). National data represent the US and Outlying Areas. (Data Sources: <a href="http://www.ideadata.org">http://www.ideadata.org</a> and <a href="http://nces.ed.gov/ccd/elsi/">http://nces.ed.gov/ccd/elsi/</a>).</p>				

PERCENT OF POPULATION WHO ARE CHILDREN WITH DISABILITIES (IDEA), AGES 3 THROUGH 21

Age	State (%) SY 2009-10	State (%) SY 2010-11	State (%) SY 2011-12	Nation (%) SY 2011-12
3 through 5	7.0	7.2	7.3	6.0
6 through 21	9.6	9.4	9.1	8.4
<p>Explanatory Note: The percentage of the population who are children with disabilities (IDEA) in the state and nation as of the state designated special education child count date, for the age ranges of 3 through 5 and 6 through 21. National data represent the 50 states, DC, PR, and BIE. Data reported for IDEA 2011 Child Count and Census. (Data Source: <a href="http://www.ideadata.org">http://www.ideadata.org</a>).</p>				

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 6 THROUGH 21

Disability Category	Percent of Overall Student Enrollment State (%)	Percent of Overall Student Enrollment Nation (%)
Autism	0.86	0.90
Deaf-blindness	0.00	0.00
Emotional disturbance	1.11	0.82
Hearing impairment	0.18	0.15
Intellectual disability	1.00	0.96
Multiple disabilities	0.11	0.28
Orthopedic impairment	0.08	0.12
Other health impairment	1.47	1.63
Specific learning disabilities	5.80	5.23
Speech or language impairment	2.38	2.38
Traumatic brain injury	0.04	0.06
Visual impairment	0.06	0.06

Explanatory Note: The percentage of enrollees who are children with disabilities (IDEA), by disability category, in the state and nation for the age range of 6 through 21 (excluding children with developmental delays). For this calculation, the numerator is the number of children with disabilities (IDEA) in a specific disability category as of the state-designated special education child count date (between October 1 and December 1, 2011) for ages 6 through 21 (excluding children with developmental delays) and the denominator is the total number of students enrolled in public schools as of October 1, 2010 (or the closest school day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Child Count and 2010-11 CCD. (Data Sources: <http://www.ideadata.org> and <http://nces.ed.gov/ccd/elsi/>).

PERCENT OF CHILDREN WITH DISABILITIES BY DISABILITY CATEGORY, AGES 3 THROUGH 21

Disability Category	CWDs (IDEA), Ages 3-5 State (%)	CWDs (IDEA), Ages 3-5 Nation (%)	CWDs (IDEA), Ages 6-21 State (%)	CWDs (IDEA), Ages 6-21 Nation (%)
All disabilities	100	100	100	100
Autism	4.8	6.9	6.6	7.2
Deaf-blindness	x	0.0	0.0	0.0
Developmental delay*	42.0	37.2		
Emotional disturbance	0.2	0.4	8.5	6.5
Hearing impairment	1.2	1.3	1.4	1.2
Intellectual disability	0.6	1.6	7.7	7.6
Multiple disabilities	0.7	1.1	0.8	2.2
Orthopedic impairment	0.8	1.0	0.6	1.0
Other health impairment	2.0	2.8	11.2	12.9
Specific learning disabilities	0.3	1.2	44.3	41.5
Speech or language impairment	46.9	45.9	18.2	18.9
Traumatic brain injury	x	0.1	0.3	0.4
Visual impairment	0.3	0.5	0.4	0.5

\*Developmental delay is only allowable through age 9, so a 6-21 percentage cannot be calculated.

Explanatory Note: The percentage represents a distribution of children with disabilities (IDEA) by disability category for age ranges 3 through 5 and 6 through 21 (excluding children with developmental delays). For this calculation, the denominator is all children with disabilities (IDEA) for the specified age range, excluding developmental delays for ages 6 through 21. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Child Count. (Data Source: <http://www.ideadata.org>).

**Graduation Rates**

**FOUR-YEAR REGULATORY ADJUSTED COHORT GRADUATION RATE**

	SY 2010-11 CWDs (IDEA) (%)	SY 2010-11 All Students (%)
Graduation Rate	66	84
Explanatory Note: The percentage of students from the original cohort who graduated in four years with a regular high school diploma. Data reported for CSPR purposes. (Data Source: <a href="http://www.eddataexpress.ed.gov">http://www.eddataexpress.ed.gov</a> ).		

**Educational Environment**

**EDUCATIONAL ENVIRONMENTS, AGES 3 THROUGH 5**

Disability Category	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program State (%)	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program Nation (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility State (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility Nation (%)
All disabilities	32.2	41.7	31.3	26.9
Autism	22.6	33.4	x	48.7
Deaf-blindness	x	35.4	x	45.9
Developmental delay	33.6	42.4	x	35.7
Emotional disturbance	x	45.5	x	25.5
Hearing impairment	21.3	36.1	x	42.9
Intellectual disability	x	32.2	66.8	49.3
Multiple disabilities	8.5	24.0	77.3	52.3
Orthopedic impairment	40.5	41.6	38.1	37.3
Other health impairment	31.1	43.6	x	30.9
Specific learning disabilities	x	52.0	x	14.2
Speech or language impairment	32.7	42.9	x	14.4
Traumatic brain injury	x	32.4	x	35.8
Visual impairment	x	43.1	x	35.0
Explanatory Note: The percentage of children with disabilities (IDEA) in the state and nation by disability category attending a regular early childhood program, or a separate special education class, separate school, or residential facility. Note that this table does not include all reported preschool educational environment categories. The denominator is all children with disabilities (IDEA), ages 3 through 5, in the specified disability category. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Educational Environment. (Data source: <a href="http://www.ideadata.org">http://www.ideadata.org</a> ).				

EDUCATIONAL ENVIRONMENTS, AGES 6 THROUGH 21  
 Percent of Time Spent Inside the Regular Classroom

Disability Category	≥ 80% of Day State (%)	≥ 80% of Day Nation (%)	40 to 79% of Day State (%)	40 to 79% of Day Nation (%)	< 40% of Day State (%)	< 40% of Day Nation (%)	Separate School or Residential Facility State (%)	Separate School or Residential Facility Nation (%)
All disabilities	54.9	61.1	26.8	19.8	15.1	14.0	6.2	3.3
Autism	32.7	39.0	20.1	18.2	31.7	33.7	14.7	8.2
Deaf-blindness	x	27.0	x	10.5	x	32.6	x	26.4
Emotional disturbance	29.6	43.1	20.9	18.0	17.6	20.6	30.6	15.1
Hearing impairment	57.2	56.7	14.6	16.8	16.1	13.0	10.3	12.0
Intellectual disability	6.0	17.0	26.5	26.6	54.4	48.8	12.6	6.5
Multiple disabilities	x	13.0	8.8	16.4	50.0	46.2	35.0	20.9
Orthopedic impairment	52.2	54.0	20.1	16.3	22.3	22.2	x	4.8
Other health impairment	54.8	63.5	27.6	22.7	11.5	10.0	4.5	1.8
Specific learning disabilities	52.3	66.2	37.0	25.1	8.6	6.8	1.1	0.6
Speech or language impairment	90.5	86.9	2.7	5.5	1.7	4.5	x	0.3
Traumatic brain injury	29.7	48.5	27.7	22.8	30.6	20.4	x	5.7
Visual impairment	63.7	64.3	x	13.1	x	11.3	x	9.6
The percentage of children with disabilities (IDEA) in the state and nation by disability category (excluding children with developmental delays) attending regular classrooms, or separate schools and residential facility. Note that this table does not include all reported educational environment categories. The denominator is all children with disabilities (IDEA), ages 6 through 21 (excluding children with developmental delays), in a specified disability category. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Educational Environment. (Data source: <a href="http://www.ideadata.org">http://www.ideadata.org</a> ).								

Participation and Performance on Assessments

PARTICIPATION OF CHILDREN WITH DISABILITIES (IDEA) IN STATEWIDE ASSESSMENTS

Grade and Subject Assessed	General Assessment (%)	Alternate Assessment (%)	Non-participant (%)
4th grade reading/language arts	*90	9	1
8th grade reading/language arts	*90	9	1
High school reading/language arts	*83	*11	6
4th grade mathematics	90	9	1
8th grade mathematics	89	9	1
High school mathematics	83	11	6

Explanatory Note: The percentage of children with disabilities (IDEA) who participated in statewide assessments for reading and mathematics for 4th grade, 8th grade, and one grade in high school. The denominator is the sum of children with disabilities (IDEA) who participated and children with disabilities (IDEA) who did not participate in statewide assessments (excluding those with a significant medical emergency who did not take the assessment). Preliminary data reported for IDEA and CSPR 2011-12 Assessment, accessed 6/3/2013. (Data source: EDFacts SY 2011-12).

PERFORMANCE ON STATEWIDE ASSESSMENTS

Grade and Subject Assessed	Proficient (%) General Assessment (CWD)	Proficient (%) Alternate Assessment (CWD)	Proficient (%) General Assessment (All Students)
4th grade reading/language arts	*39	53	76
8th grade reading/language arts	*48	70	86
High school reading/language arts	*16	*71	51
4th grade mathematics	64	68	88
8th grade mathematics	47	72	85
High school mathematics	13	74	52

Explanatory Note: The percentage of students in the state who scored at or above proficient (as determined by each state) on an assessment for all students and children with disabilities (IDEA) in 4th grade, 8th grade, and high school, and the percentage of students with disabilities in the state who scored at or above proficient (as determined by each state) on the alternate assessment. Preliminary data reported for IDEA and CSPR 2011-12 Assessment, accessed 6/3/2013. (Data source: EDFacts SY 2011-12).

PERFORMANCE ON 2011 NAEP ASSESSMENTS

Grade and Subject Assessed	At or Above (%) Basic (CWD)	At or Above (%) Basic (Non-CWD)	At or Above (%) Proficient (CWD)	At or Above (%) Proficient (Non-CWD)
4th grade reading/language arts	31	70	12	36
8th grade reading/language arts	35	83	7	38
High school reading/language arts				
4th grade mathematics	55	83	19	41
8th grade mathematics	34	78	8	36
High school mathematics				

Explanatory Note: The percentage of students in the state who scored at or above the Basic level and at or above the Proficient level on the National Assessment of Educational Progress (NAEP), for children with disabilities (IDEA) and children without disabilities. Elementary and Secondary Education Act (ESEA) requires states that receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years. State NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject-matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., children with disabilities (IDEA)). (Data source: National Assessment of Educational Progress (NAEP), 2011).

EXCLUSION RATES FOR 2011 NAEP ASSESSMENTS

Grade and Subject Assessed	Exclusion Rate State (%)	Exclusion Rate Nation (%)
4th grade reading/language arts	9	23
8th grade reading/language arts	10	24
High school reading/language arts		
4th grade mathematics	14	15
8th grade mathematics	15	19
High school mathematics		

Explanatory Note: The percentage of students identified as having a disability who were excluded from the NAEP assessment. National exclusion rates were based on figures available under "National (public)" on The Nation's Report Card website: <http://nationsreportcard.gov/>. (Data source: National Assessment of Educational Progress (NAEP), 2011).

## Race/Ethnicity

PERCENT OF STATE CWDS BY RACE/ETHNICITY, AGES 6 THROUGH 21

Disability Category	Hispanic/ Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/ Ethnicities (%)
All students	22.5	18.5	51.7	4.1	0.3	0.1	2.8	100
All disabilities	19.9	21.8	53.2	1.9	0.4	0.1	2.7	100
Autism	14.2	15.5	62.0	4.8	0.3	0.2	2.9	100
Deaf-blindness	x	x	73.7	0.0	0.0	x	0.0	100
Emotional disturbance	11.6	31.8	51.8	0.9	0.4	0.1	3.4	100
Hearing impairment	24.0	15.5	53.3	3.9	0.4	0.2	2.7	100
Intellectual disability	18.4	35.6	41.2	2.3	0.4	0.1	2.0	100
Multiple disabilities	16.8	15.4	62.1	3.3	x	x	2.0	100
Orthopedic impairment	20.0	17.3	56.6	3.3	x	x	2.2	100
Other health impairment	10.7	14.2	70.2	1.3	0.4	0.1	3.1	100
Specific learning disabilities	25.0	24.5	46.5	1.1	0.5	0.1	2.4	100
Speech or language impairment	19.4	13.4	61.0	2.9	0.4	0.1	2.9	100
Traumatic brain injury	x	30.7	48.1	x	x	0.0	2.7	100
Visual impairment	18.9	x	55.7	x	x	x	2.6	100

Explanatory Note: The percentage of children with disabilities (IDEA), ages 6 through 21, in a particular disability category and particular race/ethnicity category in the state. The numerator is the number of children with disabilities (IDEA), ages 6 through 21, in a particular disability category and race/ethnicity category as of the state designated child count date (between October 1 and December 1, 2011) and the denominator is the total number of children with disabilities (IDEA), ages 6 through 21, in a particular disability category. The "All Student" row is calculated using the total number of students enrolled in public schools in grade 1 through grade 12, as well as ungraded, in the state as of October 1, 2010 (or the closest day to October 1). Data reported for IDEA 2011 Child Count and 2010-11 CCD. (Data Source: <http://www.ideadata.org> and <http://nces.ed.gov/ccd/elsi/>).

PERCENT OF STATE CWDS BY EDUCATIONAL ENVIRONMENT AND RACE/ETHNICITY, AGES 6 THROUGH 21

Educational Environment	Hispanic/Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/Ethnicities (%)
≥ 80% of day spent inside regular classroom	52.5	42.0	56.3	55.4	49.3	53.7	56.0	52.4
40 to 79% of day spent inside regular classroom	27.3	29.0	24.0	17.6	25.7	20.1	22.6	25.6
< 40% of day spent inside regular classroom	16.1	20.1	11.2	19.5	18.5	19.1	14.5	14.4
Separate school; Residential facility	3.6	8.0	5.9	x	x	x	6.1	5.9

Explanatory Note: The percentage of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category and particular educational environment in the state. The numerator is the number of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category and particular educational environment as of the state-designated child count date (between October 1 and December 1, 2011) and the denominator is the total number of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category. Data reported for IDEA 2011 Educational Environments. (Data Source: <http://www.ideadata.org>).

