

**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*

**May 13, 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 April 8, 2016 board meeting
- b. Minutes from April 20, 2016 telephonic board meeting

**Tab B**

**Tab C**

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

**Open Session**

- a. Results of closed session announced
- b. Approve closed session minutes from April 8, 2016 board meeting and April 20, 2016 telephonic board meeting
- c. Reinstatement(s)
  - 1. Case No. 15-97 Jim Davis
  - 2. Case No. 15-94 Noah Parks

**Stakeholder Presentation**

Anne Sullivan and Des Moines Public Schools' (DMPS) staff will present regarding DMPS's hiring process.

**Board Communications**

- a. Board Member Reports
- b. Legislative Update – Phil Wise
- c. Executive Director's Report
  - 1. Financial Update
  - 2. Licensing System Update
  - 3. Board Retreat
  - 4. Additional Expenditure Reductions

**Tab D**

**Communication from the Public**

12:05 p.m. Lunch for Board Members

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

**a. Adopt**

1. *LAC 282 Chapter 18 – Administrator temporary permits and administrator experience, ARC 2454C* **Tab E**
2. *LAC 282 Chapter 13 – Out-of-state teaching assessment requirements, elementary education endorsement field experiences, minimum grade requirements for adding endorsements, ARC 2453C* **Tab F**
3. *LAC 282 Chapter 20 – Administrator and teacher renewal units, ARC 2452C* **Tab G**
4. *LAC 282 Chapter 13 – Reading endorsements, ARC 2450C* **Tab H**
5. *LAC 282 Chapter 22 – Coaching authorization minimum education attainment requirement, ARC 2445C* **Tab I**

**b. ARRC Review Pending**

1. None

**c. Notice**

1. IAC 282 Chapter 25 - Misrepresentation, falsification of information. **Tab J**

**d. Items for Discussion**

1. IAC 282 Chapters 13, 22, and 27 – Ethics training as a requirement for standard license **Tab K**
2. IAC 282 Chapter 13 – Paraeducator **Tab L**

**Waivers**

1. PFW 16-03 Stephanie Abel **Tab M**
2. PFW 16-04 David Stern **Tab N**
3. PFW 16-05 Jerry Duey **Tab O**
4. PFW 16-06 Leslie Baskinbey **Tab P**

**Reports/Approvals**

1. Board Operating Guidelines **Tab Q**
2. FY17 Board Meeting Dates **Tab R**

2:00 p.m. Adjournment

**Next Meeting**

**June 16, 2016 (Board Retreat) and June 17, 2016 (Board Meeting)**  
**Waukee City Hall (Council Chambers), Waukee, IA**



1 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 15-179**, 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(6)(c) and (d), and  
4 order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

5  
6 Dan Dutcher moved, with a second by Sara Yedlik, that in **case number 16-02**, the  
7 Board find that the evidence gathered in the investigation, including witness  
8 statements and the documentary evidence, does not substantiate the allegations in the  
9 complaint, and that the Board therefore lacks probable cause to proceed with this  
10 matter. **MOTION CARRIED UNANIMOUSLY.**

11  
12 Jay Prescott, moved, with a second by Sara Yedlik, that in **case number 16-03**, the  
13 Board find that the evidence gathered in the investigation, including witness  
14 statements and the documentary evidence, does not substantiate the allegations in the  
15 complaint, and that the Board therefore lacks probable cause to proceed with this  
16 matter. **MOTION CARRIED UNANIMOUSLY.**

17  
18 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 16-10**, the  
19 Board find probable cause to establish a violation of the following provisions of the  
20 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(e)(4) and  
21 25.3(6)(c) and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

22  
23 Sara Yedlik moved, with a second by Jay Prescott, that in **case number 16-11**, the  
24 Board find that, although one or more of the allegations in the complaint may be  
25 substantiated by the witnesses interviewed in the course of the investigation [and/or]  
26 the documents gathered in the course of the investigation, and the allegations may  
27 constitute a technical violation of the board’s statute or administrative rules; the  
28 evidence before the board indicates that adequate steps have been taken to remedy  
29 the violation and to ensure that incidents of a similar nature do not occur in the  
30 future. The Board will not pursue formal disciplinary action in this matter. **MOTION**  
31 **CARRIED UNANIMOUSLY.**

1 Sara Yedlik moved, with a second by Dan Dutcher, that in **case number 16-22**, 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(1)(b)(2), and order  
4 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.** (Duane Magee left the  
5 room during the discussion of this case in closed session.)

6

7 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 16-12**, the  
8 Board find probable cause to establish a violation of the following provisions of the  
9 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(e)(4), 25.3(4)(b),  
10 and 25.3(6)(c), and order this case set for hearing. **MOTION CARRIED**  
11 **UNANIMOUSLY.**

12

13 Jay Prescott moved, with a second by Sara Yedlik, that in **case number 16-13**, 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(3)(c), 25.3(4)(b), (c),  
16 and (e), 25.3(6)(c), and order this case set for hearing. Roll call vote: Behrens – yes;  
17 Carroll – yes; Dutcher – recused; Garcia – yes; Overholtzer – yes; Pattee – yes; Prescott  
18 – yes; Schoening – yes; Sullivan – yes; Wortmann – yes; Yedlik - yes. **MOTION**  
19 **CARRIED.** (Duane Magee left the room during the discussion of this case in closed  
20 session.)

21

22 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 16-29**, the  
23 Board find probable cause to establish a violation of the following provisions of the  
24 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(2)(b), and order this  
25 case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

26

27 Sara Yedlik moved, with a second by Dan Dutcher, that in **case number 16-31**, 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(5)(a)(3), and order  
30 this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

31

32 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 16-17**, the  
33 Board find probable cause to establish a violation of the following provisions of the

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

3

4 Jay Prescott moved, with a second by Dan Dutcher, that in **case number 16-16**, the  
5 Board find probable cause to establish a violation of the following provisions of the  
6 Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(4)(b) and 25.3(6)(c)  
7 and order this case set for hearing. Roll call vote: Behrens – yes; Carroll – yes;  
8 Dutcher – yes; Garcia – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Schoening –  
9 yes; Sullivan – yes; Wortmann – yes; Yedlik - recused. **MOTION CARRIED.**

10

11 Sara Yedlik moved, with a second by Dan Dutcher, that in **case number 16-37**, 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(1)(e)(3) and (4),  
14 25.3(6)(c) and 25.3(8)(a) and order this case set for hearing. **MOTION CARRIED**  
15 **UNANIMOUSLY.** (Darcy Hathaway left the room during the discussion of this case in  
16 closed session.)

17

18 Jay Prescott moved, with a second by Sara Yedlik, that in **case number 15-160**, the  
19 Board accept the agreement submitted by the parties, and issue an Order  
20 incorporating the agreement of the parties and imposing the agreed upon sanction.  
21 **MOTION CARRIED UNANIMOUSLY.**

22

23 Dan Dutcher moved, with a second by Sara Yedlik, that in **case number 15-123**, 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 **MOTION CARRIED UNANIMOUSLY.**

27

28 Sara Yedlik moved, with a second by Jay Prescott, that in **case number 15-162**, the  
29 Board accept the agreement submitted by the parties, and issue an Order  
30 incorporating the agreement of the parties and imposing the agreed upon sanction.  
31 **MOTION CARRIED UNANIMOUSLY.**

32

1 Dan Dutcher moved, with a second by Sara Yedlik, that in **case number 15-35**, the  
2 Board accept the agreement submitted by the parties, and issue an Order  
3 incorporating the agreement of the parties and imposing the agreed upon sanction.

4 **MOTION CARRIED UNANIMOUSLY.**

5

6 Jay Prescott moved, with a second by Sara Yedlik, that the Board not initiate review of  
7 the proposed decision in **case number 15-23**, In the Matter of Chris Eckrich, and  
8 allow the proposed decision to become the final decision of the Board unless an appeal  
9 is taken by one of the parties within the time allowed by rule. Roll call vote: Behrens –  
10 yes; Carroll – yes; Dutcher – yes; Garcia – yes; Overholtzer – recused; Pattee – yes;  
11 Prescott – yes; Schoening – yes; Sullivan – yes; Wortmann – yes; Yedlik - yes.

12 **MOTION CARRIED.** (Renner Walker left the room during the discussion of this case  
13 in closed session.)

14

15 Sara Yedlik moved, with a second by Dan Dutcher, to extend the 180-day deadline for  
16 issuance of the final decision in **case number 15-152**, based upon the need to  
17 schedule the hearing and the need to review the proposed decision. **MOTION**  
18 **CARRIED UNANIMOUSLY.**

19

20 Dan Dutcher moved, with a second by Jay Prescott, to extend the 180-day deadline for  
21 issuance of the final decision in **case number 15-161**, based upon the need to  
22 schedule the hearing and the need to review the proposed decision. **MOTION**  
23 **CARRIED UNANIMOUSLY.**

24

25 Jay Prescott moved, with a second by Sara Yedlik, to extend the 180-day deadline for  
26 issuance of the final decision in **case number 15-163**, based upon the need to  
27 schedule the hearing and the need to review the proposed decision. **MOTION**  
28 **CARRIED UNANIMOUSLY.**

29

30 Sara Yedlik moved, with a second by Dan Dutcher, to extend the 180-day deadline for  
31 issuance of the final decision in **case number 15-164**, based upon the need to  
32 schedule the hearing and the need to review the proposed decision. **MOTION**  
33 **CARRIED UNANIMOUSLY.**

1 The following cases were discussed in open session only.

2

3 Dan Dutcher moved, with a second by Sara Yedlik, to extend the 180-day deadline for  
4 issuance of the final decision in **case number 15-151**, based upon the need to  
5 conduct the hearing and the need to review the proposed decision. **MOTION**  
6 **CARRIED UNANIMOUSLY.** (This is a contract case being prosecuted by the local  
7 district. Hearing in this case is set for April 26, 2016.)

8

9 Jay Prescott moved, with a second by Sara Yedlik, to extend the 180-day deadline for  
10 issuance of the final decision in **case number 15-153**, based upon the need to  
11 conduct the hearing and the need to review the proposed decision. **MOTION**  
12 **CARRIED UNANIMOUSLY.** (Hearing in this case is set for June 23, 2016.)

13

14 Sara Yedlik moved, with a second by Jay Prescott, to extend the 180-day deadline for  
15 issuance of the final decision in **case number 15-154**, based upon the need to  
16 conduct the hearing and the need to review the proposed decision. **MOTION**  
17 **CARRIED UNANIMOUSLY.** (Hearing in this case is set for April 14, 2016.)

18

19 Dan Dutcher moved, with a second by Jay Prescott, to extend the 180-day deadline for  
20 issuance of the final decision in **case number 15-169**, based upon the need to  
21 conduct the hearing and the need to review the proposed decision. Roll call vote:  
22 Behrens – yes; Carroll – yes; Dutcher – yes; Garcia – yes; Overholtzer – yes; Pattee –  
23 yes; Prescott – yes; Schoening – yes; Sullivan – recused; Wortmann – yes; Yedlik - yes.  
24 **MOTION CARRIED.** (This is a contract case being prosecuted by the local district.  
25 Hearing in this case is set for April 12, 2016.)

26

27 Sara Yedlik moved, with a second by Dan Dutcher, that in **case number 11-71**, the  
28 Board grant the Respondent’s request for reinstatement and issue an order stating the  
29 basis for the suspension no longer exists and it will be in the public interest for the  
30 license to be reinstated. **MOTION CARRIED UNANIMOUSLY.** (Background:  
31 Respondent was suspended for three years following a complaint that she engaged in  
32 an inappropriate relationship with a student. She was also ordered to complete an

1 ethics course, and has submitted a transcript showing she has satisfied this  
2 requirement. She also submitted an application for reinstatement.)

3  
4 Dan Dutcher moved, with a second by Sara Yedlik, that in **case number 10-21**, the  
5 Board grant the Respondent's request for reinstatement and issue an order stating the  
6 basis for the suspension no longer exists and it will be in the public interest for the  
7 license to be reinstated. **MOTION CARRIED UNANIMOUSLY.** (Background:  
8 Respondent was suspended for five years following a complaint that he engaged in  
9 inappropriate contact and exchanged inappropriate emails with a student. He was  
10 also ordered to complete a mental health evaluation. He also submitted an application  
11 for reinstatement.)

12  
13 Dan Dutcher moved, with a second by Jay Prescott, that the Board approve the closed  
14 session minutes for February 12, 2016 and March 9, 2016. **MOTION CARRIED**  
15 **UNANIMOUSLY.**

16  
17 Board Member Reports

18 The Board thanked Richard Wortmann for his service on the board. This is Mr.  
19 Wortmann's last meeting as his second term will end on April 30, 2016.

20  
21 Legislative Update

22 Duane Magee provided the legislative update to the Board since Phil Wise was not  
23 available.

24  
25 Executive Director's Report

26 Executive Director Magee reviewed the financial report.

27  
28 Licensing System Update: New features continue to be introduced. Both staff and  
29 applicants are getting used to working with the new system. We will continue to add  
30 applications – renewals and new graduates will be the last to be introduced sometime  
31 in the fall.

1 Board Retreat: The retreat and meeting will take place in Waukee at the Waukee City  
2 Hall on June 16-17, 2016. Board members were asked to continue sending agenda  
3 items to Mr. Magee as well as future presenters/presentations. Or, if they would like  
4 less presentations or to discontinue them all together. Mr. Magee and Dan Dutcher  
5 will be meeting with the Waukee superintendent within the week to discuss  
6 presentation topics.

7  
8 Board Operating Guidelines: A few minor updates have been made: 1) clarification  
9 regarding board members recusing themselves and leaving the room during closed  
10 session and, 2) updating the list of board members due outgoing/incoming board  
11 members. A final version will come before the Board for approval at the June meeting.

12  
13 Additional Expenditure Reductions: These will be discussed in further detail at the  
14 May and/or June meetings. Discussion will include: reducing staff; approaching  
15 work with fewer staff; how long phones will remain open; level of service; stop printing  
16 licenses as of July 1, 2016 – push for going paperless; reducing staff travel.

17  
18 Executive Director Magee thanked Richard Wortmann for his years of service on the  
19 board. Mr. Wortmann's second term ends April 30, 2016. He was presented with a  
20 certificate of service as well as a plaque for his year of serving as the board chair.

21  
22 Brenda Garcia, current vice chair, will be acting chair at the May and June meetings.  
23 A new chair and vice chair will be selected at the June meeting.

24  
25 Thomas Buckman, a teacher from Burlington Community Schools, will be replacing  
26 Mr. Wortmann. Mr. Buckman's board orientation will be in the coming week. His first  
27 board meeting will be May 13, 2016.

28  
29 Executive Director Magee also thanked Assistant Attorney General (AAG) Renner  
30 Walker for his time working with our board – AAG Walker will be moving out of state.  
31 The Attorney General's Office will be assigning another AAG to work with our board.

32

1 Executive Director Magee congratulated board member, Andy Pattee, Superintendent  
2 of the Cedar Falls Community School District – they passed a bond issue.

3  
4 Status of Executive Director Magee’s Replacement: The Governor’s office is in the  
5 process of appointing a replacement. (Mr. Magee will be the superintendent of  
6 Norwalk Community School District effective July 1, 2016.)

7  
8 Communication from the Public

9 None.

10  
11 Stakeholder Presentation

12 Clemencia Spizzirri, 2015 Iowa Teacher of the Year, and Isbelia Arzola, Department of  
13 Education (DE) Consultant with the Bureau of Educator Quality, provided a  
14 presentation to the board. Ms. Spizzirri shared her experiences as Teacher of the Year  
15 and Ms. Arzola explained the application and selection process for the Teacher of the  
16 Year.

17  
18 Rules

19 Adopt:

20 Mary K. Overholtzer moved, with a second by Sara Yedlik, to adopt the proposed  
21 changes to IAC 282 Chapter 13.26 – Early childhood. **MOTION CARRIED**  
22 **UNANIMOUSLY.**

23  
24 Mary K. Overholtzer moved, with a second by Anne Sullivan, to adopt the proposed  
25 changes to IAC 282 Chapter 22 – Paraeducator substitute authorization. **MOTION**  
26 **CARRIED UNANIMOUSLY.**

27  
28 Anne Sullivan moved, with a second by Dan Dutcher, to adopt the proposed changes  
29 to IAC 282 Chapter 24 – Paraeducator area of concentration. **MOTION CARRIED**  
30 **UNANIMOUSLY.**

1 ARRC Review Pending

2 IAC 282 Chapter 12 – Fee increase, ARC 2229C – Session Delay ([SJR 2007](#) nullified  
3 this IAC change)

4 IAC 282 Chapter 14 K-12 Special education endorsement; specializations, ARC 1884C  
5 – Session Delay ([SJR 2006](#) nullified this IAC change)

6 IAC 282 Chapter 18 – Administrator temporary permits and administrator experience,  
7 ARC 2454C

8 IAC 282 Chapter 13 – Out-of-state teaching assessment requirements, elementary  
9 education endorsement field experiences, minimum grade requirements for adding  
10 endorsements, ARC 2453C

11 IAC 282 Chapter 20 – Administrator and teacher renewal units, ARC 2452C

12 IAC 282 Chapter 13 – Reading endorsements, ARC 2450C

13 IAC 282 Chapter 22 – Coaching authorization minimum education attainment  
14 requirement, ARC 2445C

15  
16 Notice:

17 None.

18  
19 Items for Discussion

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

26  
27 IAC 282 Chapters 13, 22, and 27 – Ethics training as a requirement for standard  
28 license. One of the paramount goals of the Board is to create clear guidelines and  
29 expectations for code of conduct and ethics education for educators. This series of  
30 revised changes will allow educators to complete current and relevant training as a  
31 condition of transitioning from an initial to a standard license or authorization.  
32 Authorizations not listed below already include ethics training as a requirement.  
33 Chapter 272.2 also states that the board shall provide this training to any person who

1 holds a license, certificate, authorization, or statement of professional recognition.  
2 Discussion on this item will continue.

