

**STATE OF IOWA  
BOARD OF EDUCATIONAL EXAMINERS**

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

**2015-2016 BoEE Goals**

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

**AGENDA**  
*TIMES ARE APPROXIMATE*  
**February 12, 2016**

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

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

**9:00 a.m. Call Meeting to Order**

**Approve the Agenda**

**Tab A**

**Consent Agenda**

a. Minutes from January 14, 2016 board meeting

**Tab B**

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

**Open Session**

- a. Results of closed session announced
- b. Approve closed session minutes from January 14, 2016 board meeting
- c. Reinstatement(s)
  1. None

**Board Communications**

- a. Board Member Reports
- b. Legislative Update – Phil Wise
- c. Executive Director's Report
  1. Financial Update
  2. Joint Appropriations Subcommittee Presentation
  3. Licensing System Update
  4. NASDTEC Board Meeting and Ted Andrews Winter Symposium
  5. Board Retreat
  6. Board Operating Guidelines Committee Meeting (Behrens, Overholtzer, Pattee, and Schoening)

**Tab C**

**Tab D**

**Communication from the Public**

11:00 a.m. **Stakeholder Presentation**  
Peggy Brookings, President and CEO of the National Board for Professional Teaching Standards

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

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

**a. Adopt**

1. None

**b. ARRC Review Pending**

1. IAC 282 Chapter 12 – Fee increase, ARC 2229C – Session Delay **Tab E**
2. IAC 282 Chapter 14 K-12 Special education endorsement; specializations, ARC 1884C – Session Delay **Tab F**
3. IAC 282 Chapters 13 and 27 – Counseling internships and practicums, ARC 2237C **Tab G**
4. IAC 282 Chapter 13.26 – Early childhood **Tab H**
5. IAC 282 Chapter 22 – Paraeducator substitute authorization **Tab I**
6. IAC 282 Chapter 24 – Paraeducator area of concentration **Tab J**

**c. Notice**

1. IAC 282 Chapter 18 – Administrator temporary permits and administrator experience **Tab K**
2. IAC 282 Chapter 13 – Out-of-state teaching assessment requirements, elementary education endorsement field experiences, minimum grade requirements for adding endorsements **Tab L**
3. IAC 282 Chapter 20 – Administrator and teacher renewal units **Tab M**
4. IAC 282 Chapter 13 – Reading endorsements **Tab N**
5. IAC 282 Chapter 22 – Coaching authorization minimum education attainment requirement **Tab O**

**d. Items for Discussion**

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

**Waivers**

1. PFW 16-01 Matt Eichhorn **Tab R**

**Reports/Approvals**

1. Expenditure Reductions **Tab S**
2. BoEE Communication Plan **Tab T**
3. Future Meeting Dates

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

**Next Meeting: Wednesday, March 9, 2016 (Telephonic Meeting)**



1 Jay Prescott moved, with a second by Larry Hill, that in **case number 15-155**, the  
2 Board find probable cause to establish a violation of the following provisions of the  
3 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(3)(e), and order this  
4 case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

5  
6 Sara Arnold moved, with a second by Dan Dutcher, that in **case number 15-16**, the  
7 Board find probable cause to establish a violation of the following provisions of the  
8 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(b)(1) and  
9 25.3(1)(d), and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

10  
11 Larry Hill moved, with a second by Dan Dutcher, that in **case number 15-154**, the  
12 Board find probable cause to establish a violation of the following provisions of the  
13 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(6)(c), and order this  
14 case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

15  
16 Jay Prescott moved, with a second by Sara Arnold, that in **case number 15-161**, the  
17 Board find probable cause to establish a violation of the following provisions of the  
18 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(e)(1), and order  
19 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

20  
21 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 15-164**, the  
22 Board find probable cause to establish a violation of the following provisions of the  
23 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(e)(4), 25.3(6)(c)  
24 and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.** (Renner  
25 Walker left the room during the discussion of this case in closed session.)

26  
27 Sara Arnold moved, with a second by Larry Hill, that in **case number 15-175**, the  
28 Board find probable cause to establish a violation of the following provisions of the  
29 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(e)(4) and order  
30 this case set for hearing. Roll call vote: Arnold – yes; Behrens – yes; Carroll – yes;  
31 Dutcher – yes; Garcia – yes; Hill – yes; Overholtzer – yes; Prescott – recused;  
32 Schoening – yes; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.** (Darcy  
33 Hathaway left the room during the discussion of this case in closed session.)

1 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 15-169**, the  
2 Board find probable cause to establish a violation of the following provisions of the  
3 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(5)(a)(3), and order  
4 this case set for hearing. Roll call vote: Arnold – yes; Behrens – yes; Carroll – yes;  
5 Dutcher – yes; Garcia – yes; Hill – yes; Overholtzer – yes; Prescott – yes; Schoening –  
6 yes; Sullivan – recused; Wortmann – yes. **MOTION CARRIED.**

7  
8 Larry Hill moved, with a second by Sara Arnold, that in **case number 15-153**, the  
9 Board find probable cause to establish a violation of the following provisions of the  
10 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(3)(e) and 25.3(6)m,  
11 and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

12  
13 Sara Arnold moved, with a second by Dan Dutcher, that in **case number 15-160**, the  
14 Board find probable cause to establish a violation of the following provisions of the  
15 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(e)(1) and  
16 25.3(6)(c), and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

17  
18 Larry Hill moved, with second by Jay Prescott, that in **case number 15-14**, the Board  
19 accept the agreement submitted by the parties, and issue an Order incorporating the  
20 agreement of the parties and imposing the agreed upon sanction. **MOTION CARRIED**  
21 **UNANIMOUSLY.**

22  
23 Jay Prescott moved, with second by Dan Dutcher, that in **case number 15-30**, the  
24 Board accept the agreement submitted by the parties, and issue an Order  
25 incorporating the agreement of the parties and imposing the agreed upon sanction.  
26 Roll call vote: Arnold – yes; Behrens – yes; Carroll – yes; Dutcher – yes; Garcia – yes;  
27 Hill – yes; Overholtzer – yes; Prescott – yes; Schoening – recused; Sullivan – yes;  
28 Wortmann – yes. **MOTION CARRIED.**

29  
30 Larry Hill moved, with second by Sara Arnold, that in **case number 15-115**, the Board  
31 accept the agreement submitted by the parties, and issue an Order incorporating the  
32 agreement of the parties and imposing the agreed upon sanction. **MOTION CARRIED**  
33 **UNANIMOUSLY.**

1 Larry Hill moved, with second by Dan Dutcher, that in **case number 15-05**, the Board  
2 accept the agreement submitted by the parties, and issue an Order incorporating the  
3 agreement of the parties and imposing the agreed upon sanction. **MOTION CARRIED**  
4 **UNANIMOUSLY.**

5  
6 Jay Prescott moved, with second by Sara Arnold, that in **case number 15-130**, the  
7 Board accept the agreement submitted by the parties, and issue an Order  
8 incorporating the agreement of the parties and imposing the agreed upon sanction.  
9 **MOTION CARRIED UNANIMOUSLY.**

10  
11 Dan Dutcher moved, with second by Jay Prescott, that in **case number 15-117**, the  
12 Board accept the agreement submitted by the parties, and issue an Order  
13 incorporating the agreement of the parties and imposing the agreed upon sanction.  
14 **MOTION CARRIED UNANIMOUSLY.**

15  
16 Sara Arnold moved, with a second by Dan Dutcher, that in **case number 15-31**, the  
17 Board accept the Respondent's waiver of hearing and voluntary surrender and that the  
18 Board issue an order permanently revoking the Respondent's license with no  
19 possibility of reinstatement. Roll call vote: Arnold – yes; Behrens – yes; Carroll – yes;  
20 Dutcher – yes; Garcia – yes; Hill – yes; Overholtzer – yes; Prescott – yes; Schoening –  
21 recused; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.**

22  
23 Larry Hill moved, with a second by Dan Dutcher, that in **case number 15-104**, the  
24 Board accept the Respondent's waiver of hearing and voluntary surrender and that the  
25 Board issue an order permanently revoking the Respondent's license with no  
26 possibility of reinstatement. Roll call vote: Arnold – yes; Behrens – yes; Carroll – yes;  
27 Dutcher – yes; Garcia – recused; Hill – yes; Overholtzer – yes; Prescott – yes;  
28 Schoening – yes; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.**

29 Dan Dutcher moved, with a second by Sara Arnold, that in **case number APP 15-01**,  
30 the Board accept the proposed decision. Roll call vote: Arnold – yes; Behrens – yes;  
31 Carroll – yes; Dutcher – yes; Garcia – yes; Hill – yes; Overholtzer – no; Prescott – yes;  
32 Schoening – yes; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.** (Duane Magee  
33 and Renner Walker left the room during the discussion of this case in closed session.)

1 Sara Arnold moved, with a second by Larry Hill, that in **case numbers 14-22 and 14-**  
2 **23**, the Board direct counsel to prepare an addendum to the proposed decision that  
3 imposes a reprimand for both respondents for the Board’s review at its next meeting.  
4 **MOTION CARRIED UNANIMOUSLY.** (Duane Magee and Renner Walker left the room  
5 during the discussion of this case in closed session.)

6  
7 Larry Hill moved, with a second by Sara Arnold, to extend the 180-day deadline for  
8 issuance of the final decision in **case number 15-120**, based upon the need to  
9 schedule the hearing and the need to review the proposed decision. **MOTION**  
10 **CARRIED UNANIMOUSLY.** (Renner Walker left the room during the discussion of this  
11 case in closed session.)

12  
13 The following case was discussed in open session:

14 Background/Discussion: The board found probable cause in this case on October 9,  
15 2015. The hearing is scheduled for February 5, 2016. Larry Hill moved, with a  
16 second by Sara Arnold, to extend the 180-day deadline for issuance of the final  
17 decision in **case number 15-123**, based upon the delay in the hearing due to a  
18 request for continuance by the respondent and the need to review the proposed  
19 decision. **MOTION CARRIED UNANIMOUSLY.**

20  
21 Larry Hill moved, with a second by Dan Dutcher, that the Board approve the closed  
22 session minutes from November 6, 2015 and December 9, 2015. **MOTION CARRIED**  
23 **UNANIMOUSLY.**

24  
25 Board Member Reports

26 The Board discussed the legislative reception which took place prior to the board  
27 meeting today in the Capitol rotunda. Board members shared conversations they had  
28 with various legislators regarding the board’s legislative priorities for 2016.

29  
30 Legislative Update

31 Phil Wise provided the Board with information regarding the start of the 2016 session  
32 and what bills will be moving through this session.

1 Executive Director’s Report

2 Executive Director Magee reviewed the financial report.

3  
4 Licensing System Update: Launched coaching authorization applications to the online  
5 system. Beginning on February 1, 2016, we will stop credentialing coaching  
6 authorization licenses. When we launch a new application we only put only the  
7 electronic application on the website. Licensees will be able to print a PDF copy, if  
8 needed. We continue to have weekly meetings with our vendor – good things are  
9 happening.

10  
11 Board Retreat: Executive Director recommended that this year’s board retreat and  
12 meeting take place at the Waukee City Hall on June 16-17, 2016. Waukee is home to  
13 current board member Dan Dutcher. Board members were asked to begin thinking  
14 about agenda items/topics and legislative priorities for 2017, for the upcoming retreat.

15  
16 Board Operating Guidelines: The Board Operating Guidelines will be reviewed by  
17 committee members Kathy Behrens, Mary K. Overholtzer, Andy Pattee and Erin  
18 Schoening. The committee will determine if any updates will be needed via a virtual  
19 meeting. A copy of the guidelines will be emailed to the committee.

20  
21 Communication from the Public

22 Katie Greving, President of Decoding Dyslexia Iowa, addressed the board. Decoding  
23 Dyslexia Iowa is a grassroots movement driven by parents and professionals  
24 concerned with the limited access to educational interventions for dyslexia within our  
25 public schools. She distributed information to the board regarding common dyslexic  
26 characteristics.

27  
28 Rules

29 Adopt:

30 Larry Hill moved, with a second by Dan Dutcher, to adopt the proposed changes to  
31 IAC 282 Chapters 13 and 27 – Counseling internships and practicums (ARC 2237C).

32 **MOTION CARRIED UNANIMOUSLY.**

1 ARRC Review Pending

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

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

5

6 Notice:

7 Anne Sullivan moved, with a second by Mary K. Overholtzer, to file under notice of  
8 intended action, the proposed changes to IAC 282 Chapter 13.26 – Early childhood.

9 **MOTION CARRIED UNANIMOUSLY.**

10

11 Anne Sullivan moved, with a second by Mary K. Overholtzer, to file under notice of  
12 intended action, the proposed changes to IAC 282 Chapter 22 – Paraeducator

13 substitute authorization. **MOTION CARRIED UNANIMOUSLY.**

14

15 Larry Hill moved, with a second by Erin Schoening, to file under notice of intended  
16 action, the proposed changes to IAC 282 Chapter 24 – Paraeducator area of

17 concentration. **MOTION CARRIED UNANIMOUSLY.**

18

19 Items for Discussion

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

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

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

28 Discussion on this item will continue at the February meeting.

29

30 IAC 282 Chapter 18 – Administrator temporary permits and administrator experience.

31 The revisions represent clean-up language (temporary permits), an adjustment of the  
32 experience requirement to reflect the same language as used for superintendents, and

1 striking language that included different endorsements and requirements for out-of-  
2 state applicants. This will move forward to Notice at an upcoming meeting.

3  
4 IAC 282 Chapter 13 – Out-of-state teaching assessment requirements, elementary  
5 education endorsement field experiences, minimum grade requirements for adding  
6 endorsements. The first set of proposed changes will allow applicants from another  
7 state who have met the assessment requirements in their state and successfully  
8 taught for at least three years in their state to be exempt from the Iowa assessment  
9 requirements. There is also language added to reflect a minimum grade standard for  
10 coursework related to licensure eligibility. The second set of proposed changes will  
11 provide clarity regarding the student teaching requirement for the elementary  
12 education endorsement, clarity regarding field placements and practicum experiences  
13 for adding endorsements, and the minimum grade standard for coursework related to  
14 adding an endorsement. This will move forward to Notice at an upcoming meeting.

15  
16 IAC 282 Chapter 20 – Administrator and teacher renewal units. The changes reflect  
17 the requirement for the board to adopt rules for licensure renewal credit based on the  
18 completion of administrator individualized professional development plans; these  
19 changes reflect language for teachers as well. Language has also been added to allow  
20 national board certification renewal as approved credit for licensure renewal. This will  
21 move forward to Notice at an upcoming meeting.

22  
23 IAC 282 Chapter 13 – Reading endorsements. Endorsements requirements are  
24 periodically reviewed to ensure alignment with research-based competencies, national  
25 standards, and the Iowa Core. The proposed changes to the reading endorsements  
26 reflect recommendations by a reading endorsement review committee which met in  
27 October and continued to communicate electronically throughout the past few  
28 months, and was comprised of current reading teachers, reading specialists,  
29 department of education and reading research center consultants, and higher  
30 education faculty from a variety of Iowa institutions. This will move forward to Notice  
31 at an upcoming meeting.

1 IAC 282 Chapter 22 – Coaching authorization minimum education attainment  
2 requirement. Language has been added to clarify that those seeking a coaching  
3 authorization should hold a minimum of a high school diploma or equivalent. This  
4 will move forward to Notice at an upcoming meeting.

5  
6 Petitions for Waiver

7 Larry Hill moved, with a second by Mary K. Overholtzer, that in **PFW 15-17 Zach**  
8 **Paustian**, the Board deny the waiver. Reasons for denying: Mr. Paustian holds a  
9 bachelor’s degree in Education Studies from Concordia University in Michigan.  
10 Concordia University is unable to recommend Mr. Paustian for licensure and a specific  
11 endorsement, or to certify that he has completed a teacher preparation program,  
12 because he has not successfully completed the Michigan Test of Teacher Competence  
13 (MTTC), which is required for program completion in Michigan. While the denial of the  
14 waiver request certainly creates a hardship, the board finds that the hardship is not  
15 undue. Completion of a teacher preparation program is a very significant licensure  
16 requirement, and the state of Michigan has chosen to make the particular assessment  
17 in question a part of that program completion. The petition argues there would be no  
18 prejudice to the rights of others as a result of granting a waiver in this case. However,  
19 the board has previously denied similar waiver requests. In light of this precedent, the  
20 board finds that granting a waiver in this case would cause prejudice to the  
21 substantial legal rights of other individuals who have been unable to obtain Iowa  
22 teacher licensure due to assessment obstacles. The board concludes that the  
23 Petitioner, Zach Paustian, has not met the criteria for granting of a waiver from the  
24 rules regarding the Iowa teaching license. **MOTION CARRIED UNANIMOUSLY.**  
25 (Zach Paustian and his father, Terry Paustian, were present at the meeting.)