TOTAL DISCIPLINARY REMOVALS IN STATE BY RACE/ETHNICITY, AGES 3 THROUGH 21

Student Group	Hispanic/Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/Ethnicities (%)
Number of Disciplinary Removals per Child with a Disability	0.3	0.8	0.2	0.1	0.3	0.1	0.4	0.3

Explanatory Note: The number of disciplinary removals per child with a disability (IDEA), ages 3 through 21, by race/ethnicity category. The numerator is the total number of disciplinary removals in a particular race/ethnicity category and the denominator is the total number of children with disabilities (IDEA), ages 3 through 21, in a particular race/ethnicity category as of the state-designated child count date (between October 1 and December 1, 2011). Preliminary data reported for IDEA 2011-12 Discipline and 2011 Child Count, accessed 6/3/2013. (Data Sources: EDFacts SY 2011-12 and <http://www.ideadata.org>).

x Data have been suppressed to protect small cell counts.

- Data not available.

\* Data flagged for additional data quality follow-up.

Note: Sum of percentages may not equal 100 percent because of rounding.

References: Additional state-level data on children with disabilities (IDEA) can be found at: <http://www.ideadata.org>, <http://www.data.gov>, and <http://www.eddataexpress.ed.gov>. Information on U.S. Department of Education Special Education funding can be found at: <http://www2.ed.gov/fund/grant/apply/osep/2011apps.html>

**Parental Involvement**

**INDICATOR 8: PARENTAL INVOLVEMENT (FFY 2011 APR, 2013)**

	State (%)
Percent of parent with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	63.7
Explanatory Note: State-selected data source. Sampling of parents from whom a response is requested is allowed. Sample must yield valid and reliable data and must be representative of the population sampled.	

**Preschool Outcomes**

**INDICATOR 7: PRESCHOOL OUTCOMES (FFY2011 APR, 2013)**

Summary Statement 1: Of those children who entered the program below age expectations in each of the following outcome, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program in the outcome of:	State (%)
Positive social-emotional skills	86.5
Acquisition and use of knowledge and skills	86.8
Use of appropriate behaviors to meet their needs	87.6

Summary Statement 2: The percent of children who were functioning within age expectations in each of the following outcomes by the time they turned six years of age or exited the program	State (%)
Positive social-emotional skills	56.5
Acquisition and use of knowledge and skills	56.4
Use of appropriate behaviors to meet their needs	66.3
Explanatory Note: State-selected data source. Sampling of children for assessment is allowed. Sample must yield valid and reliable data and must be representative of the population sampled.	

**Post School Outcomes**

**INDICATOR 14: POST SCHOOL OUTCOMES (FFY 2011 APR, 2013)**

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:	State (%)
Enrolled in higher education within one year of leaving high school	17.3
Enrolled in higher education or competitively employed within one year of leaving high school	55.7
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	69.6
Explanatory Note: State-selected data source. Sampling of youth who had IEPs and are no longer in secondary school is allowed. Sample must yield valid and reliable data and must be representative of the population sampled.	

Data Display: Minnesota

**Identification of Children with Disabilities**

STUDENT ENROLLMENT, AGES 6 THROUGH 21

Student Category	State Students (#)	State Students (%)	Nation Students (#)	Nation Students (%)
All students	760,671		45,056,472	
Children with disabilities (IDEA)	107,992	14.2	5,789,884	12.9
<p>Explanatory Note: The number and percentage of total students enrolled in public schools in the state and nation as of October 1, 2010 (or the closest day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. The number and percentage of children with disabilities (IDEA) in the state and nation as of the state-designated child count date (between October 1 and December 1, 2011). Children with disabilities (IDEA) are served under the Individuals with Disabilities Education Act (IDEA). Data reported for IDEA 2011 Child Count and the 2010-11 Common Core of Data (CCD). National data represent the US and Outlying Areas. (Data Sources: <a href="http://www.ideadata.org">http://www.ideadata.org</a> and <a href="http://nces.ed.gov/ccd/eisi/">http://nces.ed.gov/ccd/eisi/</a>).</p>				

PERCENT OF POPULATION WHO ARE CHILDREN WITH DISABILITIES (IDEA), AGES 3 THROUGH 21

Age	State (%) SY 2009-10	State (%) SY 2010-11	State (%) SY 2011-12	Nation (%) SY 2011-12
3 through 5	7.0	7.0	7.1	6.0
6 through 21	9.5	9.4	9.4	8.4
<p>Explanatory Note: The percentage of the population who are children with disabilities (IDEA) in the state and nation as of the state designated special education child count date, for the age ranges of 3 through 5 and 6 through 21. National data represent the 50 states, DC, PR, and BIE. Data reported for IDEA 2011 Child Count and Census. (Data Source: <a href="http://www.ideadata.org">http://www.ideadata.org</a>).</p>				

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 6 THROUGH 21

Disability Category	Percent of Overall Student Enrollment State (%)	Percent of Overall Student Enrollment Nation (%)
Autism	1.82	0.90
Deaf-blindness	0.01	0.00
Emotional disturbance	1.97	0.82
Hearing impairment	0.27	0.15
Intellectual disability	1.08	0.96
Multiple disabilities	0.16	0.28
Orthopedic impairment	0.20	0.12
Other health impairment	2.17	1.63
Specific learning disabilities	3.97	5.23
Speech or language impairment	2.15	2.38
Traumatic brain injury	0.06	0.06
Visual impairment	0.05	0.06

Explanatory Note: The percentage of enrollees who are children with disabilities (IDEA), by disability category, in the state and nation for the age range of 6 through 21 (excluding children with developmental delays). For this calculation, the numerator is the number of children with disabilities (IDEA) in a specific disability category as of the state-designated special education child count date (between October 1 and December 1, 2011) for ages 6 through 21 (excluding children with developmental delays) and the denominator is the total number of students enrolled in public schools as of October 1, 2010 (or the closest school day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Child Count and 2010-11 CCD. (Data Sources: <http://www.ideadata.org> and <http://nces.ed.gov/ccd/elsi/>).

PERCENT OF CHILDREN WITH DISABILITIES BY DISABILITY CATEGORY, AGES 3 THROUGH 21

Disability Category	CWDs (IDEA), Ages 3-5 State (%)	CWDs (IDEA), Ages 3-5 Nation (%)	CWDs (IDEA), Ages 6-21 State (%)	CWDs (IDEA), Ages 6-21 Nation (%)
All disabilities	100	100	100	100
Autism	9.5	6.9	13.1	7.2
Deaf-blindness	0.1	0.0	0.1	0.0
Developmental delay*	52.1	37.2		
Emotional disturbance	1.5	0.4	14.2	6.5
Hearing impairment	1.8	1.3	1.9	1.2
Intellectual disability	0.8	1.6	7.8	7.6
Multiple disabilities	0.4	1.1	1.2	2.2
Orthopedic impairment	1.1	1.0	1.4	1.0
Other health impairment	0.8	2.8	15.6	12.9
Specific learning disabilities	0.0	1.2	28.6	41.5
Speech or language impairment	31.4	45.9	15.5	18.9
Traumatic brain injury	0.2	0.1	0.4	0.4
Visual impairment	0.4	0.5	0.3	0.5

\*Developmental delay is only allowable through age 9, so a 6-21 percentage cannot be calculated.

Explanatory Note: The percentage represents a distribution of children with disabilities (IDEA) by disability category for age ranges 3 through 5 and 6 through 21 (excluding children with developmental delays). For this calculation, the denominator is all children with disabilities (IDEA) for the specified age range, excluding developmental delays for ages 6 through 21. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Child Count. (Data Source: <http://www.ideadata.org>).

**Graduation Rates**

**FOUR-YEAR REGULATORY ADJUSTED COHORT GRADUATION RATE**

	SY 2010-11 CWDs (IDEA) (%)	SY 2010-11 All Students (%)
Graduation Rate	56	77
Explanatory Note: The percentage of students from the original cohort who graduated in four years with a regular high school diploma. Data reported for CSPR purposes. (Data Source: <a href="http://www.eddataexpress.ed.gov">http://www.eddataexpress.ed.gov</a> ).		

**Educational Environment**

**EDUCATIONAL ENVIRONMENTS, AGES 3 THROUGH 5**

Disability Category	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program State (%)	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program Nation (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility State (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility Nation (%)
All disabilities	51.4	41.7	x	26.9
Autism	43.1	33.4	36.0	48.7
Deaf-blindness	x	35.4	x	45.9
Developmental delay	55.2	42.4	22.3	35.7
Emotional disturbance	63.7	45.5	x	25.5
Hearing impairment	49.1	36.1	29.0	42.9
Intellectual disability	32.8	32.2	x	49.3
Multiple disabilities	30.4	24.0	x	52.3
Orthopedic impairment	60.6	41.6	x	37.3
Other health impairment	55.8	43.6	x	30.9
Specific learning disabilities	x	52.0	0.0	14.2
Speech or language impairment	47.1	42.9	9.8	14.4
Traumatic brain injury	x	32.4	x	35.8
Visual impairment	73.0	43.1	x	35.0
Explanatory Note: The percentage of children with disabilities (IDEA) in the state and nation by disability category attending a regular early childhood program, or a separate special education class, separate school, or residential facility. Note that this table does not include all reported preschool educational environment categories. The denominator is all children with disabilities (IDEA), ages 3 through 5, in the specified disability category. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Educational Environment. (Data source: <a href="http://www.ideadata.org">http://www.ideadata.org</a> ).				

EDUCATIONAL ENVIRONMENTS, AGES 6 THROUGH 21  
Percent of Time Spent Inside the Regular Classroom

Disability Category	≥ 80% of Day State (%)	≥ 80% of Day Nation (%)	40 to 79% of Day State (%)	40 to 79% of Day Nation (%)	< 40% of Day State (%)	< 40% of Day Nation (%)	Separate School or Residential Facility State (%)	Separate School or Residential Facility Nation (%)
All disabilities	62.9	61.1	24.5	19.8	10.5	14.0	4.1	3.3
Autism	53.7	39.0	21.9	18.2	18.4	33.7	x	8.2
Deaf-blindness	42.1	27.0	14.0	10.5	x	32.6	x	26.4
Emotional disturbance	54.2	43.1	21.1	18.0	13.0	20.6	11.4	15.1
Hearing impairment	69.2	56.7	16.0	16.8	4.6	13.0	10.2	12.0
Intellectual disability	8.9	17.0	39.4	26.6	42.6	48.8	8.8	6.5
Multiple disabilities	3.3	13.0	13.4	16.4	62.6	46.2	16.5	20.9
Orthopedic impairment	57.4	54.0	27.0	16.3	11.9	22.2	x	4.8
Other health impairment	66.7	63.5	26.6	22.7	4.2	10.0	x	1.8
Specific learning disabilities	61.5	66.2	34.2	25.1	3.5	6.8	0.7	0.6
Speech or language impairment	97.3	86.9	2.3	5.5	0.2	4.5	x	0.3
Traumatic brain injury	46.5	48.5	26.5	22.8	18.3	20.4	6.6	5.7
Visual impairment	76.9	64.3	14.4	13.1	x	11.3	x	9.6

The percentage of children with disabilities (IDEA) in the state and nation by disability category (excluding children with developmental delays) attending regular classrooms, or separate schools and residential facility. Note that this table does not include all reported educational environment categories. The denominator is all children with disabilities (IDEA), ages 6 through 21 (excluding children with developmental delays), in a specified disability category. National data represent the US and Outlying Areas. Data reported for IDEA 2011 Educational Environment. (Data source: <http://www.ideadata.org>).

Participation and Performance on Assessments

PARTICIPATION OF CHILDREN WITH DISABILITIES (IDEA) IN STATEWIDE ASSESSMENTS

Grade and Subject Assessed	General Assessment (%)	Alternate Assessment (%)	Non-participant (%)
4th grade reading/language arts	89	10	1
8th grade reading/language arts	69	29	2
High school reading/language arts	73	24	3
4th grade mathematics	90	10	1
8th grade mathematics	68	30	1
High school mathematics	68	28	3

Explanatory Note: The percentage of children with disabilities (IDEA) who participated in statewide assessments for reading and mathematics for 4th grade, 8th grade, and one grade in high school. The denominator is the sum of children with disabilities (IDEA) who participated and children with disabilities (IDEA) who did not participate in statewide assessments (excluding those with a significant medical emergency who did not take the assessment). Preliminary data reported for IDEA and CSPR 2011-12 Assessment, accessed 6/3/2013. (Data source: EDFacts SY 2011-12).

PERFORMANCE ON STATEWIDE ASSESSMENTS

Grade and Subject Assessed	Proficient (%) General Assessment (CWD)	Proficient (%) Alternate Assessment (CWD)	Proficient (%) General Assessment (All Students)
4th grade reading/language arts	43	70	75
8th grade reading/language arts	39	54	72
High school reading/language arts	41	65	77
4th grade mathematics	45	70	73
8th grade mathematics	26	30	61
High school mathematics	9	25	42

Explanatory Note: The percentage of students in the state who scored at or above proficient (as determined by each state) on an assessment for all students and children with disabilities (IDEA) in 4th grade, 8th grade, and high school, and the percentage of students with disabilities in the state who scored at or above proficient (as determined by each state) on the alternate assessment. Preliminary data reported for IDEA and CSPR 2011-12 Assessment, accessed 6/3/2013. (Data source: EDFacts SY 2011-12).

**Parental Involvement**

**INDICATOR 8: PARENTAL INVOLVEMENT (FFY 2011 APR, 2013)**

	State (%)
Percent of parent with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	66.3
Explanatory Note: State-selected data source. Sampling of parents from whom a response is requested is allowed. Sample must yield valid and reliable data and must be representative of the population sampled.	

**Preschool Outcomes**

**INDICATOR 7: PRESCHOOL OUTCOMES (FFY2011 APR, 2013)**

Summary Statement 1: Of those children who entered the program below age expectations in each of the following outcome, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program in the outcome of:	State (%)
Positive social-emotional skills	75.5
Acquisition and use of knowledge and skills	75.2
Use of appropriate behaviors to meet their needs	75.0

Summary Statement 2: The percent of children who were functioning within age expectations in each of the following outcomes by the time they turned six years of age or exited the program	State (%)
Positive social-emotional skills	55.6
Acquisition and use of knowledge and skills	55.7
Use of appropriate behaviors to meet their needs	65.7
Explanatory Note: State-selected data source. Sampling of children for assessment is allowed. Sample must yield valid and reliable data and must be representative of the population sampled.	