3

4 Petitions for Waiver

5 Dan Dutcher moved, with a second by Mary K. Overholtzer, that in **PFW 16-02**  
6 **Jeffrey Miller**, the Board grant the waiver. Reasons for granting: Mr. Miller holds a  
7 teaching license in the state of New York and has taught in New York for 26 years.  
8 The alternative teacher preparation program he completed is no longer in existence.  
9 Mr. Miller has attempted since November to obtain verification of his teacher  
10 preparation program from New York, but their office has been unresponsive. Inquiries  
11 from board staff went unanswered for weeks. Ultimately, the New York State  
12 Education Department responded that they did not verify the completion of Mr.  
13 Miller's particular teacher preparation program, and it would have to be verified by a  
14 particular school district. However, the board's rules require verification from the  
15 institution that administered the program, which in this case was the New York State  
16 Education Department. Mr. Miller states in his petition that denial of the waiver  
17 would impose an undue hardship because he would be unable to earn income as a  
18 teacher in Iowa. Based on information gathered by the board staff, the board is  
19 confident that Mr. Miller has completed an alternative teacher preparation program  
20 sponsored by the state of New York. He has been put in a difficult position by the lack  
21 of response from New York state education officials. The board has previously denied  
22 a request to waive this rule in PFW 15-17. The petitioner in 15-17 was unable to  
23 obtain a recommendation and verification that he had completed his out-of-state  
24 teacher preparation program because he had not successfully passed the state's  
25 required assessment. In contrast, Mr. Miller has passed the required assessments  
26 and completed all requirements for licensure in New York. He has 26 years of  
27 experience as a licensed teacher. His sole barrier to Iowa licensure is the lack of  
28 response from education officials in New York. The petition argues public health,  
29 safety, and welfare would not be compromised if a waiver were granted. The board  
30 agrees. **MOTION CARRIED UNANIMOUSLY.**

31

32

33

1 Reports/Approvals

2 BoEE Communication Plan: The Board reviewed the communication plan. The BoEE  
3 will utilize all available communication methodologies to increase the Board’s  
4 communication efforts including, but not limited to, “Zoom” meetings (or other online  
5 meeting tools), email, Twitter, Facebook, blogging, website/Internet, in-person  
6 meetings, landline telephones, cell phones, attendance at relevant conferences and  
7 meetings, and U.S. mail. Anne Sullivan moved, with a second by Brenda Garcia, to  
8 approve the BoEE Communication Plan. **MOTION CARRIED UNANIMOUSLY.**

9  
10 FY17 Board Meeting Dates: The Board was asked to review a *draft* of the FY17 board  
11 meeting dates. Approval of these dates will take place at the May or June meeting.

12  
13 There being no further business, Anne Sullivan moved, with a second by Richard  
14 Wortmann to adjourn the meeting. Meeting adjourned at 1:15 p.m. **MOTION**  
15 **CARRIED UNANIMOUSLY.**



1 Sara Yedlik moved, with a second by Mary K. Overholtzer, that in **case number 15-**  
2 **189**, the Board accept the agreement submitted by the parties, and issue an Order  
3 incorporating the agreement of the parties and imposing the agreed upon sanction.  
4 Roll call vote: Behrens – yes; Carroll – yes; Hill – yes; Overholtzer – yes; Sullivan – yes;  
5 Yedlik – yes; Wortmann – yes. **MOTION CARRIED.**

6  
7 Communication from the Public

8 None.

9  
10 There being no further business, Mary K. Overholtzer moved, with a second by Anne  
11 Sullivan to adjourn the meeting. Meeting adjourned at 4:16 p.m. **MOTION CARRIED**  
12 **UNANIMOUSLY.**

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Board of Educational Examiners (BOEE)

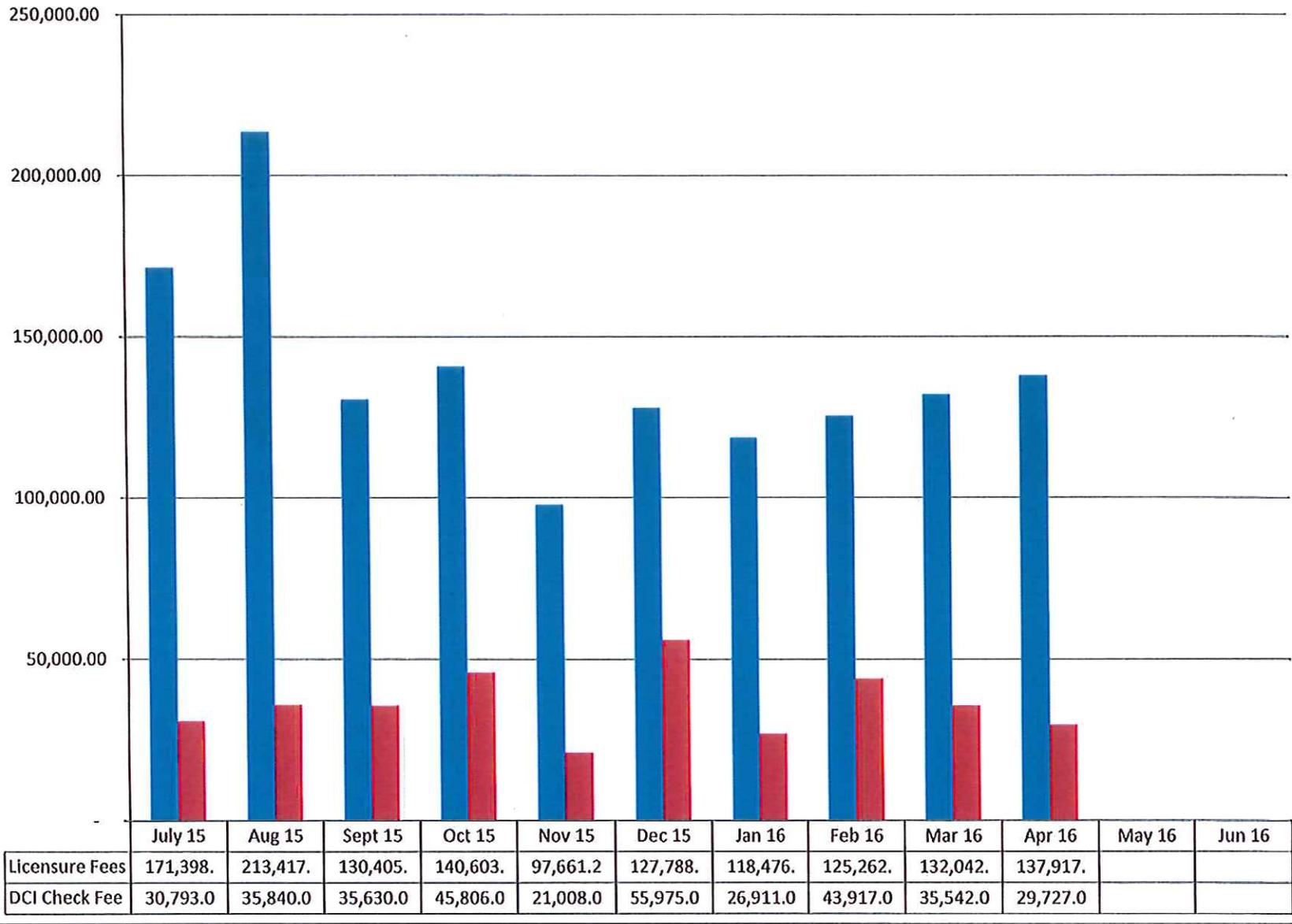
Cash Balance

12-Year History

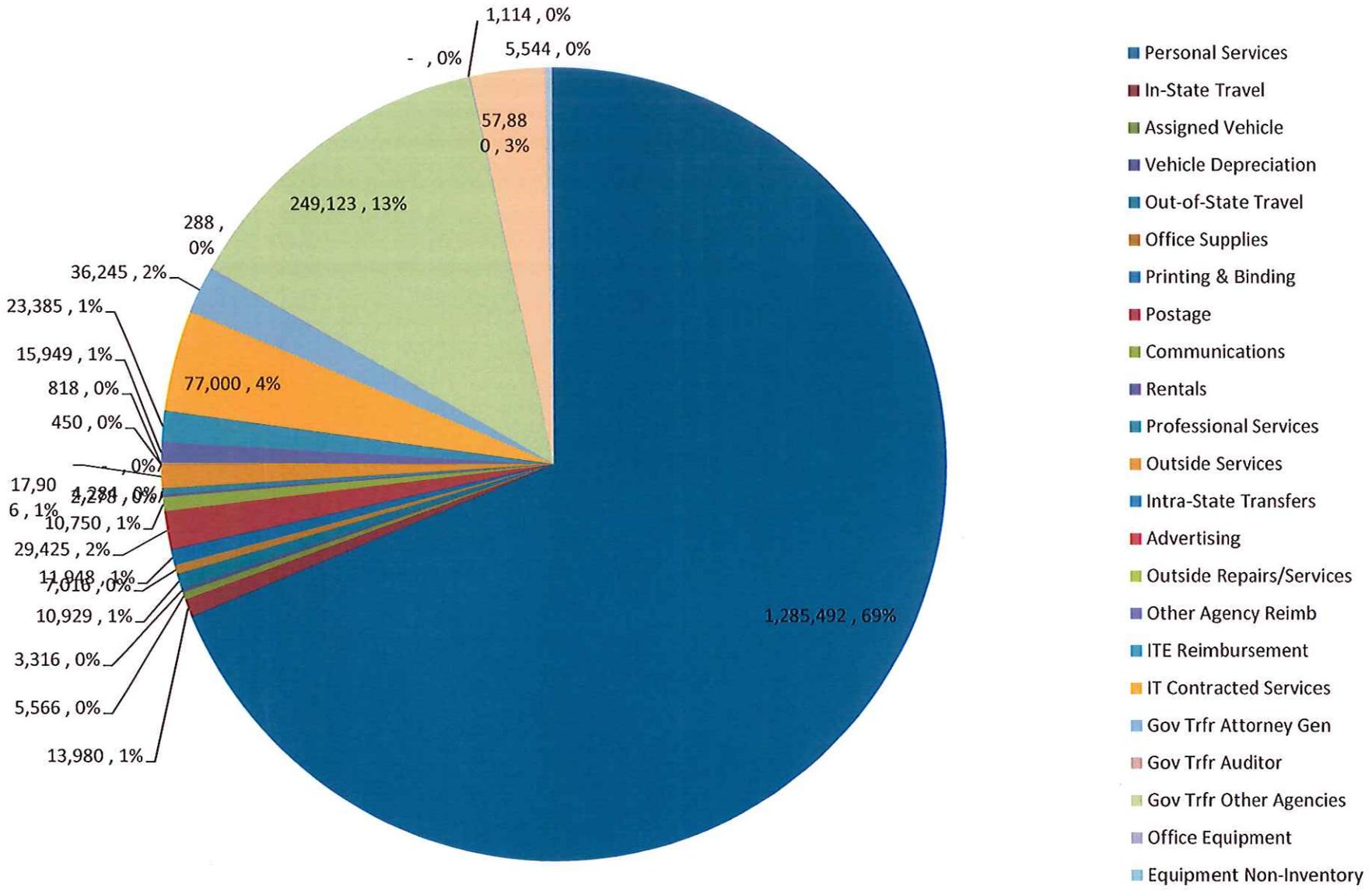
	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
BOEE Beginning Cash Balance	570,694	1,176,209	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-	34,116
State Appropriation													40,974
Total Revenues	1,756,318	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	1,774,490	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)	(18,172)	(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	552,522	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	-3%	-51%	2%	10%	13%	33%	49%	-53%	33%	302%	3545%		

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

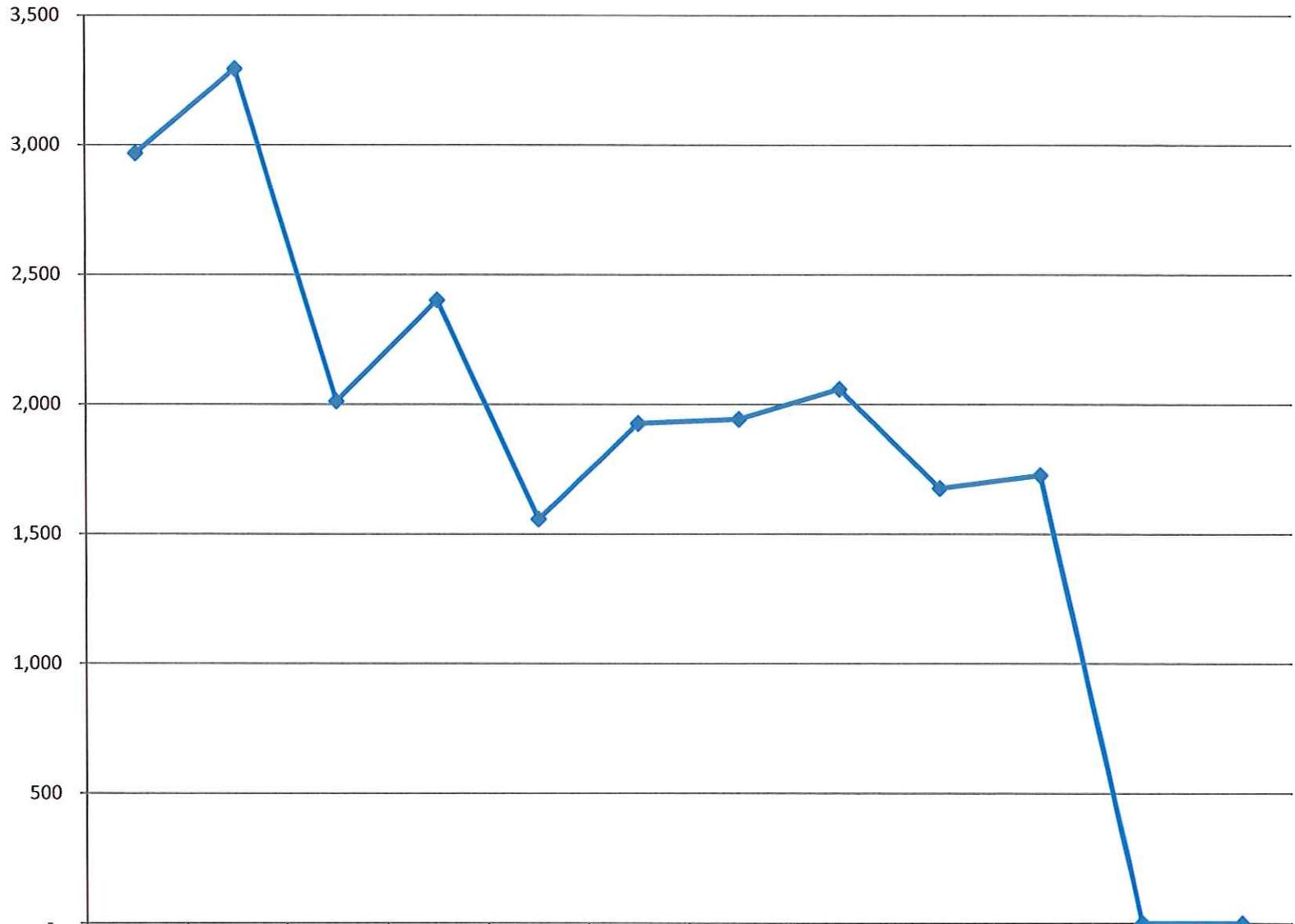
### Receipts July 2015-June 2016



## Expenditures July 2015-June 2016

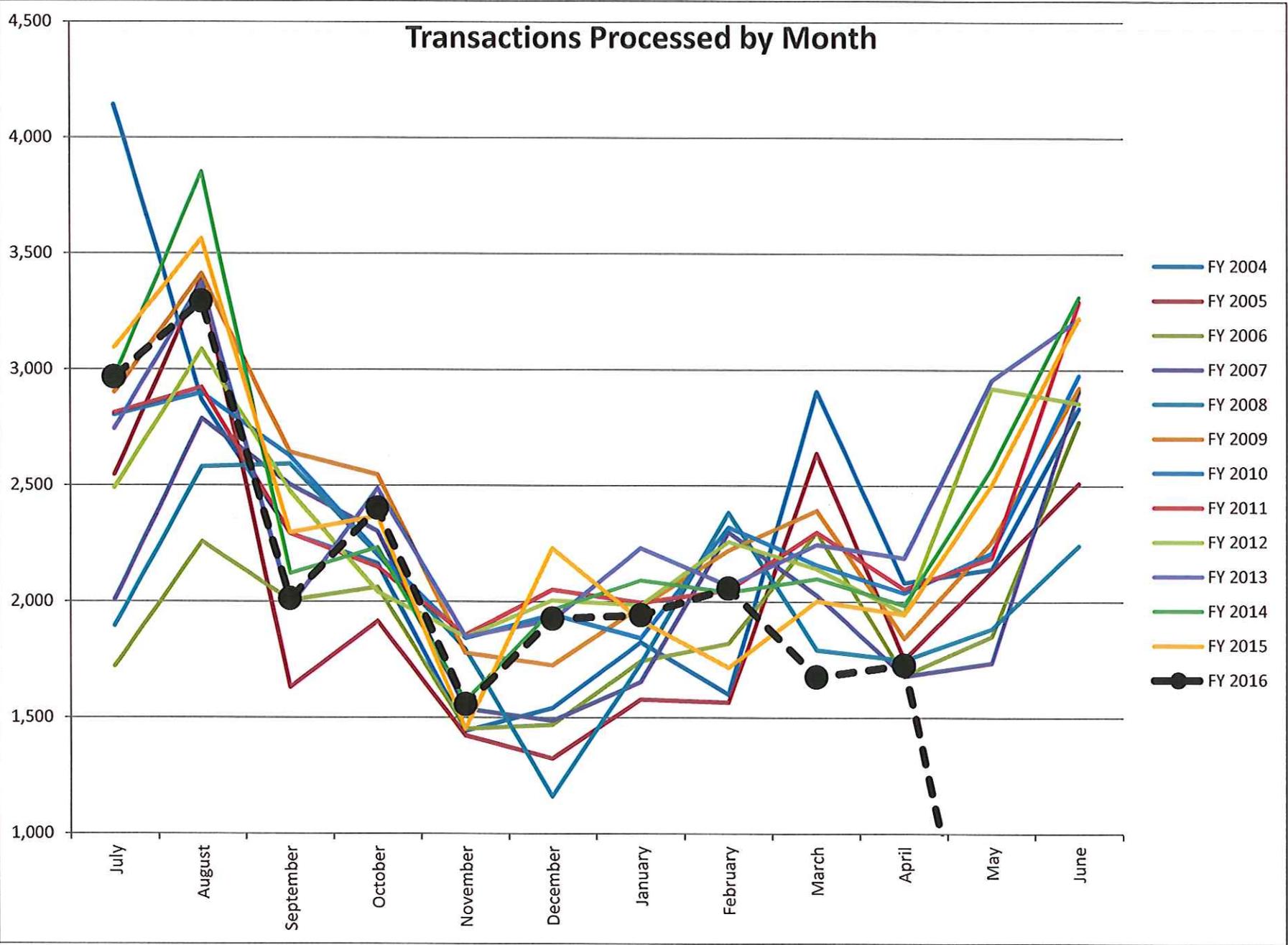


### Total # of Transactions FY16



	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total # Licenses Issued	2,967	3,294	2,012	2,402	1,557	1,926	1,942	2,058	1,676	1,727	-	-