26  
27 Anne Sullivan moved, with a second by Jay Prescott, that in **PFW 15-18 Chelsea**  
28 **Hartman**, the Board grant the waiver. Reasons for granting: Ms. Hartman holds an  
29 associate’s degree from Longview Community College and a bachelor’s degree from  
30 Clayton College of Natural Health, which is not a regionally accredited institution.  
31 Ms. Hartman has completed the substitute authorization course, and has experience  
32 as a certified substitute teacher in Missouri. Based on the limited authority granted  
33 by the substitute authorization, as well as Ms. Hartman’s experience working with

1 students, the board finds it would create an undue hardship if it were to deny Ms.  
2 Hartman's request to waive the requirement of a bachelor's degree from a regionally  
3 accredited institution. The Board has granted waivers in similar cases. In light of this  
4 precedent, the Board found granting the waiver would not cause prejudice to the  
5 substantial legal rights of any person. The substitute authorization carries limited  
6 authority, as the holder cannot serve for extended periods of time in one assignment.  
7 The Board finds that Ms. Hartman has presented clear and convincing evidence that  
8 waiving the rule in question to grant her this authorization would not compromise  
9 public health, safety, or welfare. The Board concludes that the Petitioner, Chelsea  
10 Hartman, has met the criteria for granting of a waiver from the rules regarding the  
11 substitute authorization. Roll call vote: Arnold – yes; Behrens – yes; Carroll – yes;  
12 Dutcher – yes; Garcia – yes; Hill – no; Overholtzer – yes; Prescott – yes; Schoening –  
13 yes; Sullivan – yes; Wortmann – yes. **MOTION CARRIED.**

14  
15 Reports/Approvals

16 The Board reviewed the following statutory reports: 2016 Home Base Iowa Annual  
17 Report; 2016 BoEE Annual Rules Report and FY 15 Annual Fees Report.

18  
19 Expenditure Reductions: The Board must consider revising budget expenditures due  
20 to an anticipated decline in cash reserves and the uncertainty surrounding any  
21 potential fee increase. Failure by the BoEE to implement expenditure reductions now  
22 will lead to more severe expenditure reductions in the future. Executive Director  
23 Magee is recommending, based on conversations with BoEE staff members, that the  
24 board implement three expenditure reductions. The Board will review the expenditure  
25 reductions and will discuss and take action at the February meeting.

26  
27 BoEE Communication Plan: At the annual board retreat meeting on June 18 and 19,  
28 2015, the board set the following goal: "The Board will develop a communication plan  
29 for the dissemination of information to its constituent groups." The BoEE staff has  
30 created a communication plan to implement the board's goal in order to enhance the  
31 communication efforts already in place at the BoEE. The plan is focused on the  
32 board's mission statement, belief statements, and goals. The Board will review the  
33 BoEE Communication Plan and will discuss and take action at the February meeting.

1 Board Priority – Addressing Frivolous Complaints: The board has identified the  
2 following as an administrative code priority for 2015-2016: “Change jurisdictional  
3 rules to address frivolous complaints by allowing the executive director to review  
4 investigative reports before the board makes a probable cause determination.” In light  
5 of the board’s concern about frivolous complaints, the board staff recommends a focus  
6 on more stringent application of the current jurisdictional requirements, rather than a  
7 rule change at this time. Complaints dismissed on jurisdictional grounds will be  
8 returned to the complainant(s), with specific guidance on the deficiencies identified by  
9 the executive director and board attorney. Complainants will at this point have the  
10 opportunity to augment their description of the alleged ethical violation, include  
11 supporting documentation, etc.

12

13 There being no further business, Mary K. Overholtzer moved, with a second by Anne  
14 Sullivan to adjourn the meeting. Meeting adjourned at 2:25 p.m. **MOTION CARRIED**  
15 **UNANIMOUSLY.**

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

Board of Educational Examiners (BOEE)

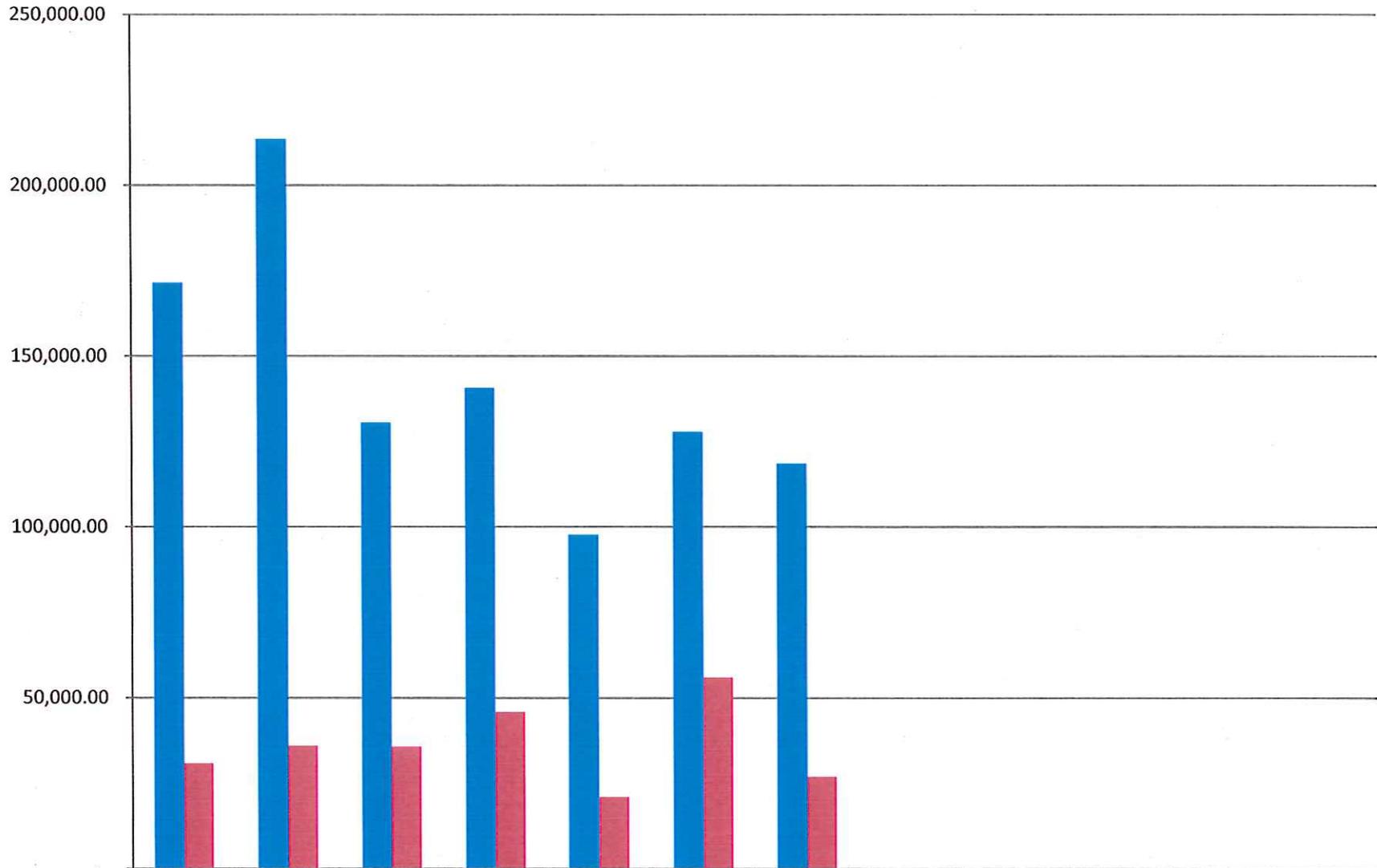
Cash Balance

12-Year History

	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
BOEE Beginning Cash Balance	570,694	1,176,209	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-	34,116
State Appropriation													40,974
Total Revenues	1,251,904	2,139,088	2,151,248	2,165,193	2,102,941	2,072,492	2,026,630	2,066,128	1,919,330	1,882,229	1,672,430	860,357	846,559
Total Expenditures	1,223,884	2,744,602	2,131,271	2,056,175	1,978,765	1,844,569	1,796,661	2,600,081	1,671,448	1,317,983	1,418,113	855,227	880,675
Surplus (Shortage)	28,020	(605,515)	19,977	109,018	124,176	227,923	229,969	(533,953)	247,882	564,246	254,317	5,130	40,974
BOEE Ending Cash Balance	598,714	570,694	1,176,209	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-
Percentage Change	5%	-51%	2%	10%	13%	33%	49%	-53%	33%	302%	3545%		

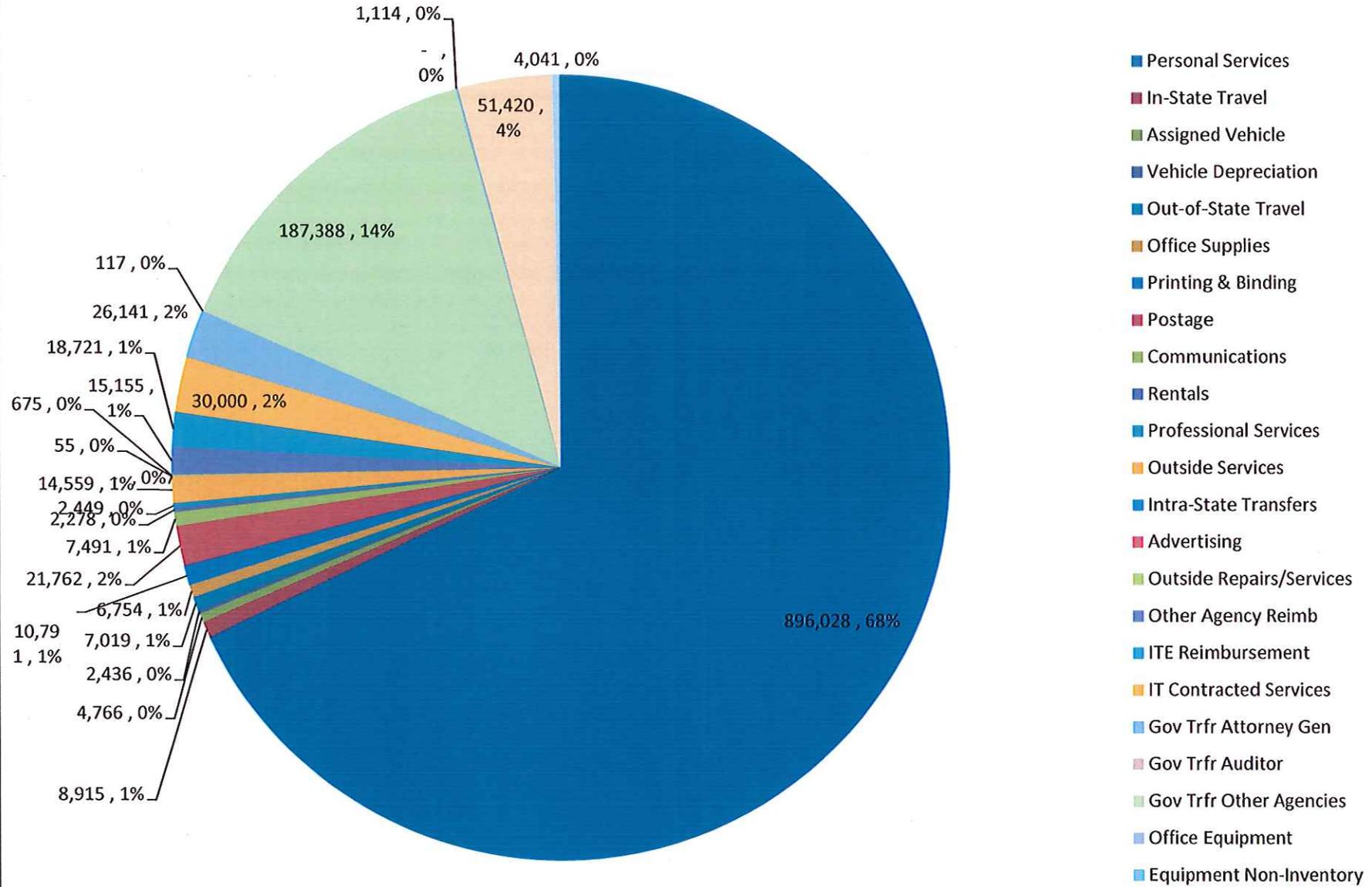
Total Revenue (BoEE and General Fund)	29,206,165.67
BoEE Revenue	21,904,624.25
General Fund Revenue	7,301,541.42
Average Yearly Expenses	1,774,630.69
Number of Years of Average Expenditures	4.11
Average Yearly Appropriation	108,333.33
Average Yearly Expenses Less Appropriations	1,666,297.35
Number of Years of Average Expenditures	4.38