**Post School Outcomes**

**INDICATOR 14: POST SCHOOL OUTCOMES (FFY 2011 APR, 2013)**

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:	State (%)
Enrolled in higher education within one year of leaving high school	26.7
Enrolled in higher education or competitively employed within one year of leaving high school	65.8
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	79.5
Explanatory Note: State-selected data source. Sampling of youth who had IEPs and are no longer in secondary school is allowed. Sample must yield valid and reliable data and must be representative of the population sampled.	

## Cunningham, Kim [BOEE]

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**From:** Stockdale, Peg <stockdalep@wdmcs.org>  
**Sent:** Friday, September 26, 2014 1:04 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Special Education Proposal

Ms. Cunningham,

While I am confident that the proposed changes to the Special Education certification requirements are well-intended, many of the proposed requirements will be disruptive and a financial burden for both school districts and educators. More importantly, the new requirements will not improve the quality of services provided to students.

- As an experienced special education teacher who has actively sought out information and training related to my profession, it is frustrating to know that I may be required to take classes covering material I have already mastered and applied.
- During a typical workweek, I spend fifty to sixty hours working with students and families, collaborating with other teachers, creating differentiated instruction, analyzing data, and evaluating student achievement. If I am required to take college courses in the evening, the time I have available for these student-oriented activities will be significantly diminished.
- As in any profession, having experienced individuals in the workplace is important. Experienced teachers have gained a wisdom developed while collaborating with other educators and serving students over time. Experienced teachers are also a valuable resource for newer teachers. The lack of a grandfather clause in the current proposal will cause experienced teachers to question whether they should remain in the classroom.
- Requiring special education teachers to be certified to teach grades K-12 does not make sense. If there is a logical reason for this requirement, it should be applied to all certifications, not just special education.
- The resources, both human and monetary, that will be required to implement this change would be better spent elsewhere. As a former accountant with experience in private business, I look at this proposal as a venture with a very low return on investment.

Please reconsider the proposed requirements for a special education endorsement and the absence of a grandfather clause in the proposal.

Thank you,  
Peg Stockdale  
[stockdalep@wdmcs.org](mailto:stockdalep@wdmcs.org)  
515-633-4005

Dr. Aryn Kruse  
403 E. 14<sup>th</sup> Place  
Indianola, IA 50125

I am a Special Education professor at Simpson College. I am a former teacher of individuals receiving special education services, and I am also a mother of a child with a genetic syndrome causing developmental delays.

I have been in conversation with many stakeholders of special education in the past few weeks, including, college faculty, college students, and parents of children with disabilities.

We are left with many unanswered questions that we would like addressed before the proposed rule changes for special education licensure are accepted. These questions fall into the categories of child-level impact, higher-education impact, and special education and general education professional-impact.

**At the child level, we would like these questions addressed:**

- What data supports that a generalist special education license structure improves the achievement gap?
- What data is there that provides information on the impact this will have on the availability of settings along a continuum of services that address the specific needs of an individual child?
- What data supports that the academic, health, and safety of children will not be compromised with a generalized special education license?

**Concerning impact for higher-education programs, we would like these questions addressed:**

- Nationally, what are some state examples that have shown the impact a change like this would have on teacher recruitment into Special Education?
- Nationally, what has been the experiences of private colleges in their ability to provide stand-alone special education majors resulting in teaching licenses for K-12 all ranges of disability severity?
- What is enrollment for special education majors at a private college in states with this proposed structure in comparison to the number of students in our state enrolled in special-education “add-on” endorsements?
- Has there been any systematic data collected among our colleges that will provide a landscape of what the impact will be, including the number of students that would enter the field of special education if there is no general education license attached, the number of private and public colleges that can implement stand-alone special education majors, the number of higher education professionals employed in our state that are qualified to teach students to work with all levels of severity and all grade levels to adequately meet the demands of this proposal?
- If private colleges can no longer support special education as an option, will students across the state feel limited in their higher education options, for example, the option to choose a college experience at a state university or a college within Iowa’s private college system?
- There are some specialty areas listed in the proposed rules, they list them as not being required, what data shows that these specialty areas will be a priority to school districts and that it is realistic for colleges to offer programs for a generalist license AND all of these specialty areas?

**Concerning the impact for special-education and general education professionals, we would like these questions addressed:**

- What evidence-base infrastructure will support the re-licensure of teachers who have licenses under the current structure?
- What low-cost, high quality professional development or continuing education efforts have been discussed for teachers seeking re-licensure that would want to attain a license under the proposed structure?

- What impact will this have on the job market, will teachers who have licenses under the current structure as opposed to the proposed structure still be marketable, or will it be difficult for them to find employment?
- What professional standards have been considered, such as InTASC standards, the Council for Exceptional Children code of ethics and initial/advanced preparation standards?
- Teachers enter the field with skills and dispositions that match the developmental levels of their students, therefore, contractually, will teachers be forced into teaching grade levels and settings that are not in alignment with their dispositions, skills, and passions? Does this structure take away the professional choices that all teachers should be afforded?
- In the content listed in the proposal, it lists content for literacy and math. This may be an oversimplification of the areas of literacy and math, will teachers realistically be prepared in K-12 literacy and math, knowing the specific strategies for learner types across all levels of disability severity?
- If teachers are only taught in literacy and math, how will they be prepared or considered highly qualified to co-teach and collaborate in inclusive classrooms of other content areas, for example science and social studies?
- Will a structure like this impact the number of students on a teacher's student roster?
- I have had many conversations with students who seek the current endorsement who do not intend to enter the special education field. They are seeking this endorsement because they value diverse learners and are convinced that an endorsement in special education will make them a better teacher and a teacher ready for inclusive classrooms. What options will these teachers have in order to prepare them in a way that they currently have the opportunity to be prepared?

The questions I have listed are ones that I feel are critical to address before moving further. I am concerned for the many unintended consequences of the current proposal. I strongly believe that more dialogue, thoughtful planning, and a supportive infrastructure need to be in place before any proposal that changes special education is approved. I would also suggest that our state undergo a systemic, state-wide evaluation of the state of special education in Iowa to better make targeted and meaningful changes to our system that specifically address our state's deficiencies.

## Cunningham, Kim [BOEE]

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**From:** Christen Diana <DChristen@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 1:55 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed rules changes for special education teaching licensure

BOEE Board members,

I have been teaching in the Cedar Rapids Community School District for 27 years. All twenty-seven years have been in elementary special education. My experiences have been in autism (Level III), behavior disabilities (Level III), and moderate intellectual disability (Level II.) I personally feel that we select our careers as young people based on our passions in life. As I grew up, I watched teachers who didn't have the time of day for young people who were more severely disabled. I watched some of my classmate cry because they felt they couldn't learn. This is why I chose to work in elementary special education, to right the wrongs from my childhood. Yes, we have come a long ways since the 70's!

The proposed changes in licensures is a concern to me. My fear is that our young people may not want to go into teaching because they might not want a certain disability or grade level. I personally feel that my strength is in elementary, if I had to work in middle school or high school I believe I wouldn't have picked that career that I have now.

I also wonder how would you provide programing for K-12. This is a wide range of skills to learn. In middle school and high school teachers can select areas that they want to focus on and they are very good in those areas. Why? Because it is their love and passion and that passion will show through their teaching.

I realize that trying to keep all of the requirements of who can teach what is a very difficult job. But I encourage you to look at other options. If other options are not available then I encourage the Board to consider a grandfather clause for current staff.

Thank you for taking the time to listen to my comments.

Sincerely,  
Diana Christen  
Kenwood Elementary  
Moderate ID Program, Level II

## Cunningham, Kim [BOEE]

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**From:** Karin A. Strohmyer <Strohmyer@bvu.edu>  
**Sent:** Friday, September 26, 2014 2:13 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** BVU Letter Regarding Special Education  
**Attachments:** BVU\_SPED\_Letter.pdf

Please find our letter attached with updated data and feedback from our survey.

Thank you,  
Karin Strohmyer, Ph.D.  
Assistant Professor of Education/Special Education  
Director, Youth and Families Empowered for Success  
Buena Vista University



September 24, 2014

To Whom it May Concern:

The School of Education at Buena Vista University would like to voice our concerns regarding the merging of special education endorsements into one content area. The arguments related to teacher shortages and achievement gaps require a closer look, considering both the causes and potential research-based solutions. Furthermore, decision makers must also consider the effectiveness of such a large endorsement in developing both highly qualified and high quality teachers.

While teacher shortages are of significant concern across the nation, they are most significant in rural areas. Yet licensure may not be the primary reason these positions remain unfilled. According to the American Council on Rural Education, attrition rates run as high as 100% in some rural districts over a 3 year period, indicating that keeping special education teachers appears to be as equally difficult as hiring them. Limited funding, prioritization, awareness of rural issues, and ongoing development are also identified as barriers to hiring and keeping special educators in rural settings. The Council for Exceptional Children reported that many special education programs are feeling the strain of reduced funding, services, and resources, coupled with increased workloads, as crippling to the field. This would suggest that teacher attrition and low hiring rates might be addressed more successfully, at least in part, through better allocation of resources.

Reducing the state's reported achievement gap has been cited as a reason for the proposed change, however; there are other alternatives to consider as a solution. States that have successfully begun to close this gap may have similar models, but it is more likely that careful prioritization, ongoing staff development, and effective instructional practices are at the root of this success rather than special education teacher preparation models. While institutes of higher education do our best to prepare pre-service teachers for their careers, positive changes in schools occur at the systems level not the individual level, particularly when school systems make best practice in

inclusive settings a priority. The argument that changing a licensure approach will close this achievement gap is not supported in the research.

As an endorsement area, adding additional requirements has the potential to lead to some frightening results. One concern is that content may be spread too thin, covering broad information across the various endorsement areas with limited to no depth. Additionally, the endorsement program will become so large that undergraduate students will be discouraged from completing the endorsement as part of their teacher preparation program. In the first scenario, we are sending teachers out to jobs that they are horribly underprepared for. They will experience frustration, particularly in rural environments where resources and collaboration are limited within the profession. This in turn will result in continued struggles with teacher attrition. In the second scenario, we will see shortages grow rapidly as teachers seeking this endorsement at the undergraduate level diminish. Teaching programs already face highly aggressive timelines for completion and a large endorsement, such as the one put forth for special education, is likely to be avoided. Finally, attrition rates deserve a closer look as well. Expecting already-endorsed teachers to take additional coursework to fulfill new requirements, for which they may not want to teach in the first place, may contribute to further loss of special educators.

Buena Vista University students and faculty received online survey results from 81 practicing special education teachers regarding perceptions of a full spectrum endorsement. When asked "If required to take additional courses to expand your current special education endorsement to include K-12 mild/moderate (Strat I), profound behavior (Strat II behavior), and profound cognitive/physical (Strat II cognitive/Strat physical), would you be willing to complete these requirements.":

- Six percent (5) responded that they were already enrolled in courses to add another endorsement to their licensure.
- Thirty-six percent (29) responded that they would pursue the full endorsement if the courses were paid for by someone else.
- Ten percent (8) said yes they would complete the requirements

- Forty-eight percent (39) said no they would rather seek teaching opportunities in their general education endorsement.

When asked if teachers felt that their current special education endorsement program effectively prepared them for their first years of teaching in special education, 68% (55) said no. Additionally, 62% (50) indicated that more credit hours through a major would have made them better prepared to teach the population they were working with. It is important to note here that the question did not address a major in all endorsed areas of special education. The survey only asked if more credit hours through a major in special education would have better prepared them. Based on written feedback, it appears that at least some respondents considered this prompt in terms of endorsements in all three areas.

Fifteen percent (12) indicated that they did not think a major would have prepared them any better. Explanations included that they would not be highly qualified in a general education area, the major would be too much or too big, and they might be forced to work in an area they were not comfortable with. Twenty-three percent (19) stated that it would depend on what additional opportunities they had. Opportunities noted by respondents included field experiences, collaboration with practicing teachers during their education, opportunity to get an endorsement in a general education area as well, and ongoing professional development once they were working in the field.

Based on this data, two strong points emerge. First, what we are doing right now is not meeting our needs. We, like most of the nation, are experiencing significant shortages and high attrition rates. The survey indicates that this might, at least in part, be due to the feeling of being underprepared for their first years of teaching as well as a concern that programs may be too big to be achievable. At BVU, many students who express an interest in special education do not seek the current endorsement because of the added time to an already aggressive degree program in their first endorsement area. Second, a major in special education alone may also contribute to greater shortages as respondents indicated fear of not having a "backup plan" if they don't feel successful in

special education, or they fear having to accept positions working with students with profound disabilities that they feel unprepared for or uncomfortable with.

Interestingly enough, respondents bring some valuable solutions to light:

- Allow current endorsement holders to “grandfather” their license and serve in specific special education positions without further coursework based on local education agency decisions.
- Offer majors in specialized areas of special education with highly qualified endorsements (minors) in general education areas by defining set course, credit hour, or content/ pedagogy measures. For those wishing to specialize in more than one area and who are not concerned about a general education endorsement, another specialization could be an added endorsement.
- Focus on high quality professional development, specifically related to special education roles and responsibilities, with ongoing support and a focus on effective practices that close achievement gaps. This could include comprehensive and consistent training across the state in developing and implementing quality IEPs, best practices in differentiation and co-teaching in inclusive settings, research-based intensive interventions (particularly in reading and mathematics), and meaningful transitions practices that address indicator 13 and 14 shortcomings.
- Provide incentives for teachers to go into and remain in the field of special education through benefits, resources, and ongoing support.

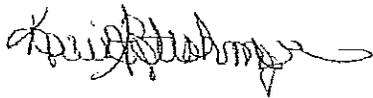
As a teacher of special education, I completed a special education only degree program and did feel fully prepared and highly qualified to work in collaborative and inclusive environments. I elected to complete 3 endorsement areas similar to those outlined in the Iowa model. This being said, it was difficult for me to not justify the current proposed rules change as I am a product of a similar preparation model. However, in considering my situation, I believe three key qualities of my experiences made me successful. First, I elected to seek all three endorsements, understanding that it would extend my program a semester, because I was comfortable working with a variety of students with

a variety of abilities. I had the choice. Second, I had numerous opportunities to work with a variety of students in many settings as part of my preparation program. Finally, I worked in a state and school districts that placed high value on special education and inclusive practices through providing valuable resources, training, and collaboration as a regular part of staff development both during the school year and through free summer institutes.