# Transactions Processed by Month



Board of Education Examiners SFY 15 Financial Reporting by Orgn/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			6.25							196
401 Licensure Fees	171,398.25	213,417.75	130,405.50	140,603.25	97,661.25	127,788.00	118,476.75	125,262.00	132,042.00	137,917.50					1,394,972
704 DCI Check Fee	30,793.00	35,840.00	35,630.00	45,806.00	21,008.00	55,975.00	26,911.00	43,917.00	35,542.00	29,727.00					361,149
BoEE Total Receipts	202,191.25	249,342.75	166,035.50	186,409.25	118,774.25	183,763.00	145,387.75	169,185.25	167,584.00	167,644.50					1,756,318
401 Licensure Fees (GenFund)	56,611.75	70,545.25	43,083.50	46,501.75	32,234.75	42,201.00	38,992.25	41,266.00	43,343.00	45,314.50					460,094
<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	111,383.19	181,995.05	96,085.09		50,000.00	50,000.00		1,285,492
202 In-State Travel	-	1,125.61	908.61	2,920.59	1,625.05	492.20	1,843.25	2,895.58	1,205.93	963.11		-	-		13,980
203 Assigned Vehicle	-	149.15	131.35	409.08	528.46	315.69	232.66	159.57	416.30	223.69		3,000.00	3,000.00		5,566
204 Vehicle Depreciation	-	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	160.00		276.00	276.00		3,316
205 Out-of-State Travel	1,669.64	-	(354.43)	3,795.70	590.50	537.53	420.00	1,314.46	-	2,595.40		360.00	360.00		10,929
301 Office Supplies	5,222.46	8.28	10.75	220.16	111.48	-	1,031.04	36.03	98.89	126.55		150.00	150.00		7,016
309 Printing & Binding	1,284.81	-	396.92	3,910.10	2,041.50	2,723.70	434.20	99.10	28.00	1,029.25		-	-		11,948
313 Postage	-	3,817.71	3,440.84	3,218.89	3,195.30	2,131.84	2,607.87	2,698.04	2,470.05	2,494.47		3,350.00	3,350.00		29,425
401 Communications	-	1,108.02	1,163.28	1,164.44	1,114.71	1,113.60	1,104.93	1,136.03	1,055.98	1,067.17		722.00	722.00		10,750
402 Rentals	2,128.06	-	75.00	75.00	-	-	-	-	-	-		-	-		2,278
405 Professional Services	40.00	168.90	50.00	523.11	913.68	(26.41)	-	1,136.22	153.04	545.53		780.00	780.00		4,284
406 Outside Services	-	-	6,475.02	1,317.81	2,062.00	2,467.25	2,126.98	565.90	2,029.63	751.29		110.00	110.00		17,906
407 Intra-State Transfers	-	-	-	-	-	-	-	-	-	-		-	-		-
408 Advertising	-	-	-	54.56	-	-	-	-	-	395.00		-	-		450
409 Outside Repairs/Services	428.97	-	-	145.38	-	-	101.03	-	-	142.54		-	-		818
414 Other Agency Reimb	-	44.00	13,950.81	44.00	44.00	724.50	42.00	37.00	717.50	39.00		306.00	306.00		15,949
416 ITE Reimbursement	-	3,345.20	2,476.53	2,954.79	1,962.16	3,689.18	1,593.54	1,464.56	1,678.48	1,520.63		2,700.00	2,700.00		23,385
418 IT Contracted Services	-	-	30,000.00	-	-	-	-	-	47,000.00	-		-	-		77,000
432 Gov Trfr Attorney Gen	-	-	6,690.74	3,694.81	3,558.86	3,379.53	4,867.19	3,396.65	-	6,706.94		3,950.00	3,950.00		36,245
433 Gov Trfr Auditor	-	-	-	-	116.88	-	-	113.67	-	57.23		-	-		288
434 Gov Trfr Other Agencies	-	-	44,514.00	21,270.22	47,204.88	13,771.00	30,627.75	525.00	41,142.00	20,068.00		30,000.00	30,000.00		249,123
502 Office Equipment	-	-	-	-	-	-	-	-	-	-		-	-		-
503 Equipment Non-Inventory	-	-	-	-	-	1,114.00	-	-	-	-		-	-		1,114
510 IT Equipment & Software	18,713.00	-	31,607.07	27.02	319.08	-	753.51	3,910.25	-	2,550.33		-	-		57,880
602 SWICAP/Other Expense	-	-	49.70	1,923.62	49.90	946.71	581.47	(85.00)	855.79	732.04		490.00	490.00		5,544
Total Expenditures	94,798.17	133,393.64	334,117.86	150,643.44	186,147.18	150,880.29	173,903.25	131,146.25	281,206.64	138,253.26		96,194.00	96,194.00		1,870,684
Excess (Deficiency) of															
Revenue over Expenditures	107,393.08	115,949.11	(168,082.36)	35,765.81	(67,477.93)	32,882.71	(28,515.50)	38,032.75	(113,622.64)	29,391.24		(96,194.00)	(96,194.00)		(114,478)
Beginning Cash Balance	100,000.00	207,393.08	794,035.60	625,953.24	661,719.05	594,346.12	627,228.83	598,713.33	636,752.33	523,129.69	552,520.93	552,520.93	456,326.93		
Ending Cash Balance	207,393.08	794,035.60	625,953.24	661,719.05	594,346.12	627,228.83	598,713.33	636,752.33	523,129.69	552,520.93	552,520.93	456,326.93			(114,366)

June +30 expenses are anticipated expenses

Licensure Fee Receipts by Accounting Source and Month SFY 15

Acct	Class	Description	July 15	Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jun+30	Jun+60	Total
		Brought Fwd not included															
I53	234	Licensure Fees % - Other Agcy	-	85.00	-	-	105.00	-	-	6.25	-	-	-	-	-	-	196.25
I54	401	Licensure Fees %	171,398.25	213,417.75	130,405.50	140,603.25	97,661.25	127,788.00	118,476.75	125,262.00	132,042.00	137,917.50	-	-	-	-	1,394,972.25
I54	704	DCI Check Fee	30,793.00	35,840.00	35,630.00	45,806.00	21,008.00	55,975.00	26,911.00	43,917.00	35,542.00	29,727.00	-	-	-	-	361,149.00
Gen Fund	234	Licensure Fees % - Other Agcy	-	30.00	-	-	-	-	-	-	-	-	-	-	-	-	30.00
Gen Fund	401	Licensure Fees	56,611.75	70,545.25	43,083.50	46,501.75	32,234.75	42,201.00	38,992.25	41,266.00	43,343.00	45,314.50	-	-	-	-	460,093.75
		Net Receipts	<u>258,803.00</u>	<u>319,918.00</u>	<u>209,119.00</u>	<u>232,911.00</u>	<u>151,009.00</u>	<u>225,964.00</u>	<u>184,380.00</u>	<u>210,451.25</u>	<u>210,927.00</u>	<u>212,959.00</u>	-	-	-	-	<u>2,216,441.25</u>
0914	401	Refunds	238.00	1,070.00	636.00	1,226.00	1,854.00	877.00	1,025.00	-	1,211.00						8,137.00

**Obligations vs. Budget Report**  
**Budget Fiscal Year: 2016**

	<b>Total Obligations FY-To-Date</b>	<b>SY 16 Spending Plan</b>	<b>Budget Balance</b>	<b>Percent of Budget Received /Spent</b>
<b>Resources:</b>				
Balance Forward	\$ 570,693	\$ 1,176,209		
Receipts				
Salary adj				
401 Fees, Lic. & Permits	\$ 1,394,972	\$ 1,735,513		
704 Other	\$ 361,149	\$ 360,000		
<b>Total Resources:</b>	<b>\$ 2,326,815</b>	<b>\$ 3,271,722</b>	<b>\$ 1,515,601</b>	<b>54%</b>
<i>(Total Revenue)</i>	<u><u>\$ 1,756,121</u></u>			
<b>Expenditures:</b>				
101 Personal Services	\$ 1,285,492	\$ 1,569,574	\$ 284,082	82%
202 In-State Travel	\$ 13,980	\$ 25,000	\$ 11,020	56%
203 Assigned Vehicle	\$ 5,566	\$ 5,000	\$ (566)	111%
204 Vehicle Depreciation	\$ 3,316	\$ 4,000	\$ 684	83%
205 Out-of-State Travel	\$ 10,929	\$ 20,000	\$ 9,071	55%
301 Office supplies	\$ 7,016	\$ 12,000	\$ 4,984	58%
309 Printing & Binding	\$ 11,948	\$ 15,000	\$ 3,052	80%
313 Postage	\$ 29,425	\$ 38,000	\$ 8,575	77%
401 ICN/Communications	\$ 10,750	\$ 15,000	\$ 4,250	72%
402 Rentals	\$ 2,278	\$ 3,500	\$ 1,222	65%
405 Professional Services	\$ 4,284	\$ 26,000	\$ 21,716	16%
406 Outside Services	\$ 17,906	\$ 5,000	\$ (12,906)	358%
407 Trans to Other agency	\$ -	\$ -	\$ -	#DIV/0!
408 Advertising	\$ 450	\$ 3,000	\$ 2,550	15%
409 Outside Repairs/Ser	\$ 818	\$ 4,000	\$ 3,182	20%
414 Other Agency Reimb	\$ 15,949	\$ 12,000	\$ (3,949)	133%
416 ITD Reimbursement	\$ 23,385	\$ 22,000	\$ (1,385)	106%
418 IT Contracted services	\$ 77,000	\$ 36,000	\$ (41,000)	214%
432 Gov Transfer AG	\$ 36,245	\$ 41,000	\$ 4,755	88%
433 Gov Transfer Auditor	\$ 288	\$ 8,000	\$ 7,712	4%
434 Gov Trans Other Agency	\$ 249,123	\$ 360,000	\$ 110,877	69%
501/ Equipment Inventory	\$ -	\$ 102,500	\$ 102,500	0%
503 Equipment Non-Inven	\$ 1,114	\$ 3,100	\$ 1,986	36%
510 IT Equipment	\$ 57,880	\$ 60,000	\$ 2,120	96%
602 SWICAP	\$ 5,544	\$ 20,000	\$ 14,456	28%
705 Refunds	\$ 8,137	\$ 9,300	\$ 1,163	87%
<b>Carryover</b>		\$ -		
<b>Expenditure Subtotal</b>	<b>\$ 1,878,821</b>	<b>\$ 2,418,974</b>	<b>\$ 540,153</b>	<b>78%</b>
<i>Revenue Less Expenditures</i>	<u><u>\$ (122,700)</u></u>			

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

FY 2015 Actual Revenue for each License Issued

**Number of Transactions Processed by Month**

**Record Year in Green**

	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
<b>FY 2016</b>	2,967	3,294	2,012	2,402	1,557	1,926	1,942	2,058	1,676	1,727	0	0	21,561
<i>Running Total</i>	2,967	6,261	8,273	10,675	12,232	14,158	16,100	18,158	19,834	21,561	21,561	21,561	
<b>FY 2015</b>	3,095	3,564	2,297	2,368	1,452	2,230	1,918	1,717	2,003	1,946	2,505	3,224	28,319
<i>Running Total</i>	3,095	6,659	8,956	11,324	12,776	15,006	16,924	18,641	20,644	22,590	25,095	28,319	
<b>FY 2014</b>	2,968	3,852	2,120	2,232	1,571	1,964	2,092	2,040	2,099	1,984	2,576	3,314	28,812
<i>Running Total</i>	2,968	6,820	8,940	11,172	12,743	14,707	16,799	18,839	20,938	22,922	25,498	28,812	
<b>FY 2013</b>	2,744	3,375	1,978	2,488	1,849	1,920	2,231	2,068	2,246	2,188	2,956	3,219	29,262
<i>Running Total</i>	2,744	6,119	8,097	10,585	12,434	14,354	16,585	18,653	20,899	23,087	26,043	29,262	
<b>FY 2012</b>	2,490	3,087	2,475	2,041	1,849	2,005	1,985	2,259	2,141	1,951	2,920	2,857	28,060
<i>Running Total</i>	2,490	5,577	8,052	10,093	11,942	13,947	15,932	18,191	20,332	22,283	25,203	28,060	
<b>FY 2011</b>	2,812	2,923	2,294	2,149	1,857	2,051	1,996	2,050	2,299	2,055	2,189	3,293	27,968
<i>Running Total</i>	2,812	5,735	8,029	10,178	12,035	14,086	16,082	18,132	20,431	22,486	24,675	27,968	
<b>FY 2010</b>	2,804	2,899	2,626	2,210	1,842	1,944	1,843	2,321	2,158	2,037	2,211	2,976	27,871
<i>Running Total</i>	2,804	5,703	8,329	10,539	12,381	14,325	16,168	18,489	20,647	22,684	24,895	27,871	
<b>FY 2009</b>	2,902	3,413	2,644	2,547	1,779	1,726	1,979	2,221	2,393	1,844	2,259	2,923	28,630
<i>Running Total</i>	2,902	6,315	8,959	11,506	13,285	15,011	16,990	19,211	21,604	23,448	25,707	28,630	
<b>FY 2008</b>	1,895	2,580	2,592	2,199	1,795	1,161	1,733	2,384	1,792	1,748	1,883	2,242	27,344
<i>Running Total</i>	1,895	4,475	7,067	9,266	11,061	12,222	13,955	16,339	18,131	19,879	21,762	24,004	
<b>FY 2007</b>	2,008	2,788	2,503	2,302	1,538	1,486	1,654	2,300	2,028	1,680	1,736	2,910	26,747
<i>Running Total</i>	2,008	4,796	7,299	9,601	11,139	12,625	14,279	16,579	18,607	20,287	22,023	24,933	
<b>FY 2006</b>	1,722	2,259	2,005	2,062	1,452	1,469	1,744	1,820	2,299	1,683	1,851	2,776	23,142
<i>Running Total</i>	1,722	3,981	5,986	8,048	9,500	10,969	12,713	14,533	16,832	18,515	20,366	23,142	
<b>FY 2005</b>	2,547	3,394	1,631	1,916	1,423	1,324	1,579	1,567	2,640	1,753	2,130	2,511	24,415
<i>Running Total</i>	2,547	5,941	7,572	9,488	10,911	12,235	13,814	15,381	18,021	19,774	21,904	24,415	
<b>FY 2004</b>	4,142	2,867	2,293	2,164	1,443	1,541	1,825	1,600	2,906	2,082	2,141	2,834	27,838
<i>Running Total</i>	4,142	7,009	9,302	11,466	12,909	14,450	16,275	17,875	20,781	22,863	25,004	27,838	
<b>Proj FY16 for Budget</b>	2,544	3,103	2,288	2,229	1,673	1,753	1,887	2,068	2,191	1,897	2,292	2,931	27,281
<i>Running Total</i>	2,544	5,647	7,935	10,164	11,837	13,590	15,476	17,544	19,735	21,632	23,925	26,856	