## Receipts July 2015-June 2016



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

## Expenditures July 2015-June 2016

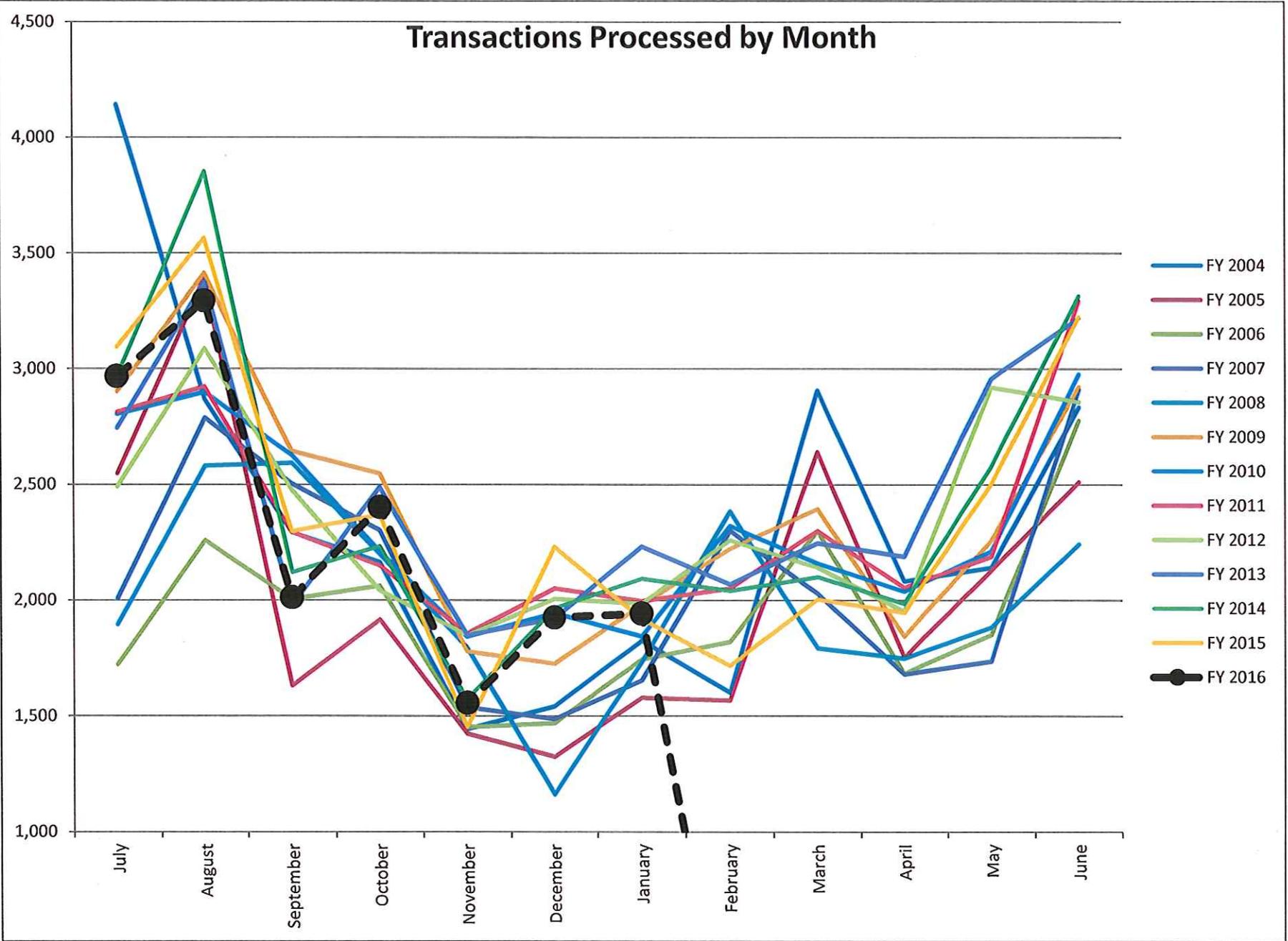


### Total # of Transactions FY16



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

# Transactions Processed by Month



FY 16 Balance Sheet / Cash Flow Chart															
Licensure Fees (orgn 9397)	July 15	Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jun+30	Jun+60	Total
<b>Receipts</b>															
Brought Fwd from 14	100,000.00	470,693.41	-	-	-	-	-	-	-	-	-	-	-	-	570,693
Carry Fwd to 16	-	-	-	-	-	-	-	-	-	-	-	(100,000.00)	(100,000.00)	-	(100,000)
234 Gov Transfer in Other Agcy	-	85.00	-	-	105.00	-	-	-	-	-	-	-	-	-	190
401 Licensure Fees	171,398.25	213,417.75	130,405.50	140,603.25	97,661.25	127,788.00	118,476.75	-	-	-	-	-	-	-	999,751
704 DCI Check Fee	30,793.00	35,840.00	35,630.00	45,806.00	21,008.00	55,975.00	26,911.00	-	-	-	-	-	-	-	251,963
BoEE Total Receipts	202,191.25	249,342.75	166,035.50	186,409.25	118,774.25	183,763.00	145,387.75	-	-	-	-	-	-	-	1,251,904
401 Licensure Fees (GenFund)	56,611.75	70,545.25	43,083.50	46,501.75	32,234.75	42,201.00	38,992.25	-	-	-	-	-	-	-	330,170
<b>Expenditures</b>															
101 Personal Services	65,311.23	123,266.77	192,171.67	102,614.16	120,348.74	117,139.97	125,175.83	-	-	-	-	50,000.00	50,000.00	-	896,028
202 In-State Travel	-	1,125.61	908.61	2,920.59	1,625.05	492.20	1,843.25	-	-	-	-	-	-	-	8,915
203 Assigned Vehicle	-	149.15	131.35	409.08	528.46	315.69	232.66	-	-	-	-	3,000.00	3,000.00	-	4,768
204 Vehicle Depreciation	-	360.00	360.00	360.00	360.00	360.00	360.00	-	-	-	-	276.00	276.00	-	2,436
205 Out-of-State Travel	1,669.64	-	(354.43)	3,795.70	590.50	537.53	420.00	-	-	-	-	360.00	360.00	-	7,019
301 Office Supplies	5,222.46	8.28	10.75	220.16	111.48	-	1,031.04	-	-	-	-	150.00	150.00	-	6,754
309 Printing & Binding	1,284.81	-	396.92	3,910.10	2,041.50	2,723.70	434.20	-	-	-	-	-	-	-	10,791
313 Postage	-	3,817.71	3,440.84	3,218.89	3,195.30	2,131.84	2,607.87	-	-	-	-	3,350.00	3,350.00	-	21,762
401 Communications	-	1,108.02	1,163.28	1,164.44	1,114.71	1,113.60	1,104.93	-	-	-	-	722.00	722.00	-	7,491
402 Rentals	2,128.06	-	75.00	75.00	-	-	-	-	-	-	-	-	-	-	2,278
405 Professional Services	40.00	168.90	50.00	523.11	913.68	(28.41)	-	-	-	-	-	780.00	780.00	-	2,449
406 Outside Services	-	-	6,475.02	1,317.81	2,062.00	2,467.25	2,126.98	-	-	-	-	110.00	110.00	-	14,559
407 Intra-State Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
408 Advertising	-	-	-	54.56	-	-	-	-	-	-	-	-	-	-	55
409 Outside Repairs/Services	428.97	-	-	145.38	-	-	101.03	-	-	-	-	-	-	-	675
414 Other Agency Reimb	-	44.00	13,950.81	44.00	44.00	724.50	42.00	-	-	-	-	306.00	306.00	-	15,155
416 ITE Reimbursement	-	3,345.20	2,476.53	2,954.79	1,962.16	3,689.18	1,593.54	-	-	-	-	2,700.00	2,700.00	-	18,721
418 IT Contracted Services	-	-	30,000.00	-	-	-	-	-	-	-	-	-	-	-	30,000
432 Gov Trfr Attorney Gen	-	-	6,690.74	3,694.81	3,558.86	3,379.53	4,867.19	-	-	-	-	3,950.00	3,950.00	-	26,141
433 Gov Trfr Auditor	-	-	-	-	116.88	-	-	-	-	-	-	-	-	-	117
434 Gov Trfr Other Agencies	-	-	44,514.00	21,270.22	47,204.88	13,771.00	30,627.75	-	-	-	-	30,000.00	30,000.00	-	187,388
502 Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
503 Equipment Non-Inventory	-	-	-	-	-	1,114.00	-	-	-	-	-	-	-	-	1,114
510 IT Equipment & Software	18,713.00	-	31,607.07	27.02	319.08	-	753.51	-	-	-	-	-	-	-	51,420
602 SWICAP/Other Expense	-	-	49.70	1,923.62	49.90	946.71	581.47	-	-	-	-	490.00	490.00	-	4,041
Total Expenditures	94,798.17	133,393.64	334,117.86	150,643.44	186,147.18	150,880.29	173,903.25	-	-	-	-	96,194.00	96,194.00	-	1,320,078
Excess (Deficiency) of															
Revenue over Expenditures	107,393.08	115,949.11	(168,082.36)	35,765.81	(67,477.93)	32,882.71	(28,515.50)	-	-	-	-	(96,194.00)	(96,194.00)	-	(68,279)
Beginning Cash Balance	100,000.00	207,393.08	794,035.60	625,953.24	661,719.05	594,346.12	627,228.83	598,713.33	598,713.33	598,713.33	598,713.33	598,713.33	502,519.33	-	
Ending Cash Balance	207,393.08	794,035.60	625,953.24	661,719.05	594,346.12	627,228.83	598,713.33	598,713.33	598,713.33	598,713.33	598,713.33	502,519.33	-	-	(68,174)

June +30 expenses are anticipated expenses

Licensure Fee Receipts by Accounting Source and Month SFY 15

Accl	Class	Description	July 15	Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jun+30	Jun+60	Total
		Brought Fwd not Included															
I53	234	Licensure Fees % - Other Agcy	-	85.00	-	-	105.00	-	-	-	-	-	-	-	-	-	190.00
I54	401	Licensure Fees %	171,398.25	213,417.75	130,405.50	140,603.25	97,661.25	127,788.00	118,476.75	-	-	-	-	-	-	-	999,750.75
I54	704	DCI Check Fee	30,793.00	35,840.00	35,630.00	45,806.00	21,008.00	55,976.00	26,911.00	-	-	-	-	-	-	-	251,963.00
Gen Fund	234	Licensure Fees % - Other Agcy	-	30.00	-	-	-	-	-	-	-	-	-	-	-	-	30.00
Gen Fund	401	Licensure Fees	56,611.75	70,545.25	43,083.50	46,501.75	32,234.75	42,201.00	38,992.25	-	-	-	-	-	-	-	330,170.25
		Net Receipts	<u>258,803.00</u>	<u>319,918.00</u>	<u>209,119.00</u>	<u>232,911.00</u>	<u>151,009.00</u>	<u>225,964.00</u>	<u>184,380.00</u>	-	-	-	-	-	-	-	<u>1,582,104.00</u>
0914	401	Refunds	238.00	1,070.00	636.00	1,226.00	1,854.00	877.00	1,025.00								6,926.00

**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	\$ 570,693	\$ 1,176,209		
Receipts				
Salary adj				
401 Fees, Lic. & Permits	\$ 999,751	\$ 1,735,513		
704 Other	\$ 251,963	\$ 360,000		
<b>Total Resources:</b>	<b>\$ 1,822,407</b>	<b>\$ 3,271,722</b>	<b>\$ 2,020,008</b>	<b>38%</b>
<i>(Total Revenue)</i>	<u><u>\$ 1,251,714</u></u>			
<b>Expenditures:</b>				
101 Personal Services	\$ 896,028	\$ 1,533,123	\$ 637,095	58%
202 In-State Travel	\$ 8,915	\$ 25,000	\$ 16,085	36%
203 Assigned Vehicle	\$ 4,766	\$ 5,000	\$ 234	95%
204 Vehicle Depreciation	\$ 2,436	\$ 4,000	\$ 1,564	61%
205 Out-of-State Travel	\$ 7,019	\$ 20,000	\$ 12,981	35%
301 Office supplies	\$ 6,754	\$ 12,000	\$ 5,246	56%
309 Printing & Binding	\$ 10,791	\$ 15,000	\$ 4,209	72%
313 Postage	\$ 21,762	\$ 38,000	\$ 16,238	57%
401 ICN/Communications	\$ 7,491	\$ 15,000	\$ 7,509	50%
402 Rentals	\$ 2,278	\$ 3,500	\$ 1,222	65%
405 Professional Services	\$ 2,449	\$ 26,000	\$ 23,551	9%
406 Outside Services	\$ 14,559	\$ 5,000	\$ (9,559)	291%
407 Trans to Other agency	\$ -	\$ -	\$ -	#DIV/0!
408 Advertising	\$ 55	\$ 3,000	\$ 2,945	2%
409 Outside Repairs/Ser	\$ 675	\$ 4,000	\$ 3,325	17%
414 Other Agency Reimb	\$ 15,155	\$ 12,000	\$ (3,155)	126%
416 ITD Reimbursement	\$ 18,721	\$ 22,000	\$ 3,279	85%
418 IT Contracted services	\$ 30,000	\$ 100,000	\$ 70,000	30%
432 Gov Transfer AG	\$ 26,141	\$ 41,000	\$ 14,859	64%
433 Gov Transfer Auditor	\$ 117	\$ 8,000	\$ 7,883	1%
434 Gov Trans Other Agency	\$ 187,388	\$ 360,000	\$ 172,612	52%
502 Equipment Inventory	\$ -	\$ 3,100	\$ 3,100	0%
503 Equipment Non-Inven	\$ 1,114	\$ 19,000	\$ 17,886	6%
510 IT Equipment	\$ 51,420	\$ 60,000	\$ 8,580	86%
602 SWICAP	\$ 4,041	\$ 20,000	\$ 15,959	20%
705 Refunds	\$ 6,926	\$ 8,000	\$ 1,074	87%
<b>Carryover</b>		\$ -		
<b>Expenditure Subtotal</b>	<b>\$ 1,327,004</b>	<b>\$ 2,361,723</b>	<b>\$ 1,034,719</b>	<b>56%</b>
<i>Revenue Less Expenditures</i>	<u><u>\$ (75,290)</u></u>			

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

FY 2015 Actual Revenue for each License Issued

**Number of Transactions Processed by Month**

**Record Year in Green**

	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
FY 2016	2,967	3,294	2,012	2,402	1,557	1,926	1,942	0	0	0	0	0	16,100
Running Total	2,967	6,261	8,273	10,675	12,232	14,158	16,100	16,100	16,100	16,100	16,100	16,100	
FY 2015	3,095	3,564	2,297	2,368	1,452	2,230	1,918	1,717	2,003	1,946	2,505	3,224	28,319
Running Total	3,095	6,659	8,956	11,324	12,776	15,006	16,924	18,641	20,644	22,590	25,095	28,319	
FY 2014	2,968	3,852	2,120	2,232	1,571	1,964	2,092	2,040	2,099	1,984	2,576	3,314	28,812
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	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	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	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	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	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	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	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	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 FY16 for Budget	2,544	3,103	2,288	2,229	1,673	1,753	1,887	2,068	2,191	1,897	2,292	2,931	27,281
Running Total	2,544	5,647	7,935	10,164	11,837	13,590	15,476	17,544	19,735	21,632	23,925	26,856	

FY 2015 Actual Number of Transactions Processed per Month

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Prof Adm - Online	9	10	11	9	10	12	19						80
Duplicate Lic - Online	33	37	19	17	13	22	20						161
Late Fees - online	14	17	5	6	2	3	9						56
Master Ed - Online	139	147	80	71	80	96	133						746
Prof Service License	22	13	11	9	8	3	9						20
Standard Lic - Online	213	223	131	126	114	128	203						1,138
Background	430	401	468	508	252	628	260						2,947
Background - Renewal			671	621	556	553	688						3,089
Initial Teacher Lic	143	182	324	337	111	500	170						1,767
Extended initial	16	29	16	17	20	27	36						161
Standard License	369	318	259	220	171	169	243						1,749
Master Ed	187	213	164	140	113	133	193						1,143
Professional Adm	50	23	23	19	18	25	20						178
Authorization Extension	0	0	0	269	218	190	172						849
Coach Authorization	347	484	213	115	105	88	118						1,450
Substitute License	144	163	144	157	134	108	102						952
Substitute Auth	79	94	119	87	49	92	137						657
Endorsement	173	288	80	15	1	4	17						578
Duplicate Lic	27	40	13	43	37	36	53						249
Tx Evaluation	166	143	59	406	145	76	58						1,073
Late Payment	73	194	89	32	23	27	17						455
Out-of-state T or A	128	75	29	0	1	1	0						232
Out-of-country	0	0	12	7	13	21	20						73
BTW Driving Instr	10	7	4	45	39	47	67						219
Class A	149	94	55	13	5	2	4						322
Executive Director Decision	13	53	6	127	49	18	21						287
Class B	196	310	93	18	5	11	6						639
Class E	35	40	4	0	0	1	0						80
Class G	3	12	3	0	1	0	1						20
Coach Auth Extend	7	9	0	3	5	4	2						30
Evaluator License	0	6	3	3	4	1	3						20
Renew Evaluator License	1	2	0	0	0	0	1						4
Initial Admn Lic	9	58	15	17	9	19	20						147
Extended initial Adm	1	1	0	2	1	3	1						9
Renew Initial Administrator	5	2	3	4	0	1	1						16
Convert Initial Administrator	5	10	2	1	0	0	3						21
Renew Professional Administrator	11	19	3	1	1	0	13						48
Extend Professional Administrator	1	4	0	1	0	1	2						9
Administrator Exchange	8	2	3	4	2	2	1						22
Extend Administrator Exchange	0	1	1	0	0	0	0						2
Convert Administrator Exchange	0	0	0	0	0	0	0						0
Class B Administrator	4	1	4	3	0	0	0						12
Add Endorsement to Admin	0	0	0	0	0	0	0						0
CTE Authorization	2	2	3	0	0	0	0						7
Initial CTE Authorization	4	1	0	0	0	2	0						7
Paraeducator	128	81	37	31	24	41	26						388
Paraeducator Add Concentration	19	14	7	1	3	1	2						47
Orientation and Mobility Specialist	1	0	0	0	0	0	0						1
Statement of Professional Recognition	29	36	22	16	16	10	12						141
Teacher Intern License	11	3	0	0	0	0	0						14
Initial Prof Service	4	10	4	1	0	0	2						21
Professional Service	22	20	10	11	7	7	8						85
PSL - Class A	3	2	0	0	1	1	1						8
PSL - Class B	0	0	0	0	0	0	0						0
IPREP-Portfolio Review	0	1	0	1	0	0	0						2
SBO	21	27	23	28	17	21	20						157
Native Language Authorization	0	2	0	1	1	0	0						4
SAM	0	0	0	6	4	1	2						13
IJAG Authorization	0	1	0	0	1	0	0						2
Activities Admin. Auth.	2	1	0	0	1	1	0						5
Over Payment	3	12	5	8	3	4	3						38
<b>Total # Licenses Issued</b>	<b>2,967</b>	<b>3,294</b>	<b>2,012</b>	<b>2,402</b>	<b>1,557</b>	<b>1,926</b>	<b>1,942</b>	-	-	-	-	-	<b>15,940</b>
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

