

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS

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

October 15, 2012

AGENDA
Times are approximate

- | | |
|-------------------|---|
| 9:30 a.m. | 1. Call Meeting to Order |
| 9:35 a.m. | 2. Approve the Agenda (Tab A) |
| 9:40 a.m. | 3. Consent Agenda
a. Minutes of August 9-10, 2012 and September 5, 2012 Board Meeting (Tab B) |
| 9:45 a.m. | 4. Professional Practices - Licensee Discipline – Closed Session – <u>Board members only</u> (roll call) |
| 11:00 a.m. | 5. Open Session – Results of closed session announced
a. Approve closed session minutes |
| 11:15 a.m. | 6. Communication from the Public |
| 11:25 a.m. | 7. Board Communications
a. Board Member Reports
b. Executive Director’s Report (Tab C)
1. November joint work session with DE
2. Oct 24 th meeting with Iowa Board of Regents Academic Affairs Committee and the BOEE Executive Committee
3. Financial update
4. Music and art endorsement update
5. New endorsement areas
6. DiSC Group Profile
7. Other |
| 11:35 a.m. | 8. Rules [Iowa Administrative Code – Chapter 282 (272)]
a. Adopt
1. IAC 282 — Amend Chapter 19.7(1) Renewal of Administrator Licenses (Tab D)
2. IAC 282 – Amend Chapter 13.28 (17) Science (Tab E)
a. Memo from UNI regarding this endorsement
3. IAC 282-- Amend Chapter 13.26 (5) Teacher-elementary classroom (Tab F)
4. IAC 282—Amend Chapter 14.2 (4), 14.2 (6) & 14.2 (7) – Intellectual disabilities (Tab G) |

5. IAC 282 – Amend Chapter 13.28 (12) – 5-8 Algebra for HS Credit (Tab H)

a. Memo from UNI Mathematics Education Committee

b. Notice

1. IAC 282—Amend Chapter 18 -- Issuance of Administrator Licenses and Endorsements (Tab I)

2. IAC 282 – Amend Chapter 22.5 -- Native Language Teaching Authorization (Tab J)

3. IAC –282—Amend 13.1(3), 13.3(2), 13.3(3), 13.4, 13.17(1)—Testing for out of state applicants (Tab K)

c. Items for Discussion

1. IAC – 282—Amend 13.16(1) Substitute Teacher Requirements (Tab L)

2. IAC – 282—Amend 11.7(1) Delivery (Notice of Hearing) (Tab M)

3. International Teacher Intern Program Proposal from UNI (Tab N)

12:20 p.m.

9. **Lunch for Board Members (Conference Rm. 3N)**

1:00 p.m.

10. **Waivers (Tab O)**

1. Mark Young (Tab 1)

2. Charlotte Sudduth (Tab 2)

1:30 p.m.

11. **Legislative Agenda and Legislative Reception (January 17, 2013)**

Next Meeting – November 14, 2012

2012-2013 BOEE Goals

Goal 1: The Board will develop rules for practitioner licensure that maintain high standards, are research based and provide flexibility in attainment.

Goal 2: The Board will develop a communication plan for the dissemination of information to its constituent groups.

Goal 3: The board will develop a plan to align BOEE goals with the Iowa Department of Education and Iowa colleges of education.

1 Online instructor – all venues: Mr. Magee discussed Senate File 2284 – A teacher who
2 is going to be teaching an online program or online class.

3 Where are we going with ethics? Discussion continued on ethics. Should an ethics
4 course be part of licensure renewal? Continue discussions with other organizations –
5 ISEA, SAI, IACTE, IASB and then reconvene the task force committee.

6 Extend 30-day wait after graduation: We currently use Iowa Code 709.15 (criminal
7 statute) as guidance from the law since “our rules are silent.” The Board would like to
8 further expand the 30 days to set more definite guidelines within the rules. We will
9 research what other states have in place. Information will come back to the Board for
10 further discussion.

11 Higher Ed. Connection: Should a representative from higher ed. be a member of the
12 Board? Or, is it more appropriate there be representation on the State Board? Or,
13 have representatives from higher ed. address the board a couple of times throughout
14 the year? Increase in requirements and at times there is a disconnect between what is
15 required for an endorsement v. what a program is set up to require—the degree and
16 the endorsement are not always the same. As we move forward, there will be
17 increased conversations about the quality of college programs and how aligned those
18 programs are with what the state expects for teachers.

19 Meet with the Board of Regents: Mr. Magee will contact the Board of Regents to
20 schedule a meeting with them.

21 Board Goals: The Board reviewed the goals for FY 13.

22

23 The Board recessed at 2:15 p.m. until 9:00 a.m., Friday, August 10, 2012.

24

25 The Board of Educational Examiners held its monthly meeting on August 10, 2012.
26 Board Chair, Dr. Bev Smith, called the meeting to order. Members attending were
27 Julio Almanza, Tammy Duehr, Dr. Larry Hill, Dr. Marianne Mickelson, Oscar Ortiz,
28 Mary K. Overholtzer, and Carol Trueg. Also in attendance was Duane Magee,
29 Executive Director and Julie Bussanmas, Assistant Attorney General. Dr. Jason
30 Glass, Merle Johnson, Laura Stevens and Richard Wortmann were unable to attend.

31

32 Mr. Magee asked the BOEE staff to introduce themselves to the Board since we had
33 some new staff members.

1 Dr. Larry Hill moved, with a second by Marianne Mickelson, to approve the amended
2 agenda. (A Petition for Waiver was added to the agenda.) **MOTION CARRIED**
3 **UNANIMOUSLY.**

4

5 Carol Trueg moved, with a second by Oscar Ortiz, to approve the consent agenda. Roll
6 call vote: Almanza – yes; Duehr – yes; Hill – recused; Mickelson – yes; Ortiz – yes;
7 Overholtzer – yes; Smith – yes; Trueg – yes. **MOTION CARRIED.**

8

9 Oscar Ortiz moved, with a second by Julio Almanza, that the Board go into closed
10 session for the purposes of discussing whether to initiate licensee disciplinary
11 proceedings and discussing the decision to be rendered in a contested case, pursuant
12 to Iowa Code sections 21.5(1)(d) and 21.5(1)(f). Roll call vote: Almanza – yes; Duehr –
13 yes; Hill – yes; Mickelson – yes; Ortiz – yes; Overholtzer – yes; Smith – yes; Trueg – yes.
14 **MOTION CARRIED.**

15

16 Tammy Duehr moved, with a second by Julio Almanza, that in **case number 12-01**,
17 the Board finds that the evidence gathered in the investigation, including witness
18 statements and the documentary evidence, does not substantiate the allegations in the
19 complaint, and that the Board therefore lacks probable cause to proceed with this
20 matter. **MOTION CARRIED UNANIMOUSLY.**

21

22 Marianne Mickelson moved, with a second by Tammy Duehr, that in **case number 12-**
23 **05**, the Board finds that the evidence gathered in the investigation, including witness
24 statements and the documentary evidence, does not substantiate the allegations in the
25 complaint, and that the Board therefore lacks probable cause to proceed with this
26 matter. **MOTION CARRIED UNANIMOUSLY.** (Duane Magee left the room during
27 discussion of this case.)

28

29 Oscar Ortiz moved, with a second by Marianne Mickelson, that in **case number 12-**
30 **06**, the Board finds that the evidence gathered in the investigation, including witness
31 statements and the documentary evidence, does not substantiate the allegations in the

1 complaint, and that the Board therefore lacks probable cause to proceed with this
2 matter. **MOTION CARRIED UNANIMOUSLY.**

3
4 Julio Almanza moved, with a second by Tammy duehr, that in **case number 12-07**,
5 the Board finds that the evidence gathered in the investigation, including witness
6 statements and the documentary evidence, does not substantiate the allegations in the
7 complaint, and that the Board therefore lacks probable cause to proceed with this
8 matter. **MOTION CARRIED UNANIMOUSLY.**

9
10 Julio Almanza moved, with a second by Tammy Duehr, that in **case number 11-45**,
11 the Board finds probable cause to establish a violation of the following provisions of
12 the Code of Professional Conduct and Ethics, 282 IAC 25.3(1)e (1) and 25.3(6)c and
13 order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

14
15 Tammy Duehr moved, with a second by Marianne Mickelson, that in **case number 12-**
16 **08**, the Board finds that the evidence gathered in the investigation, including witness
17 statements and the documentary evidence, does not substantiate the allegations in the
18 complaint, and that the Board therefore lacks probable cause to proceed with this
19 matter. **MOTION CARRIED UNANIMOUSLY.**

20
21 Marianne Mickelson moved, with a second by Tammy Duehr, that in **case number 12-**
22 **21**, the Board finds that the evidence gathered in the investigation, including witness
23 statements and the documentary evidence, does not substantiate the allegations in the
24 complaint, and that the Board therefore lacks probable cause to proceed with this
25 matter. **MOTION CARRIED UNANIMOUSLY.**

26
27 Tammy Duehr moved, with a second by Julio Almanza, that in **case number 12-22**,
28 the Board finds that the evidence gathered in the investigation, including witness
29 statements and the documentary evidence, does not substantiate the allegations in the
30 complaint, and that the Board therefore lacks probable cause to proceed with this
31 matter. **MOTION CARRIED UNANIMOUSLY.**

1 Oscar Ortiz moved, with a second by Marianne Mickelson, that in case number 12-
2 23, the Board finds that the evidence gathered in the investigation, including witness
3 statements and the documentary evidence, does not substantiate the allegations in the
4 complaint, and that the Board therefore lacks probable cause to proceed with this
5 matter. **MOTION CARRIED UNANIMOUSLY.**

6

7 Julio Almanza moved, with a second by Oscar Ortiz, that in case number 12-24, the
8 Board finds that the evidence gathered in the investigation, including witness
9 statements and the documentary evidence, does not substantiate the allegations in the
10 complaint, and that the Board therefore lacks probable cause to proceed with this
11 matter. **MOTION CARRIED UNANIMOUSLY.**

12

13 Julio Almanza moved, with a second by Tammy Duehr, that in case number 12-43,
14 the Board finds that the evidence gathered in the investigation, including witness
15 statements and the documentary evidence, does not substantiate the allegations in the
16 complaint, and that the Board therefore lacks probable cause to proceed with this
17 matter. **MOTION CARRIED UNANIMOUSLY.**

18

19 Julio Almanza moved, with a second by Tammy Duehr, that in case number 12-45,
20 the Board find probable cause to establish a violation of the following provisions of the
21 Code of Professional Conduct and Ethics, 282 IAC 25.3(6) c and d, and order this case
22 set for hearing. **MOTION CARRIED UNANIMOUSLY.**

23

24 Tammy Duehr moved, with a second by Marianne Mickelson, that in case number 12-
25 46, the Board find probable cause to establish a violation of the following provisions of
26 the Code of Professional Conduct and Ethics, 282 IAC 25.3(6) c and d, and order this
27 case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

28

29 Marianne Mickelson moved, with a second by Julio Almanza, that in case number 12-
30 58, the Board finds that the evidence gathered in the investigation, including witness
31 statements and the documentary evidence, does not substantiate the allegations in the

1 complaint, and that the Board therefore lacks probable cause to proceed with this
2 matter. **MOTION CARRIED UNANIMOUSLY.**

3

4 Oscar Ortiz moved, with a second by Marianne Mickelson, that in **case number 12-**
5 **59**, the Board finds that the evidence gathered in the investigation, including witness
6 statements and the documentary evidence, does not substantiate the allegations in the
7 complaint, and that the Board therefore lacks probable cause to proceed with this
8 matter. **MOTION CARRIED UNANIMOUSLY.**

9

10 Tammy Duehr moved, with a second by Julio Almanza, that in **case number 12-60**,
11 the Board finds that the evidence gathered in the investigation, including witness
12 statements and the documentary evidence, does not substantiate the allegations in the
13 complaint, and that the Board therefore lacks probable cause to proceed with this
14 matter. **MOTION CARRIED UNANIMOUSLY.**

15

16 Marianne Mickelson moved, with a second by Tammy Duehr, that in **case number 12-**
17 **83**, the Board finds that the evidence gathered in the investigation, including witness
18 statements and the documentary evidence, does not substantiate the allegations in the
19 complaint, and that the Board therefore lacks probable cause to proceed with this
20 matter. **MOTION CARRIED UNANIMOUSLY.**

21

22 Julio Almanza moved, with a second by Tammy Duehr, that in **case number 12-84**,
23 the Board finds that the evidence gathered in the investigation, including witness
24 statements and the documentary evidence, does not substantiate the allegations in the
25 complaint, and that the Board therefore lacks probable cause to proceed with this
26 matter. **MOTION CARRIED UNANIMOUSLY.**

27

28 Tammy Duehr moved, with a second by Julio Almanza, that in **case number 12-88**,
29 the Board accept the Respondent's waiver of hearing and voluntary surrender and that
30 the Board issue an order permanently revoking the Respondent's license with no

1 possibility of reinstatement. Roll call vote: Almanza – yes; Duehr – yes; Hill – yes;
2 Mickelson – recused; Ortiz – yes; Overholtzer – yes; Smith – yes; Trueg – yes. **MOTION**
3 **CARRIED.**

4
5 Oscar Ortiz moved, with a second by Marianne Mickelson, that in **case number 11-**
6 **62**, the Board accept the stipulation and settlement submitted by the parties, and
7 issue an Order incorporating the agreement of the parties and imposing the agreed
8 upon sanction. Roll call vote: Almanza – recused; Duehr – yes; Hill – yes; Mickelson –
9 yes; Ortiz – yes; Overholtzer – yes; Smith – yes; Trueg – yes. **MOTION CARRIED.**

10
11 Oscar Ortiz moved, with a second by Tammy Duehr, that in **case number 11-**
12 **32. In the Matter of Pamela Stangeland**, the Board accept the proposed
13 decision in all particulars and issue an Order adopting the proposed decision as
14 the final decision of the Board. **MOTION CARRIED UNANIMOUSLY.** (Julio
15 Bussanmas, Assistant Attorney General and Jim McNellis, Investigator, left the
16 room during the discussion of this case.)