FY 2015 Actual Number of Transactions Processed per Month

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Prof Adm - Online	9	10	11	9	10	12	19	4	14	8			106
Duplicate Lic - Online	33	37	19	17	13	22	20	31	27	25			244
Late Fees - online	14	17	5	6	2	3	9	3	1	3			63
Master Ed - Online	139	147	80	71	80	96	133	107	118	85			1,056
Prof Service License	22	13	11	9	8	3	9	1	4	6			31
Standard Lic - Online	213	223	131	126	114	128	203	151	152	149			1,590
Background - Renewal Online	NA	NA	233	215	212	239	364	263	288	248	0	0	2,062
Background	430	401	468	508	252	628	260	473	182	270			3,872
Background - Renewal			671	621	556	553	688	719	703	705			5,216
Initial Teacher Lic	143	182	324	337	111	500	170	413	142	280			2,602
Extended Initial	16	29	16	17	20	27	36	39	36	37			273
Standard License	369	318	259	220	171	169	243	241	225	195			2,410
Master Ed	187	213	164	140	113	133	193	162	153	185			1,643
Professional Adm	50	23	23	19	18	25	20	2	0	1			181
Authorization Extension	0	0	0	269	218	190	172	183	160	130			1,322
Coach Authorization	347	464	213	115	105	88	118	85	99	84			1,718
Substitute License	144	163	144	157	134	108	102	97	65	38			1,152
Substitute Auth	79	94	119	87	49	92	137	95	108	105			965
Endorsement	173	288	80	15	1	4	17	5	10	7			600
Duplicate Lic	27	40	13	43	37	36	53	68	60	68			445
Tx Evaluation	166	143	59	406	145	76	58	116	79	42			1,310
Late Payment	73	194	89	32	23	27	17	13	2	27			497
Out-of-state T or A	126	75	29	0	1	1	0	0	0	0			232
Out-of-country	0	0	12	7	13	21	20	13	16	19			121
BTW Driving Instr	10	7	4	45	39	47	67	41	44	62			366
Class A	149	94	55	13	5	2	4	8	3	1			334
Executive Director Decision	13	53	6	127	49	18	21	24	23	32			366
Class B	196	310	93	18	5	11	6	7	3	12			661
Class E	35	40	4	0	0	1	0	0	1	0			81
Class G	3	12	3	0	1	0	1	1	0	0			21
Coach Auth Extend	7	9	0	3	5	4	2	4	4	2			40
Evaluator License	0	6	3	3	4	1	3	4	3	4			31
Renew Evaluator License	1	2	0	0	0	0	1	1	0	0			5
Initial Adm Lic	9	58	15	17	9	19	20	23	14	12			196
Extended Initial Adm	1	1	0	2	1	3	1	1	0	2			12
Renew Initial Administrator	5	2	3	4	0	1	1	6	2	2			26
Convert Initial Administrator	5	10	2	1	0	0	3	7	8	3			39
Renew Professional Administrator	11	19	3	1	1	0	13	22	25	14			109
Extend Professional Administrator	1	4	0	1	0	1	2	5	2	0			16
Administrator Exchange	8	2	3	4	2	2	1	3	4	7			36
Extend Administrator Exchange	0	1	1	0	0	0	0	0	0	2			4
Convert Administrator Exchange	0	0	0	0	0	0	0	4	5	0			9
Class B Administrator	4	1	4	3	0	0	0	1	1	2			16
Add Endorsement to Admin	0	0	0	0	0	0	0	0	0	0			0
CTE Authorization	2	2	3	0	0	0	0	2	0	1			10
Initial CTE Authorization	4	1	0	0	0	2	0	0	1	0			8
Paraeducator	128	81	37	31	24	41	26	29	17	47			461
Paraeducator Add Concentration	19	14	7	1	3	1	2	0	2	0			49
Orientation and Mobility Specialist	1	0	0	0	0	0	0	0	0	0			1
Statement of Professional Recognition	29	36	22	16	16	10	12	14	9	11			175
Teacher Intern License	11	3	0	0	0	0	0	0	0	0			14
Initial Prof Service	4	10	4	1	0	0	2	7	5	13			46
Professional Service	22	20	10	11	7	7	8	7	8	14			114
PSL - Class A	3	2	0	0	1	1	1	0	0	3			11
PSL - Class B	0	0	0	0	0	0	0	0	0	0			0
IPREP-Portfolio Review	0	1	0	1	0	0	0	0	0	0			2
SBO	21	27	23	28	17	21	20	22	21	17			217
Native Language Authorization	0	2	0	1	1	0	0	0	0	0			4
SAM	0	0	0	6	4	1	2	0	2	0			15
IJAG Authorization	0	1	0	0	1	0	0	2	1	0			5
Activities Admin. Auth.	2	1	0	0	1	1	0	0	0	0			5
Over Payment	3	12	5	8	3	4	3	7	6	5			58
<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>2,058</b>	<b>1,676</b>	<b>1,727</b>	<b>-</b>	<b>-</b>	<b>21,325</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	\$ 1,938	\$ 1,144	\$ 978	\$ 801	\$ 890	\$ 1,068	\$ 1,691	\$ 358	\$ 1,248	\$ 712			\$ 10,822
Duplicate Lic - Online	\$ 594	\$ 666	\$ 342	\$ 306	\$ 234	\$ 396	\$ 360	\$ 658	\$ 486	\$ 450			\$ 4,392
Late Fees - online	\$ 650	\$ 1,200	\$ 160	\$ 775	\$ 75	\$ 75	\$ 350	\$ 175	\$ 50	\$ 200			\$ 3,700
Master Ed - Online	\$ 12,232	\$ 12,936	\$ 7,118	\$ 6,319	\$ 7,120	\$ 8,544	\$ 11,837	\$ 9,523	\$ 10,502	\$ 7,565			\$ 55,091
Prof Service License	\$ 792	\$ 880	\$ 979	\$ 712	\$ 712	\$ 267	\$ 801	\$ 89	\$ 356	\$ 534			\$ 6,122
Standard Lic - Online	\$ 18,744	\$ 19,624	\$ 11,659	\$ 11,214	\$ 10,146	\$ 11,392	\$ 18,067	\$ 13,439	\$ 13,528	\$ 13,261			\$ 141,074
<b>Background - Renewal Online</b>													
Background	\$ 27,891.00	\$ 29,852.00	\$ 35,095.00	\$ 38,076.00	\$ 18,930	\$ 47,080	\$ 19,490	\$ 35,510	\$ 13,630	\$ 20,285			\$ 285,839
Background - Renewal			\$ 671.00	\$ 621.00	\$ 656	\$ 653	\$ 688	\$ 719	\$ 703	\$ 705			\$ 5,216
Initial Teacher Lic	\$ 12,165.00	\$ 15,460.00	\$ 27,540.00	\$ 28,644.00	\$ 9,435	\$ 42,500	\$ 14,450	\$ 35,050	\$ 12,070	\$ 23,600			\$ 221,144
Extended Initial	\$ 400.00	\$ 725.00	\$ 400.00	\$ 425.00	\$ 500	\$ 675	\$ 900	\$ 975	\$ 900	\$ 925			\$ 6,825
Standard License	\$ 31,366.00	\$ 27,030.00	\$ 21,991.00	\$ 18,700.00	\$ 14,535	\$ 14,390	\$ 20,635	\$ 20,510	\$ 19,125	\$ 18,595			\$ 204,877
Master Ed	\$ 15,911.00	\$ 18,105.00	\$ 13,940.00	\$ 11,900.00	\$ 9,605	\$ 11,305	\$ 16,405	\$ 13,770	\$ 13,005	\$ 15,725			\$ 139,671
Professional Adm	\$ 4,262.00	\$ 1,955.00	\$ 1,955.00	\$ 1,615.00	\$ 1,530	\$ 2,125	\$ 1,700	\$ 170	\$ -	\$ 85			\$ 15,397
Coach Authorization	\$ 29,520.00	\$ 39,425.00	\$ 18,135.00	\$ 22,890.00	\$ 18,565	\$ 16,150	\$ 14,620	\$ 15,555	\$ 13,600	\$ 11,050			\$ 159,510
Substitute License	\$ 12,245.00	\$ 13,855.00	\$ 12,240.00	\$ 9,775.00	\$ 8,925	\$ 7,480	\$ 10,030	\$ 7,245	\$ 8,415	\$ 7,140			\$ 97,350
Substitute Auth	\$ 6,717.00	\$ 7,990.00	\$ 10,115.00	\$ 13,345.00	\$ 11,390	\$ 9,160	\$ 8,670	\$ 8,245	\$ 5,525	\$ 3,230			\$ 84,407
Endorsement	\$ 8,650.00	\$ 14,400.00	\$ 4,000.00	\$ 4,350.00	\$ 2,450	\$ 4,600	\$ 8,850	\$ 4,749	\$ 5,400	\$ 5,250			\$ 60,699
Duplicate Lic	\$ 405.00	\$ 600.00	\$ 195.00	\$ 225.00	\$ 15	\$ 60	\$ 255	\$ 75	\$ 150	\$ 105			\$ 2,085
Tx Evaluation	\$ 11,135.00	\$ 8,580.00	\$ 3,540.00	\$ 2,573.00	\$ 2,220	\$ 2,160	\$ 3,180	\$ 4,080	\$ 3,610	\$ 4,075			\$ 45,153
Late Payment	\$ 1,834.00	\$ 4,844.00	\$ 2,215.00	\$ 10,147.00	\$ 3,615	\$ 1,890	\$ 1,440	\$ 2,905	\$ 1,980	\$ 1,055			\$ 31,925
Out-of-state T or A	\$ 10,741.00	\$ 6,380.00	\$ 2,465.00	\$ 2,720.00	\$ 1,930	\$ 2,295	\$ 1,445	\$ 1,105	\$ 170	\$ 2,295			\$ 31,546
Out-of-country	\$ -	\$ -	\$ 1,020.00	\$ -	\$ 85	\$ 85	\$ -	\$ -	\$ -	\$ -			\$ 1,190
BTW Driving Instr	\$ 400.00	\$ 280.00	\$ 160.00	\$ 280.00	\$ 520	\$ 840	\$ 800	\$ 520	\$ 640	\$ 760			\$ 5,200
Class A	\$ 12,675.00	\$ 7,990.00	\$ 4,675.00	\$ 3,825.00	\$ 3,315	\$ 3,995	\$ 5,695	\$ 3,485	\$ 3,740	\$ 5,270			\$ 54,665
Executive Director Decision	\$ 1,105.00	\$ 4,505.00	\$ 510.00	\$ 1,105.00	\$ 425	\$ 170	\$ 340	\$ 680	\$ 255	\$ 85			\$ 9,180
Class B	\$ 16,635.00	\$ 26,350.00	\$ 7,905.00	\$ 10,795.00	\$ 4,165	\$ 1,530	\$ 1,785	\$ 2,040	\$ 1,955	\$ 2,755			\$ 75,915
Class E	\$ 5,295.00	\$ 5,936.00	\$ 600.00	\$ 2,710.00	\$ 715	\$ 1,695	\$ 900	\$ 1,079	\$ 430	\$ 1,865			\$ 21,225
Class G	\$ 255.00	\$ 1,010.00	\$ 255.00	\$ -	\$ -	\$ 85	\$ -	\$ -	\$ 85	\$ -			\$ 1,690
Authorization Extension	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -	\$ 85	\$ 85	\$ -	\$ -			\$ 255
Coach Auth Extend	\$ 280.00	\$ 360.00	\$ -	\$ 120.00	\$ 200	\$ 160	\$ 80	\$ 160	\$ 160	\$ 80			\$ 1,600
Evaluator License	\$ -	\$ 510.00	\$ 255.00	\$ 255.00	\$ 340	\$ 85	\$ 255	\$ 340	\$ 255	\$ 340			\$ 2,635
Renew Evaluator License	\$ 88.00	\$ 170.00	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ 85	\$ -	\$ -			\$ 428
Initial Adm Lic	\$ 765.00	\$ 4,930.00	\$ 1,275.00	\$ 1,445.00	\$ 765	\$ 1,615	\$ 1,700	\$ 1,955	\$ 1,190	\$ 1,020			\$ 16,660
Extended Initial Adm	\$ 85.00	\$ 85.00	\$ -	\$ 170.00	\$ 85	\$ 255	\$ 85	\$ 85	\$ 25	\$ 170			\$ 1,045
Renew Initial Administrator	\$ 428.00	\$ 170.00	\$ 255.00	\$ 340.00	\$ -	\$ 85	\$ 85	\$ 510	\$ 170	\$ 170			\$ 2,211
Convert Initial Administrator	\$ 425.00	\$ 850.00	\$ 170.00	\$ 85.00	\$ -	\$ -	\$ 255	\$ 595	\$ 680	\$ 255			\$ 3,315
Renew Professional Administrator	\$ 935.00	\$ 1,615.00	\$ 255.00	\$ 85.00	\$ 85	\$ -	\$ 1,105	\$ 1,870	\$ 2,125	\$ 1,190			\$ 9,265
Extend Professional Administrator	\$ 85.00	\$ 340.00	\$ -	\$ 85.00	\$ -	\$ 85	\$ 170	\$ 425	\$ 170	\$ -			\$ 1,360
Administrator Exchange	\$ 680.00	\$ 170.00	\$ 255.00	\$ 340.00	\$ 170	\$ 170	\$ 85	\$ 255	\$ 340	\$ 595			\$ 3,060
Extend Administrator Exchange	\$ -	\$ 85.00	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 170			\$ 340
Convert Administrator Exchange	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 340	\$ 425	\$ -			\$ 765
Class B Administrator	\$ 340.00	\$ 85.00	\$ 340.00	\$ 255.00	\$ -	\$ -	\$ -	\$ 85	\$ 85	\$ 170			\$ 1,360
Add Endorsement to Admin	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			\$ -
CTE Authorization	\$ 170.00	\$ 170.00	\$ 255.00	\$ -	\$ -	\$ -	\$ -	\$ 170	\$ -	\$ 85			\$ 850
Initial CTE Authorization	\$ 340.00	\$ 85.00	\$ -	\$ -	\$ -	\$ 170	\$ -	\$ -	\$ 85	\$ -			\$ 680
Paraeducator	\$ 5,122.00	\$ 3,240.00	\$ 1,495.00	\$ 1,240.00	\$ 960	\$ 1,640	\$ 1,040	\$ 1,160	\$ 680	\$ 1,880			\$ 18,457
Paraeducator Add Concentration	\$ 475.00	\$ 350.00	\$ 175.00	\$ 25.00	\$ 75	\$ 25	\$ 50	\$ -	\$ 50	\$ -			\$ 1,225
Orientation & Mobility Specialist	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			\$ 85
Statement of Professional Recognition	\$ 2,465.00	\$ 3,060.00	\$ 1,870.00	\$ 1,360.00	\$ 1,360	\$ 850	\$ 1,020	\$ 1,190	\$ 765	\$ 935			\$ 14,875
Teacher Intern License	\$ 1,355.00	\$ 295.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			\$ 1,650
Initial Professional Service	\$ 340.00	\$ 850.00	\$ 340.00	\$ 85.00	\$ -	\$ -	\$ 170	\$ 595	\$ 425	\$ 1,095			\$ 3,900
Professional Service	\$ 1,872.00	\$ 1,700.00	\$ 850.00	\$ 935.00	\$ 595	\$ 595	\$ 680	\$ 595	\$ 680	\$ 1,190			\$ 9,692
PSL- Class A	\$ 255.00	\$ 170.00	\$ -	\$ -	\$ 85	\$ 85	\$ 85	\$ -	\$ -	\$ 255			\$ 935
PSL- Class B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			\$ -
IPREP-Portfolio Review	\$ -	\$ 375.00	\$ -	\$ 440.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			\$ 815
SBO	\$ 1,786.00	\$ 2,295.00	\$ 1,955.00	\$ 2,380.00	\$ 1,445	\$ 1,785	\$ 1,700	\$ 1,870	\$ 1,785	\$ 1,445			\$ 18,446
Native Language Authorization	\$ -	\$ 170.00	\$ -	\$ 85.00	\$ 85	\$ -	\$ -	\$ -	\$ -	\$ -			\$ 340
SAM	\$ -	\$ -	\$ -	\$ 510.00	\$ 340	\$ 85	\$ 170	\$ -	\$ 170	\$ -			\$ 1,275
IJAG	\$ -	\$ 85.00	\$ -	\$ -	\$ 85	\$ -	\$ -	\$ 170	\$ 85	\$ -			\$ 425
Activities Admin. Auth.	\$ 170.00	\$ 85.00	\$ -	\$ -	\$ 85	\$ 85	\$ -	\$ -	\$ -	\$ -			\$ 425
Over Payment	\$ 89.00	\$ 76.00	\$ 139.00	\$ 119.00	\$ 81.00	\$ 81.00	\$ 14.00	\$ 420.00	\$ 17.00	\$ 110.00	\$ -	\$ -	\$ 1,146.00
<b>Grand Total</b>	\$ 263,166	\$ 294,093	\$ 200,817	\$ 215,207	\$ 139,529	\$ 200,441	\$ 172,303	\$ 195,597	\$ 141,923	\$ 156,932	\$ -	\$ -	\$ 1,941,428
<b>Background Total</b>	\$ 27,891	\$ 29,852	\$ 35,765	\$ 38,697	\$ 19,466	\$ 47,633	\$ 20,178	\$ 36,229	\$ 14,333	\$ 20,990	\$ -	\$ -	\$ 291,655
<b>BoEE Revenue</b>	\$ 176,471	\$ 193,165	\$ 123,768	\$ 132,383	\$ 90,032	\$ 114,606	\$ 114,094	\$ 119,526	\$ 95,693	\$ 101,957	\$ -	\$ -	\$ 1,237,760
<b>General Fund Total</b>	\$ 58,824	\$ 66,062	\$ 41,263	\$ 44,128	\$ 30,011	\$ 38,202	\$ 38,031	\$ 39,842	\$ 31,698	\$ 33,666	\$ -	\$ -	\$ 412,593
<b>BoEE+GenFund</b>	\$ 235,295	\$ 264,246	\$ 165,051	\$ 176,510	\$ 120,043	\$ 152,808	\$ 152,125	\$ 159,368	\$ 127,590	\$ 135,642	\$ -	\$ -	\$ 1,650,373
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

## ADOPTION MEMO

**Date:** May 13, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 18

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

These proposed changes were published in the March 16<sup>th</sup> edition of the Iowa Administrative Bulletin as ARC 2454C. A public hearing took place on April 6, 2016. There were no attendees at the public hearing. The board received one written comment in opposition to the proposed experience requirement change from Tammy Wawro, president of the Iowa State Education Association, on behalf of the members of the association.

## EDUCATIONAL EXAMINERS BOARD[282]

## Notice of Intended Action

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

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

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

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

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, April 8, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319; or sent by e-mail to [kim.cunningham@iowa.gov](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, April 6, 2016, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

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

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

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

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

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

The following amendments are proposed.

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

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

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

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

~~The temporary permit shall serve as evidence of the applicant’s authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check and~~

the board's receipt of verification of completion of the Praxis II examination. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

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

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

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

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

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

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

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

**18.8(2) Experience requirement.**

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

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

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

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

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

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

a. and b. No change.

c. *Other.*

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

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

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

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

~~b. Program requirements.~~

~~(1) Degree master's.~~

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

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

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

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

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

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

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

~~7. Completion of evaluator training component.~~

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

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

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

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

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

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

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

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

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

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

~~b.—Program requirements.~~

~~(1)—Degree—master's.~~

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

~~1.—Knowledge of early adolescent and secondary-level administration, supervision, and evaluation.~~

~~2.—Knowledge and skill related to early adolescent and secondary-level curriculum development.~~

~~3.—Knowledge of human growth and development from early adolescence through early adulthood, to include an observation practicum.~~

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

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

~~6.—Planned field experiences in early adolescence or secondary school administration.~~

~~7.—Completion of evaluator training component.~~

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

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

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

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

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

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

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

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

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

**18.11(2) Program requirements.**

a. to c. No change.