Thus, despite recognizing a need for change and wanting to support the direction being proposed, I believe that we need to slow down and consider the issues more carefully, giving current educators, parents, students, and professionals within the field an opportunity for greater input. We need to clearly define the factors contributing to difficulty hiring and retaining good special educators. We need to intentionally evaluate what is currently being done in schools to address achievement gaps and consider best practices to combat causes. In short, we need to better understand the issues at hand before moving forward with an action that might exacerbate these issues.

I appreciate your time and consideration in this matter and look forward to ongoing conversations that will raise our field and Iowa to positions of leadership in special education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Karin A. Strohmyer', with a decorative flourish at the end.

Karin A. Strohmyer, Ph.D.  
Assistant Professor of Education  
Director, Youth and Families Empowered for Success  
Buena Vista University.

## Cunningham, Kim [BOEE]

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**From:** Trachta Kelly <ktrachta@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 2:46 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Regarding the Licensure Change in Special Ed.

Hello! I am writing in response to the recent notice that special educators (new and seasoned) may be experiencing licensure changes. I am opposed to the proposal for seasoned teachers who are already placed in special settings for the following reason. I have taught special populations for 25 years and thoroughly enjoy working with this population. I have however discovered throughout my professional journey what I am best suited to teach and that is working with elementary students in a mild or moderate classroom. I have taught in multi-categorical, general education, hospital settings, and for many community programs for all ages. I know through my experiences, the mentioned "favorite" areas, are where I teach the best and my students have excelled. If I were a parent of a special needs child, I would want a teacher that is invested in what he/she does to educate my child. This being said, I do not feel acquiring additional licensure would credential me to be a better teacher. My experiences have provided me the most valuable lessons and guidance. I am learning all the time through my CEU and renewal classes. We also have building training sessions throughout each school year. I am also still paying for my previous college education and would have to change professions if this change is imposed without the grandfathering consideration. I simply can't afford any more schooling alongside what I pay out for CEU/recertification and classroom supplies each year. I would continue to choose the classroom that I am most interested in and feel I am the best teaching.

## Cunningham, Kim [BOEE]

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**From:** Ben Mohning <MohningB@bghome.net>  
**Sent:** Friday, September 26, 2014 2:58 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed Special Education Amendment

Hello,

My name is Ben Mohning and I am a licensed PK-12 Principal and Education Supervisor. First off, I applaud the state for taking steps to help improve the services that we can offer students who qualify for Special Education. These students are some of the most difficult to reach and any way that we can improve how we work with them is welcome. I think that making it possible for an educator to attain a general special education license will make life easier for school districts in the hiring process, but I don't agree with making it the beginning level of education for those looking to become special education teachers. I feel that the program that has been proposed is akin to the training requirements expected for someone entering the school administration field. Requiring this level of education at the outset could cause people to choose other teaching fields or service areas where the requirements are less. If the K-12 full endorsement were more of a master's level or bachelor's plus 30 program, the teacher would then be able to choose that path and could qualify for an improved pay scale in a job they currently hold.

If the amendment moves forward as proposed, I would like to at least see a clause which allows current special education teachers to receive the full licensure based on years of service and knowledge gained while working with students. I understand that every teacher is required to earn 6 license renewal credits, and that the needed special education courses would qualify for that, but I feel that it is an unnecessary burden for those teachers, particularly since they are already serving the students they work with admirably. Again, if the new K-12 endorsement were a master's level program, that would at least give them a choice and would open the way for them to receive greater pay.

Again, I applaud the State's desire to improve special education services in our school. I do believe that K-12 generalists would be valuable assets for schools, but would like to see it implemented more as an advanced endorsement as opposed to the entry level licensure requirement.

Thank you,

Ben Mohning  
Educational Coordinator  
Boys and Girls Home School  
712-293-4757

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## Cunningham, Kim [BOEE]

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**From:** Schmitz Carrie <CSchmitz@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 3:30 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed Change in Rules for Sp Ed Licensure

BOEE Board Members,

I am extremely disappointed in the proposed changes in the rules for Special Education Licensure. They will hurt more individuals with disabilities and communities than they would help.

A teacher chooses to teach based on where he/she feels they can impact the most individuals. Just as you would not require all secondary math teachers to go back to school so that they are qualified to teach secondary language arts, you cannot do so to Special Educators.

A special educator that can work well with secondary individuals with serious social/emotional/behavior needs may not be a good fit for elementary severe and profound. So, why require it? If someone feels that they would be a benefit to both populations, they should be able to make the decision (on their own) to take on the additional schooling to be highly qualified in both areas.

There are not people beating down the doors for jobs like mine (secondary behavior focused (level 3)) because it takes someone with tough skin, a soft heart, and extreme flexibility to be able to work in this environment. I would imagine that it takes a different person to work in other Special Education Environments. For that reason, I am all for specializations. It even makes sense (to some degree) to do away with Strategist I. Combining BD, LD, and MD does not make sense. If people want all three, they can take the schooling to acquire all three.

Besides the students, this rule change would also be harmful toward the current highly qualified (or nearly highly qualified) teachers in the states. They have spent thousands of dollars perfecting their craft and getting an education that will make them wonderful educators. **We don't have the money to return to school for an education that is unnecessary for the jobs we are already holding.** If you want to keep highly qualified teachers and celebrate the wonderful, highly qualified Special Educators, you must grandfather in those teachers in the process of acquiring their certifications (at least 50% complete) and those that are already highly qualified for the areas in which they currently teach.

You will lose teachers (good teachers) if this change is made without a Grandfathering Clause. While I think the whole proposal needs to be rethought. This part is crucial. Don't create barriers that are insurmountable to some of the best teachers in the state of Iowa. If the change must be made, please include the grandfathering clause.

Thank you for seriously considering my thoughts.

Sincerely,

Carrie Schmitz  
Polk Alternative Education Center  
Cedar Rapids Community School District

## Cunningham, Kim [BOEE]

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**From:** Chism Allen <AChism@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 3:39 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Spec. Ed. Licensure Change

BOEE Board members,

No one forced myself or my colleagues into education or into special education. We are all here because it fulfills us in some manner. Teaching in a special education classroom requires patience, flexibility, and knowledge. All of which increase over time. When I look at the potential of your proposed changes I ask myself if these decisions are being made as a stop gap or for the true betterment of special education.

Special Education is a unique area that is difficult to fill positions for, as a 20 year veteran, I am aware of the challenges of filling positions, and the financial drain it can have on the large school districts –so I know it is extremely difficult on small school districts. I believe that if this licensure change passes, you will find people on the job leaving the job, students in college will stray away from special education minors and degrees because each of us in this profession have the passion for our areas of expertise and know the demands and services the children must have to be successful. To take away or diminish their services because of teachers being spread too thin covering multiple disability areas with a “General” knowledge of those disabilities is an injustice to all students but most particularly our hardest to reach and neediest students.

I am concerned about the piece that current teachers may need to pick up additional course work to obtain this license. I would encourage the Board to consider a grandfather clause for current staff if this were to go through at the very least.

I understand change is good, but I believe in this case you risk losing some very valuable teachers and will face an even higher rate of turnover for students who deserve and need some of your best.



Allen Chism

Special Services Lvl. II/III BF

Jefferson H.S.

Cedar Rapids, IA

319-558-1363 desk

319-431-0078 cell

## Cunningham, Kim [BOEE]

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**From:** Knipfer Beth <BKnipfer@cr.k12.ia.us>  
**Sent:** Friday, September 26, 2014 3:44 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed Rules for Special Education Licensure

**Importance:** High

BoEE Board Members,

I am writing in regards to the proposed rule change in Special Education licensure. I do not support the proposed rules for changing special education teaching licensure from a categorical model to a non-categorical model. I knew as a high school sophomore that I wanted to become a special education teacher. I worked hard and excelled to make that happen. I did my research and found the best university for my chosen profession. Even though I was an Illinois resident at the time, I saved every penny I'd earned from childhood to attend the out-of-state University of Northern Iowa. I chose to major in what was referred to at the time as "mental disabilities". I graduated from UNI in 1997 with a teaching degree in MD: Moderate, Severe, Profound K-21 with a minor in mild MD 7-12<sup>th</sup> grade. I was hired to begin teaching in January of 1997 by Davenport Community Schools before I even graduated from UNI. While beginning my teaching career, I worked hard and excelled in teaching students with intellectual disabilities. I loved it and lived to make a difference in each of my students' and their families' lives.

I continued onto receive my MA from UNI in teaching. The focus of this Master's program was a more in depth look at the elementary curriculum. I achieved my Master's degree in 2012, just after delivering my third child. I have given my life to education and to teaching. I take my calling to educate special education students very seriously. Currently, I have a self-contained mild ID program K-5<sup>th</sup> grade in the Cedar Rapids Community School District. I pride myself in the delivery of instruction and the focus of helping my students close the achievement gap.

I strongly believe in categorical programming for my ID students. If you change the special education teacher's licensure to have no direction and make everyone a "Jack of all Trades" you will severely compromise the foundation in which every special education teacher has laid! I have seen the success over the years and I am proud of my students' accomplishments. I have been specifically trained to teach students with intellectual disabilities. This will not be possible if the state allows school districts to discontinue categorical programs and fires all special education teachers who cannot financially afford to pick up the additional licensure requirements that you are recommending!!! Frankly, it appalls me that our state (which totes itself as educational leaders in the United States) would be so short-sighted in making such a grievous error. Our students' success should not be compromised due to teacher licensure or state/federal funding for categorical special education programs.

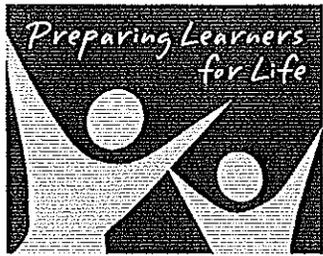
Lastly, I have worked tremendously hard for all of my degrees. I feel highly qualified in the area of intellectual disabilities. It would be a financial hardship and emotionally gut-wrenching to be found unqualified to teach under your proposed legislation by 2019! This is the time in my

life where I am supposed to be building a nest egg for my own three children's college educations as well as my own retirement fund. Being told that I am no longer qualified to teach special education unless I take more classes would be a travesty! I implore you to rethink this proposed legislation. It is abominable for special education students, highly qualified teachers in the profession and future special education teachers. Thank you.

Beth Knipfer  
Level II ID Teacher - Wright Elementary

"All kids are gifted; some just open their packages earlier than others."

-Michael Carr



WEST DES MOINES  
COMMUNITY  
S C H O O L S

Indian Hills Junior High School  
9401 Indian Hills Drive  
Clive, IA 50325

Phone (515) 633-4700  
Fax (515) 633-4799

Shane Christiansen  
Principal

Zac Sinram  
Assistant Principal

September 26, 2014

Dear Dr. Buck:

I'm writing you today concerning proposed changes to Special Education licensure. As a former special education teacher and current administrator, I have some concerns.

We all know that Special Education is a high need area. In-state institutions do not produce the amount of graduates that stay in our state on a yearly basis to cover the demand in the state. This is a big challenge for all districts. I've been blessed to work in a highly competitive district with a high amount of interest in our job opportunities. However, even in a district like ours we struggle to find the kind of quality pre-licensed applicants our students deserve. Many times, like my hire as a teacher, we hire on conditional licenses. Often these hires are exciting and we attract teachers in low demand areas, with a strong passion for kids, to fill these high demand vacancies. I would hate to lose out on any of these potential employees due to this new legislation. Often times these employees become some of the most respected teachers in the building and district. The legislation proposed would only encourage these educators to bypass jobs they may enjoy to pursue an opportunity with less rigorous program of study options.

Another huge issue with these proposed amendments is the lack of willingness to "grandfather in" staff. If passed the impact on staffing and the well-being of students could be in great jeopardy due to this proposal. Any teacher with additional endorsements would more than likely look immediately into positions that don't require additional coursework. I sense the frustration of additional graduate hours would deter many from staying in their jobs. Chances are the ones that would be able to secure other jobs, would be the very ones we would want to secure in Special Education. That isn't good for our students.

I think on a larger scale, we need to look at being proactive in recruitment of Special Educators. Programs have been cut at our major universities, diluting an already small applicant pool. Incentive programs need to be advertised so students get some of the best educators are states can produce. Special Education is a passion of mine and I worry our students maybe missing out on some great teachers.

If I can be of any assistance to the BOEE or special education in the state, do not hesitate to contact me.

Sincerely,

Zac Sinram

The West Des Moines  
Community School District  
will be a caring community  
of learners that knows  
and lifts every child.  
We will inspire joy in learning.  
Our schools will excel  
at preparing each student  
for his or her life journey.

## Cunningham, Kim [BOEE]

---

**From:** Richard Owens <owensrichard24@gmail.com>  
**Sent:** Friday, September 26, 2014 11:20 PM  
**To:** Cunningham, Kim [BOEE]; Richard Owens  
**Subject:** BOEE Endorsement second try  
**Attachments:** BOEE IA Endorsement\_\_report-9-2014.doc

After submitting the report this afternoon I noticed that there were some additions to the attachments that were not supposed to be part of the document.

Would you please use the attached document instead of the one sent earlier today?  
It is the same as the original, but I deleted some of the data that was not supposed to be part of the document.

Thank you for your understanding.

September 25, 2014

Ms. Kim Cunningham  
Iowa Board of Education Examiners  
Grimes State Office Building  
East 14th Street and Grand Ave.  
Des Moines, Iowa 0319-0147

Dear Ms. Cunningham:

**On behalf of the Learning Disabilities Association of Iowa (LDA-IA), I am submitting our opposition to the proposed K-12 special education endorsement as noted in the Notice of intended Action from the Board of Educational Examiners (ARC 1602c). The LDA-IA opposes this proposed change for several reasons. It is the intent of this report to provide additional data to substantiate our beliefs.**

#### **Introduction:**

The Learning Disability Association of Iowa (LDA-IA) is an advocacy organization that serves families and individuals with learning disabilities. Since the learning disability population is the largest disability group of both the school-aged (approximately 40+%) and the post-school population, the need for an advocacy association has been well established. While a learning disability is a lifetime disability, it is most often diagnosed when the student enters school and finds difficulty in learning the basic skills, reading, writing and math. Research indicates that if appropriate education interventions are provided, the success rate of overcoming these deficits can be high. If not, the student will potentially be encumbered with these deficits for life. In such cases, the outcomes can be very negative.