17
18 Tammy Duehr moved, with a second by Oscar Ortiz, to extend the 180-day
19 deadline for issuance of the final decision in **case number 12-30**, based upon
20 the extraordinary amount of time needed to complete the investigation. Roll
21 call vote: Almanza – recused; Duehr – yes; Hill – yes; Mickelson – yes; Ortiz –
22 yes; Overholtzer – yes; Smith – yes; Trueg – yes. **MOTION CARRIED.**

23
24 Marianne Mickelson moved, with a second by Tammy Duehr, to extend the 180-day
25 deadline for issuance of the final decision in **case number 12-31**, based upon delay
26 in scheduling the hearing. **MOTION CARRIED UNANIMOUSLY.** (Julio Bussanmas,
27 Assistant Attorney General and Jim McNellis, Investigator, left the room during the
28 discussion of this case.)

29
30 Oscar Ortiz moved, with a second by Marianne Mickelson, to extend the 180-day
31 deadline for issuance of the final decision in **case number 12-32**, based upon the
32 extraordinary amount of time needed to complete the investigation. **MOTION**
33 **CARRIED UNANIMOUSLY.**

1 Tammy Duehr moved, with a second by Oscar Ortiz, to extend the 180-day deadline
2 for issuance of the final decision in case number 12-35, based upon the extraordinary
3 amount of time needed to complete the investigation. **MOTION CARRIED**

4 **UNANIMOUSLY.**

5
6 Oscar Ortiz moved, with a second by Marianne Mickelson, to approve the closed
7 session minutes of May 23 (special telephonic meeting), May 30 (special telephonic
8 meeting) and June 22, 2012. **MOTION CARRIED UNANIMOUSLY.**

9
10 Board Reports:

11 Marianne Mickelson (and other board members) attended the Iowa Teacher and
12 Principal Leadership Symposium on August 3, which was hosted by Governor
13 Branstad, Lt. Governor Reynolds and Dr. Glass. Dr. Mickelson was impressed by the
14 information shared. Larry Hill visited with legislators regarding implementation and
15 what the next steps will be.

16
17 Public Comment:

18 No public comment.

19
20 Executive Director's Report:

21 Mr. Magee reviewed the financial report.

22
23 Endorsement predictions for 2012-13 were reviewed. The Board had previously
24 requested this information. This information flows through the DE. The data was
25 broken down by the number of graduates by endorsement and the university.

26
27 Mr. Magee and Jeff DeBruin, IT Specialist, are working to provide the professional
28 practices documents electronically. Options: iPads (app.), encrypted laptops and/or
29 flash drives. Due to the confidentiality, SS#s would need to be redacted. We will
30 continue to work with DAS and ITE.

31
32 A link to the Director of Iowa's Teacher Preparation Institutions was provided to the
33 Board. This link will also be placed on the BOEE website.

1 Mr. Magee distributed a letter from Dr. Glass regarding ed. reform as it relates to the
2 Praxis guidance.

3

4 New certifications to be discussed at a later date: Sign Language Interpreter, Athletic
5 Trainer, Mental Health Counselor, Dean of Students, At-Risk Coordinator, Early
6 Childhood Director, Alternative Early Childhood Teacher Assistant. Any other areas of
7 certification we need to look at?

8

9 Regarding the DiSC training that took place at the retreat – there were questions
10 regarding, “What are you going to do with it (the training)?” “How are you going to
11 use it/apply it?” Mary Kay Overholtzer stated that she would like to encourage her
12 administration to go through the process. The training will help to know co-workers’
13 styles and dynamics. Larry Hill found the training very meaningful and valuable.

14

15 Beth Myers was recognized for her years of service as the legal consultant for the
16 BOEE. She has accepted a position with ISEA and her last day will be August 15.

17

18 Dr. Bev Smith moved, with a second by Carol Trueg, that the Board go into closed
19 session pursuant to Iowa Code section 21.5(1)(c) to discuss strategy with counsel in
20 matters that are presently in litigation or where litigation is imminent where its
21 disclosure would likely be prejudicial or disadvantage the position of the Board in that
22 litigation. Roll call vote: Almanza – yes; Duehr – yes; Hill – yes; Mickelson – yes; Ortiz –
23 yes; Overholtzer – yes; Smith – yes; Trueg – yes. **MOTION CARRIED.** (Kim
24 Cunningham, Board Secretary, left the room during closed session.)

25

26 Julio Almanza moved, with a second by Marianne Mickelson, that the Board return to
27 open session. **MOTION CARRIED UNANIMOUSLY**

28

29 Rules:

30 Carol Trueg moved, with a second by Julio Almanza, to file under Notice of Intended
31 Action, the proposed changes to Chapter 19.7(1) Renewal of Administrator Licenses.

32 **MOTION CARRIED UNANIMOUSLY.**

33

1 Marianne Mickelson moved, with a second by Larry Hill, to file under Notice of
2 Intended Action, the proposed changes to Chapter 13.28(17) Science. **MOTION**
3 **CARRIED UNANIMOUSLY.**

4
5 Items for Discussion:

6 The proposed changes to Chapter 18 Issuance of Administrator Licenses and
7 Endorsements were discussed and will move forward to Notice at a future meeting.

8
9 SF 2284: Information regarding new testing requirements for teacher prep. students -
10 teachers emerging from teacher prep. programs need to pass two exams - one for
11 content and one for pedagogy and those tests are determined by the DE. More
12 discussion will follow regarding what exams will be implemented.

13
14 The proposed changes to Chapter 22.5 Preliminary Native Language Teaching
15 Authorization were discussed and will move forward to Notice at a future meeting.

16
17 Petitions for Waiver:

18 Larry Johnson moved, with a second by Oscar Ortiz, that in **PFW 12-13**, Kristen
19 Brunner, the Board deny the Petition for Waiver. Reasons for denial: Ms. Brunner
20 believes she would have difficulty working with a regionally accredited college that
21 would accept her into their program. She has recently moved from South Carolina and
22 has purchased a home in Cedar Falls. The Board indicated that moving and
23 purchasing a home are financial burdens that everyone has. They are not specific to
24 Ms. Brunner. The Board indicated that the rules would authorize the issuance of a
25 substitute teaching license so Ms. Brunner could obtain employment while working to
26 complete the approved teacher preparation program through a regionally accredited
27 college. Many individuals from non-Iowa institutions must complete additional course
28 work in order to obtain full licensure in Iowa. The Board has waived the requirement
29 for a BA degree from a regionally accredited institution for applicants for the
30 substitute authorization. However, no waiver of this requirement for teachers has been
31 reviewed. Other applicants from Bob Jones University have been directed to work
32 with a regionally accredited institution. That college of education will review the
33 applicant's transcripts and determine a program of study that must be completed

1 before the regionally accredited college will verify that the approved teacher
2 preparation program requirements have been met. The Board reviewed the
3 application submitted by Ms. Brunner on July 16, 2012, and determined that Ms.
4 Brunner has not passed the background check since the application was recently
5 received. The FBI clearance usually takes four weeks. Ms. Brunner does have
6 teaching experience so the safety and welfare of the students is not in question. But
7 the Board stated the integrity of the licensure standards should be upheld to ensure
8 the same foundational quality standards for every Iowa teacher are met. **MOTION**
9 **CARRIED UNANIMOUSLY.**

10
11 Reports/Approvals:

12 Geri McMahon reviewed the annual Communications Report.

13
14 Beth Myers updated the Board regarding the FY 12 legislative session.

15
16 The Board will continue to work on board goals individually and provide input. These
17 will be discussed at the October meeting.

18
19 Julio Almanza moved, with a second by Oscar Ortiz, that the Board approve the
20 amended board meeting calendar for FY 2013. The October meeting date was moved
21 from October 5 to October 15, 2012. The Governor will address the Board at the
22 October meeting. **MOTION CARRIED UNANIMOUSLY.**

23
24 There being no further business, Dr. Smith asked for a motion to adjourn the meeting.

25 Julio Almanza moved, with a second by Oscar Ortiz. **MOTION CARRIED**
26 **UNANIMOUSLY.** The meeting was adjourned at 12:35 p.m.

1 amount of time needed to complete the investigation. **MOTION CARRIED**
2 **UNANIMOUSLY.**

3

4 Marianne Mickelson moved, with a second by Laura Stevens, to extend the 180-day
5 deadline for issuance of the final decision in case number 12-40, based upon delay in
6 scheduling the hearing. **MOTION CARRIED UNANIMOUSLY.**

7

8 Marianne Mickelson moved, with a second by Larry Hill, to extend the 180-day
9 deadline for issuance of the final decision in case number 12-41, based upon delay in
10 scheduling the hearing. **MOTION CARRIED UNANIMOUSLY.**

11

12 Julio Almanza moved, with a second by Marianne Mickelson, that the Board return to
13 open session. Roll call vote: Almanza – yes; Duehr – yes; Glass – yes; Hill – yes;
14 Johnson – yes; Mickelson – yes; Ortiz – yes; Overholtzer – yes; Smith – yes; Stevens –
15 yes; Trueg – yes; Wortmann – yes. **MOTION CARRIED.**

16

17 Merle Johnson moved, with a second by Oscar Ortiz, to amend the board meeting
18 calendar for fiscal year 2013. The amended date for the November meeting will be
19 Wednesday, November 14, 2012. This will be a joint meeting between the State Board
20 and the BOEE in the morning. **MOTION CARRIED UNANIMOUSLY.**

21

22 There being no further business, Bev Smith asked for a motion to adjourn the
23 meeting. Merle Johnson moved, with a second by Julio Almanza, to adjourn the
24 meeting. **MOTION CARRIED UNANIMOUSLY.** The meeting was adjourned at 4:25
25 p.m.

26

27

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33

**State Board of Education
November State Board Meeting**

Des Moines, Iowa
November 14-15, 2012

TENTATIVE AGENDA*
Updated 9/28/2012

Wednesday, November 14
B100, Grimes State Office Building

Work Sessions

- 8:30 a.m. Work Session -- State Board of Education to meet with Board of Educational Examiners to discuss standards for teaching and leadership, and coordination of educator preparation programs and licensure.
- 9:30 a.m. BREAK
- 9:45 a.m. Work Session – Educator Preparation Program approval standards and process. Goal of this session – to familiarize State Board members with the current standards and procedures for the approval of practitioner preparation programs. (ROSIE WOULD LIKE AN UPDATE FROM JASON AND VALORIE ABOUT THE VISIT TO THE AZ TEACHER PREP PROGRAM – could be scheduled either during this work session, or as an agenda item during the regular business meeting.)
- 11:45 a.m. LUNCH (**Jason has to present at the IASB Convention – must be in place at HyVee Hall at 12:15 – speak for 15-30 minutes – back at the Grimes Building about 1:00**)

Business Meeting
State Board Room, Grimes State Office Building

- 12:30 p.m. 1. Call to Order
2. Approve the Agenda
3. Communication
- a. Public Comment

- 4 Community College Fall Enrollment Report 2012
- 5 Paraeducator Preparation Program Approvals
 - Northeast Iowa Community College
 - Western Iowa Tech Community College
- 1:15 p.m. 6 AEA Accreditation
7. Consent Agenda
 - a. Minutes
 - b. Rules: Chapter 43 – Pupil Transportation (Adopt)
 - c. Rules: Chapter 98 – Financial Management of Categorical Funding (Adopt)
 - d. Rules: Chapter 22 – Senior Year Plus (Adopt)
 - e. Rules: Chapter 22 – Senior Year Plus Program (Adopt)
 - f. Rules: Chapter 97 – Supplementary Weighting (Adopt)
 - g. Rules: Chapter 17 – Open Enrollment (Adopt)
 - h. Rules: Chapter 12 – General Accreditation Standards (Adopt)
 - i. Rules: Chapter 84 – Financial Incentives for National Board Certification (Adopt)
 - j. Rules: Chapter 83 – Teacher and Administrator Quality Programs (Adopt)
 - k. Rules: Chapter 15 – Uses of Telecommunications for Instruction by Schools (Adopt)
 - l. Rules: Chapter 79 – Standards for Practitioner and Administrator Preparation Programs (Adopt)
 - m. Rules: Chapter 32 – Iowa High School Equivalency Diploma (Notice)
 - n. Rules: Chapter 21 Associate Science Career Option – Associate of Professional Studies
- 1:45 p.m. 8. Des Moines Public Charter School – Revoke Charter
- 2:00 p.m. 9. State Board Legislative Agenda (Approve)
- 2:30 p.m. 10. Update – Next Generation Science Standards
- 3:00 p.m. 9. The Annual Condition of Education Report
- 3:45 p.m. 10 Director Report, Board Reports
- 4:00 p.m. 11 ADJOURN BUSINESS MEETING