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

e. No change.

Cunningham, Kim [BOEE]

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From: Hickman, Christy [IA] <Christy.Hickman@isea.org>  
Sent: Friday, April 08, 2016 12:04 PM  
To: Cunningham, Kim [BOEE]  
Cc: Hickman, Christy [IA]; Wawro, Tammy [IA]  
Subject: ISEA Comment on ARC 2454C  
Attachments: ISEA Comment on ARC 2454C 4 8 16.pdf

Follow Up Flag: Follow up  
Flag Status: Flagged

Dear Ms. Cunningham,

On behalf of ISEA President Tammy Wawro, I am forwarding a comment on Notice of Intended Action, ARC 2454C. The comment is attached.

Thank you for your assistance.

Best regards,  
Christy Hickman

Christy A.A. Hickman  
Staff Counsel  
Iowa State Education Association  
777 Third Street  
Des Moines, Iowa 50309  
(PH) 515-471-8004  
(FAX) 515-471-8017  
christy.hickman@isea.org



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Iowa State Education Association  
1000 East 14th Street  
Des Moines, IA 50319-0147  
515-281-2200

April 8, 2016

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

Dear Members of the Iowa Board of Educational Examiners:

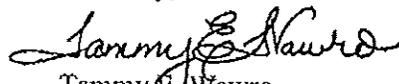
On behalf of the members of the Iowa State Education Association, I am writing in opposition to the proposed rule which will lower current standards for administrative licensure, *Notice of Intended Action*, ARC 2454C. Currently, principals must have a minimum of three years of classroom experience in order to qualify for an administrative license. The proposal would reduce the minimum to two years of teaching in the classroom environment. Because we believe the current experience requirement is essential to effectively prepare principals for their responsibilities, we hope you reject the proposal.

Principals today are "leaders of learning" who must be prepared to "develop a team delivering effective instruction." *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*, Perspective, The Wallace Foundation, pg. 6, January 2013. Leading educational scholar, Linda Darling Hammond, describes an effective principal as one who functions as a "principal teacher" committed to "focusing on instruction along with and by the side of teachers - not top down mandates and edicts." *Id.* pg. 18. There is no better preparation for the role of "principal teacher" than classroom teaching experience. By departing from standards of rigorous preparation and meaningful classroom experience, we may expand the field of potential administrators, but we do so at the expense of the school community and student achievement.

Our enduring focus in Iowa is providing a good quality education to all students. As our leaders of instruction, principals are central to a positive school environment and high student achievement. The current proposal fails to reflect our commitment to high educational standards for administrators.

Thank you for your consideration.

Sincerely,

  
Tammy E. Wawro  
President

Students  
& Parents



Schools Teachers

## ADOPTION MEMO

**Date:** May 13, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 13

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

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

These proposed changes were published in the March 16<sup>th</sup> edition of the Iowa Administrative Bulletin as ARC 2453C. A public hearing was held on April 6, 2016. There were no attendees at the public hearing and no written comments received.

**EDUCATIONAL EXAMINERS BOARD[282]**

**Notice of Intended Action**

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

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

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

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

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

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, April 8, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, East 14th Street and Grand Avenue, Des Moines, Iowa 50319; or sent by e-mail to [kim.cunningham@iowa.gov](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, April 6, 2016, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

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

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

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

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

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

The following amendments are proposed.

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

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

a. No change.

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

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

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

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

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

(4) to (6) No change.

c. to e. No change.

ITEM 2. Rescind subrule 13.26(4).

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

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

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

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

b. *Content.*

(1) to (8) No change.

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

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

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

a. No change.

b. *Additional requirements for adding an endorsement.*

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

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

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

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

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

## ADOPTION MEMO

**Date:** May 13, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 20

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

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

These proposed changes were published in the March 16<sup>th</sup> edition of the Iowa Administrative Bulletin as ARC 2452C. A public hearing was held on April 6, 2016. There were no attendees at the public hearing, and the board received no written comments.

**EDUCATIONAL EXAMINERS BOARD[282]**

**Notice of Intended Action**

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

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

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

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

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, April 8, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th and Grand Avenue, Des Moines, Iowa; or sent by e-mail to [kim.cunningham@iowa.gov](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, April 6, 2016, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

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

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

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

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

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

The following amendments are proposed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**20.9(3)** No change.

## ADOPTION MEMO

**Date:** May 13, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 13

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

These proposed changes were published in the March 16<sup>th</sup> edition of the Iowa Administrative Bulletin as ARC 2450C. A public hearing was held on April 6, 2016. The board received written comments which are attached. Based on public comments and a recent Iowa code change, more specific language has been added to add clarity regarding dyslexia. The highlighted text below reflects the proposed changes from notice to adoption.

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

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

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

(2) The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including the analysis of scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice, and also **definitions of reading difficulties including but not limited to dyslexia.**

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

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

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

(2) The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction, **including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties.**

(3) The practitioner demonstrates knowledge of grouping students, selecting materials appropriate for

learners with diverse abilities at various stages of reading and writing development, differentiating instruction to meet the unique needs of all learners, including students with dyslexia, offering sufficient opportunities for students to practice reading skills, and providing frequent and specific instructional feedback to guide students' learning.

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

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

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

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

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

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

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

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

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

(2) The practitioner demonstrates an understanding of reading theory, knowledge, and a variety of research-based strategies and approaches to provide effective literacy instruction into content areas.

(3) The practitioner demonstrates knowledge of integrating literacy instruction into content areas for all students, including but not limited to students with disabilities, students who are at risk of academic failure, students who have been identified as gifted and talented, students who have limited English language proficiency, and students with dyslexia, whether or not such students have been identified as children requiring special education under chapter 256B.

*e. Language development.* This requirement includes the following competency: The practitioner uses knowledge of oral language development, linguistics including phonology and phonological awareness, sound-symbol association, syllable types, morphology, syntax and semantics and the relationship of these components to typical and atypical reading development and reading instruction, cognitive academic language development, oral and written language proficiency (including second language development), acquisition of reading skills, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

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

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

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

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

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

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

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

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

*i. Practicum.* This requirement includes the following competencies:

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

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

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

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

*a. Authorization.* The holder of this endorsement is authorized to serve as a reading specialist in kindergarten and grades one through 12.

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

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

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

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

1. Work collaboratively with teachers to develop a literacy curriculum that has vertical and horizontal alignment 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, including but not limited to approaches to improve decoding, comprehension, and information retention, to meet the language-proficiency needs of English language learners and needs of students with reading difficulties or reading disabilities, including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties within or outside the regular classroom.

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

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

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

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, demonstrate an understanding of the signs and symptoms of reading difficulties including but not limited to dyslexia, and also demonstrate an understanding of 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 students with 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 including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties, and to plan professional development initiatives.

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

(4) Administration and supervision of reading programs. 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.

(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.

(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, linguistics including phonology and phonological awareness, sound-symbol association, syllable types, morphology, syntax and semantics and the relationship of these components to typical and atypical reading development and reading instruction, ranges of individual differences, reading difficulties and reading disabilities including but not limited to dyslexia, and the importance of the role diversity plays in learning to read and write.

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

**EDUCATIONAL EXAMINERS BOARD[282]**

**Notice of Intended Action**

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

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

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

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

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, April 8, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319; or sent by e-mail to [kim.cunningham@iowa.gov](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, April 6, 2016, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

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

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

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

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

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

The following amendments are proposed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*i. Practicum.* This requirement includes the following competencies:

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

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

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

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

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

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

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

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

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

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

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

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

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

**April 6, 2016 Rules Hearing**  
**Grimes State Office Bldg., Conference Rm. 3SW**

**Darcy Hathaway:**

It is 1:00 p.m. on Wednesday, April 6, 2016. It is the appointed time for the public hearing on the proposed rule amendments filed under Notice of Intended Action ARC numbers 2445C, 2450C, 2452C, 2453C, and 2454C. These notices were published on March 16, 2016, in the Iowa Administrative Bulletin.

If you would like to comment, please state your name and whether you are here on behalf of any particular organization. Thank you.

**Anna Ver Ploeg**

My name is Anna Ver Ploeg. I am a board member with Decoding Dyslexia Iowa. I am going to read a statement that is Decoding Dyslexia Iowa's organizational statement. (See attached Exhibit A signed by Katie Greving, President of Decoding Dyslexia Iowa.)

**Amy Dahlke**

My name is Amy Dahlke and I am going to read the letter from the Iowa trained educators with reading endorsements. (See attached Exhibit B.) Ms. Dahlke also read the quotes from various teachers. (See last page of attached Exhibit B.)

**Jill Smith**

My name is Jill Smith and I am also a board member with Decoding Dyslexia Iowa but my statement is a personal statement as Zach Smith's mom. (See attached Exhibit C.)

**Anna Ver Ploeg**

My name is Anna Ver Ploeg and I am reading this on behalf of my kiddos. (See attached Exhibit D.)

**Julie DeLanoit** (The following is a transcription, to the best of the ability of the board secretary, of the remarks offered by Julie DeLanoit.)

My name is Julie DeLanoit and I am here as a former special ed. teacher and also as a current tutor of kids with dyslexia. And, as a former special ed. teacher attending an Iowa college, I did not learn about dyslexia in my training. After years of working with kids and not understanding why they were struggling, it became apparent some kids just don't understand. They are just not going to be good readers like you are used to with your other children. After doing research and really understanding dyslexia, it breaks my heart knowing that all these former students that I had needed a different approach than what I was able to give them in the special ed. classroom. Now as a current tutor of kids with dyslexia, I am currently working with a 20-year-old who went through the special ed. program during her school years. She came to me after she graduated, recently diagnosed with dyslexia and asked me all the time, "Why didn't I get this type of instruction when I was in school?" After ten months of working with her, she is now

gaining confidence and feeling like she can become a reader and is looking at maybe attending DMACC. She didn't have any hope of doing that before and she asked me all the time, "Why didn't I learn this?" If our teachers would receive, in college, knowledge of what to look for regarding dyslexia, how to go about teaching it and then being able to give these students an Orton-Gillingham type of program, imagine what these kids could be today. Not a 20-year-old learning to read but getting it documented when they are in first grade. That's why these rules need to include more specific language on dyslexia.

**Darcy Hathaway**

Would anyone else like to add anything further?

There were no other comments and the hearing ended.

April 6, 2016

To: Kim Cunningham  
RE: Reading Endorsement Rules

My name is Katie Greving and I am the President of Decoding Dyslexia Iowa. I am here to share Decoding Dyslexia Iowa's position on the proposed Rules for Reading Endorsements.

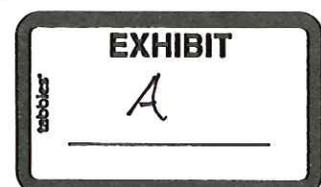
Decoding Dyslexia Iowa attended several meetings of the Iowa Board of Educational Examiners regarding these rules. As a result, the word "dyslexia" is now listed in the rules three times. While we appreciate this change, just adding the word will not create meaningful change in what is taught by Iowa colleges and universities. As they are written, teacher preparation programs still don't have to teach much about dyslexia at all.

Decoding Dyslexia Iowa asked for these rules to include more precise language about dyslexia. Specifically, we asked for teachers with Reading Endorsements to be taught:

- *The definition of dyslexia; its signs and symptoms; current research; neurology and hereditary factors; and best practices for intervention, classroom accommodations and assistive technology.*
- *How to provide structured literacy interventions, which include direct, explicit, systematic, multi-sensory methods of teaching the sounds and symbols of our language.* (This type of instruction is recommended by the National Reading Panel.)

As evidence of why more specific language about dyslexia is desperately needed, we remind you of the survey we conducted earlier this year. 114 educators who graduated from Iowa colleges and universities and have Reading Endorsements responded. Depending on the endorsement, over 80% stated they did not know what dyslexia was upon graduation, and as many as 90% said they were not prepared to teach students with dyslexia how to read. We find these numbers appalling and think you should too.

We truly cannot fathom why the requirements for Reading Endorsements should not include specific dyslexia information! Dyslexia accounts for 80% of all learning disabilities and affects 10-20% of children. (These statistics are from the American Academy of Pediatrics.) Teachers with Reading Endorsements are responsible for



educating this group of students! Contrary to popular belief, the vast majority of kids with dyslexia do not qualify for special education. We hope that every person in this room agrees that children with dyslexia are entitled to literacy. Shouldn't teachers with Reading Endorsements be experts in teaching children to read? If not them, then who? If this is not the purpose of a Reading Endorsement, then what is?

Teachers want information about dyslexia and how to provide effective interventions. They are tired of having to finance their own training in this area. Very shortly, we will share a letter signed by 75 Iowa educators with Reading Endorsements. They clearly state that their lack of training on dyslexia has harmed their effectiveness as teachers.

The Board of Educational Examiners seemed sympathetic to our position but said the language we requested was too specific for these Administrative Rules. They stated that it belonged in guidance documents to be written by the Department of Education. We do not agree with this. Many states, including Texas and Arkansas, have specific language about dyslexia in their laws. Furthermore, we are deeply concerned that legislators and policymakers are 'passing the buck.' Lawmakers directed us to pursue these issues within Administrative Rules, and now we are told to wait for guidance documents. We are waiting for someone to take a stand for our children!

In summary, Decoding Dyslexia Iowa does not support these rules as written. We request that the rules be modified to include specific requirements about dyslexia, as previously stated. If they go forward as written, our group will be forced to continue pursuing legislative solutions to this problem.

Respectfully,

Katie Greving

President, Decoding Dyslexia Iowa

[Katie2303@gmail.com](mailto:Katie2303@gmail.com)

515-201-3688

**Respondents: 114 educators who graduated from Iowa colleges and universities AND have a Reading Endorsement (K-8, 5-12, or Reading Specialist) from the State of Iowa.**

*"Upon completion of my degree, I was prepared to teach students with dyslexia to read."*

Endorsement Type



Date: April 6<sup>th</sup>, 2016

To: Iowa Board of Educational Examiners  
Iowa Department of Education

I am an educator who received my training right here in Iowa. I also hold a Reading Endorsement from the State of Iowa. Through my experience, it has become clear that my training did not prepare me to work with students with reading disabilities, such as dyslexia. In fact, I did not have a single course which explained dyslexia, its signs and symptoms as well as its strengths, and how to best help dyslexic students.

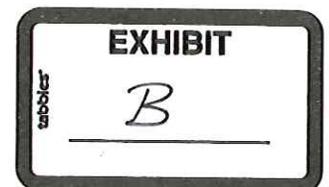
The lack of course work on dyslexia at Iowa colleges and universities is harming Iowa students. Without the knowledge of how to spot dyslexia in the classroom, teachers miss the warning signs and the crucial opportunity to intervene early, before students fail. My training also did not teach me how to provide the systematic, structured, explicit and multi-sensory instruction that students with dyslexia need. Because of this, I and other teachers like me have been forced to pursue additional training at my own expense to help these students. I am disturbed that the Iowa institution I trusted to prepare me left out such critical information.

The American Academy of Pediatrics (2009) states that dyslexia accounts for 80% of all specific learning disabilities. Because of this, and the fact that dyslexia is now recognized in the State of Iowa's education code, I urge the Iowa Board of Educational Examiners and the Iowa Department of Education to require specific coursework on dyslexia for all teacher education candidates. Teacher preparation programs should cover how to recognize, remediate and accommodate dyslexic learners AND be aligned with the International Dyslexia Association's *Knowledge and Practice Standards* for reading teachers.

Iowa students deserve our best, and Iowa colleges and universities must do better in preparing teachers to provide effective instruction for all students, including those with dyslexia!