Quality teachers are needed to increase the possibilities that students with disabilities will make expected academic gains and experience appropriate social and emotional growth. This is the reason that LDA-IA is especially interested in what is being proposed in this endorsement. The knowledge and the skills/strategies that the special education teacher brings to the classroom are largely responsible for the academic gains that are associated with effective teaching. We also believe that being an effective teacher is due largely to successfully completing a quality teacher-training program that has been designed to meet the requirements of an endorsement that addresses the needs of the various needs of students who have disabilities.

## What are the primary questions that need to be answered?

1. What does credible research indicate?
2. How does the experience relate to the general education classroom and the general education curriculum compare between the two endorsements?
3. If approved, will teachers trained under the proposed endorsement gain and maintain a knowledge base and skill levels that will surpass the knowledge and skill levels that teachers are now receiving under the present endorsements?
4. Will it encourage pre-service teachers and general educators to pursue an endorsement in special education? Will it result in reducing the special education teacher shortage problem?
5. Because of the improved skill levels of the teachers, will it result in a significant decrease in the number of achievement gap students?

Three data sources were used to collect information to address each of these questions. It included feedback from:

- In-state special educators.
- Out-of-state special education teachers.
- Other advocacy associations

### **Question 1: What does credible research indicate?**

In order to find data that might provide answers to the comparison question, a review of the research was done. Limited research was found, but was primarily for general education. **The few studies found that specifically addressed special education did not directly connect the education and training of special education teachers to student outcomes.** Therefore, research findings did not provide specific information to determine the effects of the varied endorsement types.

Several articles were found that presented meaningful information about special education teacher preparation programs. This information, while valuable, did not provide the data to be able to determine the effects of a selected endorsement and its impact on student outcomes.

***Conclusions No data was found that specifically answered the question about endorsements and a relationship to achievement.***

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### **Question 2: How does the experience relate to the general education classroom and the general education curriculum compare?**

The proposed endorsement is a “*stand alone endorsement*”. This means that students completing the proposed endorsement would only take two general education classes. This would be a very limited experience.

A study was made of four colleges and universities students to determine what experiences they would experience with the general education curriculum under the present endorsement. It was found that nearly 100% had completed a double major-general education and special education. These students would understand the general education classroom culture and would understand the co-teaching concept.

***Conclusion: Students completing the endorsement under the present endorsement would have much more experience with general education and how it functions when compared with the student who completes the stand-alone endorsement as proposed.***

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**Question 3: If approved, will teachers trained under the proposed endorsement gain and maintain a knowledge base and skill levels that will surpass the knowledge and skill levels that teachers are now receiving under the present endorsements?**

One of the basic principles of learning is “attentive time on tasks” that has a very high correlation with learning and remembering. When you study the proposed skills/strategies that are required to be taught and hopefully learned in standards four, it includes the necessary skills for all grade levels, all disabilities and all levels of severity. It would require the combining of all the skills/strategies from what is taught in four or five method classes. There is some overlap among methods courses but even if is 40%, that still leaves 60% from each of the four methods courses to be combined and taught in one three hour class. The question becomes: How do you teach the 240% of data that is presently being taught in the four separate classes in Applying the “attentive time on task” principle, the teacher’s levels of learning in the present method courses should and most likely will exceed what is learned in the method class as being proposed.

The findings from the survey (in-state-group) indicates that it is highly unlikely that the skills expected to be taught can be done in a three-hour class.

A brief summary relating to the following question is:

*Can the expectations be taught so a majority of the teachers will complete the class with the skills/strategies needed to teach these skills effectively??*

- a) For all grades: No = 96%
- b) for all disabilities: No = 96%
- c) For all severities levels: No = 98%

Data from the out-of-state teachers indicated that the method course they took did not cover much of what is expected in the proposed endorsement and some of the disabilities were not covered sufficiently.

**Conclusions: Based on the information gained from the surveys, teachers who receive their training under the proposed endorsement will have less knowledge and will have less on task time to learn skills and strategies. This indicates that if the proposal is approved, teacher training in Iowa will be less effective than it is at the present.**

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**Question 4. Will the proposed endorsement solve or potentially solve the special education teacher shortage problem?**

No research data was found that indicated that endorsement types influenced teachers entering special education training programs. States have multitude of different endorsements. If endorsement types influenced teacher recruitment, this would be evident in some state. If you review the data over the last twenty years or so, almost all states have had teacher shortages. If it is not at 100% level, it will be very close to that percentage.

One of the questions on the survey asked if this endorsement would entice more teachers to enter the field. Based on other data, the participants appeared to be very optimistic when they 15% marked "Yes".

**Conclusion: There is no data to support the belief that the proposed endorsement will solve the special will solve the special education teacher shortage. In fact, data was given at the September 24<sup>th</sup> hearing that suggested that it might make it worse**

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**Question 5. . Will this proposed endorsement decrease the number of special education students that make up the achievement students?**

There are four groups of students that are primarily responsible for the achievement gap. These are students living in poverty homes, students that live in highly segregated housing, ELL students and students with disabilities. Since most of the students' families who live in the highly segregated housing are also at poverty levels, the major cause of the "achievement gap" is the effects of poverty. Approximately ten to thirteen percent of the "achievement gap" students are disabled. When compared with the students impacted by poverty, which is approximately 75-80%, it is obvious that if Iowa wants to address the "achievement gap" problem, working to decrease poverty is the priority group to consider. Also, poverty has a direct impact on number of students who have

disabilities. This is especially true of the mild intellectually disabled. Some research show at least 70% of these students come from poverty homes.

**Conclusion: There is no evidence that the implementation of this proposal will have a positive affect on reducing the number of students that make up the “achievement gap “ group.**

---

It should be noted that several advocacy groups are in support of LDA-IA position on this issue, That position is that we strongly oppose this proposal based on the datathat :

1. It is a stand-alone endorsement. The teacher will have limited experience in working in the general education classroom.
2. There is no credible evidence to suggest that this proposal would improve teacher training. There is evidence that the training would be inferior to the training required under the present endorsements. .
3. There is no evidence that this proposed endorsement would have any effect on decreasing the shortage of special education teachers.
4. There is strong evidence that poverty is the primary cause for the “achievement gap.”

**The LDA-IA opposes this proposal and this opposition is supported by:**

- **International Dyslexia Association (IDA)**
- **The Siouland Autism Support Group**
- **The Arc of Woodbury Co.**

**Also, a letter from the Decoding Dyslexia was sent opposing the K-12 Special Education proposal.**

**Thank you for examining our concerns and rationale.**

**Submitted by:**

**Dr. Richard T. Owens  
Professor Emeritus, Morningside College**

Contact information:

3001 Malloy Road, Sioux City, IA 51103  
712-258-5050 owensrichard24@gmail.com

## ATTACHMENT 1

### SURVEY COMPLETED BY IN-STATE TEACHERS DATA COLLECTED RELATING TO STANDARDS 3-4-5

**Standard #3:** *"Methods for teaching general education core curriculum to include one course each in methods for elementary math and literacy."*

#### Questions

5. Since teachers will be certified to teach all grade levels, is having one elementary method course in math & reading adequate?

**Findings: Yes: 4% No = 96%**

2. Since the teachers will be qualified to teach both elementary and secondary grades, is there a need for a general education method course specific to secondary students?

**Findings: Yes = 78% No = 22%**

**Standard 4:** *"Academic methods and strategies: To include evidence based models for providing instructional methodologies, adaptation, accommodations and /or 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). Must include methodology for remediation of literacy and math skills."*

**Standard 5:** Preparation in research-based assessment and intervention practices including:

- 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)
- Positive behavior interventions and supports (PBIS) in order to increase or promote language and communicational development, social health, positive social interaction, personal satisfaction, self-determination, decision-making skills, and independent functioning at school, home, and in the community.

#### Questions

3. After reviewing standard 4, do you believe that it is possible to teach the requirements in a three-hour course and expect that a majority of teachers will be able to teach a large percentage of these skills/strategies in their own classrooms at an effective level?

#### Findings

- a) For all grade levels?      **Yes = 4%      No = 96%**

- b) For all disabilities?      Yes = 4%      No = 96%  
 c) For all severity levels?    Yes = 2%      No = 98%

4. If you answered "No" to question #3, appropriately how many credit hours would be needed to teach these skills/strategies so the majority of the teachers could teach them at an **effective** level?

4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ More than six \_\_\_\_\_

**Findings:    6 hours = 6%      More than six hours = 94%**

**4**

5. Compare standard 4 with the skills/strategies method course you completed. Based on your comparison, which of the two courses would it be more likely that the teachers would learn enough so they could teach the skills at an **effective level**?

**Findings: My course = 86%      The course described in standard 4 = 14%**

6. Do you think teachers completing the requirements in Standard 5 would gain knowledge and the skills needed to provide **effective instruction** to special education students without further training?

**Findings:**

- a) For all grades (K12)?      Yes = 2%    No = 98%  
 b) For all disabilities?      Yes = 4%    No = 96%  
 c) For all severity levels?    Yes = 0%    No = 100%

7. Will individuals who are interested in teaching special education be more apt to enter the field if the endorsement requirements?

**Findings:**

**a) Stay as they are now? = 85%    or    b) As is being proposed? = 15%**

## ATTACHMENT 2

### SURVEY DATA: Out- of- State special educators (Total # = 11

:  
**Comments:**

- *All received endorsement in a program similar to the proposed endorsement.*
- *All had completed the endorsement three years or fewer.*
- *Four teachers agreed to a face to face interview*

This question relates to Standard #4c (Academic Methods). Please re-read the narrative describing this standard and what is required to be taught in this three-hour class. Then answer the questions.

1. Compare what was taught in your methods class and what is listed to be taught in the **standard #4** method course.

**Select the best answer.**

- a) About the same. **Findings: No = 0**
- b) Was more expected in your class than is listed in standard #4?  
**Findings: No = 0%**
- c) Was less expected in your class than is listed in standard #4?  
**Findings = 100%**

2. If you answered **the letter "c,"** please estimate what is expected in standard # 4 method's course that was not covered in the method course you took.

**Findings: Answers varied but it was estimated to be at least 30% of the requirements**

3. Was equal time given to teach the skills/strategies appropriate for each disabilities group? **Findings: No + 100%**

If you marked "No", please list which disabilities groups received less attention.

**Findings: variations 90 % listed severe ID & BD**

4. Did the instructor give equal or near equal time teaching skills/strategies appropriate for the elementary students and for the secondary students?

**Findings: Yes = 100**

5. When you finished your endorsement requirements, did you think you were qualified to teach all of the disabilities that you were certified to teach?

**Findings: No = 100% If not which groups? Severe ID= 100% BD= 60%**

6. Teacher placement: Are you aware of any teachers who have been asked to move from teaching a class that they enjoyed to a class that they did not want to teach?

**Findings: Yes = 100%** If you marked "yes", do you want to provide details?

Proposed Change in Special Education Teacher Licensure  
K-12 Special Education Endorsement

Statements of Support from Central Iowa Special Education Directors  
September 2014

Several central Iowa Special Education Directors offer the following statements in support of the proposed change in special education teacher licensure to move to a K-12 Special Education Endorsement in Iowa. The following statements have been submitted by the school administrators listed at the end of the document.

•We currently have a system for licensure that offers a grades K-8 and a grades 5-12 Strategist I or K-12 Strategist II in ID or BD/LD. Whenever I can, I seek to hire individuals who have the K-12 licensure due to the coursework they've completed and to increase our flexibility to utilize them in classrooms across the District. I would guess that this flexibility is also important in smaller and medium sized districts across the state.

•I believe the proposed K-12 licensure, with opportunities for specialization, has a greater likelihood to produce teachers with a well rounded background to serve our children as their coursework would include:

- Foundations of special education
- Assessment, diagnosis and evaluation
- Methods for teaching general education core curriculum
- Evidence based academic methods & strategies
- Preparation in research-based assessment and intervention practices
- Collaborative and transition partnerships
- Assistive/Instructional technology

•I feel the thorough base provided through the coursework, outlined above, would give us special educators who are equipped, along with the additional professional development we provide within our districts, to do a fine job in any of our special education classrooms. Plus, each of us would have the flexibility, particularly at the interview table, to ask our candidates to complete an additional area of specialization (Intellectual Disabilities, Autism Spectrum Disorders, Behavioral/Emotional Disorders, Multiple Disabilities and Physical Disabilities).

•As a Director, I support the proposed change in licensure. I had concerns about a general license having adequate content for some of our special needs, however, I feel the inclusion of the specialization option, gives us a wonderful tool to help ensure that our teachers are highly skilled, while providing the needed flexibility. Overall, the right balance in my opinion.

•There are some colleges and universities that are opposed to this licensure

change. They state they will have to make significant changes in the way they do business and that it will take students longer to complete their programs. With our present gap in achievement between students with and without disabilities, I do not believe we can continue to do business as usual. No one can be sure but perhaps this modification of teacher prep will help us make a greater difference in our schools. It is critical that we advocate for excellence for our students in public schools and the quality of the teachers in our classrooms is of utmost importance.

- Many of our smaller districts in Iowa have a difficult time recruiting and retaining attractive candidates. It is our hope that this change in licensure will increase the flexibility within our districts regarding licensure and service to students. I would stress, however, that this change is not about administrative convenience but, instead, is about preparing special educators who have, we believe, a more well-rounded, comprehensive approach through their teacher prep programs.

- As a Director, I am pleased to see this proposed change in special education teacher licensure by the BOEE. These changes will help smaller districts find teachers who are appropriately licensed to work with students with special needs. Additionally, I really like the additional specializations a teacher could obtain to extend their knowledge in specific, high frequency, high need areas. Overall, I do think it is time to try something new to place the focus back on the students and system needs rather than maintain a process that seems less and less responsive to current educational demands.

- I do support the new plan, as it gives us the freedom we need, but also allows teachers to specialize.

- I am in favor of the proposed changes to special education teacher licensure. It gives schools much more flexibility in making sure we have highly qualified teachers in place which all schools strive to do, but are not always able to accomplish. As in all classrooms there is a wide range of abilities. In special education this range also exists and schools are not always able to place students with similar needs in the same special education classroom. The new licensure option allows special education teachers to gain a basic knowledge of special education and how to best work with the wide range of abilities in their classroom. There is also a great benefit built into the new licensure, which allows teachers to gain more in-depth knowledge about specific disabilities by acquiring a specialization. This will be beneficial to those schools that are able to place students with similar disabilities in one classroom as well as for all teachers to have the option to take specialized classes to benefit the students with whom he/she works. I believe the new licensure is a positive change for all schools across the state.