Thursday, November 15 – IASB Conference
Iowa Events Center –Community Choice Credit Union Convention Center G

8:45 a.m. Participate in IASB Conference

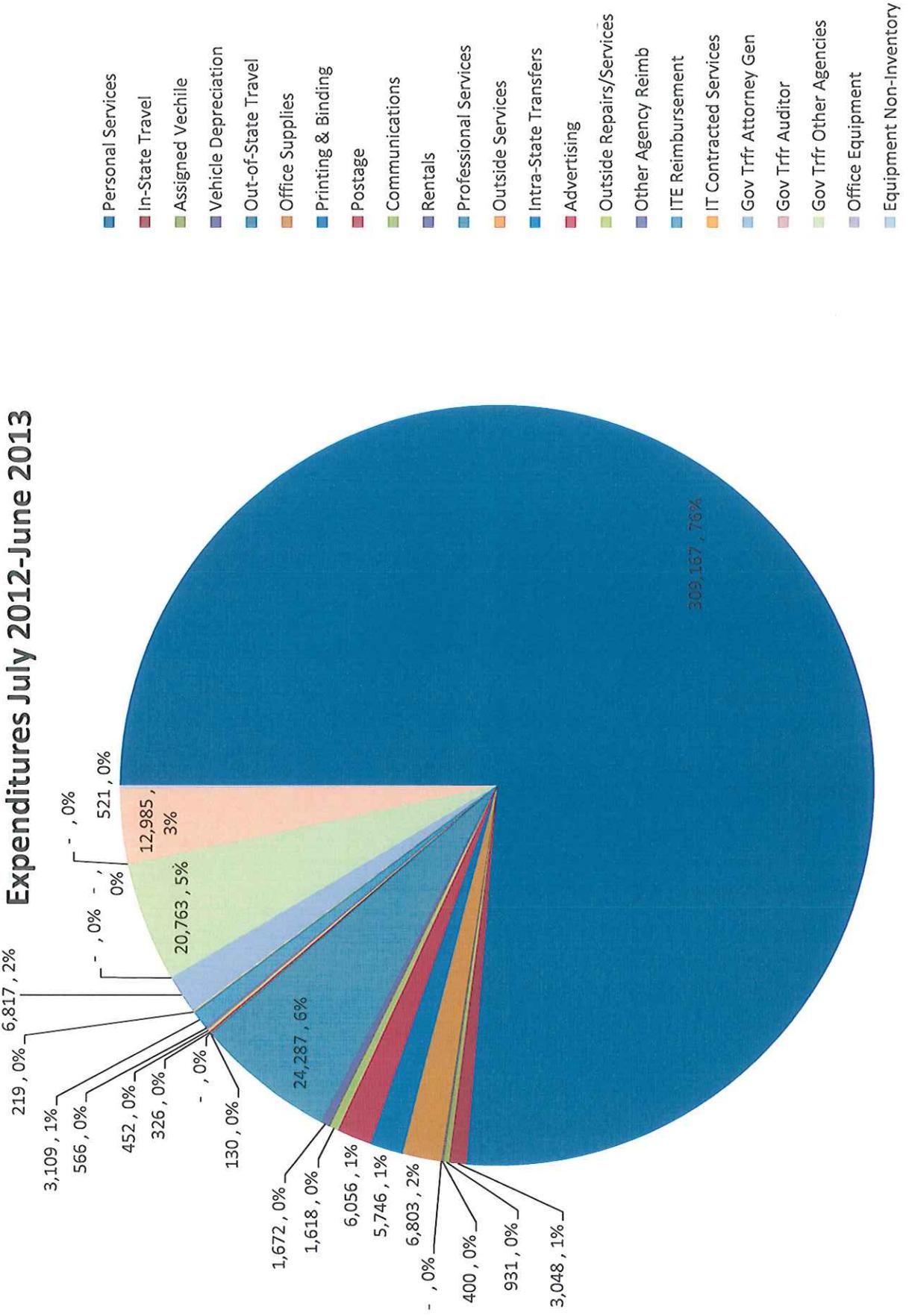
3:45 p.m. Closing General Session

- Introduction of Iowa State Board of Education (State Board members should arrive at XX p.m.)
- Breaking Barriers Awards
- Featured speakers: Governor Terry Branstad, Lt. Governor Kim Reynolds ??

4:30 – 5:00 State Board Reception for Breaking Barriers Award Winners

*Times are approximate and may need to be adjusted

Expenditures July 2012-June 2013



Board of Education Examiners SFY 13 Financial Reporting by Orgn/Month

Licensure Fees (orgn 9397)		July 12	Aug 12	Sept 12	Oct 12	Nov 12	Dec 12	Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13	Total
Receipts														
	Brought Fwd from 12	100,000.00	947,214.01	-	-	-	-	-	-	-	-	-	-	1,047,214
	Carry Fwd to 14	-	-	-	-	-	-	-	-	-	-	-	-	-
	401 Licensure Fees	161,866.50	205,833.00	120,780.75	-	-	-	-	-	-	-	-	-	488,480
	704 DCI Check Fee	26,988.00	35,966.00	29,593.00	-	-	-	-	-	-	-	-	-	92,547
	BoEE Total Receipts	288,854.50	1,189,013.01	150,373.75	-	-	-	-	-	-	-	-	-	1,628,241
	401 Licensure Fees (GenFund)	53,544.50	68,139.00	39,958.25	-	-	-	-	-	-	-	-	-	161,642
Expenditures														
	101 Personal Services	72,086.39	118,517.98	118,562.20	-	-	-	-	-	-	-	-	-	309,167
	202 In-State Travel	300.50	-	2,747.81	-	-	-	-	-	-	-	-	-	3,048
	203 Assigned Vehicle	-	651.72	279.67	-	-	-	-	-	-	-	-	-	931
	204 Vehicle Depreciation	-	200.00	200.00	-	-	-	-	-	-	-	-	-	400
	205 Out-of-State Travel	-	-	-	-	-	-	-	-	-	-	-	-	-
	301 Office Supplies	5,013.50	1,664.70	124.93	-	-	-	-	-	-	-	-	-	6,803
	309 Printing & Binding	-	4,120.18	1,625.36	-	-	-	-	-	-	-	-	-	5,746
	313 Postage	-	2,930.54	3,125.29	-	-	-	-	-	-	-	-	-	6,056
	401 Communications	96.78	786.09	735.29	-	-	-	-	-	-	-	-	-	1,618
	402 Rentals	1,345.00	-	326.94	-	-	-	-	-	-	-	-	-	1,672
	405 Professional Services	-	-	24,287.00	-	-	-	-	-	-	-	-	-	24,287
	406 Outside Services	50.00	80.07	-	-	-	-	-	-	-	-	-	-	130
	407 Intra-State Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-
	408 Advertising	-	-	326.00	-	-	-	-	-	-	-	-	-	326
	409 Outside Repairs/Services	451.98	-	-	-	-	-	-	-	-	-	-	-	452
	414 Other Agency Reimb	-	290.68	275.04	-	-	-	-	-	-	-	-	-	566
	416 ITE Reimbursement	-	1,436.70	1,672.72	-	-	-	-	-	-	-	-	-	3,109
	418 IT Contracted Services	-	-	218.54	-	-	-	-	-	-	-	-	-	219
	432 Gov Trfr Attorney Gen	-	3,333.33	3,483.21	-	-	-	-	-	-	-	-	-	6,817
	433 Gov Trfr Auditor	-	-	-	-	-	-	-	-	-	-	-	-	-
	434 Gov Trfr Other Agencies	-	20,763.00	-	-	-	-	-	-	-	-	-	-	20,763
	502 Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
	503 Equipment Non-Inventory	-	-	-	-	-	-	-	-	-	-	-	-	-
	510 IT Equipment & Software	12,668.00	-	317.32	-	-	-	-	-	-	-	-	-	12,985
	602 SWICAP/Other Expense	-	-	520.64	-	-	-	-	-	-	-	-	-	521
	Total Expenditures	92,012.15	154,774.99	158,827.96	-	-	-	-	-	-	-	-	-	405,615
	Excess (Deficiency) of													
	Revenue over Expenditures	96,842.35	87,024.01	(9,454.21)	-	-	-	-	-	-	-	-	-	175,412
	Beginning Cash Balance	100,000.00	196,842.35	1,231,080.37	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16
	Ending Cash Balance	196,842.35	1,231,080.37	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16	1,222,626.16

Licensure Fee Receipts by Accounting Source and Month SFY 13

Acct	Class	Description	July 12	Aug 12	Sept 12	Oct 12	Nov 12	Dec 12	Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13	Jun+30	Jun+60	Total	
		Brought Fwd not included																
154	401	Licensure Fees %	161,866.50	#####	120,780.75	-	-	-	-	-	-	-	-	-	-	-	-	488,480.25
154	704	DCI Check Fee	26,988.00	35,966.00	29,593.00	-	-	-	-	-	-	-	-	-	-	-	-	92,547.00
Gen Fund	401	Licensure Fees	53,544.50	68,139.00	39,958.25	-	-	-	-	-	-	-	-	-	-	-	-	161,641.75
		Net Receipts	242,399.00	#####	190,332.00	-	-	-	-	-	-	-	-	-	-	-	-	742,669.00

0914	401	Refunds	65.00	713	565														1,343.00
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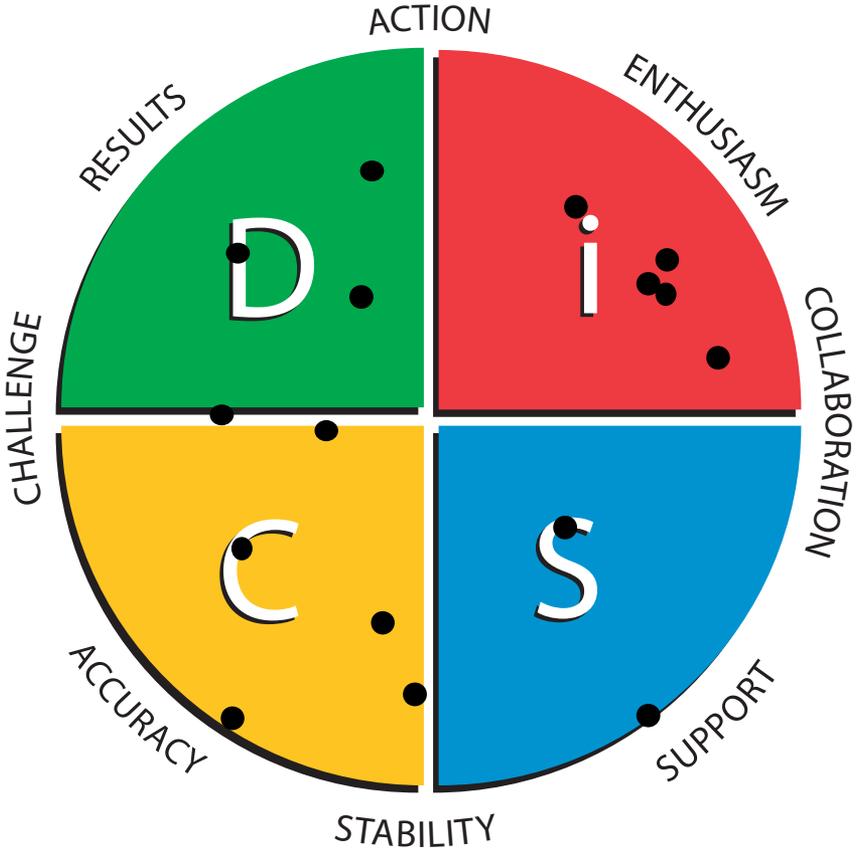
Board Question:**How many teachers get both K-8 and 5-12 endorsements for Music and Art?**

MUSIC	
K-8 & 5-12 Music:	
2,088	Permanent Professionals
13,559	Not Permanent Professional
2,927	Not Perm. Prof. with a future expiration date
K-8 Music without 5-12 Music:	
2,215	Perm Prof
14,788	Not Perm Prof (includes expired and non-expired)
3,234	Not Perm Prof with future expiration
5-12 Music without K-8 Music:	
2,406	Perm Prof
14,843	Not Perm Prof (includes expired and non-expired)
3,067	Not Perm Prof with future expiration
ART	
K-8 & 5-12 Art:	
630	Permanent Professionals
6,772	Not Permanent Professional
1,612	Not Perm. Prof. with a future expiration date
K-8 Art without 5-12 Art:	
701	Perm Prof
7,753	Not Perm Prof (includes expired and non-expired)
1,904	Not Perm Prof with future expiration
5-12 Art without K-8 Art:	
804	Perm Prof
8,075	Not Perm Prof (includes expired and non-expired)
1,745	Not Perm Prof with future expiration

Everything DiSC® Group Map

Group Size: 16

Date: 9/6/2012



GROUP CULTURE REPORT



ASSESSMENT TO ACTION.