Respectfully,

75 Iowa-trained educators with Reading Endorsements



Amy Dahlke  
Kathleen Konrardy  
Janice Rosauer  
Brooke Vaske  
Joann Byrd  
Michelle Geistkemper  
Sarah Thayer  
Val Nelson  
Kendra Basler  
Heather Frew  
Kellie Mueggenberg  
Lauren Gent  
Kelli Showalter  
Deana Ahlers  
Gayle Ciechanowski  
Janet Broderick  
Jill Philby  
Jennifer Lambirth  
Jessica Winegar  
Emily Hickey  
Kelli Huyser  
Casey Simmons  
Laura  
Lani Boyd  
Holly Baird  
Amanda Losee  
Carrie Mescher  
Donna Stevens  
Erlayne Griggs  
Laurie Calgaard  
Elizabeth Hansen  
Mary Kluesner  
Jill Hollingsworth  
Beth Jarding  
Jill Hulsing  
Cathy Miller  
Christy Franco  
Stacie Morken

Megan Crossett  
Nicole Walstrom  
Sarah Bappe  
Julie Foley  
Jill Schlichte  
Andy Graves  
Ann Espeset  
kim vierkant  
Mary March  
Amy Nesbit  
Daphne Pogge  
Logan Holmes  
Joyce Keeling  
Tamara EnTin  
Jen Brekke  
Leah Sebyy  
Lynn Cory  
Cheri Riebhoff  
Lisa Young  
Elisabeth Duffy  
Lisa kass  
Denise Little  
Joyce Tucker  
Katie Stundahl  
LINDA Joerger  
Chrissy Kirby  
Marcia Carlson  
Kim Grzywacz  
Lynette Smith  
Brittany Wolgast  
Kimberly Powell  
Katelyn Boser  
Sarah Lauer  
Tamra Kiel  
Madison Fontana Zirretta  
Lora Rawson  
Katie Connelly

*"I am embarrassed that I do not know how to teach students with dyslexia. Our reading endorsements need to cover how to identify this important reading difference and best practices for assisting students with dyslexia."* - Tamara EnTin, Fort Dodge

*"Teachers need to be taught how to address the needs of all learners. I have a reading minor from UNI, and am Reading Recovery trained, and still need additional training for dyslexic students. Please support our newest teachers, and their future students!"* - Lisa Young, Dubuque

*"As a 4th grade teacher of 14, it is important that teachers are aware of reading disabilities during their training. I feel even with my reading endorsement I was not prepared to help students properly once I got my degree!"* - Jill Schlichte, Dubuque

*"As a first grade teacher, I teach children how to read. Not only would it be helpful to recognize the signs of dyslexia, but having the knowledge how to teach these students would be vital. What's even better, knowing techniques that help students with dyslexia often help all students in the classroom as well."*  
- Stacie Morken, Ames

*"Knowledge is power. A wealth of information and research is now available to inform educators about dyslexia and guide our teaching. This is a critical issue for teachers to ensure all students' literacy success. Please extend our strength as educators by requiring courses in dyslexia at Iowa colleges and universities. You can help us make a difference."* - Christy Franco, Des Moines

*"I was a special education teacher 9-12 for 15 years. I was so frustrated being unable to help my students become good readers that I searched for an instructional program that could make a difference. The Wilson Reading Program really made a difference in my students' lives." – Laurie Calgaarrrd, Clear Lake*  
*"So many of the students who struggle to read have dyslexia, and even if they don't, the strategies that would be used for a dyslexic student are very effective for all struggling readers. Reading endorsements should include this basic instruction to benefit all students who need help with their reading."* - Amanda Losee, Johnston

*"I was not giving any information about dyslexia during my education for my BA, MA and my reading specialist endorsement. I had to find classes on my own to get my certificate in Orton-Gillingham strategies."* - Jennifer Lambirth, Knoxville

*"I have been very fortunate to work in a private school that invested in my training in dyslexia and an Orton Gillingham based approach to teaching reading. Regular classroom teachers have also been trained in an Orton Gillingham based program called Slingerland. Our training has made us stronger reading teachers. If we had gained this knowledge in our undergrad training we would have gone into teaching being much stronger reading teachers. I wished I'd known then what I know now. I think of the students over the years that I could have helped not only read better but also enjoy school more and have a better self-concept of themselves as learners. (Seeing themselves as not stupid)"* - Janice Rosauer, Iowa City

*"I received my reading endorsement from the University of Iowa while completing my Elementary Education degree in 2012. I did not receive any training or coursework about dyslexia." – Madison Fontana Zirretta, Des Moines*

Good afternoon-

My name is Jill Smith and I thank you for the opportunity to share just a brief glimpse into my son's journey. I am a member of Decoding Dyslexia Iowa and the group position statement that was read here today is an excellent summation of our group's thoughts about the rules being considered for the Iowa reading endorsements.

Two years ago my son Zach qualified for an IEP for reading. His preschool teacher thought there was an issue related to letters, his kindergarten teacher thought he was just "being a boy" and would catch up, his tier one reading intervention teacher couldn't help, his tier two reading intervention teacher couldn't help, and when he reached first grade his teacher said "I'm not sure what's going on with him. He's so smart and he's trying really, really hard but something is definitely wrong" and referred him for a special education evaluation.

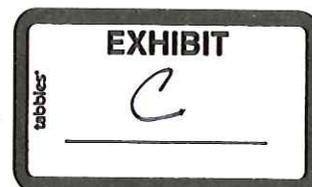
Zach easily qualified for special ed. During his evaluation period I started doing some research on my own. I discovered the answer- dyslexia. I made an appointment for him to be formally evaluated for learning disabilities but in the meantime I asked for an IEP meeting. Surely if the team knew my son had dyslexia, they could use interventions that would help him learn to read! The day of our meeting I sat at the table with an experienced principal, an AEA education consultant, and a master's level special education teacher and their answer? "Dyslexia does not exist."

To this day, despite having an IEP in reading, my son receives his reading intervention outside of the school at our cost. We pay \$45/hour, drive 40 minutes round trip, and lose countless hours of time for him to just be a kid.

Zach is now in 3rd grade and he's passed through the hands of nine teachers; nine Iowa teachers with reading endorsements. Nine wonderful, caring, educated, well intending teachers who have told us in one way or another "I'm sorry, I wasn't trained in dyslexia and I do not know how to help."

Please take the opportunity that lies before you now to amend the proposed rules to include the things Decoding Dyslexia Iowa is asking you for. The Iowa Board of Educational Examiners can profoundly affect the lives of and improve literacy for the thousands of Iowa children like Zach... and I implore you to do so.

Jill Smith- Slater, Iowa  
515-451-6831



April 6, 2016

To: Kim Cunningham  
RE: Reading Endorsement Rules

Hello, My name is Anna Ver Ploeg. I would like to start by telling you about how my journey into advocating for children with dyslexia began. I am the mom of three boys. One 13 year old and twins that are 8 and in the 2nd grade. My 13 year old has a brain made for traditional school. Teachers like him and learning was easy. Next came my twins. They attended school sponsored preschool and then (due to their late summer birthdays) we held them back and they attended what my district calls 'optional kindergarten'. These are the kids you would expect to be at the top of their kindergarten class. But when it came to learning to read and memorizing sight words they both really struggled. By the end of the year I knew something was different about these two compared to my oldest son. I brought my concerns to their teachers (they were in different classrooms). Both of the teachers have reading endorsements from the state of Iowa. They told me they did not know anything about dyslexia. One said "I think I have heard of it (dyslexia)". The reading interventionist happened to be in the meeting because my boys were struggling - she also has a reading endorsement - and would you like to know where she referred me for information? Decoding Dyslexia Iowa.

If our teachers don't even know enough to help a mom, searching for answers about her struggling readers, how do we ever expect to raise our reading scores and teach all children how to read. Teachers that obtain a reading endorsement and especially teachers with a masters degree that are considered reading specialist MUST know more about dyslexia. This is not just for my boys. Dyslexia effects around 10% of the population. That means that every classroom has 2 or 3. An example of a change I would like to see made is in section c of 13.28(15) labeled reading assessment, diagnosis and evaluation. There is not one mention of a teacher needing to be able to identify any signs or symptoms of dyslexia. The American Academy of Pediatrics tells us that 80% of all SLD are dyslexic. Why are we not including this large segment of our struggling learners? Now, I know people will say that this is already happening, we are teaching teachers to recognize dyslexia. But the proof is in the pudding and teachers don't know!



I would like to ask the DOEE to add more specific language to the requirements of a reading endorsement. Teachers with reading endorsements need to be able to identify dyslexia in the classroom by being aware of the signs and symptoms of dyslexia. And these teachers need to be aware of the best, evidence based teaching techniques to reach these children. Teachers that are reading specialist should know all the above mentioned information but should also be trained in how to provide a structured literacy program.

Again, I am sure people will say that this is already being done but I would encourage you to ask the teachers you know if they learned about dyslexia in their prep program, could they identify children in their classroom with dyslexia and would they know how to specifically help a child with dyslexia? It has been my experience that most could not. But they WANT the information. Teachers want to help! Please go back to the drawing board and write rules that will really help teachers get the information they need.

Thank you for your time,

Anna Ver Ploeg

[annaverploeg@msn.com](mailto:annaverploeg@msn.com)

Cunningham, Kim [BOEE]

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

Follow Up Flag: Follow up  
Flag Status: Flagged

Hello!

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

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

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

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

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

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

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

Best,

Jennifer Shekleton  
563-581-7286

Cunningham, Kim [BOEE]

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

Good afternoon,

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

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

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

Thank you,

Linda M. Cross

Cunningham, Kim [BOEE]

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

Hi Kim,

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

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

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

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

Thank you for your time,  
Casey Condon-Yu

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

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

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

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

Cunningham, Kim [BOEE]

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

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

Thank you for your consideration,  
Ashley Bluml

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

Cunningham, Kim [BOEE]

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

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

Cunningham, Kim [BOEE]

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From: Teddi <teddi@teddiyaeger.com>  
Sent: Tuesday, April 05, 2016 12:04 PM  
To: Cunningham, Kim [BOEE]  
Subject: Reading Endorsements

I can't attend the hearing tomorrow due to a work conference, but hoped to share our story in hopes that teachers get training specifically in the signs, symptoms and best practices for working with students with dyslexia:

Our daughter Sylvia struggled in Kindergarten and 1st grade with reading, writing and spelling. She's a very bright, intelligent girl, but could not identify letters, sounds, or spell (without memorizing the order of words and letters on the spelling list). For two years, her teachers told us "not to worry" and that for whatever reason, "it just wasn't clicking for her". Working with her on homework or studying for spelling tests resulted in her breaking down in tears, yelling at us that we "didn't get it", and her shutting down in frustration. My happy, social girl didn't want to go to school, and complained of not feeling well in hopes of missing school. The gap between her reading levels and test scores and those of her classmates grew further and further apart. She was pulled out of class and put into special reading groups where she was told to "work harder", "read more" and repeat these actions over and over (to no avail). ;It only resulted in her feeling more insecure, different and frustrated.

Then in 2nd grade, the school interventionist called me into a meeting with her teacher, and in one minute, changed the course of our daughter's life. She asked me, "Have you thought about dyslexia?" Truthfully, it had crossed our mind a few times in the past, because my husband is dyslexic. What we didn't know is that meant our children each had a 50/50 chance of also being dyslexic. Those simple words, and the links she provided me to look up the signs and symptoms of dyslexia were life-changing. Suddenly, I recognized my daughter's struggles, behavior, and different ways of looking at the world, and the cause was dyslexia.

That intervention meant everything to my daughter and her future. We were able to get her the accommodations she needed at school (which immediately caused her scores on things like math tests to go from 10-20% to 90-100%). We were able to get her the proper training and tutoring. We were able to assist her properly at home, and communicate a plan with her teachers.

We were not looking for dyslexia. Our children were in the hands of trained, professional teachers during the week at school. We had assumed that if our children had a learning issue, they would recognize the signs and symptoms and let us know about it. The biggest surprise (and most frustrating component) of this whole journey is the realization that the vast majority of teachers do not understand what dyslexia is, what it looks like, and what to do about it. To us, as parents, that is baffling. It is believed that dyslexia affects 1 in every 20 people. That is a huge portion of the population and student body.

Dyslexics, even children, become very good at compensating for their weaknesses and at hiding their issues. I can think of no greater need than for our teachers to know what to look for and how to help these children before it's too late. It is a relatively simple fix. In ten minutes of looking at the signs and symptoms of dyslexia online, I finally understood my daughter. I had answers to so many questions. Even if nothing else, being able to identify some possible signs and looking closer at these students who are struggling, bringing the idea to their parents, could be life-changing to them as well.

Please make it mandatory for teachers to get training in indentifying the signs and symptoms of dyslexia, and in best practices for working with these special students.

Thank you,

Teddi Yaeger (Sylvia's proud mom)

Winterset, Iowa

Cunningham, Kim [BOEE]

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From: Joyce Ringwelski <jcringwelski@yahoo.com>  
Sent: Tuesday, April 05, 2016 1:09 PM  
To: Cunningham, Kim [BOEE]  
Subject: Dyslexia

Good afternoon,

I am writing to you because I am a Mother of 4 children with dyslexia. My children range in age from 14 to 6, and there level of severity of dyslexia varies as much as their ages. We discovered the Barton system 3 years ago and the amount of positive effects of this learning is almost unexplainable. It has literally changed the life of 3 of my children. A clear understanding of what dyslexia is and how to diagnose and teach a child with dyslexia is critical.

Because of our life experience I am requesting that when considering changes for the reading endorsement rules, information about dyslexia is added for all three levels of reading endorsements. Simply adding the word Dyslexia is not enough. Colleges and universities will only add the word dyslexia to some of their current courses. This will not impacting the education of these teachers.

Please require more specific information about dyslexia be included in the rules. I would like this information to include sign/symptoms of dyslexia, definition of dyslexia, the science of dyslexia including the brain differences and many studies done by National Institutes of Health, best practices for remediation of dyslexia and accommodations. It is critical that ALL teachers understands and use this information, but especially those with reading endorsements.

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

Thank you - Joyce Ringwelski

Sent from my iPhone

Cunningham, Kim [BOEE]

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From: Gene Joerger <gyegs56@gmail.com>  
Sent: Tuesday, April 05, 2016 5:49 PM  
To: Cunningham, Kim [BOEE]  
Subject: DYSLEXIA

I am concerned that Dyslexia is not being recognized as a problem in the majority of children who suffer from this disorder.

Anything you can do to help mandate that our Colleges and Universities provide the necessary training to recognize the symptoms of Dyslexia would be a significant contribution in solving the reading and educational problems of our small children.

Thanks for your time and effort in making Iowa a better State.

Sincerely

Gene Joerger  
515-987-2656

Cunningham, Kim [BOEE]

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From: Jill and Dave Dirx <jddirx@msn.com>  
Sent: Tuesday, April 05, 2016 10:06 PM  
To: Cunningham, Kim [BOEE]  
Subject: Dyslexia

Good evening!

My daughter, Morgan, has dyslexia. I have been learning about all the changes to legislation, as well as learning how to best support the effort to educate Universities in their teacher training.

Morgan's signs and symptoms of dyslexia were evident at the first grade level. I did not know anything about dyslexia, and clearly, nor did her first, second, third, fourth, fifth, or sixth grade teachers. It was not until I read as much as I could about all these things she was doing that did not add up that I stumbled upon dyslexia articles online. Once Morgan was diagnosed, and I went back to these teachers, they truly had no idea what dyslexia was, what to do about it, or why it should even matter.

By the time Morgan found out she had a brain difference, she had decided she was dumb, she was embarrassed because she could not read as fast as her peers, and she had behavior problems at home as a result. It stressed her out. Once she learned she had dyslexia, and she started receiving specific instruction from a private tutor, her confidence soared. She has always gotten all A's- which is why these teachers just had no clue what was going on. They could not comprehend that a smart student could possibly have a learning disability. To hear her read- it was SO obvious. To watch how she wrote, to see how she spelled- ALL the clues were there. The teachers just did not know what they were looking for- nor why they should look in the first place.

It is disheartening as a parent to see teachers poorly equipped to recognize such a prevalent learning disability. In fact, there is just no excuse. The research was done years ago, all the work has already been done. To learn about it, and implement remediation, is the simplest of interventions, and the probability that schools will find literacy rates soaring and behaviors radically changing should be incentive enough!!

Using the word "dyslexia" is not enough to make an impactful change. What would make a difference, for Iowa, for educators, for students- is formal training on the signs and symptoms of dyslexia, the actual definition of dyslexia, the neurological brain differences (identified many years ago!!) found through many research and study efforts, and best of all- WHAT TO DO once it has been identified. One of Morgan's teachers told me, "I know I have had kids with dyslexia in my classroom before. The question is, what do I do with 'em?" This should be taught at all universities! The best practices for remediation, as well as appropriate accommodations, are already known! The work has already been done. Educating these teachers in training at universities, as well as current teachers through continuing education, is imperative if we are to move forward and address dyslexia- known to affect one in five students in EVERY CLASSROOM! To find that some of Morgan's elementary teachers had reading endorsements and yet did not know what dyslexia is nor how to properly address it to the benefit of the student is unfortunate. Such an impact could be made for these thousands of kids- of all ages- if these teachers were properly trained. And- they want to be!! They want to know how to teach these kids- but it's true- they cannot be taught the same ways as kids without dyslexia- it is impossible. It would be like asking a fish to climb a tree. Their brains are just simply not wired the same way. They literally cannot learn to read and spell the same way others can. Addressing it early leads to the best outcomes! These dyslexic brains are very capable of learning how to read, write and spell when they are

taught in a way their brain is wired to understand! But when not addressed, no progress is made. These training shortfalls are failing our children.

Please help make these changes. Thank you so much!!

Jill Dirkx  
5600 Orchard Drive  
West Des Moines, IA 50266  
[jddirx@msn.com](mailto:jddirx@msn.com)

Cunningham, Kim [BOEE]

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From: John Condon <gohawksjc@yahoo.com>  
Sent: Tuesday, April 05, 2016 10:37 PM  
To: Cunningham, Kim [BOEE]  
Subject: Public comment hearing

Ms. Cunningham,

I am writing to you in support of my niece. About two years ago, my sister informed us that her daughter was struggling at school and she shared story after story about her challenges with gaining any support from her local school system. Her daughter fell into this 'in between' zone where her scores were low, but "not low enough to qualify" for additional help.

A year ago, it was determined that my niece has dyslexia. My sister only knows this because of her own efforts and expense of testing and research. Now that a diagnosis has been made, my sister continues her research to better understand how her daughter's mind functions and how best to communicate with her.

Sadly, it is my sister who is having to teach her daughter's own teachers how to be better teachers themselves. I don't think this should be the case. I think my niece should have teachers who are able to recognize that she learns differently and can approach her in a manner that helps her learn. I think my niece shouldn't have to suffer "low enough" scores before someone can see that she would benefit from alternate and/or additional tutoring.

I am requesting that information about dyslexia is added for all three levels of reading endorsements. Not just for my niece who has been diagnosed, or my other niece who is showing dyslexic traits, or my own boys who aren't school age yet. I think this should be an expectation that all teachers should have the ability to recognize a student in need of a little help, especially in the State of Iowa, where we (hopefully) still take great pride in our education.

Thank you for your time,

John Condon  
West Des Moines, IA

Cunningham, Kim [BOEE]

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**From:** Nichole Campbell <corndogking1@aol.com>  
**Sent:** Tuesday, April 05, 2016 10:45 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Reading Endorsements

Good Evening,

I am writing to respectfully request that when reviewing the reading endorsement rules, information about dyslexia is added for all three levels of reading endorsements.

I am a mother with three dyslexic boys. It has been a long and hard journey for us all. These changes would greatly help teachers be more aware of dyslexia and therefore guide a family with a student that may possibly be showing signs of dyslexia. It's an avenue, a direction for parents that are looking for some way to help their child but don't know where to begin. Our youngest was in kindergarten when we became aware of his dyslexia. He had much earlier help with his dyslexia than his older brothers. That has been a huge gift to him. He is more positive about school and has better self confidence I believe because of not suffering as long as his brothers did with the effects of dyslexia.