FY 2015 Actual Revenue for each Transaction Processed

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Rev
Prof Adm - Online	\$ 1,936	\$ 1,144	\$ 978	\$ 801	\$ 690	\$ 1,068	\$ 1,691						\$ 8,508
Duplicate Lic - Online	\$ 594	\$ 668	\$ 342	\$ 306	\$ 234	\$ 396	\$ 360						\$ 2,898
Late Fees - online	\$ 650	\$ 1,200	\$ 160	\$ 775	\$ 75	\$ 75	\$ 350						\$ 3,275
Master Ed - Online	\$ 12,232	\$ 12,936	\$ 7,118	\$ 6,319	\$ 7,120	\$ 8,544	\$ 11,837						\$ 27,501
Prof Service License	\$ 792	\$ 880	\$ 979	\$ 712	\$ 712	\$ 267	\$ 801						\$ 5,143
Standard Lic - Online	\$ 18,744	\$ 19,624	\$ 11,659	\$ 11,214	\$ 10,146	\$ 11,392	\$ 18,067						\$ 100,846
<b>Background</b>	<b>\$ 27,891.00</b>	<b>\$ 29,852.00</b>	<b>\$ 35,095.00</b>	<b>\$ 38,076.00</b>	<b>\$ 18,930</b>	<b>\$ 47,080</b>	<b>\$ 19,490</b>						<b>\$ 216,414</b>
<b>Background - Renewal</b>													<b>\$ 3,089</b>
Initial Teacher Lic	\$ 12,165.00	\$ 15,460.00	\$ 27,540.00	\$ 28,644.00	\$ 9,435	\$ 42,500	\$ 14,450						\$ 150,194
Extended initial	\$ 400.00	\$ 725.00	\$ 400.00	\$ 425.00	\$ 500	\$ 675	\$ 900						\$ 4,025
Standard License	\$ 31,366.00	\$ 27,030.00	\$ 21,991.00	\$ 18,700.00	\$ 14,635	\$ 14,390	\$ 20,635						\$ 148,647
Master Ed	\$ 15,911.00	\$ 18,105.00	\$ 13,940.00	\$ 11,900.00	\$ 9,605	\$ 11,305	\$ 16,405						\$ 97,171
Professional Adm	\$ 4,262.00	\$ 1,955.00	\$ 1,955.00	\$ 1,615.00	\$ 1,530	\$ 2,125	\$ 1,700						\$ 15,142
Coach Authorization	\$ 29,520.00	\$ 39,425.00	\$ 18,135.00	\$ 22,890.00	\$ 18,565	\$ 16,150	\$ 14,620						\$ 159,305
Substitute License	\$ 12,245.00	\$ 13,855.00	\$ 12,240.00	\$ 9,775.00	\$ 8,925	\$ 7,480	\$ 10,030						\$ 74,550
Substitute Auth	\$ 6,717.00	\$ 7,990.00	\$ 10,115.00	\$ 13,345.00	\$ 11,390	\$ 9,180	\$ 8,670						\$ 67,407
Endorsement	\$ 8,650.00	\$ 14,400.00	\$ 4,000.00	\$ 4,350.00	\$ 2,450	\$ 4,600	\$ 6,850						\$ 45,360
Duplicate Lic	\$ 405.00	\$ 600.00	\$ 195.00	\$ 225.00	\$ 15	\$ 60	\$ 255						\$ 1,755
Tx Evaluation	\$ 11,135.00	\$ 8,580.00	\$ 3,540.00	\$ 2,573.00	\$ 2,220	\$ 2,160	\$ 3,180						\$ 33,388
Late Payment	\$ 1,834.00	\$ 4,844.00	\$ 2,218.00	\$ 10,147.00	\$ 3,615	\$ 1,890	\$ 1,440						\$ 26,985
Out-of-state T or A	\$ 10,741.00	\$ 6,360.00	\$ 2,465.00	\$ 2,720.00	\$ 1,930	\$ 2,295	\$ 1,445						\$ 27,976
Out-of-country	\$ -	\$ -	\$ 1,020.00	\$ -	\$ 85	\$ 85	\$ -						\$ 1,190
BTW Driving Instr	\$ 400.00	\$ 280.00	\$ 160.00	\$ 280.00	\$ 520	\$ 840	\$ 800						\$ 3,280
Class A	\$ 12,675.00	\$ 7,990.00	\$ 4,675.00	\$ 3,825.00	\$ 3,315	\$ 3,995	\$ 5,695						\$ 42,170
Executive Director Decision	\$ 1,105.00	\$ 4,505.00	\$ 510.00	\$ 1,105.00	\$ 425	\$ 170	\$ 340						\$ 8,160
Class B	\$ 16,635.00	\$ 26,350.00	\$ 7,905.00	\$ 10,795.00	\$ 4,165	\$ 1,530	\$ 1,785						\$ 69,165
Class E	\$ 5,295.00	\$ 5,936.00	\$ 600.00	\$ 2,710.00	\$ 715	\$ 1,695	\$ 900						\$ 17,851
Class G	\$ 255.00	\$ 1,010.00	\$ 255.00	\$ -	\$ -	\$ 85	\$ -						\$ 1,605
Authorization Extension	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -	\$ 85						\$ 170
Coach Auth Extend	\$ 280.00	\$ 360.00	\$ -	\$ 120.00	\$ 200	\$ 160	\$ 80						\$ 1,200
Evaluator License	\$ -	\$ 510.00	\$ 255.00	\$ 255.00	\$ 340	\$ 85	\$ 255						\$ 1,700
Renew Evaluator License	\$ 86.00	\$ 170.00	\$ -	\$ -	\$ -	\$ -	\$ 85						\$ 341
Initial Adm Lic	\$ 765.00	\$ 4,930.00	\$ 1,275.00	\$ 1,445.00	\$ 765	\$ 1,615	\$ 1,700						\$ 12,495
Extended Initial Adm	\$ 85.00	\$ 85.00	\$ -	\$ 170.00	\$ 85	\$ 255	\$ 85						\$ 765
Renew Initial Administrator	\$ 426.00	\$ 170.00	\$ 255.00	\$ 340.00	\$ -	\$ 85	\$ 85						\$ 1,361
Convert Initial Administrator	\$ 425.00	\$ 850.00	\$ 170.00	\$ 85.00	\$ -	\$ -	\$ 255						\$ 1,785
Renew Professional Administrator	\$ 935.00	\$ 1,615.00	\$ 255.00	\$ 85.00	\$ 85	\$ -	\$ 1,105						\$ 4,080
Extend Professional Administrator	\$ 85.00	\$ 340.00	\$ -	\$ 85.00	\$ -	\$ 85	\$ 170						\$ 785
Administrator Exchange	\$ 680.00	\$ 170.00	\$ 255.00	\$ 340.00	\$ 170	\$ 170	\$ 85						\$ 1,870
Extend Administrator Exchange	\$ -	\$ 85.00	\$ 85.00	\$ -	\$ -	\$ -	\$ -						\$ 170
Convert Administrator Exchange	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						\$ -
Class B Administrator	\$ 340.00	\$ 85.00	\$ 340.00	\$ 255.00	\$ -	\$ -	\$ -						\$ 1,020
Add Endorsement to Admin	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						\$ -
CTE Authorization	\$ 170.00	\$ 170.00	\$ 255.00	\$ -	\$ -	\$ -	\$ -						\$ 595
Initial CTE Authorization	\$ 340.00	\$ 85.00	\$ -	\$ -	\$ -	\$ 170	\$ -						\$ 595
Paraeducator	\$ 5,122.00	\$ 3,240.00	\$ 1,495.00	\$ 1,240.00	\$ 960	\$ 1,640	\$ 1,040						\$ 14,737
Paraeducator Add Concentration	\$ 475.00	\$ 350.00	\$ 175.00	\$ 25.00	\$ 75	\$ 25	\$ 50						\$ 1,175
Orientation & Mobility Specialist	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						\$ 85
Statement of Professional Recognition	\$ 2,465.00	\$ 3,060.00	\$ 1,870.00	\$ 1,360.00	\$ 1,360	\$ 850	\$ 1,020						\$ 11,985
Teacher Intern License	\$ 1,355.00	\$ 295.00	\$ -	\$ -	\$ -	\$ -	\$ -						\$ 1,650
Initial Professional Service	\$ 340.00	\$ 850.00	\$ 340.00	\$ 85.00	\$ -	\$ -	\$ 170						\$ 1,785
Professional Service	\$ 1,872.00	\$ 1,700.00	\$ 850.00	\$ 935.00	\$ 595	\$ 595	\$ 680						\$ 7,227
PSL- Class A	\$ 255.00	\$ 170.00	\$ -	\$ -	\$ 85	\$ 85	\$ 85						\$ 680
PSL- Class B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						\$ -
IPREP-Portfolio Review	\$ -	\$ 375.00	\$ -	\$ 440.00	\$ -	\$ -	\$ -						\$ 815
SBO	\$ 1,788.00	\$ 2,295.00	\$ 1,955.00	\$ 2,380.00	\$ 1,445	\$ 1,785	\$ 1,700						\$ 13,346
Native Language Authorization	\$ -	\$ 170.00	\$ -	\$ 85.00	\$ 85	\$ -	\$ -						\$ 340
SAM	\$ -	\$ -	\$ -	\$ 510.00	\$ 340	\$ 85	\$ 170						\$ 1,105
IJAG	\$ -	\$ 85.00	\$ -	\$ -	\$ 85	\$ -	\$ -						\$ 170
Activities Admin. Auth.	\$ 170.00	\$ 85.00	\$ -	\$ -	\$ 85	\$ 85	\$ -						\$ 425
Over Payment	\$ 89.00	\$ 76.00	\$ 139.00	\$ 119.00	\$ 81.00	\$ 81.00	\$ 14.00						\$ 699.00
<b>Grand Total</b>	<b>\$ 263,166</b>	<b>\$ 294,098</b>	<b>\$ 200,817</b>	<b>\$ 215,207</b>	<b>\$ 139,529</b>	<b>\$ 200,441</b>	<b>\$ 172,303</b>	<b>\$ -</b>	<b>\$ 1,448,976</b>				
<b>Background Total</b>	<b>\$ 27,891</b>	<b>\$ 29,852</b>	<b>\$ 35,766</b>	<b>\$ 38,697</b>	<b>\$ 19,488</b>	<b>\$ 47,633</b>	<b>\$ 20,178</b>	<b>\$ -</b>	<b>\$ 219,503</b>				
<b>BoEE Revenue</b>	<b>\$ 176,471</b>	<b>\$ 193,185</b>	<b>\$ 123,788</b>	<b>\$ 132,383</b>	<b>\$ 90,032</b>	<b>\$ 114,606</b>	<b>\$ 114,094</b>	<b>\$ -</b>	<b>\$ 920,605</b>				
<b>General Fund Total</b>	<b>\$ 58,824</b>	<b>\$ 66,062</b>	<b>\$ 41,263</b>	<b>\$ 44,128</b>	<b>\$ 30,011</b>	<b>\$ 38,202</b>	<b>\$ 38,031</b>	<b>\$ -</b>	<b>\$ 306,668</b>				
<b>BoEE+GenFund</b>	<b>\$ 235,295</b>	<b>\$ 264,246</b>	<b>\$ 165,051</b>	<b>\$ 176,510</b>	<b>\$ 120,043</b>	<b>\$ 152,808</b>	<b>\$ 152,125</b>	<b>\$ -</b>	<b>\$ 1,227,473</b>				

July Aug Sept Oct Nov Dec Jan Feb Mar Apr May June Total Issued

**House File 2036 - Introduced**

HOUSE FILE 2036

BY PAULSEN

**A BILL FOR**

1 An Act providing for the licensure of applicants with relevant  
2 professional employment experience as teachers for secondary  
3 level science, technology, engineering, or mathematics  
4 courses.

5 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

TLSB 5362YH (2) 86  
kh/rj

## H.F. 2036

1 Section 1. Section 272.2, Code 2016, is amended by adding  
2 the following new subsection:

3 NEW SUBSECTION . 20. Adopt rules to license as a secondary  
4 teacher endorsed to teach only science, mathematics,  
5 engineering, or technology courses at the grade nine through  
6 grade twelve level, an applicant who has not graduated from  
7 an approved practitioner preparation program but who, at a  
8 minimum, holds a bachelor's degree with a major course of  
9 study in science, mathematics, engineering, or technology from  
10 an accredited postsecondary institution; has successfully  
11 completed at least one semester credit hour in an online  
12 methodology course at the university of northern Iowa; has  
13 completed at least six thousand hours of successful, recent,  
14 and relevant employment in a profession related to science,  
15 mathematics, engineering, or technology; and has successfully  
16 passed the educational testing services' Praxis II subject  
17 examination for biology and general science if the endorsement  
18 sought is to teach a science course, or the educational  
19 testing services' Praxis II mathematics content and knowledge  
20 examination if the endorsement sought is to teach a mathematics  
21 course.

22

## EXPLANATION

23 The inclusion of this explanation does not constitute agreement with  
24 the explanation's substance by the members of the general assembly.

25 This bill authorizes the board of educational examiners  
26 to adopt rules to license as a secondary teacher endorsed to  
27 teach only science, mathematics, engineering, or technology  
28 courses at the grade 9 through 12 level, an applicant who  
29 has not graduated from an approved practitioner preparation  
30 program but who, at a minimum, holds a bachelor's degree with  
31 a major in science, mathematics, engineering, or technology

32 from an accredited postsecondary institution; has successfully  
33 completed at least one semester credit hour in an online  
34 methodology course at the university of northern Iowa; has  
35 completed at least 6,000 hours of successful, recent, and

LSB 5362YH (2) 86

-1-

kh/rj

1/ 2

## H.F. 2036

1 relevant employment in a profession related to science,  
2 technology, engineering, or technology; and has successfully  
3 passed the educational testing services' Praxis II biology and  
4 general science test if the endorsement sought is to teach a  
5 science course, or the educational testing services' Praxis  
6 II mathematics content and knowledge test if the endorsement  
7 sought is to teach a mathematics course.

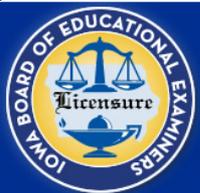
-2-

LSB 5362YH (2) 86  
kh/rj

2/ 2

**Iowa Board of Educational Examiners  
Joint Education  
Appropriations Subcommittee  
Presentation  
1/26/2016 at 10:00 AM**

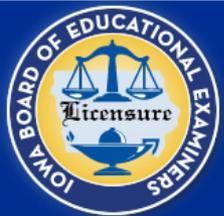
**D.T. Magee, Executive Director  
Darcy Hathaway, Attorney  
Phil Wise, Legislative Liaison**



Iowa Board of  
Educational Examiners

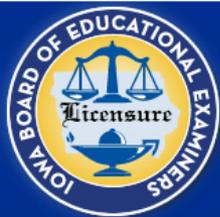
# What is the Board of Educational Examiners (BoEE)?

- Iowa's independent licensing board for PK-12 educators
- The board is comprised of twelve members appointed by the Governor and confirmed by the Senate (five teachers, four administrators, two public members and the DE Director or designee)
- The BoEE has 16 employees (15.20 FTEs)
- The BoEE Executive Director is appointed by the Governor and confirmed by the Senate
- The BoEE is not part of the Department of Education



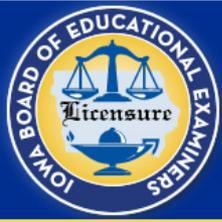
# What Functions Does the BoEE Perform?