(16 People)

Thursday, September 06, 2012

This report is provided by:

Brad Buck
drbradbuckconsulting@gmail.com
4406 162nd Street
Urbandale, IA
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by Inscape Publishing

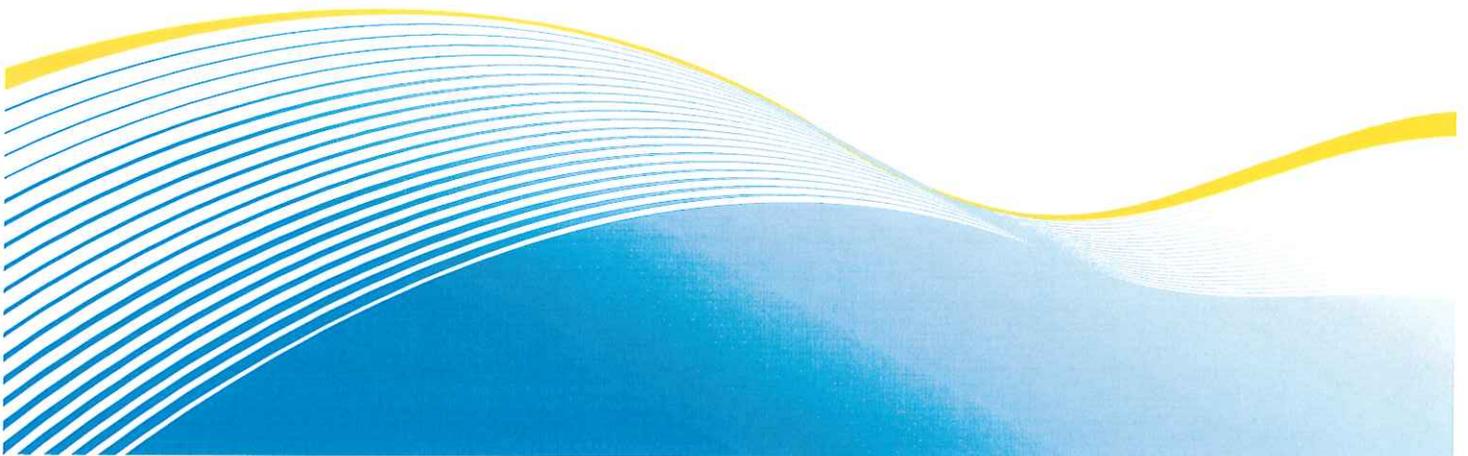


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Pages 4-5	Your DiSC Culture: Explores the DiSC culture of your group. Page 4 provides an Everything DiSC [®] Map that shows the distribution of DiSC styles in your group. Page 5 offers a data table that elaborates on the styles represented in your group.
Pages 6-7	The D Culture: Page 6 describes the Dominance or D culture, which is characterized by quick decisions, direct answers, and a competitive atmosphere. It identifies the qualities that are encouraged and frowned upon in the D culture. It also describes the advantages and drawbacks of this culture. Page 7 explores what it is like for the different DiSC styles to work in the D culture.
Pages 8-9	The i Culture: Page 8 describes the Influence or i culture, which is characterized by an energetic, collaborative, and optimistic atmosphere. It lists the qualities that are encouraged and frowned upon in the i culture. It also identifies the advantages and drawbacks of this culture. Page 9 describes what it is like for the different DiSC styles to work in the i culture.
Pages 10-11	The S Culture: Page 10 describes the Steadiness or S culture, which is characterized by stability, collaboration, and supportiveness. It identifies the qualities that are encouraged and frowned upon in the S culture. It also describes the advantages and drawbacks of this culture. Page 11 explores what it is like for the different DiSC styles to work in the S culture.
Pages 12-13	The C Culture: Page 12 describes the Conscientiousness or C culture, which is characterized by a focus on quality, accuracy, and order. It indicates the qualities that are encouraged and frowned upon in the C culture. It also lists the advantages and drawbacks of this culture. Page 13 discusses what it is like for the different DiSC styles to work in the C culture.

Introduction to DiSC[®] and Group Culture

Everything DiSC[®] Group Culture Report

Introduction

Just as individuals have unique styles, groups also tend to develop their own styles or cultures. This culture is an informal combination of behaviors, values, and attitudes that most people in the group take for granted.

Put in the simplest terms, group culture is “the way we do things.”

Although not everybody agrees with or flows with the culture, most group members feel the pressure that a culture exerts to act in a certain way. DiSC[®] does not address all elements of culture, but it helps you understand many important priorities, needs, goals, fears, emotions, and behaviors within your culture.

Why is group culture important?

Group culture has a large impact on the behavior, attitudes, and satisfaction of each group member. People who fit into the culture often feel right at home in the group. But for other people, the culture leads them to feel like strangers in a strange land. The environment makes them uncomfortable.

Culture also has implications for the group as a whole. It affects such things as the pace at which work gets done, how outsiders are treated, the attention paid to details, or risks that the group takes. These in turn influence the success of the group in meeting its goals.

Where does group culture come from?

Group culture is not simply the average of all the people in the group. A number of different factors determine group culture, such as:

- The style of the group leaders
- The most pronounced styles within the group
- The type of work the group does
- The historical culture of the group
- The cohesion or tension within the group
- The goals and mission of the group

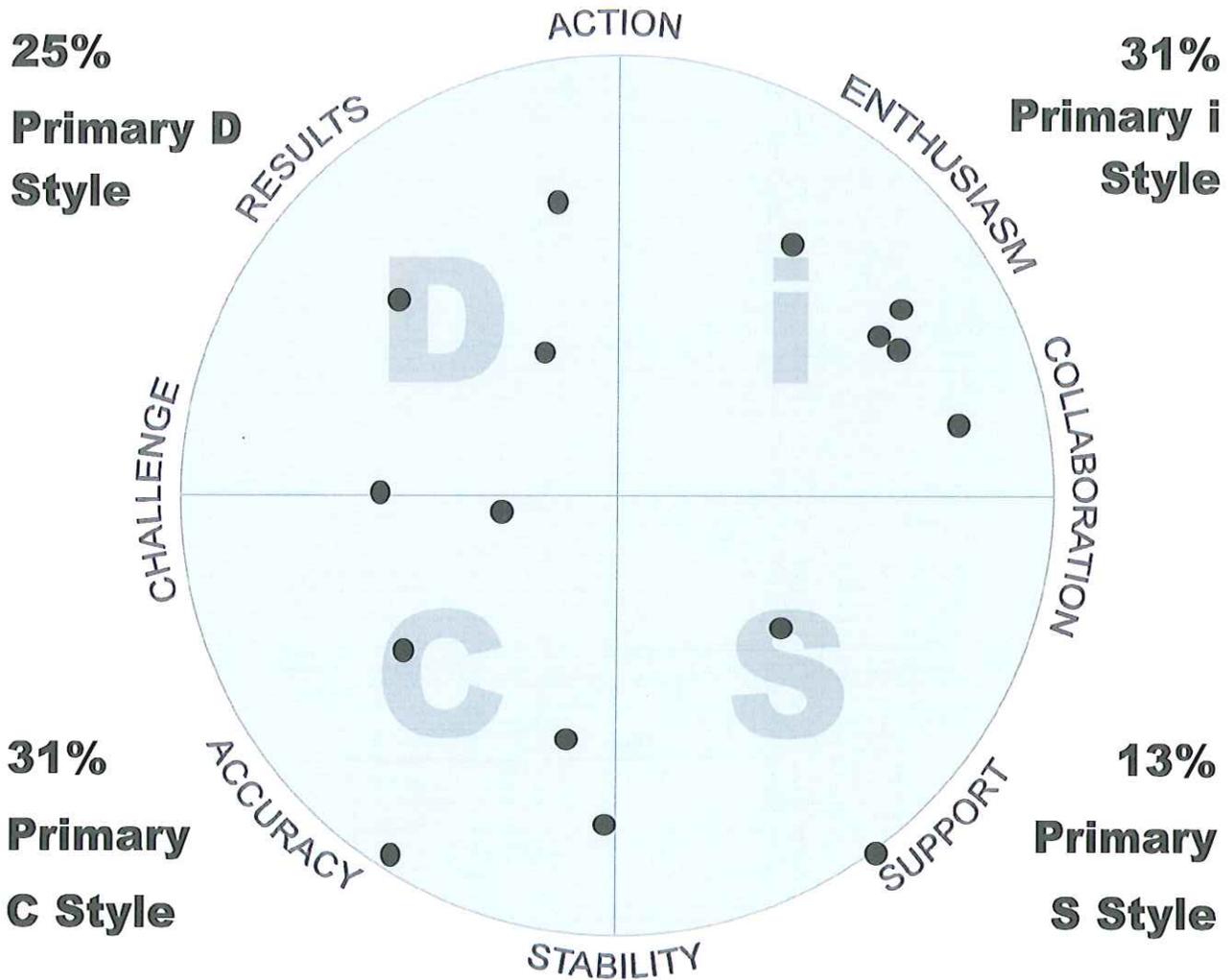
These are just some of the factors that help shape group culture. Understanding the origins of your culture may be important if you hope to change it.

Group Map

Everything DiSC® Group Culture Report

The Everything DiSC® map below shows the distribution of DiSC® styles in your group. Each black dot represents one person. The percentages reflect the proportion of people who fall in each of the four DiSC regions.

Group Size: 16

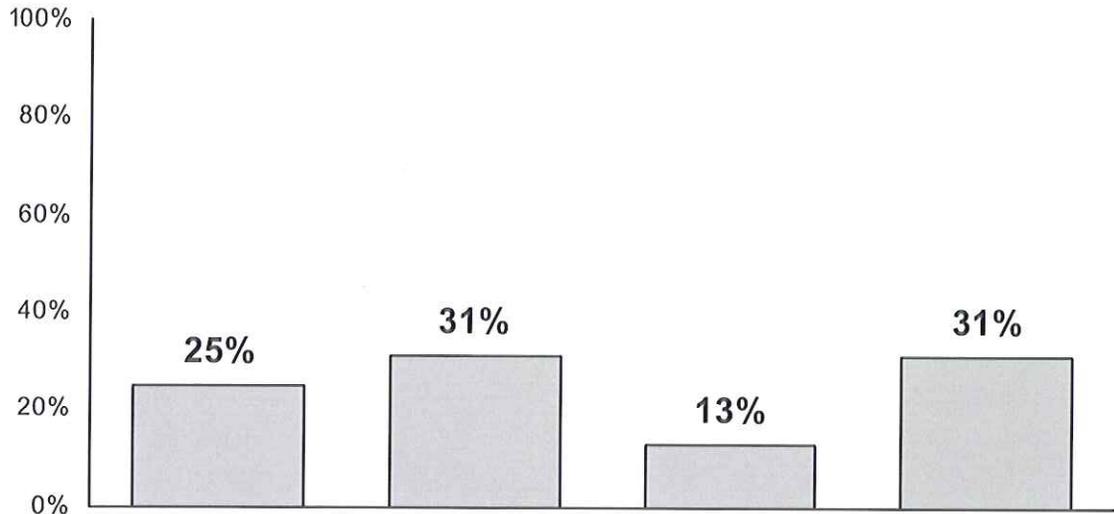


Your DiSC® Culture

Everything DiSC® Group Culture Report

Your DiSC® Culture

When assessing your group's culture, you also may want to think about the things that your group values the most. What types of behaviors does it reward? What does it encourage? The qualities and behaviors that your group values often reflect the makeup of the group members. The graph below shows what percentage of your group has each DiSC® style as their primary style, and the priorities that correspond to each of these group styles.



D	I	S	C
Results	Enthusiasm	Support	Accuracy
Action	Action	Stability	Stability
Challenge	Collaboration	Collaboration	Challenge

The following pages describe each of the four DiSC cultures. Read through these descriptions and decide which ones, if any, describe your group as a whole. Some groups find that a blend of two DiSC styles describes their culture best. On the other hand, some groups may find that none of the DiSC styles fully describes their culture. Or even beyond this, some groups find important subgroups that each have their own DiSC culture.

The D Culture

Everything DiSC® Group Culture Report

The D Culture

The percentage of your group members (**25%**) whose dots fall in the Dominance region is about the same as the average group taking this profile (22%). The hallmarks of a D culture are quick decisions, direct answers, and a competitive atmosphere. This culture values solid results and powerful growth. Trust is given to those who are direct and straightforward. People who thrive in this setting tend to be hard-driving individuals who relish challenges and the thrill of victory. Interpersonal communication may suffer in this culture, however, and those who are less assertive may feel overwhelmed. In addition, such a culture may sometimes struggle with high turnover and a stressful environment.