- I am in favor of the new K-12 licensure with opportunities for specialization. Though we are a larger district, we still have difficulty hiring

applicants with the required certification. I believe this new K-12 licensure will not only increase the number of certified applicants but that the candidates will be more prepared for the important work in our special education classrooms. We have several different delivery models within our district serving large groups of students with very specific needs. The specializations in Intellectual Disabilities, Autism Spectrum Disorders and Behavioral/Emotional Disorders, in particular, will give us the flexibility of assuring our newly hired teachers will have taken or can take the classes needed to better serve the students we are asking them to serve.

Respectfully Submitted,

Roxanne Cumings  
Executive Director of Student Services  
Waukee Community Schools

Lisa Glenn  
Director of Special Programs  
Ankeny Community Schools

Vickie McCool  
Director of Special Education  
Johnston Community Schools

Darcy Cosens  
Director of Student Programs  
Ames Community School District

Kerry Ketcham  
Director of Special Education  
West Des Moines Community Schools

Jason Volmer  
Coordinator of Special Education  
Urbandale Community Schools

Eric Neessen  
Director of Student Services  
Norwalk Community School District

## Cunningham, Kim [BOEE]

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**From:** Amy Beierschmitt <BeierschmittA@bghome.net>  
**Sent:** Monday, September 29, 2014 3:03 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Proposed Special Education Licensure Requirement Overhaul

Kim Cunningham  
Board Secretary, Board of Educational Examiners

I strongly oppose the special education reform. This change will not only negatively affect me, it will have an adverse effect on our children.

Adding additional requirements to an already rigorous special education program would create the act of getting degrees in this field difficult and unappealing. The special education field encompasses a variety of disabilities, it is impractical to require a general license for the entire field, nor would it be beneficial for students to not have a qualified special education teacher teaching them. The students that come to me have a variety of disorders and disabilities. Working to provide them with the best education is important to me. I would not be able to do that under a general license.

I'm glad that you are looking at this field, but by not grandfathering in existing special education teachers and requiring them to take additional individually funded classes would cause many to leave the field due to not being able to fund this new requirement. This is the exact opposite of what the state is trying to achieve.

This change will just add to the shortage of special education teachers in the state because there would be so much more schooling required compared to a general education teacher. This will deter incoming generations.

I do not support this proposal and I urge you to consider my views and find a solution workable for all parties involved.

Thank you.

Amy Beierschmitt  
K-12 Instructional Strategist II: Behavior disorders/Learning disabilities  
5-12 Mathematics

Interim Education Teacher  
Jackson Recovery Promises Unit  
at Boys and Girls Home  
2101 Court St  
Sioux City, IA 51104  
Ph (712) 293-4797  
Fax (712) 293-4807

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## Cunningham, Kim [BOEE]

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**From:** Mark Schneider <mschneider@mphawks.org>  
**Sent:** Thursday, October 02, 2014 10:35 AM  
**To:** Cavin, Mike [BOEE]; Magee, DT [BOEE]; Cunningham, Kim [BOEE]  
**Cc:** Amy Shalla; Bill Pook; Jim Cayton; Marc Pennington; Teresa Beenblossom; BETH MCBRIDE; Nathan Carlson  
**Subject:** Special Education Endorsements

Dear Members of the Board of Educational Examiners,

I am writing in regards to the proposed changes to Chapter 14 of the Iowa Administrative Code, "Special Education Endorsements." I applaud the efforts to provide more flexibility for district administrators to fill vacant special education teaching positions by the creation of a new endorsement, "K-12 Special Education." Special education is a teaching shortage area and this new endorsement will help ensure a bigger applicant pool for these critical positions.

I have concerns about the portion of the proposed rules that would sunset all current special education endorsements in 2019. This change would mandate that all current special education teachers acquire the new certification. If this change is approved, I foresee multiple issues that are problematic for school districts.

1) Who will pay for the classes needed for current special education teachers to gain the new certification? I can see this becoming a tremendous financial burden for districts. In order to keep quality teachers, districts will be forced to pay for these classes to entice teachers to stay in current positions.

2) If current endorsements sunset, depending on a district's Master Contract transfer language, I can foresee some districts being forced to transfer special education teachers not wanting to gain the new certification into regular classrooms. This will have the unintended consequence of creating a bigger shortage of qualified special education teachers, not lessening it.

I can understand the reluctance to automatically give existing special education teachers the new endorsement without any additional educational preparation. Therefore, I propose a different solution:

Do not sunset a teacher's current special education endorsements. As long as current teachers teach within the same assignment/grade level/program area, these teachers would not need the new endorsement. However, if they change to a different special education assignment/grade level/program area not covered by their current endorsement, they would need to get the new special education endorsement.

Thank you for thinking of ways to help eliminate the shortage of qualified special education teachers. When contemplating changes to Chapter 14, I would encourage you to carefully consider that all rules within that Chapter are consistent with this purpose.

Yours in service,

Mark Schneider, Superintendent  
Mid-Prairie and Keota CSDs

***"A day without laughter is a day wasted." -- Charlie Chaplin***

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## Cunningham, Kim [BOEE]

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**From:** Sam Miller <smiller@solon.k12.ia.us>  
**Sent:** Thursday, October 02, 2014 10:40 AM  
**To:** Keota Comm School District (Supt)  
**Cc:** Cavin, Mike [BOEE]; Magee, DT [BOEE]; Cunningham, Kim [BOEE]; Amy Shalla; Bill Pook; Jim Cayton; Marc Pennington; Teresa Beenblossom; BETH MCBRIDE; Nathan Carlson  
**Subject:** Re: [Superintendents] Special Education Endorsements

Mark,

Well done. Thank you for taking the lead and drafting this message. I am 100% in agreement with your position.

Sam Miller, Solon Superintendent

On Oct 2, 2014, at 10:35 AM, Mark Schneider <[mschneider@mphawks.org](mailto:mschneider@mphawks.org)> wrote:

Dear Members of the Board of Educational Examiners,

I am writing in regards to the proposed changes to Chapter 14 of the Iowa Administrative Code, "Special Education Endorsements." I applaud the efforts to provide more flexibility for district administrators to fill vacant special education teaching positions by the creation of a new endorsement, "K-12 Special Education." Special education is a teaching shortage area and this new endorsement will help ensure a bigger applicant pool for these critical positions.

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education assignment/grade level/program area not covered by their current endorsement, they would need to get the new special education endorsement.

Thank you for thinking of ways to help eliminate the shortage of qualified special education teachers. When contemplating changes to Chapter 14, I would encourage you to carefully consider that all rules within that Chapter are consistent with this purpose.

Yours in service,

Mark Schneider, Superintendent  
Mid-Prairie and Keota CSDs

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To unsubscribe from this group and stop receiving emails from it, send an email to [superintendents+unsubscribe@gwaea.org](mailto:superintendents+unsubscribe@gwaea.org).

Sam Miller, Superintendent  
Solon Community School District  
Solon, Iowa

## NOTICE MEMO

**Date:** October 10, 2014

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 13.17(4) Military Exchange License

---

On May 26, 2014, Governor Branstad signed into law the Home Base Iowa Act, which is a plan to match veterans to careers in Iowa. The BoEE has already adopted licensure rules to streamline exchange licensing for recent veterans. The following small changes are proposed to bring the existing rules into alignment with the Home Base Iowa Act. The Act calls for licensing provisions that are not limited to recent veterans.

### 13.17(4) Military exchange license.

#### a. Definitions.

1. Military Service. "Military Service" means honorably serving on federal active duty, state active duty, or national guard duty, as defined in Iowa Code section 29A.1, in the military services of other states, as provided in 10 U.S.C. section 101(c), or the organized reserves of the United States, as provided in 10 U.S.C. section 10101.

2. Veteran. A "veteran" is an individual who meets the definition of "veteran" in Iowa Code section 35.1(2).

~~a.~~ **b.** Spouses of active duty military ~~service~~ **service** applying under 13.3(2). A three-year nonrenewable military exchange license may be issued to the applicant under the following conditions:

- (1) The applicant has completed a traditional teacher preparation program at a regionally accredited and state-approved two- or four-year college.
- (2) The applicant is the holder of a valid and current or an expired teaching license from another state.
- (3) The applicant provides verification of the applicant's connection to or the applicant's spouse's connection to the military by providing a copy of current military orders with either a marriage license or a copy of a military ID card for the applicant's spouse.
- (4) This license may be converted to a one-year regional exchange license upon application and payment of fees.

~~b.~~ **c.** ~~Recent~~ **Recent** ~~veterans (retired or discharged within the past five years as of the date of application) or their spouses applying under 13.3(2).~~ A five-year teaching license or a one-year exchange license may be issued to an applicant who meets the requirements of 13.17(4)"a"(1) and (2). A veteran must provide a copy of the veteran's DD 214. A spouse must provide a copy of the veteran spouse's DD 214 and the couple's marriage license.

~~c.~~ **d.** Spouses of active duty military ~~service~~ **service**, ~~recent veterans,~~ or ~~recent veterans'~~ spouses applying under 13.3(3). If the applicant has completed a nontraditional teacher preparation program but is not eligible for a teaching license, the applicant will be issued a substitute license, and the initial review for the portfolio review process will be completed by board staff. An applicant must provide verification of connection to the military outlined in 13.17(4)"~~a~~"(3) or 13.17(4)"~~b~~."

**e.** **Military education, training, and service credit.** An applicant for the military exchange license may apply for credit for verified military education, training, or service toward any experience or educational requirement for licensure by submitting documentation to the board of educational examiners. The applicant shall identify the experience or licensure requirement to which the credit would be applied if granted. The board of educational examiners shall promptly determine whether the verified military education, training, or service will satisfy all or any part of the identified experience or educational licensure requirement.

~~d.~~ **f.** **Fees.** Fees for the background check, evaluation and license issued pursuant to 13.17(4) will be limited to the fee outlined in rule 282—12.1(272), paragraph "2."

## DISCUSSION MEMO

**Date:** October 10, 2014

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Ethics Training as a requirement for renewal

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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 changes will allow educators to complete current and relevant training as a condition of licensure renewal, and also for the first issuance of a license when it is not already covered in the preparation program. 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—20.1(272) General renewal information.** This chapter contains renewal requirements for those individuals desiring to renew the initial, standard, master educator, professional administrator, area education agency administrator, or substitute license or a statement of professional recognition (SPR), and general renewal requirements for all other licenses. Individuals desiring to renew a license issued under some other title are referred to 282—Chapters 22, 23, and 24 for additional specific requirements.

**282—20.3 (272) Renewal of licenses, authorizations, certificates, and statements of professional recognition.**

**20.3(1) Issue date.** A renewed license is valid only from and after the date of issuance.

**20.3(2) General renewal requirements.** A license, authorization, certificate or statement of professional recognition may be renewed for applicants who fulfill the general requirements set out in subrules 20.3(3) through 20.3(5)(7) and the license-specific requirements set out in this chapter under each license, authorization, certificate or statement of professional recognition.

**20.3(3) Background check.** Every renewal applicant is required to submit a completed application form with the applicant's signature to facilitate a check of the sex offender registry information under Iowa Code section 692A.121, the central registry for child abuse information established under Iowa Code chapter 235A, and the dependent adult abuse records maintained under Iowa Code chapter 235B. The board may assess the applicant a fee no greater than the costs associated with obtaining and evaluating the background check.

**20.3(4) Child and dependent adult abuse training.** Every renewal applicant must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

- a. A person is engaged in active duty in the military service of this state or of the United States.
- b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
- c. A person is practicing a licensed profession outside this state.
- d. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state

**20.3(5) Code of Professional Conduct and Ethics Training.** Every renewal applicant must submit documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**20.3(5)(6) Recency of units for renewal.** If a license is renewed on or before the date of expiration, the units for renewal are acceptable if earned during the term of the license. If a license is not renewed on the date of expiration, the units for renewal must have been completed within the five-year period immediately preceding the date of application for the renewal.

**20.3(6)(7) Timely renewal.** A license may only be renewed less than one year before it expires.

## **282—20.10 (272) Renewal requirements for a statement of professional recognition (SPR).**

**20.10(2)** Each applicant renewing an SPR must provide documentation that all renewal requirements in subrules 20.3(1) through 20.3 have been met. 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).

**282—17.3(272) Requirements for the career and technical secondary license.** This license is valid for five years.

**17.3(1) Initial requirements.** An applicant for this license must meet the requirements for the initial career and technical secondary license.

**17.3(2) Renewal requirements for the career and technical secondary license.** 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). Six units are needed for renewal. These units may be earned in any combination of the units listed below.

**17.3(3)** The applicant must complete an approved human relations component if the applicant has not previously done so.

**17.3(4)** An applicant who renews a license issued by the board of educational examiners must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

*a.* A person is engaged in active duty in the military service of this state or of the United States.

*b.* The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.

*c.* A person is practicing a licensed profession outside this state.

*d.* A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.

## **282—22.1 (272) Coaching authorization**

**22.1(4) Renewal.** The authorization may be renewed upon application and verification of successful completion of:

*a.* Renewal activities. Applicants for renewal of a coaching authorization must:

(1) Successfully complete five planned renewal activities/courses related to athletic coaching approved in accordance with guidelines approved by the board of educational examiners. Additionally, each applicant for the renewal of a coaching authorization shall have completed one renewal activity/course relating to the knowledge and understanding of professional ethics and legal responsibilities of coaches through a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**282—22.2 (272) Substitute authorization.**

**22.2(1) Application process**

*c. Renewal.* 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). The authorization may be renewed upon application and verification of successful completion of:

~~(2) Child and dependent adult abuse training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:~~

~~1. A person is engaged in active duty in the military service of this state or of the United States.~~

~~2. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.~~

~~3. A person is practicing a licensed profession outside this state.~~

~~4. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.~~

~~5. The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse training approved by the state abuse education review panel.~~

**282—22.3 (272) School business official authorization.**

**22.3(7) Renewal.** The authorization may be renewed upon application and verification of successful completion of:

*a. Renewal activities.*

(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). In addition to the child and dependent adult abuse mandatory reporter training listed below,

the applicant for renewal must complete 4 semester hours of credit or the equivalent contact hours (1 semester hour is equivalent to 15 contact hours) within the three-year licensure period.