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

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

Sent by iPhone

Nichole S. Campbell  
E.N. Campbell's Concessions, Inc.  
Email [corndogking1@aol.com](mailto:corndogking1@aol.com)  
Fax 1-515-440-2338  
Office 1-515-457-8315  
Cell 1-515-669-7311

**From:** Denise Wiseman <wiseman.denise@gmail.com>  
**Sent:** Wednesday, April 06, 2016 3:15 PM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Requirements for Reading Endorsement

Dear Ms. Cunningham,

I hope this email finds you well. I would like to take this opportunity to weigh in on the new requirements for teachers that are getting a reading endorsement.

Our son was identified in first grade as not being on target to pass 3rd grade because he was not progressing adequately in his reading. Obviously we had voiced a couple concerns in kindergarten and we were told that he was a little behind but that he should catch up. We noticed letter reversals and questioned dyslexia and the kindergarten teacher said that it was common at this age. So in first grade when he was taking Accelerated Reading tests that were at grade level we weren't concerned until spring conferences and we were told that he was very behind. They recommended summer school and voiced concerns about his attention. We brought up dyslexia again and the teacher and principal again said they felt that it was his focus. If he could just focus more he would do better. If he just worked harder he would catch up. If we drilled sight words more he would get them. At this point he was sounding out the same words every time he would see them even on the same page. Of course as concerned parents we did our googling about ADD and ADHD and found there was a strong connection between Attention Deficits and Dyslexia. We arranged a meeting at school with his teacher, the principal and the reading interventionist that was working with our son in first grade. We brought up the research we had found about attention and dyslexia. We were told by his teacher who proceeded to list all of her qualifications that she had her Masters in Special Education, Reading Endorsement, etc. that if it was even possible to diagnose dyslexia it certainly couldn't be at this young age and that we should really have him looked at for attention. The principal who also stated she had a reading endorsement as well agreed with his teacher as did the reading specialist. We scheduled an appointment at the University of Iowa's Belin Blank center to test for attention issue and dyslexia. In August they diagnosed our son with dysgraphia and dyslexia. We immediately contacted our pediatrician and received a referral for an occupational therapist for the dysgraphia and called the closest Orton Gillingham tutor which was 45 minutes from our home in Muscatine. Our son now goes to Davenport for tutoring twice a week and does OT once a week since August of last year all at our or our insurance's. Our 2nd grade teacher is very nice and was also a special education teacher prior to her now gen ed class and we have personally provided her, the principal and the reading interventionist with educational materials about dyslexia. Our tutor has participated in some of the meetings to help get appropriate accommodations for our son. If our reading interventionist or any one of the other 3 staff members that have been in contact with our son that also have reading endorsements would have actually been knowledgeable about dyslexia he could have been identified sooner and we may not be worrying about whether his summer between 3rd and 4th grade will be spent in summer school getting taught in methods that don't work for children with dyslexia and we will continue to pay our private tutor to keep him moving along. When you are talking about 20% approximately of the population it seems like our educators would be better versed. If you look at the percentage of kids not at grade level reading you can see why but no one wants to discuss the elephant in the room. Our teachers need training on how to identify the warning signs, they should know what kind of remediations work and what doesn't, ultimately it would be fantastic if being certified in Orton Gillingham was a requirement for a reading endorsement. I would think that it should be paramount that Reading Interventionists understand the number one reason their job exists.

I thank you for your time and consideration.

Sincerely,  
Denise Wiseman



From: marcia kelchen <marcia0373@yahoo.com>  
Sent: Thursday, April 07, 2016 1:14 PM  
To: Cunningham, Kim [BOEE]  
Subject: Reading Endorsement

Dear Ms. Kim Cunningham,

My name is Marcia Kelchen and my husband Bruce have 4 children that attend Western Dubuque Community School District in Iowa. In 2004 our oldest son Jacob started preschool. He was a typical preschool student knew his abc's, count, hold his pencil correctly and tie his shoes. In 2005 he entered kindergarten he was reading short stories, knew simple addition and subtraction. At the spring conferences the teacher said he knew 23 sight words. I questioned this because I thought it was a very low number. I also questioned the teacher that I noticed he was not reading fluently. The teacher told us sometimes it takes boys a little longer to catch on and that he will catch on when he is in first grade. We should continue to have him read to us and have him memorize his spelling words and sight words. I believed the teacher after all she has a degree in teaching and 15 years experience. This was my first child and I was just a mom what did I know. In 2006 Jacob was in 1st grade and qualified for Title 1 Reading. Finally he was going to get the help he needed and his reading would improve. He was not able to improve his reading fluency or able to spell simple unfamiliar words with Title 1 Reading. At the spring conferences, I asked the teacher if she thought my son was dyslexic. She said no. I thought a teacher that had a degree in teaching, has her reading endorsement and seven years experience teaching would know a dyslexic student. My son would have to stay in for recess to get his work completed because he did not understand. During the summer we sent him to private tutoring thinking if he had 6 more weeks of one on one reading he would improve. He did not improve. In 2007 he was in the 2nd grade and did not qualify for any Title 1 Reading or Reading Recovery. We were told in Iowa you only get help with reading in first grade after that you are on your own. The teacher told us to have him read 20 minutes a night and he will improve. The school physiologist tested Jacob and told us his scores were not low enough and he was just one of those children that are late bloomers and he will catch on in 3rd grade. Again we believed the school physiologist because she has the degree and the experience. My husband and I could see his fluency was not improving. So again during the summer if he had just 6 more weeks of one on one reading he could get better at reading. He did not improve. In 2008 he was in 3rd grade and he was not becoming a fluent reader. He would get spelling words on Monday and memorize them for the Friday's test but come the following Monday he could not remember how to spell them or write a sentence with his spelling words. By this time the red flags were warning me. His younger brother who was in the first grade was reading more fluent. I asked the teacher again what should we do to improve his reading, she told us we were doing everything that we could. The school checked his hearing and vision and everything was fine. So again for 6 weeks during the summer we sent him to private tutoring thinking he's going to improve. In 2009 he was in the 4th grade. I told my husband that what everyone was doing was not working lets seek medical help because he was having a lot of ear infections or maybe he could not see. We had his hearing tested it was normal, his vision we were told he was having problems with conversion and that we should do vision therapy. For 18 weeks, 1 hour a week after school we drove 30 miles to vision therapy. We were so happy that we finally knew what was causing him not to improve his reading skills. We had to pay for all of this out of our own pocket because Insurance does not cover vision therapy and Western Dubuque Community School District does not offer this kind of therapy. And again during the summer we sent him to private tutoring to improve his reading skills. In 2010 Jacob was in 5th grade and reading at a 3rd grade level. His teacher told us that during the summer we should send him to private tutoring because the more he reads the better he will get at reading. So again we paid for private tutoring. We also sent Jacob to private speech and occupational therapy to help him succeed in school. I did some research about disabilities and found out we should have a medical diagnosis from a child physiologist. We had Jacob tested privately. It was such a relief when we found out that our child was not stupid but he was dyslexic. I read everything I could about dyslexia. I was so glad that all my child needed was an evidence based multi-sensory program. In 2011 Jacob was in the 6th grade. The school contacted me because he would qualify for an IEP because he was 3 years behind his peers in reading. I was so excited that he qualified for an IEP because now he was going to get the appropriate help for his disability. Needless to say was I wrong. The first meeting for Jacob's IEP I was so excited to show his team all the information I had about dyslexia and how we could help him succeed in school. But, they didn't want to see or hear anything I had to say about dyslexia. They would not use the word dyslexia, anything I said about dyslexia they would ignore. I could not see my child fall even more behind his peers. I started talking to people about Jacob's disability. My self and a friend started a support group for parents of dyslexic children. I found out that Northeast Iowa Community College was offering an evidence based multi-sensory program

for dyslexic children. Finally during the summer we started the private tutoring program at Northeast Iowa Community College. In 2012 and 2013 he went to school during the day and twice a week for an hour we would travel 20 miles to private tutoring. Jacob was also able to tell us that the words on the paper would move. We had Jacob tested and he has Irlen syndrome. We paid privately for special glasses to help him read. Jacob's MAP scores improved greatly with all the private tutoring, and private therapy that my husband and I have provided. He has never had a summer off because he had to go to private tutoring to help him get to grade level reading. At every IEP meeting I ask for an evidence based multi-sensory program and the Western Dubuque Community School District refuses to offer the appropriate program. The IEP team keeps telling me he is improving. Yes, he is improving because I am providing all the private services that the school should be providing. Even with summer tutoring he still has a long way to close the gap and to catch up to his peers. During the spring of 2013, I asked at an IEP meeting if his teachers felt that we continue with private tutoring. They told me no that they didn't see any reason for private tutoring. In 2014 Jacob is in the 9th grade. We thought with Iowa's new dyslexia law that he would get help at school. He does not get any evidence based multi-sensory program and at his IEP meetings they still do not use dyslexia. We did not send him to private tutoring and he did not meet his fluency goal this year. My son has gone through so much, at an IEP meeting a teacher made fun of him for not knowing how to spell another teachers name. Everyone at the table laughed at my son except my self and Jacob. Why does my son deserve to be discriminated against? How is making fun of him going to get him to spell correctly? In 2015 Jacob is in the 10th grade but he is only reading at a 4th-6th grade level. I even have a Keystone Parent Advocate come to our meetings and she is a waste of tax payers dollars she does not know anything about dyslexia and she does not stand up for Jacob. Finally at the end of November 2015 Western Dubuque had a teacher trained to teach an evidence based multi-sensory program. Now the sad part is my son only receives the evidence based multi-sensory program for only a half hour a day and it is not taught with fidelity as the originator designed the program. Jacob has a hard time in his other classes because the teachers are not trained in an evidence based multi-sensory program to help him if he does not know how to spell a word. My husband and I will have to start private tutoring again so our son will graduate reading at grade level.

Since we know that the school district does not test for dyslexia. We had our second son Joshua privately tested in 2011. He has ADD and would benefit from an evidence based multi-sensory program. He is really good at memorizing information and gets really good grades but since he is not at the bottom of 10 to 12 percent of his class he does not qualify for any help. In Iowa you have to be at the very bottom to qualify for help and then it will not be appropriate for a dyslexic student.

Now that I understand what dyslexia is and know that it is hereditary. Our third son started preschool in 2008 I could tell he was having a hard time memorizing his abc's, counting tying his shoes. So we sent him to preschool again in 2009. My husband and I noticed he was struggling a lot and since we understood how our first son struggled. In 2010 he was in Kindergarten I could tell he was not able to rhyme or tie his shoes and he was falling behind his peers. I asked the teacher if she thought the school should test him for a learning disability. She didn't think it was necessary that he was progressing. In 2011 James was in the 1<sup>st</sup> grade and I went to Susan Barton's seminar and now we new the symptoms of dyslexia. We had James tested by a child physiologist. He has dyslexia, a language processing disorder, dysgraphia, and ADHD. We knew from our first son that the Western Dubuque Community School District would not give us the correct intervention. So we started speech, occupational, physical therapy and private tutoring. I asked the school for a full academic evaluation. I ask the teacher at our full academic evaluation meeting if she saw James showing any signs of struggling and she said no. I know my son and I would see him come home frustrated because he didn't understand the way the teacher taught. I could tell that this teacher had no idea what to expect from a dyslexic, language processing disorder and ADHD student. She did not have the proper training. Also at the meeting to review the evaluation we were told by the principle that James does not qualify for Special Education because his scores were to high. If we wanted the school to help our son we would have to stop all outside services so he would fall two years behind. Why does my son have to fail before the school will help him? Starting in 2011 James would put in a full day at school, then go to therapy for 2 hours, come home do his homework. This was very hard on him sometimes he would beg me not take him to therapy. But I made him go because I didn't want him fail. With the private tutoring he is reading at grade level. In 2015 James is in the 5<sup>th</sup> grade and at November conferences the teacher told my husband and I that James would try to get some of his classmates to act up in class. Finally the teacher recognized that something was going on with James. I asked her if the counselor had given her James' medical report that is in his cumulative file at school that says James is dyslexic, has a language processing disorder, has dysgraphia and is ADHD. She said no she was unaware that James has disabilities. So after the conferences I asked for a full academic evaluation. At the academic evaluation meeting we were told that James was low in a few areas and he would qualify for and IEP. In March at the IEP Meeting I asked for Sue Schultz, AEA Sector Coordinator/Dyslexia Lead Person to attend. I asked since James was

keeping up with his peers if we could continue with the same program he was receiving at private tutoring. Sue Schultz said she didn't think it would be a good idea because James was struggling with encoding and his private tutoring program does not cover encoding until the very end. Sue Schultz is our Dyslexia Lead Person and doesn't even know that in James private tutoring program, encoding is in the very first series of books and she is suppose to be knowledgeable in dyslexia? At the IEP meetings Western Dubuque still does not use the word dyslexia. Even with the new dyslexic laws teachers are not prepared to teach dyslexic students.

Our daughter was struggling with speech and she qualified in 2010 for Head Start. She also qualified for speech therapy at school. Since I knew the school testing is so low we also sent her to private speech therapy and occupational therapy. In 2011 she was in preschool she was a typical student she knew her abc's, count and tie her shoes. In 2012 she was in Kindergarten I noticed she had a hard time remembering how to spell and her math facts. I asked the teacher if she thought she was dyslexic like her brothers she told me no because Kaitlin was so smart and she could write such good stories and she had a great imagination. But, from my past experience teachers are not taught about dyslexia in college. In 2013 she was in first grade and I noticed she was having a hard time with spelling and math facts. She qualified for help at school. It was not Title 1 reading or Reading Recovery in was called just extra help for reading. In the extra reading class Kaitlin had to just read to a Keystone teacher. And we all know that having a dyslexic child read does not improve their reading fluency. We had our daughter Kaitlin tested privately in 2014 by a child physiologist. She was diagnosed with dyslexia, mild dysgraphia, ADHD and anxiety. In the summer of 2014 and 2015 she qualified for the summer program at school which uses an evidence based multi-sensory approach. The Western Dubuque Community School District does not have anyone trained to teach an evidence based multi-sensory program. So they out-source with Northeast Iowa Community College. Kaitlin is not reading at grade level because she is not receiving the evidence based multi-sensory program during the school year. And her teacher has no skills in the evidence based multi-sensory program that Kaitlin receives during the summer. If Kaitlin has a hard time spelling a word the teacher does not know how to tell Kaitlin how to use the skills that she has learned in the evidence based multi-sensory program. Right now my daughter has to learn the same program that Western Dubuque Community School District has used for years and we know does not work for dyslexic students. Plus she has to remember the skills and concepts that she has learned during the summer to help her spell and read. How is this right that my child has to lean two programs? When the school should be providing an evidence based multi-sensory program that my daughter understands. In 2016 Kaitlin is in the 3<sup>rd</sup> grade spelling and math are hard for Kaitlin. At spring conferences, I asked the teacher if she thought Kaitlin was dyslexic like her brothers. The teacher didn't think she was dyslexic because Kaitlin is not reading that far below her peers. So again another teacher that is not trained on how to recognize signs and symptoms of dyslexia.

So here it is 2016 and Western Duquque Community School District is still teaching the same way for the last 12 years. Even with Iowa's new dyslexic laws my children are not receiving the appropriate interventions. We need more specific language in all of the Reading Endorsements: K-8, 5-12 and a masters level K-12 Reading Specialist. Teachers need to know the definition of dyslexia, signs and symptoms, current research and the best practices for remediation, accommodations and assistive technology. Many states already have this in their actual laws. Iowa needs to have more specific language in all endorsements. Thank you!

Sincerely,  
Bruce and Marcia Kelchen  
29828 N. Bankston Rd.  
New Vienna, Ia 52065  
563-590-0373  
marcia0373@yahoo.com

From: Dottie Condon <dottie.condon@gmail.com>  
Sent: Thursday, April 07, 2016 1:35 PM  
To: Cunningham, Kim [BOEE]  
Subject: late in reading my email.....

Hi,

I'm a grandmother of two children recently diagnosed with dyslexia (diagnosed privately-not the school system-at the cost to the parents because the school felt they just need time and all children progress at different levels. Who knows, if my older granddaughter would have had her schools help years earlier she would not be struggling today and not dislike school so much. I write to you requesting that when you review your reading endorsement rules, information about dyslexia is added for all 3 levels of reading endorsements.

Just adding the word DYSLEXIA, unfortunately and obviously is not enough.

this does not change any current courses being taught to teacher today.

I would like to request more specific information about dyslexia to be included in the rules. I'd like this information to include sign/symptoms of dyslexia, definition of dyslexia, the science of dyslexia including the brain differences and many studies done by the National Institutes of Health, the best practices for remediation of dyslexia and accommodations. *ALL Teachers should know this information and want to know this information to start there career helping all children --- especially those with reading endorsements.*

To include this information in a teachers education program is the most cost effective way to reach the most teachers. This information should/will also need to be available to those currently teaching in the form of continuing education.

DD-IA would like to add the following:

Signs/symptoms of dyslexia

Brain research about dyslexia

Best practices for teaching students with dyslexia

Accommodations for students with dyslexia

Thank You,  
One Very Concerned Senior Citizen

Dear Ms. Cunningham

I am not able to attend the public hearing for Reading Endorsement Licensure in person. Therefore, I am submitting my comments via email.

- Iowa continues to be ranked at or near the bottom of the nation when it comes to basic reading proficiency among students on Individualized Education Programs (Iowa Department of Education).
- In 2015, only 75% of 4th Grade Students were proficient in reading (State report card from the Iowa Dept. of Education.)
- 80% of students in special education for reading, are dyslexic (The American Journal of Pediatrics)

We cannot blame the teacher or the students for these statistics. However, we can look to our Universities that graduate teachers with Reading Endorsements and provide these Universities with guidance as to how to better prepare our teachers. The Reading Endorsement License review it a good place to start in directing Universities. However, the recommendations submitted by the Board of Educational Examiners is seriously lacking in guidance and structure.