The D Culture Rewards:

Independence
Decisiveness
Directness
Victory
Results

The D Culture Criticizes:

Oversensitivity
Hesitation
Overanalysis
Foot-dragging
Weakness

Advantages of the D Culture:

Offers a dynamic and engaging environment
Makes decisions without wasting time
Drives toward results
Provides opportunities to prove oneself
Rewards determination and persistence
Continually pushes for new accomplishments
Encourages innovation
Gives straightforward feedback

Drawbacks of the D Culture:

Leads to tension and burnout
Fails to spend time on thorough analysis
Overwhelms those who are less aggressive
Creates power struggles that lead to poor decisions
Takes too many risks
Overemphasizes status
Discourages teamwork because of competitiveness
Provides feedback without considering feelings

Issues to Consider

If you have a D culture, your group may want to think about the following questions:

- What are the advantages and drawbacks of the D culture for your group?
- How does the D culture support and inhibit the success of your group?
- Does your group take the time to calculate risks?
- Does the group waste time with power struggles?
- Does status get in the way of good decision making?
- Could feedback be given in a more constructive way?

Working in the D Culture

Everything DiSC® Group Culture Report

The D culture offers benefits and challenges for people with each of the four DiSC® styles.

People in the D Region (25% of Your Group)

People in the D region tend to embrace this culture's aggressive pace. They see the environment as ideal for achieving their goals and moving their careers forward. Their desire to win every encounter is based not only on what they believe is best for themselves, but for the organization as well. In this way, their determination is likely to earn them the respect of colleagues, who may look to them for leadership. However, their assertiveness makes them prone to conflicts with peers, especially those who share their D tendencies.

People in the i Region (31% of Your Group)

People in the i region may appreciate the speed with which their ideas are implemented and the enthusiasm that the environment cultivates. In addition, their energetic approach to projects can be a great benefit to the organization. The organization, however, may not be as exuberant in recognizing their work as people in the i region expect. The organization simply expects exceptional results.

People in the S Region (13% of Your Group)

People in the S region often find a niche as a sympathetic ear among the hard-charging negotiations and constant striving of this culture. They tend to help the organization by applying their people skills whenever they can. However, they may often feel hurt and stressed in a setting that they see as cold or harsh.

People in the C Region (31% of Your Group)

People in the C region may appreciate that business is at the forefront in this culture. They're pleased that achieving goals is a top priority and that time is not spent on small talk. With their dedication to resolving the details and analyzing the consequences, these individuals can be a great asset to organizations with this culture. Still, they may encounter difficulties with the hectic pace and immediate results that this environment demands.

Issues to Consider

If you have a D culture, your group may want to consider the following questions:

- How do people who aren't in the D region feel about this culture? What are their frustrations and challenges?
- How does the group listen to those in the other regions?
- How do people in the D region respond to those who don't share their style?
- How open is your culture to the i, S, and C styles? How do they bring balance to your group?
 - Do people in the i region feel that they get the personal recognition they deserve?
 - Do people in the S region feel like they get feedback that is too cold and insensitive?
 - Do people in the C region feel that they are given time to think concepts through and make the right decisions?

The i Culture

Everything DISC® Group Culture Report

The i Culture

The percentage of your group members (31%) whose dots fall in the i region is about the same as the average group taking this profile (28%). The hallmarks of an i culture are an energetic atmosphere, an optimistic approach, and plenty of time spent in meetings or socializing. This culture values effective teamwork and creative approaches to problems. Trust is given to those who are open and expressive. People who excel in this setting tend to be charismatic individuals with keen social skills. However, those who aren't as people-oriented may be frustrated with the emphasis on group activities and social niceties. In addition, poor planning and low tolerance for routine tasks may sometimes prevent such a culture from actually implementing any bold ideas.

The i Culture Rewards:

Creativity
Enthusiasm
Optimism
Collaboration
Passion

The i Culture Criticizes:

Rulemaking
Caution
Overanalysis
Introversion
Insensitivity

Advantages of the i Culture:

Fosters creativity through high energy
Provides a fun and optimistic atmosphere
Encourages collective brainstorming
Promotes frequent informal communication
Excels at promoting ideas
Cultivates self-starters
Provides spontaneous recognition of good work
Offers a warm and caring environment

Drawbacks of the i Culture:

Changes direction frequently
Avoids tending to repetitive or routine tasks
Glosses over potential risks
Holds too many meetings
Spends too much time socializing
Lacks clear guidelines
Exerts pressure to be extroverted and energized
Exhibits spotty planning

Issues to Consider

If you have an i culture, your group may want to think about the following questions:

- What are the advantages and drawbacks of the i culture for your group?
- How does the i culture support or inhibit the success of your group?
- Does your group waste too much time socializing?
- Is your group as organized and efficient as it needs to be?
- Does your group follow through on ideas and innovations?

Working in the i Culture

Everything DiSC® Group Culture Report

The i Culture

The i culture offers benefits and challenges for people with each of the four DiSC® styles.

People in the D Region (25% of Your Group)

People in the D region probably appreciate the fast pace and exciting developments that this culture encourages. Their eagerness to tackle new challenges keeps the cycle of creativity moving, which inspires their colleagues and benefits the organization. However, they may grow impatient with prolonged meetings, and the culture's emphasis on people's feelings may strike them as unnecessary or even counterproductive.

People in the i Region (31% of Your Group)

People in the i region may find no better fit than this culture. They tend to thrive on energetic approaches and constant interaction with peers, both of which are in abundance in this environment. This culture's priorities suit these energetic people to such a high degree that their natural zeal may propel the organization forward. But flaws, such as disorganization and spotty planning, can be magnified when people in the i region are active in this setting.

People in the S Region (13% of Your Group)

People in the S region are likely to respond well to the warmth and collaboration of this culture. And although they may not be the most vocal in group settings, they still like the fact that social graces are appreciated in this environment. They tend to focus on steady performance and avoid calling attention to themselves, which allows the organization to function more effectively. Still, the speed of change in this culture may be too much for them sometimes, and their need for concrete direction is likely to go unmet.

People in the C Region (31% of Your Group)

People in the C region may gain satisfaction in this culture by embracing the value of their work. In fact, their efforts are essential to the organization's structure, because they're likely to maintain order in an otherwise frantic environment. Although they may be seen as cynical, they undertake the research, analysis, and detail-oriented tasks that others avoid. However, they may become annoyed at the lack of clear guidelines and rules in this culture. They also may resent the pressure to be extroverted and optimistic.

Issues to Consider

If you have an i culture, your group may want to consider the following questions:

- How do people who aren't in the i region feel about this culture? What are their frustrations and challenges?
- How does the group listen to those in the other regions?
- How do people in the i region respond to those who don't share their style?
- How open is your culture to the D, S, and C styles? How do they bring balance to your group?
 - Do people in the D region feel that too much time is wasted socializing?
 - Do people in the S region feel like they have enough structure and stability?
 - Do people in the C region feel that potential problems are ignored and analysis is undervalued?

The S Culture

Everything DiSC[®] Group Culture Report

The S Culture

The percentage of your group members (13%) whose dots fall in the S region is slightly lower than the average group taking this online profile (23%). The hallmarks of an S culture are stability, predictability, and friendliness. This culture values strong teamwork and a manageable work-life balance. Trust is given to those who are sincere and considerate. People who thrive in this setting tend to avoid conflict and include everyone in the group's victories. People in this culture naturally support each other and rely on a systematic approach to work. However, such a culture may lag in innovation or in its willingness to take on bold challenges.

The S Culture Rewards:

Cooperation
Loyalty
Humility
Thoughtfulness
Team focus

The S Culture Criticizes:

Aggressiveness
Pushiness
Disruptiveness
Nonconformity
Sudden change

Advantages of the S Culture:

Commits to getting the job done right
Provides a relaxed atmosphere
Works toward dependable and reliable results
Promotes feelings of comfort and security
Cultivates work-life balance
Encourages a strong sense of duty
Allows a high level of teamwork
Fosters polite, tactful behavior

Drawbacks of the S Culture:

Fails to challenge ideas
Lacks a competitive edge
Avoids tough decisions to spare feelings
Inhibits change and stifles innovation
Avoids giving even constructive criticism
Struggles with indecisiveness
Discourages strong individual accomplishment
Allows resentment to brew beneath the surface

Issues to Consider

If you have an S culture, your group may want to think about the following questions:

- What are the advantages and drawbacks of the S culture for your group?
- How does the S culture support and inhibit the success of your group?
- Does your group take enough risks? Does it avoid changes even when they are needed?
- Does the group avoid making necessary but tough decisions just because they might upset others?
- Do people have enough incentive to push themselves for more extraordinary results?

Working in the S Culture

Everything DiSC® Group Culture Report

The S Culture

The S culture offers benefits and challenges for people with each of the four DiSC® styles.

People in the D Region (25% of Your Group)

People in the D region strive to get results in this culture. Their preference for action may cause them to make bold decisions and take daring risks. Such adventurous behavior can benefit the organization, which otherwise may struggle to move forward decisively. However, their assertive behavior may be seen as rude or pushy. People in the D region, on the other hand, may feel that the environment is too “touchy-feely.” Further, the calm, orderly culture often seems dull to them, and they may look elsewhere for challenges.

People in the i Region (31% of Your Group)

People in the i region tend to supply much of the excitement in this culture. They can bring enthusiasm to projects and coordinate the social activities that bond colleagues and build a sense of community. Others, however, may get frustrated that they aren't as organized and reliable in their habits as the culture expects. At the same time, people in the i region are likely to become bored at the laidback atmosphere that this culture encourages.

People in the S Region (13% of Your Group)

People in the S region tend to appreciate the comforting routine that this culture provides. They're likely to respond well to the security of the environment, and they may look forward to the collaboration that is a large part of this culture. The organization can come to depend upon their loyalty and follow-through. However, they may not be challenged to improve their performance, accept new responsibilities, take chances, or make major changes.

People in the C Region (31% of Your Group)

People in the C region tend to appreciate the fact that precision and analytical skills are respected in this culture. They seldom feel pressure to rush through projects in this environment, and they're likely to appreciate its methodical approach. They get the opportunity to benefit the organization by ensuring refined and accurate outcomes. However, they may be seen as too cold. People in the C region, in turn, may feel that the group is too sensitive and accommodating when making decisions.

Issues to Consider

If you have an S culture, your group may want to consider the following questions:

- How do people who aren't in the S region feel about this culture? What are their frustrations and challenges?
- How does the group listen to those in the other regions?
- How do people in the S region respond to those who don't share their style?
- How open is your culture to the D, i, and C styles? How do they bring balance to your group?
 - Do people in the D region feel that the group moves too slowly and that people are too sensitive?
 - Do people in the i region feel like they have enough excitement?
 - Do people in the C region feel that the group makes decisions based on people's feelings rather than facts?

The C Culture

Everything DiSC® Group Culture Report

The C Culture

The percentage of your group members (31%) whose dots fall in the C region is about the same as the average group taking this online profile (27%). The hallmarks of a C culture are quality, accuracy, and order. Such a culture values high standards, careful analysis, and diplomacy. This group prides itself on getting perfect results. The group is cynical toward new ideas, and trust usually has to be earned. Members are often loyal but only to those they respect. The culture values punctual, hardworking, and dependable members. The group, however, may miss opportunities because it spends so much time researching and analyzing. It may resist growth for fear of lowering its standards.

The C Culture Rewards:

Accuracy
Completeness
Attention to detail
On-time performance
Dependability

The C Culture Criticizes:

Mistakes
Illogical behavior
Lateness
Spotty research
Exaggerated enthusiasm

Advantages of the C Culture:

Calculates risks thoroughly
Delivers exceptional quality control
Makes decisions logically
Ensures accuracy
Clarifies policies and expectations
Emphasizes reliability and precision
Respects people's rights
Provides well-defined goals

Drawbacks of the C Culture:

Overanalyzes
Misses opportunities due to excess caution
Lacks outward excitement and energy
Stifles informal communication
Fails to foster a strong sense of community
Ignores people's feelings
Feels critical, cold, or cynical to some
Closes itself off to outsiders

Issues to Consider

If you have a C culture, your group may want to think about the following questions:

- What are the advantages and drawbacks of the C culture for your group?
- How does the C culture support or inhibit the success of your group?
- Does your group take enough risks?
- Does the group spend too much time ensuring accuracy when it should be acting?
- Does the group attend to the emotional and social needs of its members?

Working in the C Culture

Everything DiSC[®] Group Culture Report

The C Culture

The C culture offers benefits and challenges for people with each of the four DiSC[®] styles.

People in the D Region (25% of Your Group)

The double checking and deep analysis typical of the C culture will frustrate some people in the D region. They may be itching to get things moving, but they're expected to weigh the pros and cons and calculate risks. On the other hand, they may appreciate the skeptical and task-oriented nature of the group. They may also like working with people who are willing to let them take the lead.

People in the i Region (31% of Your Group)

Many people in the i region will get bored with the C culture's continuous attention to accuracy. They may be expected to develop organized, systematic procedures for putting their ideas into action. If they aren't rigorous in their thinking, the group may be critical. Their socializing may be frowned upon, and they may feel that the group cares more about the task than it does about its people. On the other hand, the enthusiasm, optimism, and high energy of people in the i region may be a rare and invaluable asset to the group.