- Processes licensing applications (28,319 transactions in FY 2015)
- Performs background checks on applicants
- Processes ethics complaints (198 in 2015)
- Writes administrative rules
- Communicates with licensees and stakeholder groups
- Works closely with the Iowa Department of Education, Governor's office and the General Assembly
- Stays current on relevant education topics and research



# What You Should Know About the BoEE: Results Since July 2, 2012

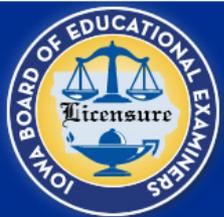
- Reduced the average time needed to process an ethics complaint by over 80 days
- Eliminated a two year backlog of final board orders that needed to be displayed on the BoEE's web site
- Processed the 1<sup>st</sup> (FY 13), 2<sup>nd</sup> (FY 14) and 4<sup>th</sup> (FY 15) most annual transactions in BoEE history
- Decreased the amount of time required to process applications
- Doubled the number of annual licensure and ethics presentations
- Launched a new completely online licensing system
- Assisted the Iowa Department of Education with the launch of the TeachIowa.gov applicant recruiting and applicant tracking system
- Set an expectation that emails and phone calls be returned within 1 business day



# What You Should Know About the BoEE: Finances

- The BoEE does not receive an appropriation from the General Assembly
- \*The BoEE is funded by licensure fees and background check fees

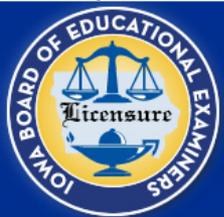
*\*Iowa Code 272.10 Fees. 1. It is the intent of the general assembly that licensing fees established by the board of educational examiners be sufficient to finance the activities of the board under this chapter.*



# What You Should Know About the BoEE: Licensure Fees and Cash Reserves

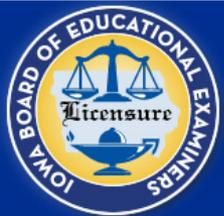
- \*75% of all licensure fees are retained by the BoEE (\$1,775,259 in FY 2015)
- \*25% of all licensure fees are deposited to the state's general fund (\$587,182 in FY 2015)
- The BoEE is allowed to maintain cash reserves (\$570,693.41 at the end of FY 2015)

*\*Iowa Code 272.10 Fees. 2. Licensing fees are payable to the treasurer of state and shall be deposited with the executive director of the board. The executive director shall deposit twenty-five percent of the fees collected annually with the treasurer of state and the fees shall be credited to the general fund of the state. The remaining licensing fees collected during the fiscal year shall be retained by and are appropriated to the board for the purposes related to the board's duties. Notwithstanding section 8.33, licensing fees retained by and appropriated to the board pursuant to this section that remain unencumbered or unobligated at the close of the fiscal year shall not revert but shall remain available for expenditure for the activities of the board as provided in this chapter until the close of the succeeding fiscal year.*



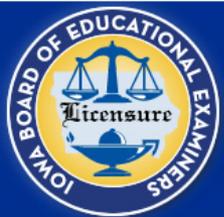
# What You Should Know About the BoEE: Licensure Fees

- The last time the BoEE raised licensure fees was in 2005 when a typical licensure fee increased from \$60 to \$85.
- BoEE licensure fees have increased 0% since 2005
- \*In FY 2005, Iowa State and local governments collected \$9.611 billion in taxes (58.1% State, 41.9% local). By FY 2015, the total had grown to \$13.963 billion (56.3% State, 43.7% local), an increase of \$4.352 billion (45.3%) and an average annual increase rate of 3.8%.
- \*Source - *ISSUE REVIEW, Fiscal Services Division, January 6, 2016: State and Local Tax Revenue FY 2005 to FY 2015* - <https://www.legis.iowa.gov/docs/publications/IR/698824.pdf>



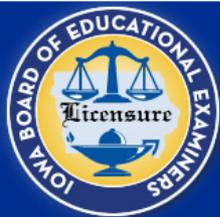
# What You Should Know About the BoEE: Previous Appropriations of BoEE Cash Reserves

- During the 2008 Session of the 82<sup>nd</sup> General Assembly, House File 2679 was passed.
- The BoEE was required to transfer \$300,000 to the Department of Education for early head start projects involving children aged birth to year three.



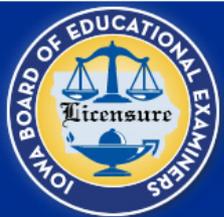
# What You Should Know About the BoEE: Previous Appropriations of BoEE Cash Reserves

- During the 2009 Session of the 83<sup>rd</sup> General Assembly, Senate File 470 was passed.
- The BoEE was required to transfer \$454,000 to the Department of Education for the beginning teacher mentoring and induction program.



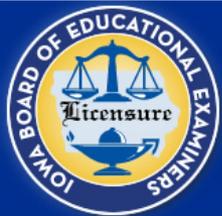
# What You Should Know About the BoEE: Previous Appropriations of BoEE Cash Reserves

- During the 2015 Session of the 86<sup>th</sup> General Assembly, House File 658 was passed.
- Section 52 of HF 658 required the BoEE to transfer \$600,000 to the Department of Education. Moneys transferred to the Department of Education were then appropriated for purposes of continuing the career planning required under section 279.61.

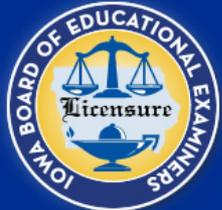
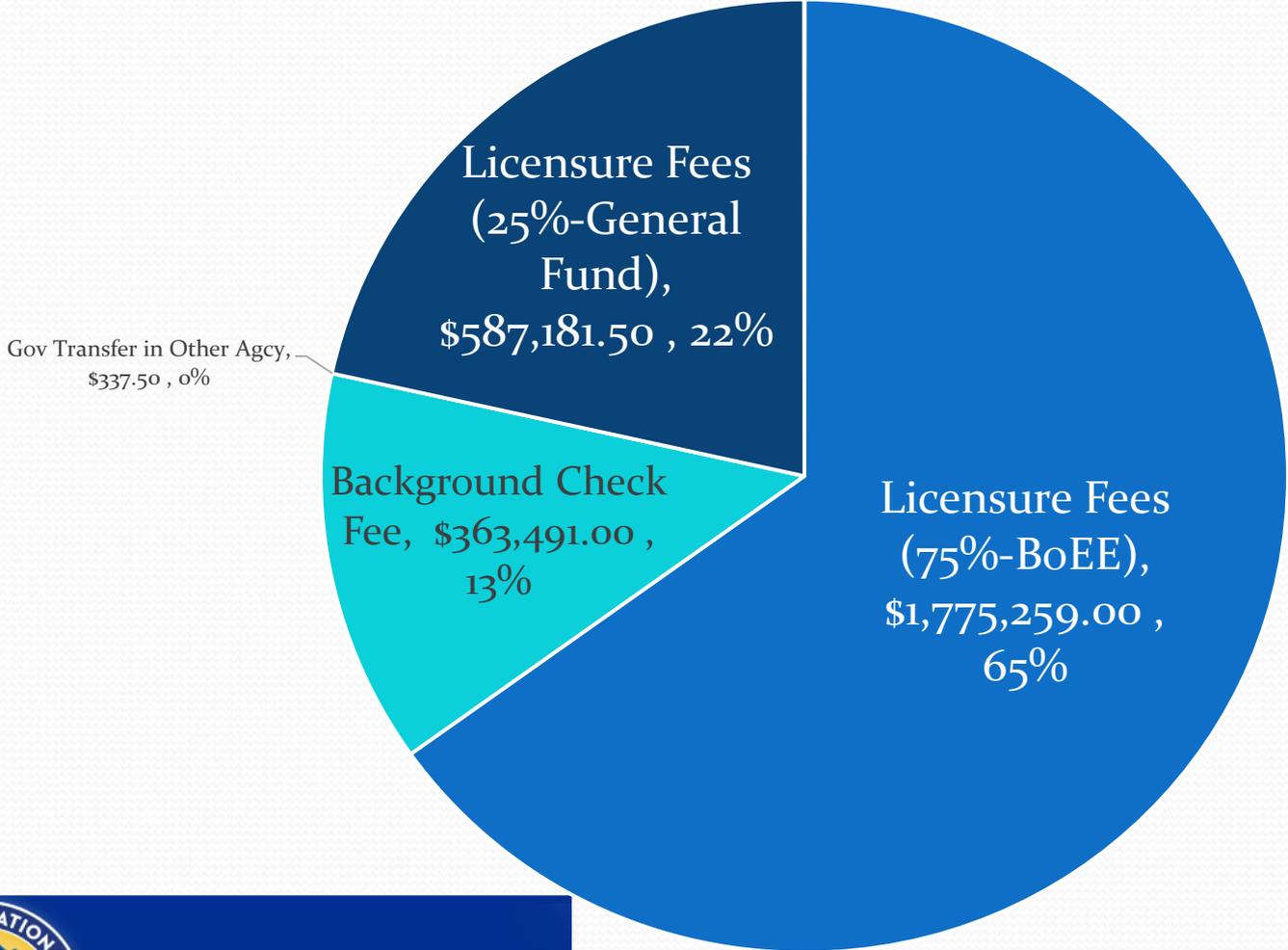


# What You Should Know About the BoEE: Revenues, Expenses and Cash Reserves

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

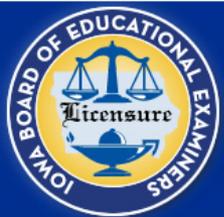


# BoEE Revenues FY 2015

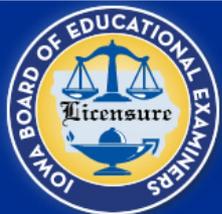
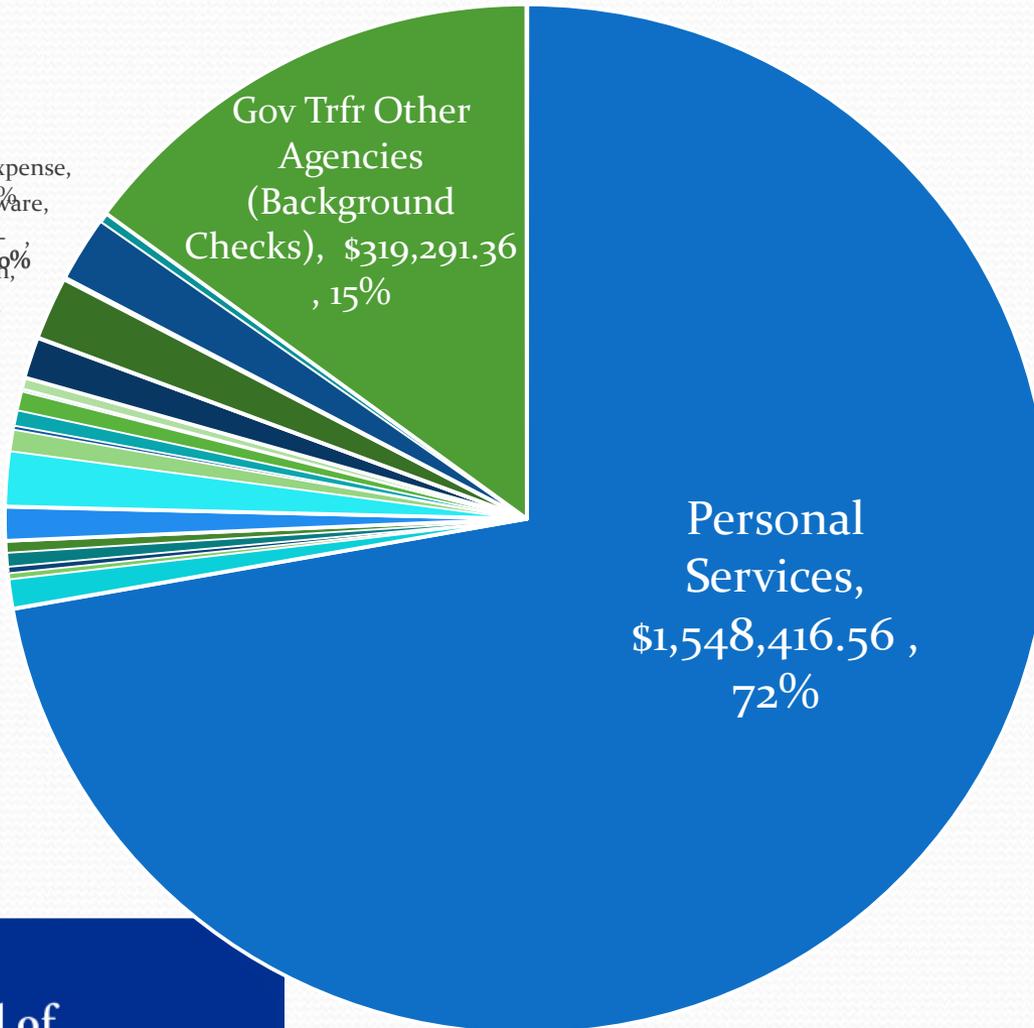


# What You Should Know About the BoEE: How is BoEE Revenue Spent?

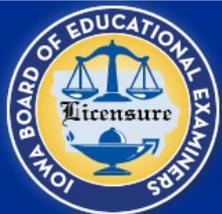
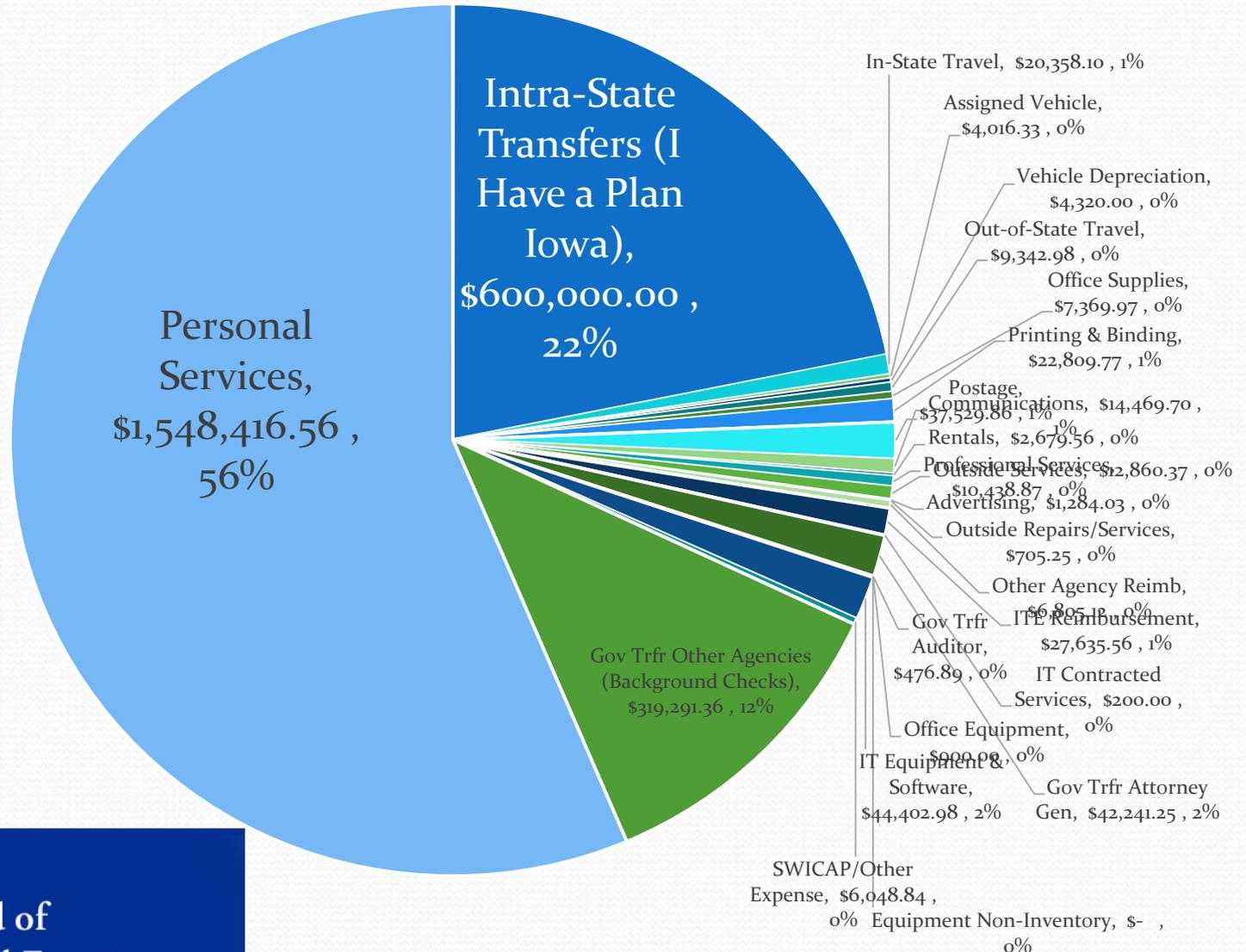
- 72% of BoEE budgeted expenditures for FY 2015 went to staffing (personal services) costs
- 15% of BoEE budgeted expenditures for FY 2015 were paid to other state and federal agencies (DCI, DHS and FBI) for background registry checks
- The remaining 13% of BoEE budgeted expenditures went to all other expenditure categories
- The unknown factor each year for the BoEE is the amount of cash reserves that will be appropriated by the General Assembly (an average of \$169,250 per year since FY 2008)