*b. Child and dependent adult abuse mandatory reporter training.* Every renewal applicant must submit documentation of completion of the child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel. A waiver of this requirement may apply under any of the following appropriately documented conditions:

(1) The person is engaged in active duty in the military service of this state or of the United States.

(2) The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.

(3) The person is practicing in a licensed profession outside this state.

(4) The person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse mandatory reporter training in this state.

(5) The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel.

**282—22.6 (272) School administration manager authorization.**

**22.6(7) Renewal.**

*b.* 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). The standard school administration manager authorization may be renewed upon application and verification of successful completion of the following:

~~(2) Child and dependent adult abuse mandatory reporter training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel. A waiver of this requirement may apply under any of the following appropriately documented conditions:~~

- ~~1. The person is engaged in active duty in the military service of this state or of the United States.~~
- ~~2. The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel.~~

## **282—22.7 (272) iJAG authorization**

**22.7(5) Renewal.** An applicant for renewal of the iJAG authorization must provide verification of completion of the following:

- a. Required iJAG training as verified through an iJAG administrator.
- b. Child and dependent adult abuse training as stated in 282—subrule 20.3(4).
- c. Code of professional conduct and ethics training as stated in 282—subrule 20.3(5).

## **282—23.5 Behind the Wheel**

**282—23.5(272,321) Renewal.** 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). All fees are nonrefundable. The behind-the-wheel driving instructor authorization may be renewed upon application and verification of successful completion of:

**23.5(1)** Providing behind-the-wheel instruction for a minimum of 12 clock hours during the previous school year; and

**23.5(2)** Successful participation in at least one department of transportation-sponsored or department of transportation-approved behind-the-wheel instructor refresher course; and

~~**23.5(3)** Effective September 1, 2002, the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:~~

- ~~a. The person is engaged in active duty in the military service of this state or of the United States.~~
- ~~b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.~~
- ~~c. The person is practicing a licensed profession outside this state.~~
- ~~d. The person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.~~
- ~~e. The person has previously renewed a license or authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse training approved by the state abuse education review panel.~~

## **282—24.6 Paraeducator Certificates**

### **282—24.6 (272) Renewal requirements.**

**24.6(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). The paraeducator certificate may be renewed upon application, payment of a renewal fee as established in 282—Chapter 12, and verification of successful completion of coursework totaling three units in any combination listed below.

~~**24.6(2)** All applicants renewing a paraeducator certificate must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A~~

~~waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:~~

- ~~a. A person is engaged in active duty in the military service of this state or of the United States.~~
  - ~~b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.~~
  - ~~c. A person is practicing a licensed profession outside this state.~~
  - ~~d. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.~~
- 

**282—13.5 (272) Teacher licenses.** A license may be issued to applicants who fulfill the general requirements set out in subrule 13.5(1) and the specific requirements set out for each license.

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

**g. submit documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.**

**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.
- 3. 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.**

**282—13.8 (272) Specific requirements for a master educator's license.** A master educator's license is valid for five years and may be issued to an applicant who:

1. Is the holder of or is eligible for a standard license as set out in rule 282—13.7(272), and
  2. Verifies five years of successful teaching experience, and
  - 3. Meets the renewal requirements of 282—20.3, and**
- ~~3~~ **4. Completes one of the following options:**
- Master's degree from a regionally accredited college or university in a recognized endorsement area, or
  - Master's degree from a regionally accredited college or university in curriculum, effective teaching, or a similar degree program which has a focus on school curriculum or instruction.

**282—13.16 (272) Specific requirements for a substitute teacher's license.**

**13.16(1) Substitute teacher requirements.** A substitute teacher's license may be issued to an individual who provides 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 who:

**d. submits documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.**

**282—16.2(272) School audiologist.**

**16.2(2) Requirements.** The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

*c.* documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**282—16.3(272) School nurse.**

**16.3(2) Requirements.**

*c.* documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**282—16.4(272) School occupational therapist.**

**16.4(2) Requirements.**

*c.* documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**282—16.5(272) School physical therapist.**

**16.5(2) Requirements.**

*c.* documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**282—16.6(272) School social worker.**

**16.6(2) Requirements.** The special education director (or designee) of the area education agency or local education agency must submit an application to request that the authorization be issued. The application must include:

*c.* documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**282—16.7(272) Special education nurse.**

**16.7(2) Requirements.**

*a.* The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners to request that the SPR be issued.

*b.* An applicant must submit the following documents:

(1) A copy of the license issued by the Iowa board of nursing.

(2) An official transcript.

(3) Verification of two years' experience in public health nursing.

(4) Completion of an approved human relations course.

(5) documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**282—16.8(272) Speech-language pathologist.**

**16.8(2) Requirements.** The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

*c.* documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**282—17.2 (272) Requirements for the initial career and technical secondary license.** This

**17.2(1)** An applicant for this license must have completed **the following:**

- a.** 6,000 hours of recent and relevant career and technical experience in the teaching endorsement area sought. In those subjects, career and technical areas or endorsement areas which require state registration, certification or licensure, the applicant must hold the appropriate license, registration or certificate before the initial career and technical secondary license or the career and technical secondary license will be issued.
- b.** documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**282—18.4 (272) General requirements for an administrator license.**

**18.4(2)** *Specific requirements for an initial administrator license for applicants who have completed a teacher preparation program.* An initial administrator license valid for one year may be issued to an applicant who:

- a.** Is the holder of or is eligible for a standard license; and
- b.** Has three years of teaching experience; 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.** Has completed an approved human relations component; and
- e.** Has completed an exceptional learner component; and
- f.** Has completed an evaluator approval program.
- g.** Has completed a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**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; 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 an approved human relations component; and
- f.** Has completed an exceptional learner component; and
- g.** Has completed the professional education core in 282—paragraphs 13.18(4) “a” through “j”; and
- h.** Has completed an evaluator approval program; and
- i.** Has completed a code of professional conduct and ethics training approved by the Board of Educational Examiners.

**282—22.1 (272) Coaching authorization.**

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

- a.** *Credit hours.* Applicants must complete credit hours in the following areas:
  - 5) Beginning on or after July 1, 2000, each applicant for an initial coaching authorization shall have successfully completed 1 semester credit hour or 15 contact hours in a course relating to the theory of coaching which must include at least 5 contact hours relating to the knowledge and understanding of **the**

code of professional conduct, ethics and legal responsibilities of coaches approved by the board of educational examiners.

## **282—22.2 (272) Substitute authorization**

### **22.2(1) Application process.**

*a. Requirements.* Applicants for the substitute authorization shall meet the following requirements:

(1) Authorization program.

4. Ethics. This component includes fostering relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development and to be aware of the board's rules of professional practice and competent performance.

complete the code of professional conduct and ethics training approved by the Board of Educational Examiners.

## **282—22.3 (272) School business official authorization.**

**22.3(4) Specific requirements for an initial school business official authorization.** Applicants for an initial school business official authorization shall have completed the following requirements:

*e. code of professional conduct and ethics training approved by the Board of Educational Examiners.*

## **282—22.5 (272) Preliminary native language teaching authorization.**

### **22.5(3) Requirements.**

*e. During the term of the authorization, the applicant must complete board-approved training in the following:*

(5) Code of ethics. Develop an understanding of how to foster relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development and become aware of the board's rules of professional practice and code of ethics to

complete the code of professional conduct and ethics training approved by the Board of Educational Examiners.

## **282—22.6 (272) School administration manager authorization.**

**22.6(4) Specific requirements for an initial school administration manager authorization.** Applicants for an initial school administration manager authorization shall have completed the following requirements:

*e. code of professional conduct and ethics training approved by the Board of Educational Examiners.*

## **282—22.7 (272) iJAG authorization.**

### **22.7(3) Requirements.**

(4) Code of ethics. Develop an understanding of how to foster relationships with parents, students, school colleagues, and organizations in the larger community to support students' learning and development and become aware of the board's rules of professional practice and code of ethics to complete the code of

professional conduct and ethics training approved by the Board of Educational Examiners.

(Behind the wheel authorization)

**282—23.1 (272,321) Requirements.** Applicants for the behind-the-wheel driving instructor authorization shall meet the following requirements:

**23.1(2) Approved coursework.** The applicant shall successfully complete the following:

*a.* a behind-the-wheel driving instructor course approved by the department of transportation. At a minimum, classroom instruction shall include at least 12 clock hours of observed behind-the-wheel

instruction and 24 clock hours of classroom instruction to include psychology of the young driver, behind-the-wheel teaching techniques, ethical teaching practices, and route selection.

**b. code of professional conduct and ethics training approved by the Board of Educational Examiners.**

**282—24.3 (272) Prekindergarten through grade 12 paraeducator generalist certificate.**

**24.3(4)** Applicants shall have successfully completed the following list of competencies.

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

(4) **complete a code of professional conduct and ethics training approved by the Board of Educational Examiners and** abide by the Iowa code of ethics and professional practice rules of the board of educational examiners and rules of the Iowa department of education.

**282—27.2 (272) Requirements for a professional service license.**

**27.2(1)** *Initial professional service license.*

**e. code of professional conduct and ethics training approved by the Board of Educational Examiners.**

**DISCUSSION MEMO**

**Date: October 10, 2014**

**To: Board Members**

**From: Duane T. Magee, Executive Director**

**RE: Licensure Renewal Options**

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The BoEE staff will lead a discussion with the board about possible licensure renewal rule change options. The board will receive updates on current BoEE discussion regarding competency based renewals, CEUs, and various renewal options and practices available in other states.

Date: October 10, 2014

To: Board Members

From: Darcy Lane

Re: Reminders regarding petitions for waiver

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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:** Dr. Corey Lunn

**License:** Folder # 312283

Administrator Exchange License with endorsements for 5-12 Principal and PK-12 Superintendent/AEA Administrator

**Reason for Waiver:** Dr. Lunn is requesting a waiver of a course that was identified as a deficiency that must be completed before he can convert his exchange license.

**Rule Citation:**

**282—18.10(272) Superintendent/AEA administrator.**

...

**18.10(2) Program requirements.**

...

*b.* Content. Through completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements, the administrator has knowledge and understanding of:

...

(5) Noninstructional support service management including but not limited to transportation, nutrition, and facilities.

**Rationale:** Dr. Lunn requests that the board waive the requirement outlined above based on 1) previous coursework that he believes is substantially equivalent and 2) experience as a school administrator.

**Staff recommendation:** Deny the waiver. The consultant staff members who reviewed the documentation submitted determined it did not provide sufficient evidence that the requirement has been fulfilled.

**Hardship:** Dr. Lunn states in his petition that enforcing the requirement to take the course would cause undue hardship in the form of time away from his work as a superintendent. The board must decide whether this constitutes undue hardship.

**Prejudice to Others:** In PFW 12-01, the board granted a request for waiver of the requirement for coursework in “current legal issues in general and special education”. The petitioner had previously served as a director of special education in another state.

**Safety and welfare of others:** The board must determine whether waiving the rule in question would provide substantially equal protection of public health, safety, and welfare.

TEACHER CANDIDATES BY ENDORSEMENT  
from  
ANNUAL SUMMARY REPORT ON PRACTITIONER PREPARATION  
Iowa Department of Education, Bureau of Educator Quality

2010-2011 Data is suspect

2014-15 projections are made by determining trend from previous years. If no projection is listed, data is not reliable or the number of candidates is too small to determine a trend.

End. #	Grade	Endorsement Name	2008-2009	2009-2010	2010-11	2011-12	2012-13	2014-15 projected	2012-13 Out of State
100	Pre K-3	Tchr. Birth-3 Incl. Spec. Ed	155	196	90	181	198	195	6
101	K - 12	Athletic Coach	307	200	120	252	254	255	33
102	K-8	Teacher Elem. Classroom	1254	1291	1230	1583	1308	1300	168
103	PK - K	Teacher, PK - K Classroom	46	78	16	54	56	51	20
104	K - 12	ESL Teacher	37	128	29	169	100	120	16
106	PK - 3	P K -3 Classroom Teacher	49	32	15	47	44	45	15
107	K - 12	Talented and Gifted	6	41	1	112	136	115	1
108	K-8	School Media Specialist	4	5		2	3		2
109	5-12	School Media Specialist	2	1		1	4		1
112	5-12	Agriculture	10	13	1	20	17	15	4
113	K-8	Art	75	66	34	74	63	66	11
114	5-12	Art	72	65	29	68	55	64	8
115	5-12	Business - General	27	11		1	0		
116	5-12	Business - Office	3				0		
117	5-12	Business - Marketing/Mgmt.	8	3	2		0		
118	5-12	Driver and Safety Ed	3	8	1	33	29		1
119	K-8	English/Language Arts	260	244	159	284	291	275	11
120	5-12	English/Language Arts	173	161	66	156	159	150	40
121	K-8	Chinese				0	2		3
122	5-12	Chinese		2		1	1		3
123	K-8	French		1		1	4		1
124	5-12	French	6	8	6	7	13		3
125	K-8	German		1			1		1
126	5-12	German	4	4	1	1	3		1

End. #	Grade	Endorsement Name	2008-2009	2009-2010	2010-11	2011-12	2012-13	2014-15 projected	2012-13 Out of State
127	K-8	Japanese					1		
128	5-12	Japanese				0	1		
129	K-8	Latin					0		
130	7-12	Latin		4	1		0		
131	K-8	Russian					0		
132	5-12	Russian				1	0		
133	K-8	Spanish	32	29	16	27	42	35	11
134	5-12	Spanish	52	53	30	63	61	46	10
135	K-8	Language (Other)					0		1
136	5-12	Language (Other)					0		2
137	K-8	Health	28	33	18	27	51	35	17
138	5-12	Health	52	57	32	57	76	45	16
139	5-12	Home Economics – General (Family & Consumer Science)	16	13	9	22	12	14	7
140	5-12	Industrial Technology	10	15	11	17	9	12	5
141	5-12	Journalism	8	10		4	3	8	5
142	K-8	Mathematics	104	88	60	128	138	140	17
143	5-12	Mathematics	132	96	39	121	113	117	26
144	K-8	Music	97	151	42	81	106	106	26
145	5-12	Music	103	147	41	82	101	109	26
146	K-8	Physical Education	101	114	62	129	130	120	26
147	5-12	Physical Education	204	123	63	133	132	122	27
148	K-8	Reading	682	806	300	820	885	925	14
149	5-12	Reading	17	79	13	84	93	95	6
150	K-8	Science - Basic	28	38	32	41	36	35	7
151	5-12	Biological	84	79	24	92	89	90	22
152	5-12	Chemistry	53	41	20	47	56	50	14
153	5-12	Earth Science	17	15	10	21	22	25	4
154	5-12	General Science	129	59	26	76	68	75	8