My primary concern is the lack of understanding of reading disabilities, the most common of which is dyslexia, and though mentioned three times in the criteria is not addressed. Universities currently do not teach any of their Teacher Preparation students about dyslexia, therefore, how is a Teacher with a Reading Endorsement going to do any of the following if they have no understanding of what dyslexia is or how to remediate it?

- A. (b.) Reading curriculum and instruction. (3) The practitioner demonstrates knowledge of grouping students, selecting materials appropriate for learners with diverse abilities at various stages of reading and writing development, differentiating instruction to meet the unique needs of all learners, including students with dyslexia, offering sufficient opportunities for students to practice reading skills, and providing frequent and specific instructional feedback to guide students' learning.
- B. 13.28 (16) Reading specialist.(c.) Content. c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 24 semester hours to include the following:
- C. (2) Curriculum and instruction. 2. Support classroom teachers to implement and adapt in-depth instructional approaches, including but not limited to approaches to improve decoding, comprehension, and information retention, to meet the language-proficiency needs of English language learners and needs of students with reading difficulties or reading disabilities, including but not limited to students with dyslexia, within or outside the regular classroom.

- D. (4) Administration and supervision of reading programs. The reading specialist will: (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 of diversity in learning to read and write.

A reading specialist should have a thorough understanding of the most common learning disability, which is dyslexia. They should be about to:

1. Define what Dyslexia is using the International Dyslexia Association's definition.
2. Know the signs and symptoms of Dyslexia
3. Have a thorough understanding of Structured Literacy, which includes: Explicit, sequential, direct and cumulative instruction; that teaches students the structure and rules of the English language.
4. Extensive knowledge of the five components of reading - Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension
5. Use their understanding of the five components of reading to identify the area's in which are a dyslexic child is struggling and identify a structured literacy program that will meet this student's needs.

The Board of Educational Examiners should look to the International Dyslexia Associations who has done extensive research on best practices in reading and now have developed the Knowledge and Practice Standards for Teachers of Reading ( <http://eida.org/kps-for-teachers-of-reading/>). By adopting such standards not only, will Teachers be able to help students with reading disabilities but all students of all reading abilities will become better readers, writers, and spellers.

Regards,

Helen Blitvich

Cunningham, Kim [BOEE]

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**From:** Kara Wishman <kwishman@me.com>  
**Sent:** Friday, April 08, 2016 10:15 AM  
**To:** Cunningham, Kim [BOEE]  
**Subject:** Administrative Rules for Reading Endorsements: Public Comments

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Good Morning,

I am writing this morning to encourage you to be more specific in the rules regarding dyslexia for those who are seeking reading endorsements in the state of Iowa.

I have at least one child who has been diagnosed with dyslexia. The school system we are in was not prepared to teach her, and instead viewed this as a medical problem. We have had to pay for outside tutoring for the past 3 years which has created a financial burden on our family, as I know many others find themselves in this same situation.

As dyslexia can be found in up to 20% of the current school population, it is absolutely necessary that any teacher seeking a reading endorsement in our state be familiar with the definition, the signs, and the appropriate scientifically researched and proven methods to reach this population of students. This means being taught appropriate accommodations, technology, and intervention strategies that address these student's needs. It is not enough to just use the term dyslexia in the rules, as we need to be as specific as possible so these needs are absolutely laid out and met with no wiggle room. Many other states include these specifics, and we need to as well.

Thank you for your consideration,  
Kara Wishman

**ADOPTION MEMO**

**Date: May 13, 2016**

**To: Board Members**

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

**RE: Amend IAC 282 Chapter 22**

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

These proposed changes were published in the March 16<sup>th</sup> edition of the Iowa Administrative Bulletin as ARC 2445C. A public hearing was held on April 6, 2016. There were no attendees at the public hearing, and the board received no written comments.

**EDUCATIONAL EXAMINERS BOARD[282]**

**Notice of Intended Action**

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

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

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

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

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, April 8, 2016. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319; or sent by e-mail to [kim.cunningham@iowa.gov](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, April 6, 2016, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

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

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

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

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

This amendment is intended to implement Iowa Code section 272.31.

The following amendment is proposed.

Amend subrule 22.1(2) as follows:

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

a. No change.

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

(1) Possess a minimum of:

1. A high school diploma,

2. A graduate equivalent diploma, or

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

(2) Be 20 years of age or older.

c. No change.

## NOTICE MEMO

**Date:** May 13, 2016

**To:** Board Members

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

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

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

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

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

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

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

## DISCUSSION MEMO

**Date:** May 13, 2016

**To:** Board Members

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

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

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One of the paramount goals of the Board is to create clear guidelines and expectations for code of conduct and ethics education for educators. This series of 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:** May 13, 2016

**To:** Board Members

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

**RE:** Amend IAC 282 Chapter 24 Paraeducator preparation requirements

---

The following recommendations for changes are based on a review of current national standards and expectations in the field. Changes are based on input from Iowa's paraeducator preparation programs, Iowa Department of Education staff, teachers, administrators and practicing paraeducators.

### 24.4(8)

#### *Autism Spectrum Disorder*

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. **Foundations:** Under the supervision of a licensed education professional the paraeducator will:
  1. Demonstrate an understanding of the components of education plans (IEP, BIP, FBA, 504)
  2. Identify common characteristics of students with autism spectrum disorder (communication, social, restricted interest and behavior) and how they compare to typical children.
  
- b. **Learning environment:** Under the supervision of a licensed education professional the paraeducator will:
  1. Assist in structuring the environment to meet the needs of students with autism spectrum disorder.
  2. Implement schedules and educational programs prescribed by the licensed teacher with integrity.
  
- c. **Content and instruction:** Under the supervision of a licensed education professional the paraeducator will:
  1. Implement the educational/academic/communication accommodations/adaptations/supports assigned by a teacher.
  2. Provide opportunities for students with autism spectrum disorders to initiate and respond to interaction in large and small interactions in academic settings.

3. Provide opportunities for students with autism spectrum disorders to initiate and respond and participate in interactions in large and small groups in authentic situations.
4. Gather and maintain data on student academic performance as directed by a licensed teacher.
5. Assist educational staff in developing accommodations/adaptations and self-determination skills to increase student independence.

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

1. Understand and identify the function of a behavior (e.g. antecedents, behaviors, consequences).
2. Collect data on student behavior and related environmental stimuli, based on the concepts of antecedents, behavior and consequences.
3. Implement antecedent strategies on student behavior as defined by the licensed educator.
4. Reinforce and practice replacement behaviors, as defined by the licensed educator.
5. Responds to problem behaviors in a consistent manner as defined by the licensed educator.
6. Gather and maintain data on student social/behavioral performance as directed by a licensed teacher.

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

1. Demonstrate the ability to support students with autism viewpoints/perspective and be empathetic to learning style.
2. Respond to challenging behaviors in a respectful/empathetic manner.

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

1. Know and understand the expectations of confidentiality in regard to student information and social media usage.
2. Know and understand the legal constructs of the IEP/ IDEA etc.

Date: May 13, 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:** Stephanie Abel

**License:** Abel is not currently licensed in Iowa. She applied for and was denied an Iowa teaching license in March of 2016.

**Reason for Waiver:** Abel holds a Bachelor of Science degree from the University of Wisconsin-Stevens Point. She completed the coursework components of a nontraditional teacher preparation program through the University of Wisconsin-Milwaukee. She then was offered a year-long paid teaching internship through the Milwaukee Teacher Education Center, another nontraditional teacher preparation program. She then received an initial Wisconsin teaching license. Her application was denied based on not having met Iowa's student teaching requirement.

**Rule Citation:**

282—13.5 (272) Teacher licenses.

13.5(1) General requirements. The applicant shall:

...

d. Have completed student teaching in the subject area.

**Staff recommendation:** Deny the waiver

**Rationale:** It appears from the materials submitted that Abel has two years of teaching experience, including her year-long internship. Her preparation is similar to that required under the Iowa teacher intern program rules. However, the board has not granted licensure to out-of-state candidates with preparation similar to the teacher intern program without verification of three years of teaching experience.

**Hardship:** The petition states that denial of the waiver would impose an undue hardship because of Abel's family circumstances, and because the cost to enroll in another teacher education program would be prohibitive.

**Prejudice to Others:** The petition argues there would be no prejudice to the rights of others as a result of granting a waiver in this case. Able did not cite any rulings on similar petitions. A search of the waiver database on the board's website does not yield any rulings on petitions with similar circumstances.

**Safety and welfare of others:** The Board must decide whether waiving the rules in question would provide substantially equal protection of public health, safety, and welfare. The petition argues public health, safety, and welfare would not be compromised.

Date: May 13, 2016

To: Board Members

From: Darcy Hathaway

Re: Reminders regarding petitions for waiver

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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:** David Stern

**License:** Folder # 1027453

Stern applied for a substitute authorization. The application was denied on approximately April 19, 2016.

**Reason for Waiver:** The rule for the substitute authorization requires a baccalaureate degree from a regionally accredited institution. Stern holds a bachelor's degree and master's degree from International Baptist College, which is not regionally accredited. It is accredited by the Transnational Association of Christian Colleges and Schools.

**Rule Citation:**

**282—22.2 (272) Substitute authorization.**

(2) Degree or certificate. Applicants must have achieved at least one of the following:

1. Hold a baccalaureate degree from a regionally accredited institution.

**Staff recommendation:** Grant the waiver

**Rationale:** The Board has previously granted several requests for waiver of the substitute authorization rule to individuals who have a bachelor's degree from a college that is accredited by a religious accrediting agency.

**Hardship:** Stern argues denial of the waiver would impose an undue hardship, given his degrees and "extensive experience" working with elementary school students over the past fifteen years.

**Prejudice to Others:** The Board has granted waivers in similar cases, including:

- 11-26: waiver for substitute authorization granted; petitioner attended Columbia Southern University, an accredited member of the Distance Education and Training Council.
- 12-03: waiver for substitute authorization granted; petitioner attended Barclay College, accredited by Association of Biblical Higher Education.
- 13-12: waiver for substitute authorization granted, petitioner attended Calvary Bible College, accredited by Association of Biblical Higher Education.

**Safety and welfare of others:** The substitute authorization provides limited authority in that the holder can only serve in short-term assignments. The Board must decide whether Stern's educational background would be as effective as a bachelor's degree from a regionally accredited institution in ensuring the public safety, health, and welfare.

Date: May 13, 2016

To: Board Members

From: Darcy Hathaway

Re: Reminders regarding petitions for waiver

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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:** Jerry Duey

**License:** Folder # 1026889

Duey applied for a substitute authorization. The application was denied on approximately April 26, 2016.

**Reason for Waiver:** The rule for the substitute authorization requires a baccalaureate degree from a regionally accredited institution. Duey holds a Doctor of Veterinary Science degree from Iowa State University. He completed the coursework requirements to enter veterinary school at Wartburg College, but did not receive a bachelor's degree.

### **Rule Citation:**

**282—22.2 (272) Substitute authorization.**

(2) Degree or certificate. Applicants must have achieved at least one of the following:

1. Hold a baccalaureate degree from a regionally accredited institution.

**Staff recommendation:** Grant the waiver

**Rationale:** The Board has previously granted several requests for waiver of the substitute authorization rule to individuals who have a bachelor's degree from a college that is accredited by a religious accrediting agency, or a master's or doctoral degree.

**Hardship:** Huey argues denial of the waiver would impose an undue hardship, given his degree and three years of experience teaching middle school students in Kenya.

**Prejudice to Others:** The Board has granted waivers in similar cases, including:

- 11-26: waiver for substitute authorization granted; petitioner attended Columbia Southern University, an accredited member of the Distance Education and Training Council.
- 12-03: waiver for substitute authorization granted; petitioner attended Barclay College, accredited by Association of Biblical Higher Education.
- 13-12: waiver for substitute authorization granted, petitioner attended Calvary Bible College, accredited by Association of Biblical Higher Education.

**Safety and welfare of others:** The substitute authorization provides limited authority in that the holder can only serve in short-term assignments. The Board must decide whether Huey's educational background would be as effective as a bachelor's degree from a regionally accredited institution in ensuring the public safety, health, and welfare.

Date: May 13, 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:** Leslie Baskinbey

**License:** Folder # 1027486

Baskinbey applied for a substitute authorization. The application was denied in April of 2016.

**Reason for Waiver:** The rule for the substitute authorization requires a baccalaureate degree from a regionally accredited institution. Baskinbey holds a bachelor's degree in Human Resources Management from Columbia Southern University, which is not regionally accredited.

### **Rule Citation:**

**282—22.2 (272) Substitute authorization.**

(2) Degree or certificate. Applicants must have achieved at least one of the following:

1. **Hold a baccalaureate degree from a regionally accredited institution.**

**Staff recommendation:** Grant the waiver

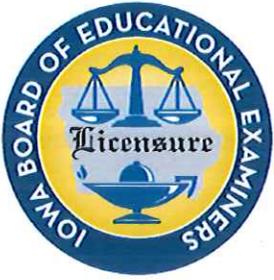
**Rationale:** The Board has previously granted several requests for waiver of the substitute authorization rule to individuals who have a bachelor's degree from a college that is accredited by a religious accrediting agency, and has granted at least one request for waiver from a petitioner with a degree from Columbia Southern University.

**Hardship:** Baskinbey argues denial of the waiver would impose an undue hardship in that she would be unable to substitute in the district where she currently works as an substitute associate.

**Prejudice to Others:** The Board has granted waivers in similar cases, including:

- 11-26: waiver for substitute authorization granted; petitioner attended Columbia Southern University, an accredited member of the Distance Education and Training Council.
- 12-03: waiver for substitute authorization granted; petitioner attended Barclay College, accredited by Association of Biblical Higher Education.
- 13-12: waiver for substitute authorization granted, petitioner attended Calvary Bible College, accredited by Association of Biblical Higher Education.

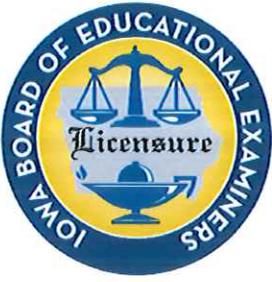
**Safety and welfare of others:** The substitute authorization provides limited authority in that the holder can only serve in short-term assignments. The Board must decide whether Baskinbey's educational background would be as effective as a bachelor's degree from a regionally accredited institution in ensuring the public safety, health, and welfare.



# IOWA BOARD OF EDUCATIONAL EXAMINERS

## Operating Guidelines

**Adopted:** May 4, 2007  
**Revised:** May 13, 2016  
**Reviewed:** May 13, 2016



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

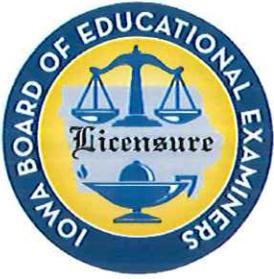
## **Members of the Board**

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

## **Administration**

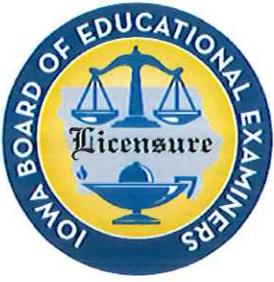
**Duane T. Magee, Executive Director**

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



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## Preface

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

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

## **The Board of Educational Examiners**

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

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

### **Who Serves on the Board?**

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

### **Mission**

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

### **Beliefs Statements**

We Believe:

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

**I. Organizational Meeting**

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

**General Guidelines for Board Members:**

**A. Organizational Meeting**

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

**B. Board Officers**

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

**C. Election of Officers**

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

**D. Term of Office**

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

**E. Chair vacant**

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

**F. Duties of the chair shall be as follows:**

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

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

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

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

**H. Committees of the Board**

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

**I. Removal of a board member from office:**

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

**II. Meeting Procedures**

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

**General Guidelines for Board Members:**

**A. Agendas**

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

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

**B. Voting**

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

**C. Public Participation**

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

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

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

**E. Administrative Rules**

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

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

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

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

**F. Petition for Waiver (refer to section X)**

**G. Kinds of Meetings**

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

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

**H. Executive Director for the Board of Educational Examiners**

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

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

**III. Board Expectations**

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

**General Guidelines for Board Members:**

**A. Leadership**

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

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

**B. Board Relationships**

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

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

#### **IV. Decision Making**

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

##### **General Guidelines for Board Members:**

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

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

**V. Special Assignments for Board Members**

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

**General Guidelines for Board Members:**

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

**VI. Effective and Open Communication**

Effective communication is essential to achieving board goals.

**General Guidelines for Board Members:**

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

**VII. Handling Public Concerns**

Board members are readily accessible to the public, especially in their own local area and thus public concerns will frequently be expressed to them. It is generally not wise to attempt to resolve the problem until comprehensive information is obtained on the issue. The following guidelines are designed to assist board members handle public concerns in a tactful, orderly and effective way.

**General Guidelines for Board Members:**

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

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

### **VIII. Planning, Goal Setting and Accountability**

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

#### **General Guidelines for Board Members:**

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

### **IX. Board Development**

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

### **General Guidelines for Board Members:**

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

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

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

5. Current board members may and are encouraged to attend orientation sessions.
  - E. Each new board member will be assigned a mentor.
- X. Petition for Waiver Guidelines**
- A. A waiver will not be reviewed until an application from a petitioner has been received and denied by staff.
  - B. Petitions for waiver received by the BoEE staff will be analyzed by the executive director, staff attorney, and the consultant assigned to the waiver by the executive director.
  - C. The consultant assigned to the waiver, in consultation with the staff attorney and executive director, will write a summary report for the board with the following sections:
    1. Name
    2. License
    3. Reason for waiver
    4. Rule citation
    5. Rationale
    6. Hardship
    7. Prejudice to others
    8. Safety and welfare to others
    9. Recommendation
    10. Rationale (including hardship, prejudice to others, and safety and welfare to others)
  - D. The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:
  - E. **282—6.4(17A) Criteria for waiver or variance.** In response to a petition completed pursuant to rule 6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:
    1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
    2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
    3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
    4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.
  - F. The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.

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

# IOWA BOARD OF EDUCATIONAL EXAMINERS

## Board Meeting Calendar Fiscal Year 2017

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