## BoEE FY 2015 Expenditures Excluding State Appropriation



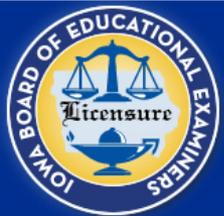
# BoEE FY 2015 Expenditures Including State Appropriation



Iowa Board of Educational Examiners

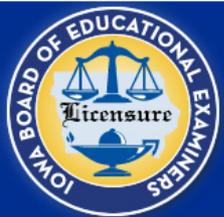
# What You Should Know About the BoEE: BoEE fee increase

- The twelve member board has voted to increase BoEE fees by \$4
- Total anticipated revenue generated: \$122,773 (An estimated number of transactions of 30,693 multiplied by \$4)
- \$92,080 will remain with the BoEE (75% of licensure fees remain with the agency)
- \$30,693 will flow to the state's general fund (25% of licensure fees are deposited to the state's general fund)



# What You Should Know About the BoEE: What will the BoEE do with a fee increase?

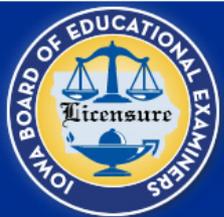
- Continue to offer tremendous customer service
- Avoid staff layoffs and a reduction in services offered to BoEE customers
- Use cash reserves for one time expenditures (ex. replace aging fingerprinting equipment)
- Investigate providing mandatory child and dependent adult abuse training to licensees as part of the licensing fee
- Investigate providing ongoing ethics training to all licensees as part of the licensing fee



# What You Should Know About the BoEE:

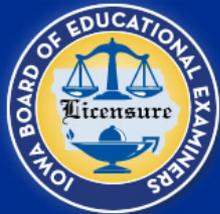
## Why does the BoEE need cash reserves?

- The BoEE does not receive a state appropriation
- The BoEE must carry forward a minimum of \$100,000 at the end of each fiscal year to cover payroll costs for the next fiscal year.
- Cash reserves are also used for larger one-time expenditures that do not occur on a yearly basis and require advanced planning (an example is the BoEE's new online licensure system).



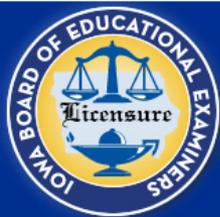
# What You Should Know About the BoEE: Why does the BoEE need cash reserves?

- \*The BoEE believes it should not ask for an appropriation from the General Assembly and must operate within the confines of revenues generated through licensure fees and background check fees based on Iowa Code 272.10  
*\*Iowa Code 272.10 Fees. 1. It is the intent of the general assembly that licensing fees established by the board of educational examiners be sufficient to finance the activities of the board under this chapter.*



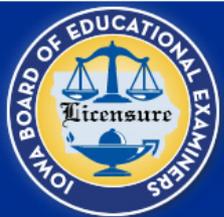
## What You Should Know About the BoEE: Background Check Fees and Expenditures

- During FY 2015 the BoEE received \$363,491 in background check fees
- During FY 2015 the BoEE paid \$284,650 to the FBI, DCI and DHS for criminal, child and dependent adult abuse, and sex offender registry checks
- The difference between background check fees and revenues, \$78,840, does not cover the BoEE's costs to evaluate and conduct background checks



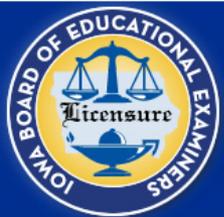
# What You Should Know About the BoEE: Current BoEE Budget Adjustments

- Support staff position vacated due to retirement has not been filled
- The purchase of two remote fingerprinting systems due for replacement has been deferred
- Budgeted office upgrades have been canceled



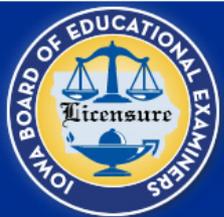
# What You Should Know About the BoEE: Proposed BoEE Expenditure Reductions

- Do not fill current support staff vacancy
  - Potential annual cost savings - \$69,895
- Stop printing and mailing paper licenses
  - Potential annual cost savings – \$38,681 (\$6,814 for paper licenses, \$3,367 for envelopes, and \$28,500 for postage)



# What You Should Know About the BoEE: Proposed BoEE Expenditure Reductions

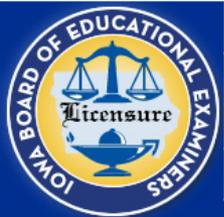
- Stop remote fingerprinting of Iowa teacher preparation program students
  - Potential annual cost savings \$13,088 – \$((\$12,002 for temporary fingerprinters' pay and \$1,086 for temporary fingerprinters' travel expense reimbursement)
  - Potential one-time savings - \$40,817 (elimination of two digital fingerprinting systems)



# What You Should Know About the BoEE: Fiscal Outlook

	*Projected Expenditures (with no large one-time expenditures, appropriations, or current expenditure reductions)	Projected Revenues (with no changes to BoEE fees or % of licensure fees retained)	Projected Revenues less Projected Expenditures	Estimated Starting BoEE Cash Reserves	Estimated Ending Cash Reserves
FY 2016	\$2,254,621.13	\$2,151,843.00	\$(102,778.13)	\$ 570,693.41	\$467,915.28
FY 2017	\$2,370,283.20	\$2,151,843.00	\$(218,440.20)	\$467,915.28	\$249,475.08
FY 2018	\$2,491,878.73	\$2,151,843.00	\$(340,035.73)	\$249,475.08	\$(90,560.65)
FY 2019	\$2,619,712.10	\$2,151,843.00	\$(467,869.10)	\$(90,560.65)	\$(558,429.75)
FY 2020	\$2,754,103.34	\$2,151,843.00	\$(602,260.34)	\$(558,429.75)	\$(1,160,690.09)

\*Based on a 5.13% average expenditure increase per year starting with FY15 expenditures of \$2,144,603 (which excludes the FY15 \$600,000 appropriation for I Have a Plan Iowa Software)

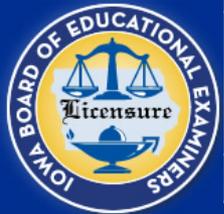


# What You Should Know About the BoEE:

## Fiscal Outlook

	*Projected Expenditures (with no large one-time expenditures, appropriations, or current expenditure reductions)	Projected Revenues (with 75% of \$4 fee increase retained and no change to % of licensure fees retained)	Difference	Estimated Starting BoEE Cash Reserves	Estimated Ending Cash Reserves
FY 2016	\$2,254,621.13	\$2,243,923.00	\$(10,698.13)	\$570,693.41	\$559,995.28
FY 2017	\$2,370,283.20	\$2,243,923.00	\$(126,360.20)	\$559,995.28	\$433,635.08
FY 2018	\$2,491,878.73	\$2,243,923.00	\$(247,955.73)	\$433,635.08	\$185,679.35
FY 2019	\$2,619,712.10	\$2,243,923.00	\$(375,789.10)	\$185,679.35	\$(190,109.75)
FY 2020	\$2,754,103.34	\$2,243,923.00	\$(510,180.34)	\$(190,109.75)	\$(700,290.09)

\*Based on a 5.13% average expenditure increase per year starting with FY15 expenditures of \$2,144,603 (which excludes the FY15 \$600,000 appropriation for I Have a Plan Iowa Software)

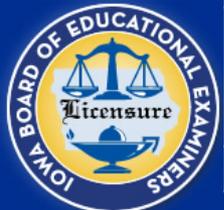


# What You Should Know About the BoEE:

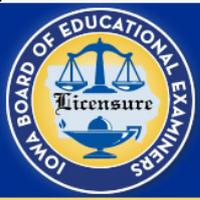
## Fiscal Outlook

	*Projected Expenditures (with no large one-time expenditures, appropriations, or current expenditure reductions)	Projected Revenues (with 100% of \$4 fee increase retained and no change to % of licensure fees retained)	Difference	Estimated Starting BoEE Cash Reserves	Estimated Ending Cash Reserves
FY 2016	\$2,254,621.13	\$2,274,576.00	\$19,954.87	\$570,693.41	\$590,648.28
FY 2017	\$2,370,283.20	\$2,274,576.00	\$(95,707.20)	\$590,648.28	\$494,941.08
FY 2018	\$2,491,878.73	\$2,274,576.00	\$(217,302.73)	\$494,941.08	\$277,638.35
FY 2019	\$2,619,712.10	\$2,274,576.00	\$(345,136.10)	\$277,638.35	\$(67,497.75)
FY 2020	\$2,754,103.34	\$2,274,576.00	\$(479,527.34)	\$(67,497.75)	\$(547,025.09)

\*Based on a 5.13% average expenditure increase per year starting with FY15 expenditures of \$2,144,603 (which excludes the FY15 \$600,000 appropriation for I Have a Plan Iowa Software)



**Questions**  
**D.T. Magee, Executive Director**  
**[Duane.magee@iowa.gov](mailto:Duane.magee@iowa.gov)**  
**(515) 281.4810**



Iowa Board of  
Educational Examiners

Administrative  
Rules  
Review  
Committee

---

---

INTEROFFICE MEMORANDUM

---

---

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

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

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

**DATE:** 12/09/2015

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

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

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

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

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

ARRC agenda reference:

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

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

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

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

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

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

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

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

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

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

This amendment will become effective December 16, 2015.

The following amendment is adopted.

Amend **282—Chapter 12** as follows:

CHAPTER 12  
FEES

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

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

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

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

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

20.8(2).

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

**282—12.4(272) Adding endorsements.**

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

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

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

**282—12.6(272) Late fees.**

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

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

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

**282—12.7(272)** No change.

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

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

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

**282—12.9(272)** No change.

These rules are intended to implement Iowa Code chapter 272.

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

[Published 11/11/15]

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

Administrative  
Rules  
Review  
Committee

---

---

INTEROFFICE MEMORANDUM

---

---

**TO:** Darcy Lane  
Board of Educational Examiners

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

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

**DATE:** 03/10/2015

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

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

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

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

ARRC agenda reference:

**EDUCATIONAL EXAMINERS BOARD[282]**

EDUCATION DEPARTMENT[281]"umbrella"

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

1493

**EDUCATIONAL EXAMINERS BOARD[282]**

**Adopted and Filed**

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

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

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

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

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

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

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

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

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

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

This amendment will become effective March 25, 2015.

The following amendment is adopted.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Published 2/18/15]

**PENDING MEMO**

**Date: February 12, 2016**

**To: Board Members**

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

**RE: Amend IAC 282 Chapter 13.28(26)c(12), 13.28(27)c(2), 27.3(1)c(2), and 27.3(2)c(2) to reduce the number of practicum and internship hours required for Professional School Counselors and bring requirements into alignment with national standards**

---

These are proposed changes to the number of practicum and internship hours for adding the K-8 and 5-12 Professional School Counselor endorsement to both an Iowa teaching license and an Iowa Professional Service License. Currently Iowa requires 500 hours at the K-8 level and 500 hours at the 5-12 level. This equates to approximately 12.5 weeks for each endorsement or 25 weeks for both. This significantly exceeds the required 100 hour practicum and 600 hour internship required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) who sets the national standards for counseling. These changes would bring Iowa into alignment with national standards and cease imposing an undue hardship on individuals seeking both endorsements.

The proposed changes were published in the November 11, 2015 edition of the Iowa Administrative Bulletin. A public hearing took place on December 2, 2015, with no attendees. The board received two public comments in support of the proposed changes; both are attached. The Administrative Rules Review Committee reviewed the proposed changes at its meeting on December 8, 2015, and had no questions at that time. The notice of adoption will be published in the February 17 edition of the Iowa Administrative Bulletin. If no action is taken by the Administrative Rules Review Committee, the rule will become effective on March 23, 2016.

**EDUCATIONAL EXAMINERS BOARD[282]****Notice of Intended Action**

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

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

Pursuant to the authority of Iowa Code section 272.2(1)"a," the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, "Issuance of Teacher Licenses and Endorsements," and Chapter 27, "Issuance of Professional Service Licenses," Iowa Administrative Code.

The proposed amendments would change the number of practicum and internship hours required for a licensee to add the K-8 and 5-12 professional school counselor endorsement to both an Iowa teaching license and an Iowa professional service license. Currently, Iowa requires 500 hours at the K-8 level and 500 hours at the 5-12 level. This equates to approximately 12.5 weeks for each endorsement or 25 weeks for both. This significantly exceeds the required 100-hour practicum and 600-hour internship required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which sets the national standards for counseling. The proposed changes would bring Iowa's standards into alignment with national standards and cease the imposition of an undue hardship on individuals seeking both endorsements.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, December 4, 2015. 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, December 2, 2015, at 1 p.m. in Room 3SW, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

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

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

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 subparagraph 13.28(26)"c"(12) as follows:

(12) Teaching and counseling practicum. ~~The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation. The candidate will complete a preservice supervised practicum of a minimum of 100 hours, and at least 40 of these hours must be direct service. Candidates will complete a supervised internship for a minimum~~

of 600 hours, and at least 240 of these hours must be direct service. For candidates seeking both the K-8 and 5-12 professional school counselor endorsements, a minimum of 100 hours of the practicum or internship experiences listed above must be completed at each of the desired endorsement levels.

ITEM 2. Amend subparagraph 13.28(27)“c”(2) as follows:

~~(2) The teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance, and consultation. The candidate will complete a preservice supervised practicum and an internship that meet the requirements set forth in 13.28(26)“c”(12).~~

ITEM 3. Amend subparagraph 27.3(1)“c”(2) as follows:

~~(2) The teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation. The candidate will complete a preservice supervised practicum and an internship that meet the requirements set forth in 282—subparagraph 13.28(26)“c”(12).~~

ITEM 4. Amend subparagraph 27.3(2)“c”(2) as follows:

~~(2) The teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance, and consultation. The candidate will complete a preservice supervised practicum and an internship that meet the requirements set forth in 282—subparagraph 13.28(26)“c”(12).~~



Department of  
Leadership and Counseling  
Education Building 123  
3206 University Avenue  
Des Moines, Iowa 50311-4505  
T 515-271-2054  
F 515-271-2233  
1-800-44-DRAKE(37253) x2054  
[www.drake.edu/soe](http://www.drake.edu/soe)

November 19, 2015

Darcy Hathaway  
Board of Educational Examiners  
Grimes State Office Building  
400 East 14th St.  
Des Moines, Iowa 50319-0147

Dear Ms. Hathaway:

We are writing in support of the proposed changes in the rules with respect to the total hours requirements for practicum and internship experiences in the licensing of school counselors in Iowa. The Drake University Counselor Education program, School Counseling specialization is accredited by the Iowa Department of Education and The Council for Accreditation of Counseling & Related Educational Programs (CACREP), a CHEA-recognized accreditor of counseling programs in the United States. The program faculty have reviewed the proposed changes in Iowa Code section 272.2(1)"a," Chapter 13, "Issuance of Teacher Licenses and Endorsements," and Chapter 27, "Issuance of Professional Service Licenses," in Iowa Administrative Code. The proposed changes reflect national accreditation standards and will make the programs more compatible with other states.

Thank you very much for your support of counseling programs and the school counseling profession in Iowa. Please contact us if we can provide any additional information.