People in the S Region (13% of Your Group)

Most people in the S region will like the stability of the environment. And without the pressure to be extroverted and outgoing, they will most likely feel at ease. But because the culture often expects people to work alone, some people in the S region may miss the feeling of collaboration and team spirit. The fact-oriented nature of the group may leave them feeling like important emotions are ignored or dismissed.

People in the C Region (31% of Your Group)

People in the C region usually feel right at home in this environment. They appreciate the reserved, businesslike culture that values quality and dependability. They share the group's systematic approach, and they probably support the lack of direct conflict. They may, however, feed into an overly analytical culture that doesn't take chances and resists change.

Issues to Consider

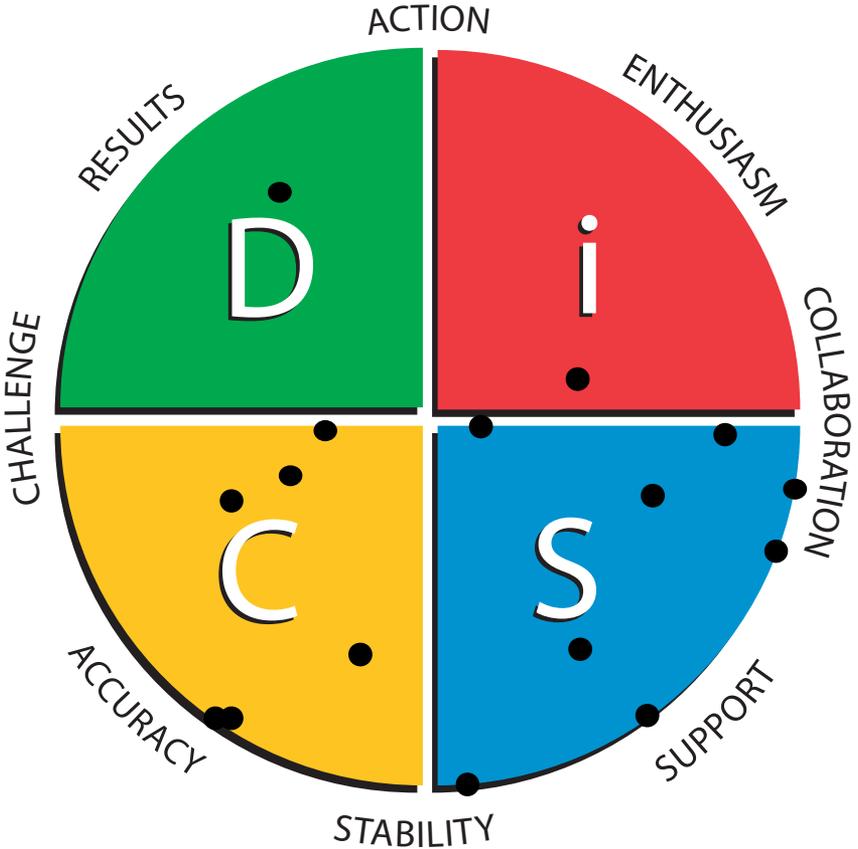
If you have a C culture, your group may want to consider the following questions:

- How do people who aren't in the C region feel about this culture? What are their frustrations and challenges?
- How does the group listen to those in the other regions ?
- How do people in the C region respond to those who don't share their style?
- How open is your culture to the D, i, and S styles? How do they bring balance to your group?
 - Do people in the D region feel stifled by the systematic pace of the group?
 - Do people in the i region feel bored or criticized?
 - Do people in the S region feel isolated and socially unconnected?

Everything DiSC® Group Map

Group Size: 16

Date: 9/12/2012



MEMO

Date: October 15, 2012

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 19.7(1) Renewal of Administrator Licenses - Adoption

The enclosed noticed rules were filed under Notice of Intended Action and published as ARC 0311C on September 5, 2012. The amendments change “will” to “may” to clarify the meaning of the rule, and remove a provision that is no longer needed because the date has sunset.

A public hearing was held on September 26, 2012, with written comment accepted until 4 p.m. on September 28, 2012. No one attended the public hearing, and no written comments were submitted.

I recommend that the proposed amendments to IAC 282 Chapter 19.7(1) be Adopted and Filed.

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, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 19, “Evaluator Endorsement and License,” Iowa Administrative Code.

The proposed amendment to rule 282—19.7(272) modifies the language to make the rule’s meaning clearer and changes the term “will” to “may.” Paragraph 19.7(2)“c” is stricken because the provision is no longer needed as the sunset date has passed.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, September 26, 2012, 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 50319-0147, or at (515)281-5849, prior to the date of the public hearing.

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

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, September 28, 2012. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the above address, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

After analysis and review of this rule making, no adverse impact on jobs has been found.

This amendment is intended to implement Iowa Code chapter 272.

The following amendment is proposed.

Amend rule 282—19.7(272) as follows:

282—19.7(272) Renewal of administrator licenses.

19.7(1) Each applicant for renewal of an administrator license shall have completed the evaluator endorsement requirements. A waiver of this requirement may apply if a person submits appropriate documentation of either of the following:

- a. A person is engaged in active duty in the military service of this state or of the United States.
- b. A person is practicing as a licensed profession professional educator outside this state.

19.7(2) Extension of an administrator license:

- a. ~~Will~~ May be granted to an applicant who has not completed the new evaluator renewal training course before the expiration date on the applicant’s license; and
- b. ~~Will~~ May be granted for a one-year period; ~~and,~~
- c. ~~Will not be issued, pursuant to this subrule, on or after July 1, 2008.~~

MEMO

Date: October 15, 2012

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13.28(17) Science - Adoption

The enclosed noticed rules were filed under Notice of Intended Action and published as ARC 0312C on September 5, 2012. A public hearing was held on September 26, 2012, with written comment accepted until 4 p.m. on September 28, 2012. No one attended the public hearing. One written comment was received from Christy Hickman, Staff Counsel for the Iowa State Education Association. This comment expressed concern that the change appears to lower qualifications for science teachers. The comment is attached.

These amendments respond to concerns from the field and issues generated by the Basic Educational Data System (BEDS) reporting.

I recommend that the proposed amendments to IAC 282 Chapter 13.28(17) be Adopted and Filed.

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, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, “Issuance of Teacher Licenses and Endorsements,” Iowa Administrative Code.

This amendment is proposed because of input from the field and issues generated by the Basic Educational Data System (BEDS) reporting. The first change revises wording in paragraph 13.28(17)“e” and more specifically defines what is required to obtain the basic science endorsement. The second change removes the physical science endorsement option in paragraph 13.28(17)“f” that has been incorporated in other endorsement areas. The third change strikes paragraph 13.28(17)“h” to remove an outdated endorsement that should have been removed several years ago. The last change spells out in more detail the requirements for the all science endorsement in paragraph 13.28(17)“i” and also decreases the total number of hours needed for an all science endorsement from 48 to 36.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, September 26, 2012, 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 50319-0147, or at (515)281-5849, prior to the date of the public hearing.

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

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, September 28, 2012. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the above address, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

After analysis and review of this rule making, no adverse impact on jobs has been found.

This amendment is intended to implement Iowa Code chapter 272.

The following amendment is proposed.

Amend subrule 13.28(17) as follows:

13.28(17) Science.

a. Science—basic. K-8.

(1) No change.

(2) Competeneies Pedagogy competencies.

1. to 4. No change.

b. to d. No change.

e. General Basic science. 5-12. Completion of 24 semester hours in science to include coursework in biological science, chemistry, and physics. Completion of 24 semester hours of credit in science to include the following:

(1) Six semester hours of credit in earth and space science to include the following essential concepts and skills:

1. Understand and apply knowledge of energy in the earth system.
2. Understand and apply knowledge of geochemical cycles.
- (2) Six semester hours of credit in life science/biological science to include the following essential concepts and skills:
 1. Understand and apply knowledge of the cell.
 2. Understand and apply knowledge of the molecular basis of heredity.
 3. Understand and apply knowledge of the interdependence of organisms.
 4. Understand and apply knowledge of matter, energy, and organization in living systems.
 5. Understand and apply knowledge of the behavior of organisms.
- (3) Six semester hours of credit in physics/physical science to include the following essential concepts and skills:
 1. Understand and apply knowledge of the structure of atoms.
 2. Understand and apply knowledge of the structure and properties of matter.
 3. Understand and apply knowledge of motions and forces.
 4. Understand and apply knowledge of interactions of energy and matter.
- (4) Six semester hours of credit in chemistry to include the following essential concepts and skills:
 1. Understand and apply knowledge of chemical reactions.
 2. Be able to design and conduct scientific investigations.
- ~~f. Physical science. 5-12. Completion of 24 semester hours in physical sciences to include coursework in physics, chemistry, and earth science.~~
- ~~g. No change.~~
- ~~h. All science I. 5-8. The holder of this endorsement must also hold the middle school endorsement listed under rule 282—13.27(272).~~
 - (1) ~~Required coursework. Completion of at least 24 semester hours in science to include 6 hours in chemistry, 6 hours in physics or physical sciences, 6 hours in biology, and 6 hours in the earth/space sciences.~~
 - (2) ~~Competencies.~~
 1. ~~Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.~~
 2. ~~Understand the fundamental facts and concepts in major science disciplines.~~
 3. ~~Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.~~
 4. ~~Be able to use scientific understanding when dealing with personal and societal issues.~~
- ~~i. All science H. 9-12.~~
 - (1) ~~Required coursework.~~
 1. ~~Completion of one of the following endorsement areas listed under subrule 13.28(17): biological science 5-12 or chemistry 5-12 or earth science 5-12 or physics 5-12.~~
 2. ~~Completion of at least 12 hours in each of the other three endorsement areas.~~
 - (1) Completion of 36 semester hours of credit in science to include the following:
 1. Nine semester hours of credit in earth and space science to include the following essential concepts and skills:
 - Understand and apply knowledge of energy in the earth system.
 - Understand and apply knowledge of geochemical cycles.
 - Understand and apply knowledge of the origin and evolution of the earth system.
 - Understand and apply knowledge of the origin and evolution of the universe.
 2. Nine semester hours of credit in life science/biological science to include the following essential concepts and skills:
 - Understand and apply knowledge of the cell.
 - Understand and apply knowledge of the molecular basis of heredity.
 - Understand and apply knowledge of the interdependence of organisms.
 - Understand and apply knowledge of matter, energy, and organization in living systems.
 - Understand and apply knowledge of the behavior of organisms.

- Understand and apply knowledge of biological evolution.
- 3. Nine semester hours of credit in physics/physical science to include the following essential concepts and skills:
 - Understand and apply knowledge of the structure of atoms.
 - Understand and apply knowledge of the structure and properties of matter.
 - Understand and apply knowledge of motions and forces.
 - Understand and apply knowledge of interactions of energy and matter.
 - Understand and apply knowledge of conservation of energy and increase in disorder.
- 4. Nine semester hours of credit in chemistry to include the following essential concepts and skills:
 - Understand and apply knowledge of chemical reactions.
 - Be able to design and conduct scientific investigations.
- (2) Competencies Pedagogy competencies.
 1. to 4. No change.

Cunningham, Kim [BOEE]

From: CHickman@isea.org
Sent: Friday, September 28, 2012 2:45 PM
To: Cunningham, Kim [BOEE]
Cc: Cobb, Mary Jane [ISEA]; JSmith@isea.org; Melissa.Peterson@isea.org
Subject: Comment to Proposed Amendment of Iowa Administrative Code 282-13.28(17) (ARC 0312C)

To: Board of Educational Examiners
From: Christy Hickman, Iowa State Education Association
Date: 9/28/12 (2:45 p.m.)
Re: Proposed Amendment of Iowa Administrative Code 282-13.28

I am writing with concern about the proposed amendment of Chapter 13, which appears to reduce the requirements for multiple science endorsements and possibly diminish the educational qualifications required of our future science teachers. This proposed amendment seems inconsistent with the current administration's stated goal of *improving* the qualifications of teachers in Iowa classrooms. It appears to lower standards. Under the current rule, science teachers undergo more intensive training in the more specialized areas before they are licensed to teach in those areas. In a time when the focus is on setting higher standards for teachers, why is the Board considering lower standards of preparation for science teachers? Do the benefits outweigh the potential impact on the students in our state? I would encourage the Board to carefully consider these questions prior to making a decision on this proposed amendment.

Sincerely,
Christy Hickman

Christy A.A. Hickman
Staff Counsel
Iowa State Education Association
777 Third Street
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(PH) 515-471-8004
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MEMO

Date: October 15, 2012

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13.26(5) Teacher- elementary classroom —HQT—Adoption

The enclosed noticed rules were filed under Notice of Intended Action and published as ARC 0236C on July 25, 2012. The amendments provide a mechanism for out-of-state applicants to verify highly qualified teacher (HQT) status for licensure in Iowa.

A public hearing was held Wednesday, August 15, 2012, with written comment accepted until 4 p.m. Friday, August 17, 2012. No one attended the public hearing, and no written comments were submitted.

I recommend that the proposed amendments to IAC 282 Chapter 13.26(5) be Adopted and Filed.