End. #	Grade	Endorsement Name	2008-2009	2009-2010	2010-11	2011-12	2012-13	2014-15 projected	2012-13 Out of State
155	5-12	Physical Science	177	28	19	37	33	NA	
156	5-12	Physics	20	15	13	21	21	20	8
157	5-12	American Government	226	43	15	59	75	68	6
158	5-12	American History	145	147	64	144	125	140	17
159	5-12	Anthropology	3	1		5	3		1
160	5-12	Economics	10	7		7	3		2
161	5-12	Geography	13	2	3	4	4		3
162	K-8	History	3	3	5	8	4	5	1
163	5-12	Psychology	33	28	14	28	23	25	7
164	K-8	Social Studies	209	222	116	182	176	180	22
165	5-12	Sociology	24	15	8	17	13	10	2
166	5-12	World History	122	133	55	127	134	140	19
167	K-8	Speech Comm/Theatre	4	5	4	6	7	5	1
168	5-12	Speech Comm/Theatre	11	5	1	9	9	8	5
169	PK-8	Principal		146			0	NA	
170	5-12	Principal		146			0	NA	
171	PK - 12	Superintendent		30		52	19	25	
172	K-8	Counselor		40	6	65	22		10
173	5-12	Counselor		40	5	62	24		13
174	K - 12	School Media Specialist	2	21		23	18	20	
175	PK - 12	School Nurse					0		
176	K - 12	Reading Specialist		6		3	5		4
180	5 - 12	Italian			1	1	0		1
182	5 - 8	Middle School	128	183	1		8	NA	
184	5 - 8	All Science I	1	3	1	4	1	18	1
185	5-12	All Science II	4	4	1	4	15	19	4
186	5-12	All Social Studies	52	57	37	67	50	65	24
188	9 - 12	Portuguese		1			0		

End. #	Grade	Endorsement Name	2008-2009	2009-2010	2010-11	2011-12	2012-13	2014-15 projected	2012-13 Out of State
189	PK-12	Principal and Supervisor of Special Education		15		89	131	135	
234	5-12	Work Exp. Coordinator		1		7	0		
235	B - 21	School Audiologist					0		
236	B - 21	School Psychologist		4		7	15		
237	B - 21	Speech - Lang. Pathologist		16		11	12		
239		Director of Special Education					1		
240	B - 21	School Social Worker		8	1	4	6		
250	AGES 5-21	Special Ed Consultant		1		3	2		
260	K - 6	Instructional Strategist I: Mild and Moderate	298	274	92	297	505	350	30
261	7 - 12	Instructional Strategist I: Mild and Moderate	20	77	17	90	61	55	16
262	PK - K	PK-K and Special Education	50	48	20	45	35	40	1
263	K - 12	Instructional Strategist II: Behavioral Disorders/Learning Disabilities	18	63	4	86	24		6
264	K - 12	Instructional Strategist II: Mental Disabilities	8	32	6	35	29		6
267	B-21	Visually Impaired				2	0		2
300	5-12	Agri. Science/ Agri. Business	10	13	1	19	17	18	
303	5-12	Consumer/Homemaking ED	14	10	6	14	10	12	
304	5-12	OF CS	14	10	6	16	9		
305	5 - 12	Multioccupations			1	6	1		
1171	5 - 12	Business All	15	25	24	48	44	40	7
1201	5-12	Language Arts All					2		4
1421	5-8	Algebra for HS credit					2		4
1821	5 - 8	5-8 Middle School Language Arts			21	46	69	75	14
1822	5-8	Middle School Mathematics				72	79	85	19
1823	5 - 8	5-8 Middle School Science			33	75	72	75	25
1824	5 - 8	Middle School Social Studies			32	74	77	85	17

Program Completers (Initial Licensure) from Iowa Educator Preparation Programs

2012-2013

Iowa Department of Education, Bureau of Educator Quality

Note: Numbers represent people licensed, not number of endorsements

Institution	Early Childhood Only	Elementary	Secondary	K-12 (Generally Art, Music, and PE)	TOTAL Initial License (Teacher)
Ashford	1	11	10	0	22
Briar Cliff	0	13	8	7	28
BVU	6	108	23	6	143
Central	0	27	21	15	63
Clarke	0	19	9	6	34
Coe	0	8	13	8	29
Cornell	28	15	10	3	56
Dordt	0	27	23	8	58
Drake	0	40	59	13	112
Emmaus	0	2	0	0	2
Faith	0	11	1	1	13
Graceland	0	80	8	4	92
Grand View	0	22	11	14	47
Grinnell	0	0	4	0	4
Iowa Wesleyan	1	14	2	5	22
ISU	26	171	100	27	324
Kaplan	0	0	12	0	12
Loras	0	30	24	0	54
Luther	0	27	17	28	72
Maharishi	0	1	0	0	1
MMU	0	21	13	1	35
Morningside	0	30	18	1	49
Northwestern	0	37	23	7	67
SAU	5	38	26	12	81
Simpson	0	32	35	7	74
U of I	0	149	88	26	263
UD	0	22	3	4	29
UNI	31	285	196	168	680
Upper Iowa	8	40	11	3	62
Waldorf	0	9	5	1	15
Wartburg	0	29	18	15	62
William Penn	0	26	11	7	44
<b>TOTAL</b>	<b>106</b>	<b>1344</b>	<b>802</b>	<b>397</b>	<b>2649</b>

Content Areas of Secondary Completers (Initial Licensure)  
2012-2013

Content Area	Number of Secondary Completers
Agriculture 5-12	17
Art 5-12	51
English/Language Arts 5-12	176
Family and Consumer Science 5-12	12
Industrial Technology 5-12	9
Mathematics 5-12	110
Music (5-12)	101
PE/Health 5-12	181
Science (All Areas) 5-12	109
Social Sciences (All Areas) 5-12	191
World Languages 5-12	75

Special Education Endorsements Issued  
2012-2013

Note: Numbers are reported by programs. This table represents the number of endorsements, not the number of candidates. The numbers also include in-service teachers adding an endorsement.

Endorsement	Number of Recommendations
Unified Early Childhood Birth – Grade 3	198
Early Childhood Special Birth-K	35
Instructional Strategist I K-8	505
Instructional Strategist I 5-12	61
Instructional Strategist II BD/LD K-12	24
Instructional Strategist II MD K-12	29
Visually Impaired	0

Educational Leadership Program Completers  
2012-2013

Principal PK-12	Superintendent
164	19

## BOEE CONSULTANT PRESENTATIONS - 2013-2014

(These are formal presentations not to include general meetings and committees)

Date	Staff Member(s)	Topic	Audience
8/7/2013	All consultants	Booth - interaction	SAI convention
8/8/2013	Joanne, Darcy, D.T.	Ethics	SAI convention
8/8/2013	Mary Lou	Ethics and Licensure	Teachers From Spain
8/8/2013	Steve	Ethics and Licensure	IHSSA Convention
8/8/2013	Steve	Ethics and Licensure	Kirkwood
8/19/2013	Steve	Ethics and Licensure	IHSSA Storm Lake
8/26/2013	Steve	Ethics and Licensure	IHSSA Eldridge

9/3/2013	Steve	Ethics and Licensure	DMACC
9/4/2013	All Consultants	AEA Meetings state wide	Superintendents
9/5/2013	Mike	Ethics and Licensure	Cedar Falls
9/6/2013	Joanne	Licensure	K-16 Music
9/9/2013	Steve/Darcy	Ethics and Licensure	Grandview
9/10/2013	Joanne	Ethics and Licensure	Upper Iowa WDM
9/11/2013	Mike	Ethics and Licensure	Upper Iowa Waterloo
9/12/2013	Mike	Ethics and Licensure	Upper Iowa Fayette
9/20/2013	Greg	Ethics and Licensure	Graceland
9/20/2013	Joanne	STEM endorsements	STEM conference
9/27/2013	Joanne	Teacher Intern program	RAPIL

10/1/2013	Joanne	Ethics and Licensure	DE conference AEA 9
10/2/2013	Joanne	Ethics and Licensure	DE conference AEA 1
10/2/2013	All Consultants	AEA Meetings state wide	Superintendents
10/11/2013	Mike	Ethics and Licensure	Wartburg
10/11/2013	Mary Lou	Ethics and Licensure	Mount Mercy
10/15/2013	Mike	Ethics and Licensure	Upper Iowa Waterloo
10/16/2013	Steve	Ethics and Licensure	Johnston AEA
10/18/2013	D.T.	Licensure	IACTE
10/25/2013	Greg	Ethics and Licensure	St. Ambrose
10/21/2013	Dave	Ethics and Licensure	Dubuque Colleges

11/6/2013	All Consultants	AEA Meetings state wide	Superintendents
11/6/2013	Joanne	Ethics and Licensure	BV - Ft. Dodge
11/6/2013	Steve	Ethics and Licensure	Girls athletic union
11/11/2013	Joanne	Ethics and Licensure	Central
11/12/2013	Mary Lou	Ethics and Licensure	BV- Council Bluffs
11/14/2013	Joanne	Ethics and Licensure	Grandview
11/18/2013	Joanne	Teacher Intern program	RAPIL
11/19/2013	Mary Lou	Ethics and Licensure	Drake
11/20/2013	All Consultants	Booth - interaction	IASB convention
11/21/2013	Joanne	Ethics and Licensure	Music convention

12/2/2013	Joanne	Ethics and Licensure	William Penn
12/3/2013	Greg and Steve	Ethics and Licensure	BV Oskaloosa
12/4/2013	All Consultants	AEA Meetings state wide	Superintendents
12/6/2013	Joanne and D.T.	Ethics and Licensure	IASPA conference
12/17/2013	Joanne	Ethics and Licensure	Morningside
12/18/2013	Steve	Ethics and Licensure	IHSSA Spencer

1/8/2014	All Consultants	AEA Meetings state wide	Superintendents
1/10/2014	Joanne	Ethics and Licensure	Faith Baptist
1/16/2014	All Consultants	General Interaction - Q&A	Legislative Reception
1/20/2014	Steve	Ethics and Licensure	IHSSA Mid Prairie
1/22/2014	Steve	Ethics and Licensure	IHSSA Linn-Mar
1/22/2014	Joanne and Mary Lou	Licensure Renewal	Licensure Renewal Programs
1/27/2014	Mary Lou	Ethics and Licensure	Grandview
1/29/2014	Steve	Ethics and Licensure	IHSSA Nodaway Valley
1/28/2014	Joanne	TeachIowa AEA 11	Administrators

2/3/2014	Steve	Ethics and Licensure	Boyden Hull
2/3/2014	Steve	Ethics and Licensure	Indian Hills
2/5/2014	All Consultants	AEA Meetings state wide	Superintendents
2/11/2014	Mike	Ethics and Licensure	Upper Iowa Waterloo
2/11/2014	Joanne	Licensure	Non-public schools
2/18/2014	Steve	Ethics and Licensure	Iowa Wesleyan
2/25/2014	Mike	Ethics and Licensure	Simpson
2/26/2014	Mike	Ethics and Licensure	BV
2/28/2014	Steve	Ethics and Licensure	Graceland

3/5/2014	All Consultants	AEA Meetings state wide	Superintendents
3/5/2014	Mike	Ethics and Licensure	Wartburg
3/7/2014	Greg	Ethics and Licensure	St. Ambrose
3/13/2014	Joanne	Ethics and Licensure	Grandview
3/20/2014	Joanne	Ethics and Licensure	Luther
3/26/2014	Mike and Dave	Ethics and Licensure	UNI via ICN
3/29/2014	Mike	Booth - interaction	UNI Job Fair
3/31/2014	Steve	Ethics and Licensure	AD state convention

4/2/2014	All Consultants	AEA Meetings state wide	Superintendents
4/7/2014	Joanne	Ethics and Licensure	Central
4/7/2014	Mary Lou	Ethics and Licensure	Drake
4/8/2014	Joanne	Ethics and Licensure	U of I Job Fair
4/15/2014	Mary Lou	Ethics and Licensure	William Penn
4/16/2014	Joanne	Ethics and Licensure	Teachers of the Year
4/24/2014	Joanne and Mary Lou	Licensure	Teacher shortage group
4/25/2014	Joanne	Ethics	ISEA
4/28/2014	Joanne	Ethics and Licensure	William Penn
4/30/2014	Joanne	Licensure	Iowa State Faculty

5/7/2014	All Consultants	AEA Meetings state wide	Superintendents
5/9/2014	Mary Lou	Ethics and Licensure	Maharishi
5/16/2014	Joanne	Ethics and Licensure	Music convention
5/21/2014	Joanne	Licensure	Early Childhood - Cedar Falls

6/14/2014	Steve	Ethics and Licensure	DMACC
6/19/2014	Steve and Dave	Booth - interaction	ISFIS Conference
6/26/2014	Steve	Ethics and Licensure	Heartland

7/8/2014	Steve	Ethics and Licensure	Iowa Western
7/14/2014	Joanne and Greg	Ethics and Licensure	New Administrators - SAI
7/22/2014	Joanne and Greg	Ethics and Licensure	New Administrators - SAI
7/23/2014	Joanne and Greg	Ethics and Licensure	New Administrators - SAI
7/23/2014	Joanne	Ethics and Licensure	Indianola New Teachers
7/25/2014	Steve	Ethics and Licensure	DMACC
7/29/2014	Joanne	Ethics and Licensure	IJAG
7/31/2014	Joanne	Licensure	Morningside Faculty

8/1/2014	Joanne	Ethics and Licensure	Sioux City Schools - new staff
8/5/2014	Mary Lou	Ethics and Licensure	Teachers from Spain
8/6/2014	All consultants	Booth - interaction	SAI convention
8/6/2014	Steve	Ethics and Licensure	Boone - new ADs
8/7/2014	Joanne, Darcy, D.T	Ethics	SAI convention
8/8/2014	Dave	Ethics and Licensure	Morningside
8/15/2014	Joanne	Ethics	Norwalk