Sincerely,

Dr. Bengu Erguner-Tekinalp, Associate Professor; Drake University Counselor Education Program Coordinator

Dr. Wade Leuwerke, Associate Professor; Drake University Counselor Education Practicum and Internship Coordinator; Department Chair Leadership and Counseling

Dr. Matt Bruinekool, Assistant Professor; Director National Rehabilitation Institute

Dr. Robert Stensrud, Professor

November 30, 2015

RE: Professional School Counselor licensure rule change

Darcy Hathaway,

The UNI Counseling Program is a CACREP accredited program educating students in Clinical Mental Health and School Counseling. After reviewing the proposed changes to the Iowa School Counseling Licensure rules, the faculty of the UNI Counseling Program are in support of the changes as they align with national standards.

Kind regards,



Kristin Meany-Walen, PhD, LMHC, RPT  
Assistant Professor, Counseling Program  
University of Northern Iowa  
235 Latham Hall  
Cedar Falls, IA 50614

## PENDING MEMO

**Date:** February 12, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 13

---

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

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

These proposed amendments will be published in the February 17<sup>th</sup> edition of the Iowa Administrative Bulletin, as ARC 2412C. A public hearing is set for March 9, 2016.

### **282—13.26 (272) Requirements for elementary endorsements.**

#### **13.26(1) Teacher—prekindergarten-kindergarten.**

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

*b. Content.* **Coursework must total a minimum of 18 semester hours and include the following:**  
~~(1) Human growth and development: infancy and early childhood, unless completed as part of the professional education core.~~

- ~~(2) Curriculum development and methodology for young children.~~
- ~~(3) Child-family-school-community relationships (community agencies).~~
- ~~(4) Guidance of young children three to six years of age.~~
- ~~(5) Organization of prekindergarten-kindergarten programs.~~
- ~~(6) Child and family nutrition.~~
- ~~(7) Language development and learning.~~
- ~~(8) Kindergarten: programs and curriculum development.~~

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

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

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

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

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

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

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

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

## **(9) Student teaching in a prekindergarten setting.**

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

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

b. *Content.*

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

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

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

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

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

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

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

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

(9) Child and family health and nutrition.

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

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

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

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

## **1. Promoting child development and learning and individual learning differences.**

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

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

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

d. Use both child-initiated and teacher-facilitated instructional methods, including strategies such as small and large group projects, play, systematic instruction, group discussion and cooperative decision making. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. Embed learning opportunities in everyday routines, relationships, activities, and places. Understand the impact of social and physical environments on development and learning.

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

## **2. Building Family and Community Relationships**

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

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

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

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

### **3. Observing, Documenting, and Assessing to Support Young Children and Families**

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

b. Design curriculum, assessments, teaching, and intervention strategies that align with learner and program goals including the development of Individual Family Service Plans (IFSP) and Individualized Education Plans (IEP). Assist families in identifying resources, priorities, and concerns in relation to the child's development. Understand and utilize assessment partnerships with families and with professional colleagues to build effective learning environments. Understand the role of the family in the assessment process and support the choice they make (observer, participant, etc.). Participate as a team member to integrate assessment results in the development and implementation of individualized plans.

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

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

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

### **4. Using Developmentally and Individually Effective Approaches to Connect with Children and Families**

- a. Understand positive relationships and supportive interactions as the foundation of their work with young children. Reflect on their own practice to promote positive outcomes for each and every child and family.
- b. Develop, implement, and evaluate individualized plans, including IFSPs and IEPs as a team leader with families and other professionals. Demonstrate appropriate and effective supports for children and families transitioning into and out of programs or classrooms. Seek and use additional resources and/or agencies outside the program/school when needed to effectively facilitate the learning and social/emotional development of each and every child.
- c. Plan, develop, implement, and evaluate integrated learning experiences for home-, center- and school-based environments for infants, toddlers, preprimary and primary children, their families, and other care providers based on knowledge of individual children, the family, and the community. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments. Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs. Use a broad repertoire of developmentally and individually appropriate teaching/learning approaches and effective strategies and tools for early education including appropriate uses of technology. Facilitate child-initiated development and learning.
- d. Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. Use teacher-scaffolded and initiated instruction to complement child-initiated learning. Link development, learning experiences, and instruction to promote educational transitions. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children. Use strategies to teach social skills and conflict resolution.
- e. Implement basic health, nutrition, and safety management procedures including the design of physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.
- f. Understand principles of administration, organization, and operation of programs for children from birth to age 8 and their families, including staff and program development, supervision, evaluation of staff, and continuing improvement of programs and services. Employ adult learning principles in consulting and training family members and service providers.
- g. Ability to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities and diverse abilities in meaningful learning activities and social interactions.

## **5. Using Content Knowledge to Build Meaningful Curriculum**

- a. Develop and implement appropriate current research-supported learning experiences with a focus on the developmental domains, play, temperament, language and literacy to include first (home) and second language acquisition, mathematics, science, the arts (music, visual art, and drama), physical activity, health and safety, social studies, social skills, higher-thinking skills,

and developmentally and individually appropriate methodology. Methods courses are required for the following areas: literacy, mathematics, social studies, science, physical education and wellness, and visual and performing arts.

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

c. Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (diverse abilities).

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

## **6. Professional Responsibilities**

a. Demonstrate awareness of early childhood program criteria including the following: NAEYC, Iowa Early Learning Standards, Head Start Performance Standards, and IQPPS.

b. Collaborate with supervisors, mentors, and colleagues to enhance professional growth within and across disciplines to inform practice including the use of data for decision making, and understand how to design and implement a professional development plan based on student achievement, self, peer, and supervisory evaluation and recommended practices.

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

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

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

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

g. Understand historical, philosophical foundational knowledge. Current issues, and legal basis of services influence professional practice in early childhood, early intervention, early childhood special education, general and regular education at the K-3 age groups. Understand trends and issues in early childhood education, early childhood special education, and early intervention.

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

## 7. Early Childhood Field Experiences

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

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

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

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

### References

All competencies provided by these resources were included:

Early Childhood Iowa. (2009). *Early Childhood Iowa Teacher Essential Competencies – Level Two*. Retrieved from [http://www.state.ia.us/earlychildhood/state\\_system/ECI\\_comp\\_wrkgrps/pro\\_dev/group\\_products\\_resources.html](http://www.state.ia.us/earlychildhood/state_system/ECI_comp_wrkgrps/pro_dev/group_products_resources.html) Please note this set also includes the NAEYC Standards

NAEYC. (2010). *Standards for Initial and Advanced Personnel Preparation Programs*.  
[https://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%202010\\_2012.pdf](https://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%202010_2012.pdf)

Some, not all, competencies were included from these national and state resources:

Alliance for A Better Community. (2012). *Dual language learner teacher competencies report*. Retrieved from <http://www.buildinitiative.org/Portals/0/Uploads/Documents/DualLanguageLearnerTeacherCompetenciesReport.pdf>

CEC. (2012). *CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set*. Retrieved from <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>

Early Childhood Iowa. (2014). *Family Support Direct Worker Competencies*. Retrieved from [http://www.state.ia.us/earlychildhood/files/state\\_system/professional\\_development/1-27-14\\_DirectWorkerCompetencies.pdf](http://www.state.ia.us/earlychildhood/files/state_system/professional_development/1-27-14_DirectWorkerCompetencies.pdf)

Other key documents included:

Early Childhood Iowa. (ND). *Early Childhood Cultural Competencies*. Retrieved from [http://www.state.ia.us/earlychildhood/files/state\\_system/governance\\_planning/IowaECI\\_CulturalCompetenciesFinal.pdf](http://www.state.ia.us/earlychildhood/files/state_system/governance_planning/IowaECI_CulturalCompetenciesFinal.pdf)

Multiple surveys to Iowa school districts regarding hiring and placements.

DTM/JT

Cunningham, Kim [BOEE]

---

**Subject:** FW: Iowa Division for Early Childhood Response to Revised ED100  
**Attachments:** mary\_donegan-ritter.vcf

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

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

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

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

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

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

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

--

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

**PENDING MEMO**

**Date: February 12, 2016**

**To: Board Members**

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

**RE: Amend IAC 282 Chapter 22**

---

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

These proposed amendments will be published in the February 17<sup>th</sup> edition of the Iowa Administrative Bulletin, as ARC 2411C. A public hearing is set for March 9, 2016.

**282—22.2 (272) Substitute authorization.** A substitute authorization allows an individual to substitute in grades PK-12 for no more than 5 consecutive days and no more than 10 days in a 30-day period in one job assignment for a regularly assigned teacher who is absent, except in the driver's education classroom.

A school district administrator may file a written request with the board for an extension of the 10-day limit in one job assignment on the basis of documented need and benefit to the instructional program. The licensure committee will review the request and provide a written decision either approving or denying the request. An individual who holds a paraeducator certificate without a bachelor's degree and completes the substitute authorization program is authorized to substitute only in the special education classroom in which the individual paraeducator is employed. **For these individuals, the authorization will appear on the paraeducator certificate and will not require separate renewal requirements.**

**22.2(1) Application process.** Any person interested in the substitute authorization shall submit records of credit to the board of educational examiners for an evaluation in terms of the required courses or contact hours. Application materials are available from the office of the board of educational examiners, online at <http://www.boee.iowa.gov/> or from institutions or agencies offering approved courses or contact hours.

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

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

DTM/jt

## PENDING MEMO

**Date:** February 12, 2016

**To:** Board Members

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

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

---

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

These proposed amendments will be published in the February 17<sup>th</sup> edition of the Iowa Administrative Bulletin, as ARC 2410C. A public hearing is set for March 9, 2016.

### 24.4(1)

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

~~a. Reinforce skills, strategies, and activities involving individuals or small groups.~~

~~b. Participate as a member of the team responsible for developing service plans and educational objectives for parents and their children.~~

~~c. Listen to and communicate with parents in order to gather information for the service delivery team.~~

~~d. Demonstrate knowledge of services provided by health care providers, social services, education agencies, and other support systems available to support parents and provide them with the strategies required to gain access to these services.~~

~~e. Demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in the student.~~

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

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

- a.* Foundations: Under the supervision of a licensed education professional the paraeducator will:
1. Know and understand young children's typical and atypical developmental stages, and needs at each stage.
  2. Recognize multiple influences on young children's development and learning.
  3. Recognize developmentally appropriate practices for interactions and education of young children.
- b.* Learning environment: Under the supervision of a licensed education professional the paraeducator will:
1. Describe the elements of environments that support children's learning and well-being.
  2. Demonstrate skills, strategies, and activities involving individuals or small groups to reinforce instruction from a licensed teacher.
  3. Set up environments that are safe, inclusive, and responsive to children's developmental strengths, interests and needs.
- c.* Content and instruction: Under the supervision of a licensed education professional the paraeducator will:
1. Recognize effective strategies and techniques to stimulate cognitive, physical, social, emotional, and language development for each child-student in a developmentally appropriate way.
  2. Know and understand the Iowa Early Learning Standards by describing what young children know and do in order to provide experiences and interactions to promote learning.
  3. Gather information as instructed by the classroom teacher about individual children's development, learning and behaviors including observing, recording, and charting.
- d.* Emotional and behavioral: Under the supervision of a licensed education professional the paraeducator will:
1. Gather information as instructed by the classroom teacher to identify children's skills to provide appropriate levels of support needed for them to access, participate and engage in activities.
  2. Implement teacher designed intervention plans to promote positive social relationships, interactions and behaviors that are age and developmentally appropriate.
- e.* Professional Relationships: Under the supervision of a licensed education professional the paraeducator will:
1. Demonstrate the ability to collaborate with educational team to systematically and regularly exchange information to support problem solving, planning, and implementing instruction and individualized interventions.
  2. Demonstrate the ability to establish relationships with children and their families that are respectful, supportive and sensitive to all families.

3. Demonstrate a collaborative relationship with the teacher to support children's learning.
4. Demonstrate knowledge of community services and agencies available to assist families.

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

1. Demonstrate knowledge of Iowa Early Learning Standards and the preschool program standards being implemented which may be Iowa's quality Preschool Program Standards, Head Start Program Performance Standards and NAEYC Program Standards and Accreditation Criteria.

## NOTICE MEMO

**Date:** February 12, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 18

---

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

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

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

**18.1(2) Temporary permits.** ~~The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application, including certification from the applicant of completion of the Praxis II examination, if required; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check.~~

~~The temporary permit shall serve as evidence of the applicant's authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check and the board's receipt of verification of completion of the Praxis II examination. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.~~

The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check. The temporary permit shall serve as evidence of the applicant's authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

**18.4(4) Specific requirements for an initial administrator license for applicants who have completed a professional service endorsement.** An initial administrator license valid for one year may be issued to an applicant who:

a. Is the holder of an Iowa professional service license; and

- b. Has three years of experience in an educational setting in the professional service endorsement area, or three years of professional service and administrative experience, provided that at least two years are professional service experience and one year is administrative experience, all while holding a valid license; and
- c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and
- d. Is assuming a position as a PK-12 principal and PK-12 supervisor of special education (see subrule 18.9(1)) for the first time or has one year of out-of-state or nonpublic administrative experience; and
- e. Has completed the required coursework in human relations, cultural competency, diverse learners and reading instruction set forth in 281—subrules 79.15(2) and 79.15(3); and
- f. Has completed the professional education core in 281—paragraphs 79.15(5)“b” to “k”; and
- g. Has completed an evaluator approval program.

**282—18.8 (272) Specific requirements for a Class B license.** A nonrenewable Class B license valid for two years may be issued to an individual under the following conditions:

**18.8(1) Endorsement in progress.** The individual has a valid Iowa teaching license but is seeking to obtain an administrator endorsement. A Class B license may be issued if requested by an employer and the individual seeking this endorsement has completed at least 75 percent of the requirements leading to completion of all requirements for this endorsement.

**18.8(2) Experience requirement.**

a. *Principal endorsement.* For the principal endorsement, ~~three years of teaching experience must have been met before application for the Class B license~~ the applicant must meet the experience requirement set forth in 282-18.9(1)c(1).

b. *Superintendent endorsement.* For the superintendent endorsement, ~~three years of teaching experience and three years as a building principal or other PK-12 districtwide or intermediate agency experience are acceptable for becoming a superintendent, and must have been met before application for the Class B license~~ the applicant must meet the experience requirement set forth in 18.10(3).

**282—18.9 (272) Area and grade levels of administrator endorsements.**

**18.9(1) PK-12 principal and PK-12 supervisor of special education.**

c. *Other.*

(1) The applicant must have had three years of teaching experience at the early childhood through grade twelve level while holding a valid license, or three years of teaching and administrative experience, provided that at least two years are teaching experience and one year is administrative experience, all while holding a valid license.

(2) Graduates from out-of-state institutions who are seeking initial Iowa licensure and the PK-12 principal and PK-12 supervisor of special education endorsement must meet the coursework requirements for ~~the standard~~ an Iowa teaching license in addition to the experience requirements.

~~**18.9(2) PK-8 principal—out of state applicants.** This endorsement is only for applicants from out of state institutions.~~

*a. Authorization.* The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade eight.

*b. Program requirements.*

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

1. Knowledge of early childhood, elementary, and early adolescent level administration, supervision, and evaluation.

2. Knowledge and skill related to early childhood, elementary, and early adolescent level curriculum development.

3. Knowledge of child growth and development from birth through early adolescence and developmentally appropriate strategies and practices of early childhood, elementary, and early adolescence, to include an observation practicum.

4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school-community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.

5. Knowledge of school law and legislative and public policy issues affecting children and families.

6. Planned field experiences in early childhood and elementary or early adolescent school administration.

7. Completion of evaluator training component.

8. Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

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

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

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

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

- Acts with integrity, fairness, and in an ethical manner.

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

*e. Other.* The applicant must have had three years of teaching experience at the early childhood through grade eight level while holding a valid license.

**18.9(3) 5-12 principal—out of state applicants.** This endorsement is only for applicants from out-of-state institutions.

*a. Authorization.* The holder of this endorsement is authorized to serve as a principal in grades five through twelve.