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, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, “Issuance of Teacher Licenses and Endorsements,” Iowa Administrative Code.

In 2010, new elementary endorsement requirements were adopted. Highly qualified teacher (HQT) language was not included from the old endorsement rule. Consequently, when the old rule sunsets on September 2, 2015, there will not be a mechanism to address out-of-state applicants who need to verify HQT status for licensure in Iowa. This amendment adds a provision to subrule 13.26(5) for applicants from non-Iowa institutions to verify their HQT status.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, August 15, 2012, 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 50319-0147, or at (515)281-5849, prior to the date of the public hearing.

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

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, August 17, 2012. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the above address, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

After analysis and review of this rule making, no adverse impact on jobs has been found.

This amendment is intended to implement Iowa Code chapter 272, the No Child Left Behind (NCLB) Act and the Individuals with Disabilities Education Act of 2004 (IDEA).

The following amendment is proposed.

Amend subrule 13.26(5) as follows:

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

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

b. Program requirements.

(1) Degree—baccalaureate, and

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

(3) Completion of the professional education core. See subrules 13.18(3) and 13.18(4).

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

1. Written verification from the department of education in the state in which the applicant completed the elementary teacher preparation program that the applicant has achieved HQT status in that state; or

2. Written verification from the department of education in the state where the applicant is currently teaching that the applicant has achieved HQT status in that state; or

3. Submission of the official test score report indicating the applicant has met the qualifying score for licensure in the state in which the applicant completed the elementary teacher preparation program; or

4. Verification that the applicant has obtained the qualifying score set by the Iowa board of educational examiners if the applicant has not been teaching within the last five years and completion of a teacher preparation program prior to enactment in June 2006 of the federal highly qualified teacher provisions of the Individuals with Disabilities Education Act (IDEA). This option may also be utilized by applicants from outside the United States.

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

c. No change.

MEMO

Date: October 15, 2012

To: Board Members

From: Duane T. Magee, Executive Director

**RE: Amend IAC 282 Chapter 14.2(4), 14.2(6) and 14.2(7) Instructional strategist
II endorsement, K-8 mildly disabled endorsement and 5-12 mildly disabled endorsement -
Adoption**

The enclosed noticed rules were filed under Notice of Intended Action and published as ARC 0229C on July 25, 2012. A public hearing was held on August 15, 2012, with written comment accepted until 4 p.m. on August 17, 2012. No one attended the public hearing and no written comments were received.

These amendments change the language in the rule from “mental disabilities” to “intellectual disabilities.” This will mirror the Department of Education’s change of language.

I recommend that the proposed amendments to IAC 282 Chapter 14.2(4), 14.2(6) and 14.2(7) be Adopted and Filed.

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, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 14, “Special Education Endorsements,” Iowa Administrative Code.

Recently there has been a change in terminology from “mental disabilities” to “intellectual disabilities.” In keeping with Department of Education usage and with 2012 Iowa Acts, Senate File 2247, these amendments change the term “mental disability” to “intellectual disability” in the special education rules.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, August 15, 2012, 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 50319-0147, or at (515)281-5849, prior to the date of the public hearing.

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

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, August 17, 2012. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the above address, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

After analysis and review of this rule making, no adverse impact on jobs has been found.

These amendments are intended to implement Iowa Code chapter 272.

The following amendments are proposed.

ITEM 1. Amend subrule 14.2(4) as follows:

14.2(4) Instructional strategist II: ~~mental~~ intellectual disabilities. This endorsement authorizes instruction in programs serving students with ~~mental~~ intellectual disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The applicant must present evidence of having completed the following program requirements.

a. No change.

b. *Characteristics of learners.* Preparation which includes various etiologies of ~~mental~~ intellectual disabilities, an overview of current trends in educational programming for students with ~~mental~~ intellectual disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Preparation must also provide for an overview of the general developmental, academic, social, career and functional characteristics of individuals with ~~mental~~ intellectual disabilities as the characteristics relate to levels of instructional support required. This preparation must include the causes and theories of intellectual disabilities and implications and preventions; the psychological characteristics of students with ~~mental~~ intellectual and developmental disabilities, including cognition, perception, memory, and language development; medical complications and implications for student support needs, including

seizure management, tube feeding, catheterization and CPR; and the medical aspects of intellectual disabilities and their implications for learning. The social-emotional aspects of ~~mental~~ intellectual disabilities, including adaptive behavior, social competence, social isolation and learned helplessness.

c. No change.

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

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

f. No change.

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

h. No change.

ITEM 2. Amend subrule 14.2(6) as follows:

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

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

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

ITEM 3. Amend subrule 14.2(7) as follows:

14.2(7) 5-12 mildly disabled endorsement. This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular

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

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

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

MEMO

Date: Oct 15, 2012

To: Board Members

From: Duane T Magee, Executive Director and Mary Lou Nosco, Ed. D.

RE: Proposed Rules: IAC 282 Chapter 13.28(12) Mathematics – 5-8 Algebra for HS Credit - Adopt

The enclosed noticed rules were filed under Notice of Intended Action and published as ARC 0235C on July 25, 2012.

A public hearing was held Wednesday, August 15, 2012 with written comment accepted until 4 p.m. Friday, August 17, 2012.

The proposed rules were available electronically on the Board's website and available through the Administrative Rules Bulletin both electronically and in hard copy.

No one attended the public hearing. Written comments from University of Northern Iowa were received and are attached stating that Statistics rather than College Algebra or Linear Algebra would provide better content to teach Algebra and that K-8 and middle school math teachers may lack depth of knowledge needed across the math spectrum to be able to teach advanced math classes.

The name of the endorsement was changed from 9th Grade Math to 5-8 Algebra for HS Credit and the stipulation (This endorsement will allow the holder to teach Algebra to grades 5-8 for high school credit) was added to reflect the discussion and concerns of the board.

13.28(12) Mathematics.

a. K-8. No Changes

b. 5-12.

(1) – (3) No changes

c. 5-8 Algebra for HS Credit. The holder of this endorsement must hold either the K-8 mathematics or middle school math endorsement and has completed a College Algebra or Linear Algebra class. (This endorsement will allow the holder to teach Algebra to grades 5-8 for high school credit.)

We recommend that the proposed rule to Amend IAC 282 Chapter 13.28(12) Mathematics be Adopted and Filed with revisions to the title of the endorsement from Grade 9 Algebra to 5-8 Algebra for HS Credit and the addition of (This

endorsement will allow the holder to teach Algebra to grades 5-8 for high school credit.).

ARC 0235C

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, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, “Issuance of Teacher Licenses and Endorsements,” Iowa Administrative Code.

In recent years, districts have been moving algebra into the middle school. In order for middle schools to give ninth grade credit, middle school teachers are required to have an endorsement for ninth grade. Rather than requiring middle school teachers to add the 5-12 math endorsement, this amendment permits them to add a ninth grade endorsement in math, which allows middle school students to receive ninth grade credit.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, August 15, 2012, 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 50319-0147, or at (515)281-5849, prior to the date of the public hearing.

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

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, August 17, 2012. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the above address, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

After analysis and review of this rule making, no adverse impact on jobs has been found. In fact, a positive impact on jobs could result by making it more efficient for teachers to obtain endorsements in Iowa.

This amendment is intended to implement Iowa Code chapter 272.

The following amendment is proposed.

Amend subrule 13.28(12) as follows:

13.28(12) Mathematics.

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

b. 5-12.

(1) to (3) No change.

c. Grade 9. For a grade 9 endorsement, hold either the K-8 mathematics or middle school mathematics endorsement and complete a college algebra or linear algebra class.

MEMO

To: Educational Examiners Board

From: University of Northern Iowa Mathematics Education Committee

RE: Endorsement requirements for elementary teachers with a K-8 math endorsement or middle level endorsement to teach Algebra I for high school credit

The minimal requirement for a grade 9 endorsement, with intent to teach Algebra I, will have far reaching implications. In fact, the future of Iowa students' mathematics achievement and, potentially, the quality and quantity of mathematics majors in the State of Iowa will be impacted by this change. Algebra is the foundation of mathematics after arithmetic and is incredibly important to students' success in subsequent math and science classes. Therefore, we consider the problem at hand—the requirements for elementary teachers to gain an endorsement to teach Algebra I in middle/junior high schools—to be of great importance.

We believe the decision regarding coursework for this endorsement should be guided by two considerations: (a) the material taught in Algebra I courses, and (b) the mathematical knowledge needed by teachers to insure the success of their students.

Based on the Iowa Core Algebra I should include more statistics & probability and a more "functional" approach to algebra than has been done in the past. The content in a typical high school Algebra I course is dispersed into at least five of the six "Conceptual Categories" found in the Iowa Core. They are:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Statistics and Probability

Therefore, the question about the requirements for this endorsement should be focused on preparing teachers for this content area, noting an expected emphasis on data and functions. College Algebra and Linear Algebra do not appropriately address this content, though we deem these courses as possible alternatives where institutions do not have classes designed to prepare teachers to teach the content of Algebra 1.

The second issue to consider (that also speaks to the first) is what elementary/middle grades teachers need to learn so that they are prepared to teach the content described above. In the 2001 report of the Conference Board of the Mathematical Sciences, American Mathematical Society, and Mathematical Association of America proposed what kinds of courses prospective teachers of mathematics should take. They recommended that prospective teachers take

mathematics courses “that develop a deep understanding of the mathematics they will teach.”

In the 2012 draft document they have stated:

Future teachers need mathematics courses that allow them to delve into the mathematics of the middle grades in a conceptual way while engaging in the mathematical practices. The instructors of these courses should model good pedagogy. The courses should be taught with the understanding that the course-takers are future teachers so efforts should be made to connect the mathematics they are learning to mathematics they will teach and challenges they will face when teaching that mathematics. These courses should be designed specifically for future middle grades teachers.

We believe such considerations are not adequately met in typical Linear Algebra and College Algebra courses.

We ask that the committee consider recommendations based upon appropriate content and pedagogy and not merely on traditionally defined course titles. The content would have to be aligned with that of Algebra I and provide sufficient depth so that the teachers not only are able to present the content effectively, but also know why Algebra I is important to subsequent mathematics and science courses. At UNI, all elementary education majors who choose the K-8 math minor or the middle level dual major already take two courses with this kind of algebra instruction.

While we recognize that these courses may be unique to the University of Northern Iowa, institutions across the country have developed similar courses to meet the needs of their students (for teaching algebra). We strongly urge the committee to focus on the desired content for their recommendation so that courses specifically designed to improve the teaching of algebra will continue to meet the desired outcome of such a recommendation: that is, uniformly successful student achievement in this pivotal course.

MEMO

Date: October 15, 2012

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 18 Issuance of Administrator Licenses and Endorsements - Notice

We are proposing three rule changes to Chapter 18. The first change is proposed because not every out-of-state applicant is a first-time administrator. The changes to rule 18.7 are to address the inconsistency of rules between an administrator exchange license and a Class A license for administrators. The last rule is added because when the rules were reorganized several years ago the Class E license for administrators was mistakenly left out.

I recommend that the proposed amendments to IAC 282 Chapter 18 Issuance of Administrator Licenses and Endorsements be filed under Notice of Intended Action.

282—18.6(272) Specific requirements for an administrator prepared out of state.

An applicant seeking Iowa licensure who completes an administrator preparation program from a recognized non-Iowa institution shall verify the requirements of rules 282—18.1(272) and 282—18.4(272)(1) and 18.4(2)“a” through c” and “e” through “g” through traditional course-based preparation program and transcript review. A recognized non-Iowa administrator preparation institution is one that is state-approved and is accredited by the regional accrediting agency for the territory in which the institution is located.

18.6(1) Specific requirements. A one-year nonrenewable administrator exchange license may be issued to an individual who completes the requirements in paragraphs 18.4(2)“a” through “c” and “f” and satisfies the following:

- a. Has completed a state-approved, regionally accredited administrator preparation program in a college or university approved by the state board of education or the state licensing agency in the individual’s preparation state; and
- b. Has the recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized non-Iowa institution where the preparation was completed; and
- c. Holds and submits a copy of a valid regular administrator certificate or license in the state in which the preparation was completed, exclusive of a temporary, emergency or substitute license or certificate; and
- d. Meets the experience requirements for the administrator endorsement(s). Verified successful completion of three years of full-time teaching experience in other states, on a valid license, shall be considered equivalent experience necessary for the principal endorsement. Verified successful completion of six years of full-time teaching and administrative experience in other states, on a valid license, shall be considered equivalent experience for the superintendent endorsement provided that at least three

years were as a teacher and at least three years were as a building principal or other PK-12 districtwide administrator; and

e. Is not subject to any pending disciplinary proceedings in any state; and

f. Complies with all requirements with regard to application processes and payment of licensure fees.

282—18.7(272) Specific requirements for a Class A license.

18.7(1) A nonrenewable Class A **administrator exchange** license valid for one year may be issued to an applicant who has completed an administrator preparation program under any one of the following conditions:

a.18.7(1) *Professional core requirements.*

The individual has not completed all of the required courses in the professional core, 282—paragraphs 13.18(4)“a” through “j.”

b.18.7(2) *Human relations component.*

The individual has not completed an approved human relations component.

c.18.7(3) *Regular administrator certificate or license in the state in which the preparation was completed.*

The individual has applied for a regular administrator certificate or license in the state in which the administrator preparation was completed but has not received it yet.