*b. Program requirements.*

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

1. Knowledge of early adolescent and secondary level administration, supervision, and evaluation.
  2. Knowledge and skill related to early adolescent and secondary level curriculum development.
  3. Knowledge of human growth and development from early adolescence through early adulthood, to include an observation practicum.
  4. Knowledge of family support systems, factors which place families at risk, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.
  5. Knowledge of school law and legislative and public policy issues affecting children and families.
  6. Planned field experiences in early adolescence or secondary school administration.
  7. Completion of evaluator training component.
  8. Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.
    - Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
    - Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
    - Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
    - Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.
    - Acts with integrity, fairness, and in an ethical manner.
    - Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
- e. Other.* The applicant must have had three years of teaching experience at the secondary level (5-12) while holding a valid license.

**282—18.11 (272) Director of special education of an area education agency.**

**18.11(2) Program requirements.**

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

## NOTICE MEMO

**Date:** February 12, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 13

---

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

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

### **282—13.5 (272) Teacher licenses.**

#### **13.5(2) Applicants from non-Iowa institutions.**

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

- (1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate.
- (2) Shall provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, **and the applicant has verified less than three years of valid out-of-state teaching experience.** If the teacher preparation program was completed prior to January 1, 2013, **or if the applicant has verified three years of valid out-of-state teaching experience,** the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed (or verify highly qualified status) or must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.
- (3) Shall provide an official institutional transcript(s) to be analyzed for the requirements necessary for Iowa licensure. An applicant must have completed at least 75 percent of the coursework as outlined in 281—subrules 79.15(2) to 79.15(5) and an endorsement requirement through a two- or four-year institution in order for the endorsement to be included on the license. An applicant who has not completed at least 75 percent of the coursework for at least one of the basic Iowa teaching endorsements completed will not be issued a license. **Applicants seeking a board of educational examiners' transcript review must have achieved a C- grade or higher in the courses that will be considered for licensure.**

**13.26(4) Teacher—elementary classroom.** These requirements will sunset on August 31, 2015.

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

*b. Content.*

(1) Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core.

(2) Methods and materials of teaching elementary language arts.

(3) Methods and materials of teaching elementary reading.

(4) Elementary curriculum (methods and materials).

(5) Methods and materials of teaching elementary mathematics.

(6) Methods and materials of teaching elementary science.

(7) Children's literature.

(8) Methods and materials of teaching elementary social studies.

(9) Methods and materials in two of the following areas:

1. Methods and materials of teaching elementary health. 2. Methods and materials of teaching elementary physical education.

3. Methods and materials of teaching elementary art.

4. Methods and materials of teaching elementary music.

(10) Pre-student teaching field experience in at least two different grades.

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

**13.26(5)(4) Teacher—elementary classroom.** Effective September 1, 2015, the following requirements apply to persons who wish to teach in the elementary classroom:

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

*b. Content.*

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

## **282—13.29 (272) Adding, removing or reinstating a teaching endorsement.**

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

*a. Options.*

*b. Additional requirements for adding an endorsement.*

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

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

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

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

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

**NOTICE MEMO**  
**(Option 1)**

**Date:** February 12, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 20

---

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

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

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

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

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

- a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.
- b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.
- c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.
- d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.
- e.* Four units may be earned for successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or master educator license. **Four units may also be earned for each national board certification renewal and may be used toward the subsequent renewal of either the standard or master educator license.**
- f.* **One unit may be earned upon completion of a licensure renewal course based on the successful completion of an individualized professional development plan as verified through an approved licensure renewal unit provider.**

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

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

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

- a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.
- b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.
- c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.
- d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.
- e.* Four units may be earned upon successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or master educator license. **Four units may also be earned for each national board certification renewal and may be used toward the subsequent renewal of either the standard or master educator license.**
- f.* **One unit may be earned upon completion of a licensure renewal course based on the successful completion of an individualized professional development plan as verified through an approved licensure renewal unit provider.**

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

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

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

- a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned specialist's or doctor's degree program.
- b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.
- c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an administrator endorsement not currently held.
- d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.
- e.* **One unit may be earned upon completion of a licensure renewal course based on the successful completion of an individualized professional development plan as verified through an approved licensure renewal unit provider.**

**NOTICE MEMO**  
**(Option 2)**

**Date:** February 12, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 20

---

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

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

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

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

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

- a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.
- b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.
- c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.
- d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.
- e.* Four units may be earned for successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or master educator license. **Four units may also be earned for each national board certification renewal and may be used toward the subsequent renewal of either the standard or master educator license.**
- f.* **One unit may be earned upon the successful completion of an individualized professional development plan as verified by the supervising licensed evaluator.**

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

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

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

- a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.
- b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.
- c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.
- d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.
- e.* Four units may be earned upon successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or master educator license. **Four units may also be earned for each national board certification renewal and may be used toward the subsequent renewal of either the standard or master educator license.**
- f.* **One unit may be earned upon the successful completion of an individualized professional development plan as verified by the supervising licensed evaluator.**

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

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

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

- a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned specialist's or doctor's degree program.
- b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.
- c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an administrator endorsement not currently held.
- d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.
- e.* **One unit may be earned upon the successful completion of an individualized professional development plan as verified by the supervising licensed evaluator, or in the case of a superintendent, the school board president.**

## NOTICE MEMO

**Date:** February 12, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 13

---

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

### **13.28(15) Reading.**

~~⌘~~ **K-8 and 5-12** requirements. Completion of 24 semester hours in reading to include all of the following requirements:

#### **1) Foundations of reading. This requirement includes the following competencies:**

1. The practitioner demonstrates knowledge of the psychological, sociocultural, **motivational**, and linguistic foundations of reading and writing processes and instruction.
2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including the **analysis of** scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice.
3. The practitioner demonstrates knowledge of the major components of reading, such as **phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, comprehension, vocabulary, word identification, fluency, phonics, and phonemic awareness,** and effectively integrates curricular standards with student interests, motivation, and background knowledge.

#### **(2) **4** Reading in the content areas. This requirement includes the following competencies:**

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

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

**(3) (9) Practicum. This requirement includes the following competencies:**

1. The practitioner works with **appropriately**-licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing.

2. The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development.

**(4) (5) Language development. This requirement includes the following competency:** The practitioner uses knowledge of **cognitive academic** language development **and proficiency (including second language development)**, and acquisition of reading skills (~~birth through sixth grade~~), and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

**(5) (6) Oral communication instruction. This requirement includes the following competencies:**

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

2. The practitioner uses effective strategies for facilitating the learning of **Standard English language for academic purposes** by all learners.

**(6) (7) Written communication instruction. This requirement includes the following competency:** The practitioner uses knowledge of reading-writing-speaking connections; the writing process **to include structures of language and grammar**; the stages of spelling development; the different types of writing, such as narrative, expressive, persuasive, informational and descriptive; and the connections between oral and written language development to effectively teach writing as communication.

**(7) (3) Reading assessment, diagnosis and evaluation. This requirement includes the following competencies:**

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

1. 2. The practitioner uses **demonstrates** knowledge of **selecting and developing** a variety of **appropriate assessment** instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification, **screening, and diagnosis** of students' reading proficiencies and needs. 7

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

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

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

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

~~(9)~~ **(2) Reading instructional strategies curriculum and instruction.** This requirement includes the following **competency competencies**:

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

2. The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction, including students with reading difficulties ~~across the curriculum,~~

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

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

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

*b. 5-12 requirements.* Completion of 24 semester hours in reading to include all of the following requirements:

(1) Foundations of reading. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction.
2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading.

The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice.

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

(2) Reading in the content areas. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.
2. The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.

(3) Practicum. This requirement includes the following competencies:

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

(4) Language development. This requirement includes the following competency: The practitioner uses knowledge of the relationship of language acquisition and language development with the acquisition and development of reading skills, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

(5) Oral communication. This requirement includes the following competency: The practitioner demonstrates knowledge of the unique needs and backgrounds of students with language differences and uses effective strategies for facilitating the learning of Standard English by all learners.

(6) Written communication. This requirement includes the following competency: The practitioner uses knowledge of reading-writing-speaking connections to teach the skills and processes necessary for writing narrative, expressive, persuasive, informational, and descriptive texts, including text structures and mechanics such as grammar, usage, and spelling.

(7) Reading assessment, diagnosis and evaluation. This requirement includes the following competencies:

1. The practitioner uses knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of

students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating the results of ongoing assessments to all stakeholders.

2. The practitioner demonstrates awareness of policies and procedures related to special programs.

(8) Adolescent or young adult nonfiction and fiction. This requirement includes the following competency: The practitioner uses knowledge of adolescent or young adult literature for:

1. Modeling the reading and writing of varied genres, including fiction and nonfiction; technology and media-based information; and nonprint materials;

2. Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds and perspectives; and

3. Matching text complexities to the proficiencies and needs of readers.

(9) Reading instructional strategies. This requirement includes the following competency: The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds.

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

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

*b. Program requirements.* Degree—master's.

*c. Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least **27-24** semester hours to include the following:

(1) Educational psychology/human growth and development.

(2) **(5)** Educational **research**, measurement and evaluation. **The reading specialist will effectively utilize existing research and learn to conduct new research to continuously improve the design and implementation of a comprehensive reading system.**

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

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

1. Demonstrate an understanding of the literature and research related to assessments and their purposes, strengths, and limitations, which includes tools for screening, diagnosis, progress monitoring, and measuring outcomes, and also district and state assessments, proficiency standards and student benchmarks.

2. Select, administer, and interpret assessments for specific purposes, including collaboration with teachers in the analysis of data, and leading schoolwide or districtwide scale analyses to select assessment tools that provide a systemic framework for assessing reading, writing, and language growth of all students, including those with reading difficulties and reading disabilities including but not limited to dyslexia, and English language learners.

3. Use assessment information to plan and evaluate instruction, including multiple data sources for analysis and instructional planning, for examining the effectiveness of specific intervention practices and students' responses to interventions, and to plan professional development initiatives.

4. Communicate assessment results and implications to a variety of audiences.

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

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

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

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

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

(6) Psychology of language and reading. The reading specialist will understand the highly complex processes by which children learn to speak, read, and write, including language acquisition, ranges of individual differences, reading difficulties and reading disabilities including but not limited to dyslexia, and the importance of the role diversity in learning to read and write.

(7) Language learning and reading disabilities.

(8) (7) Practicum in reading leadership. The reading specialist will participate in an elementary and secondary practicum experiences with licensed teachers who are serving in leadership roles in the area of reading.

(9) (4) Administration and supervision of reading programs at the elementary and secondary levels. The reading specialist will:

1. Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

2. Demonstrate the practical application of literacy leadership including planning, developing, supervising, and evaluating literacy programs at all levels.

3. Demonstrate knowledge of supervising an overall reading program, including but not limited to staffing, budgetary practices, planning, preparing, and selecting materials, subsystems, special provisions, and evaluating teacher performance.

4. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs to effectively implement literacy instruction.

5. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

6. Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members, and advocate for change when necessary to promote effective literacy instruction.

DTM/jt

## NOTICE MEMO

**Date:** February 12, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 22

---

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

**282—22.1 (272) Coaching authorization.** A coaching authorization allows an individual to coach any sport in a middle school, junior high school, or high school.

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

*d.* Applicants must possess a minimum of a (1) high school diploma, (2) graduate equivalent diploma, (3) home school completion verified by the executive director, or (4) be twenty years of age or older.

## DISCUSSION MEMO

**Date:** February 12, 2016

**To:** Board Members

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

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

---

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

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

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

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

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

**282—18.5 (272) Specific requirements for a professional administrator license.** A professional administrator license valid for five years may be issued to an applicant who does all of the following:

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

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

*a. Training.*

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

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

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

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

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

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

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

DTM/JT

## DISCUSSION MEMO

**Date:** February 12, 2016

**To:** Board Members

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

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

---

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

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

*a.* through *d.*: No change

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

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

Date: February 12, 2016

To: Board Members

From: Darcy Hathaway

Re: Reminders regarding petitions for waiver

---

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

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

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

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

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

## **Petition for Waiver**

**Name:** Matt Eichhorn

**License:** Folder #991010

Eichhorn applied for an Activities Administration Authorization and was denied on or about December 16, 2015.

**Reason for Waiver:** The Activities Administration Authorization requires a bachelor's degree in athletic administration or a related field. Eichhorn asks the board to waive this requirement. He has a bachelor's degree in communications, and a Master of Arts in Teaching.

### **Rule Citation:**

#### **282—22.10(272) Activities administration authorization.**

...

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

**Hardship:** Eichhorn cites the additional time and expense of earning the required degree as an undue hardship. He has work experience as an assistant activities director, coach, substitute teacher, and behavior interventionist.

**Prejudice to Others:** The activities administration authorization is fairly new. The board has ruled on three petitions for waiver of this requirement:

- PFW 15-03: Denied. The petitioner held an associate's degree in open studies, a bachelor's degree in Human Biology, and a doctorate of Chiropractic.
- PFW 15-06: Granted. The petitioner held a bachelor's degree in business education, with a minor in coaching. Instead of applying for a teaching license, he began a master's program in athletic administration. He did not complete the master's program, and instead took a position in sales. He had experience coaching and leading athletic fundraising efforts at the high school level.
- PFW 15-16: Granted. The petitioner held a master's degree in Industrial/Organization Psychology. He had been essentially serving as an activities director for an Iowa high school for ten years, prior to the issuance of guidance setting forth the required certification for that role.

**Safety and welfare of others:** The Board must decide whether waiving the rule in question would provide substantially equal protection of public health, safety, and welfare. In this context, that determination requires consideration of whether the petitioner's background and qualifications make him at least as qualified for an activities administrator position as a person with the degree called for in the rule.

## APPROVAL MEMO

**Date:** February 12, 2016

**To:** Board Members

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

**RE:** Expenditure Reductions

---

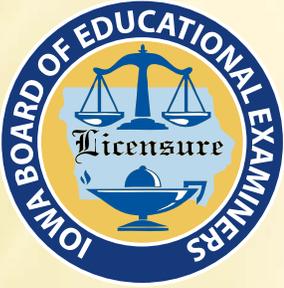
The Board must consider revising budget expenditures due to an anticipated decline in cash reserves and the uncertainty surrounding any potential fee increase. Failure by the BoEE to implement expenditure reductions now will lead to more severe expenditure reductions in the future.

I am recommending, based on conversations with BoEE staff members, that the board implement three expenditure reductions:

1. Do not fill current support staff vacancy
  - a. Potential annual cost savings - \$69,895
2. Stop printing and mailing paper licenses
  - a. Potential annual cost savings – \$38,681 (\$6,814 for paper licenses, \$3,367 for envelopes, and \$28,500 for postage)
  - b. I have confirmed with Darcy Hathaway that the BoEE is not required to print and distribute paper credentials
3. Stop remote fingerprinting of Iowa teacher preparation program students
  - a. Potential annual cost savings \$13,088 – (\$12,002 for temporary fingerprinters' pay and \$1,086 for temporary fingerprinters' travel expense reimbursement)
  - b. Potential one-time savings - \$40,817 (elimination of two digital fingerprinting systems)

The board will need to take formal action on these recommendations.

# 2016 BoEE Communication Plan



January 14, 2016

## MEMBERS OF THE BOARD

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

### Members of the Board

**Richard E. Wortmann**, Chair, Ottumwa CSD, Teacher

**Brenda Garcia**, Vice Chair, Muscatine, Public Member

**Sara Arnold**, Cedar Rapids CSD, Teacher

**Kathy Behrens**, Carroll Kuemper Catholic Schools, Teacher

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

**Dan Dutcher**, Waukee, Public Member

**Dr. Larry D. Hill**, Thompson, Administrator

**Mary K. Overholtzer**, Winterset CSD, Teacher

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

**Dr. Jay B. Prescott**, Des Moines, Administrator

**Erin Schoening**, Council Bluffs CSD, Teacher

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

### Administration

**Duane T. Magee** - Executive Director

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

## TABLE OF CONTENTS

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

## **PURPOSE**

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

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

## **MISSION:**

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

## **BELIEF STATEMENTS**

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

## **GOALS:**

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

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

**CURRENT COMMUNICATION EFFORTS**

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

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

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

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

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

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

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

**PROPOSED COMMUNICATION EFFORTS**

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

## METHODS OF COMMUNICATING

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