Based on an expired Iowa certificate or license, exclusive of a Class A or Class B license.

The holder of an expired license, exclusive of a Class A or Class B license, shall be eligible to receive a Class A license upon application. This license shall be endorsed for the type of service authorized by the expired license on which it is based.

d.18.7(4) *Based on evaluator requirement.*

The applicant has not completed the approved evaluator training requirement.

18.7(2) A nonrenewable Class A license valid for one year may be issued to an applicant based on an expired Iowa professional administrator license.

a. The holder of an expired license, exclusive of a Class A or Class B license, shall be eligible to receive a Class A license upon application. This license shall be endorsed for the type of service authorized by the expired license on which it is based.

b. Renewal.

The holder of an expired administrator license who is currently under contract with an Iowa educational unit (area education agency/local education agency/local school district) and who does not meet the renewal requirements for the administrator license held shall be required to secure the signature of the superintendent or designee before the license will be issued. If the superintendent does not meet the renewal requirements, the superintendent shall be required to secure the signature of the school board president before the license will be issued.

18.7(5)(3) *Authorization.*

Each Class A license shall be limited to the area(s) and level(s) of administration as determined by an analysis of the application, the transcripts, and the license or certificate held in the state in which the basic preparation for the administrator license was completed.

18.7(6)(4)

Conversion.

Each applicant receiving the one-year Class A license must complete any identified licensure deficiencies in order to be eligible for an initial administrator or professional administrator license in Iowa.

18.7(7) *Renewal.* The holder of an expired administrator license who is currently under contract with an Iowa educational unit (area education agency/local education agency/local school district) and who does not meet the renewal requirements for the administrator license held shall be required to secure the signature of the superintendent or designee before the license will be issued. If the superintendent does not meet the renewal requirements, the superintendent shall be required to secure the signature of the school board president before the license will be issued.

282—18.12(272) Specific requirements for a Class E license.

A nonrenewable license valid for one year may be issued to an individual as follows:

18.12(1) *Expired license.* Based on an expired administrator exchange, Class A, or Class B license, the holder of the expired license shall be eligible to receive a Class E license upon application and submission of all required materials.

18.12(2) *Application.* The application process will require transcripts of coursework completed during the term of the expired license, a program of study indicating the coursework necessary to obtain full licensure, and registration for coursework to be completed during the term of the Class E license. The Class E license will be denied if the applicant has not completed any coursework during the term of the administrator exchange, Class A or Class B license unless extenuating circumstances are verified.

MEMO

Date: October 15, 2012

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22.5 Preliminary Native Language Teaching Authorization - Notice

The Board moved rules forward in 2011 that were similar to these rules. Those rules were tabled at a request of the legislature because the belief was that the education reform legislation would include alternative licensure. There was no alternative licensure that became law during the 2012 legislative session. The language below mirrors the career and technical license language and is a pathway for native speakers to teach. There continue to be many calls from the field in favor of an option for schools to hire native speakers.

I recommend that the proposed amendments to IAC 282 Chapter 22.5 Preliminary Native Language Teaching Authorization be filed under Notice of Intended Action.

282-22.5(272) Preliminary Native Language Teaching Authorization.

22.5(1) Authorization. The Preliminary Native Language Teaching Authorization is provided to noneducators entering the education profession to teach the applicant's native language as a foreign language in grades K-6 or grades 7-12.

22.5(2) Application process. Any person interested in the Preliminary Native Language Teaching Authorization shall submit the application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners, online at <http://www.boee.iowa.gov/>

22.5(3) Requirements.

- a. The applicant has completed a baccalaureate degree.
- b. Iowa division of criminal investigation background check. Applicants must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant.
- c. National criminal history background check. Applicants must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

d. The applicant must have the recommendation from a school district administrator verifying that the school district wishes to hire the applicant. The school district administrator must verify a diligent search was completed to hire a fully licensed teacher for this position.

e. During the term of the authorization, the applicant must complete Board approved training in the following:

(1)Methods and techniques of teaching. Develop skills to use a variety of learning strategies that encourage students' development of critical thinking, problem solving, and performance skills. The methods course must include specific methods and techniques of teaching a foreign language and must be appropriate for the level of endorsement.

(2)Curriculum development. Develop an understanding of how students differ in their approaches to learning and create learning opportunities that are equitable and adaptable to diverse learners.

(3)Measurement and evaluation of programs and students. Develop skills to use a variety of authentic assessments to measure student progress.

(4)Classroom management. Develop an understanding of individual and group motivation and behavior which creates a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

(5)Code of ethics. Develop an understanding of how to foster relationships with parents, school colleagues, and organizations in the larger community to support student's learning and development and become aware of the Board's rules of Professional Practice and Code of Ethics.

(6)Diversity training for educators. Develop understanding and sensitivity of the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society including preparation that

contributes to the education of individuals with disabilities and the gifted and talented.

f. The applicant must be assigned a mentor by the hiring school district. The mentor must have four years of teaching experience in a related subject area.

g. *Assessment of native language.* The applicant must provide verification of successfully passing the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa Department of Education. The cut score may not be waived by the Board.

22.5(4)*Validity.* This authorization is valid for three years. No Class B licenses may be issued to applicants holding the Preliminary Native Language Teaching Authorization. No additional endorsement areas may be added unless the requirements in 25.5(3) are met.

22.5(5). *Renewal.* The authorization is nonrenewable.

22.5(6) *Conversion.* The Preliminary Native Language Teaching Authorization may be converted to Native Language Teaching Authorization. The applicant must provide official transcripts verifying the completion of the course work required in 22.5(3)e.

22.5(6) *Revocation and suspension.* Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the Preliminary Native Language Teaching Authorization. A complaint may be filed against the teacher and administrator of a school district that hires this applicant to teach without the valid authorization.

22.5(7) *Approval of courses.* Each institution of higher education, private college or university, community college or area education agency wishing to offer the training for the Preliminary Native Language Teaching Authorization must submit course descriptions for each offering to the board of educational examiners for approval. After initial approval, any changes by agencies or institutions in course offerings shall be filed with the board of educational examiners.

MEMO

Date: October 15, 2012

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13 Issuance of Teacher Licenses and Endorsements - Notice

These changes will incorporate the Department of Education's new assessment requirements for candidates for Iowa licensure. The change to 13.1(3) removes references to the Praxis II examination. The changes to 13.3(2) and 13.3(3) add the new assessment requirements to the provisions regarding out-of-state applicants, and the change to 13.4 does the same with regard to foreign applicants. We need to have these changes in place by January 1, 2013.

I recommend the amendments to IAC 282 Chapter 13 Issuance of Teacher Licenses and Endorsements be filed under Notice of Intended Action.

282—13.1(272) All applicants desiring Iowa licensure.

Licenses are issued upon application filed on a form provided by the board of educational examiners and upon completion of the following:

13.1(3) 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.

282—13.3(272) Applicants from non-Iowa institutions.

13.3(2) *Requirements for applicants from non-Iowa traditional teacher preparation programs.*

Provided all requirements for Iowa licensure have been met through a state-approved regionally accredited teacher education program at the graduate or undergraduate level in which college or university credits were given and student teaching was required, the applicant shall:

- a. Provide a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed, and
- b. Submit a copy of a valid regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate, and
- c. Provide verification of successfully passing the Iowa mandated assessment(s) tests 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. If the teacher preparation program was completed prior to January 1, 2013, the applicant must provide verification of successfully passing the mandated tests in the state in which the applicant is currently licensed if the applicant has fewer than three years of teaching experience, or pass the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa Department of Education.

13.3(3) *Requirements for applicants from out-of-state nontraditional teacher preparation programs.*

An applicant who holds a valid license from another state and whose preparation was completed through a state-approved nontraditional teacher preparation program must:

- a. Hold a baccalaureate degree with a minimum cumulative grade point average of 2.50 on a 4.0 scale from a regionally accredited institution.
- b. Provide a valid out-of-state teaching license based on a state-approved nontraditional teacher preparation program.
- c. Provide a recommendation from a regionally accredited institution, department of education, or a state's standards board indicating the completion of an approved nontraditional teacher preparation program.
- d. Provide an official institutional transcript(s) to be analyzed for the requirements necessary for full Iowa licensure based on 13.9(4)"a"(1) to (7), 13.9(4)"c"(1) to (5), 13.18(2), 282—13.28(272), and 282—14.2(272).
- e. Meet the recency requirements listed in 13.10(3).

f. Provide verification of successfully passing the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa Department of Education if the nontraditional teacher preparation program was completed on or after January 1, 2013. If the nontraditional teacher preparation program was completed prior to January 1, 2013, the applicant If the applicant has fewer than three years of teaching experience, must provide verification from the state licensing agency/department in the state where the nontraditional teacher preparation program was completed indicating that the applicant has successfully passed that state's mandated tests or pass the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa Department of Education.

g. Complete a student teaching or internship experience or verify three years of teaching experience.

h. If through a transcript analysis the professional education core requirements set forth in 13.9(4)"a"(1) to (7), 13.9(4)"c"(1) to (5), and 13.18(2) and the content endorsement requirements pursuant to 282—13.28(272) may be identified by course titles, published course descriptions, and grades, then the transcripts will be reviewed to determine the applicant's eligibility for an Iowa teaching license. However, if the professional education core requirements of 13.9(4)"a"(1) to (7), 13.9(4)"c"(1) to (5), and 13.18(2) and the content endorsement requirements cannot be reviewed in this manner, a portfolio review and evaluation process will be utilized.

282—13.4 (272)

Applicants from foreign institutions.

An applicant for initial licensure whose preparation was completed in a foreign institution must obtain a course-by-course credential evaluation report completed by one of the board-approved credential evaluation services and then file this report with the board of educational examiners for a determination of eligibility for licensure.

After receiving the notification of eligibility by the Iowa Board of Educational examiners, the applicant must provide verification of successfully passing the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa Department of Education.

282—13.17(272)

13.17(1)One-year teacher exchange license.

a. For an applicant applying under 13.3(2), a one-year nonrenewable exchange license may be issued to the applicant under the following conditions:

(1) The applicant has completed a state-approved, regionally accredited teacher education program; and

(2) The applicant has the recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized non-Iowa institution where the preparation was completed; and

(3) The applicant holds and submits a copy of a valid and current certificate or license in the state in which the preparation was completed or in which the applicant is currently teaching, exclusive of a temporary, emergency or substitute license or certificate;

1. If the applicant's out-of-state license is expired, a one-year teacher exchange license may be issued and the lack of a valid and current out-of-state license will be listed as a deficiency;
2. If the applicant submits verification that the applicant has applied for and will receive the applicant's first teaching license and is waiting for the processing or printing of a valid and current out-of-state license, a regional exchange license may be issued and the lack of a valid and current out-of-state license will be listed as a deficiency; and

(4) The applicant must 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. If the teacher preparation program was completed prior to January 1, 2013, the applicant must provide verification of successfully passing the mandated tests in the state in which the applicant is currently licensed or pass the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa Department of Education.

If the applicant has fewer than three years of teaching experience or is being recommended for a K-6 elementary education endorsement, the applicant must verify successful completion of mandated tests in the state in which the applicant is currently licensed; and

(5) Each exchange license shall be limited to the area(s) and level(s) of instruction as determined by an analysis of the application, the transcripts and the license or certificate held in the state in which the basic preparation for licensure was completed or of the application and the credential evaluation report. The applicant must have completed at least 75 percent of the endorsement requirements through a two- or four-year institution in order for the endorsement to be included on the exchange license; and

(6) The applicant is not subject to any pending disciplinary proceedings in any state or country; and

(7) The applicant complies with all requirements with regard to application processes and payment of licensure fees.

MEMO

Date: Oct 15, 2012

To: Board Members

From: Duane T Magee, Executive Director and Mary Lou Nosco, Ed. D.

RE: Proposed Rules: IAC 282 Chapter 13.16(1) Specific requirements for a substitute teacher's license - Discussion

We have had applicants who have completed a nontraditional teacher preparation program and have one or more years of teaching experience who apply for a substitute license or for full licensure. In many cases the best we can offer them is a substitute authorization. This change would allow someone in these circumstances to be issued a substitute license.

282—13.16 (272) Specific requirements for a substitute teacher's license.

13.16(1) *Substitute teacher requirements.* A substitute teacher's license may be issued to an individual who:

a. Has completed a traditional teacher preparation program and been the holder of, or presently holds, a license in Iowa; or holds or held a regular teacher's license or certificate in another state, exclusive of temporary, emergency, or substitute certificate or license, or a certificate based on an alternative certification program; or

b. Has successfully completed all requirements of an approved teacher education program, but did not apply for an Iowa teacher's license at the time of completion of the approved program; or

c. Holds a valid or expired teaching certificate based on a nontraditional teacher preparation program, is able to verify three years of teaching experience and provide passing scores for their state's mandated tests. License will contain a disclaimer stating that the holder of this license may not be eligible for full Iowa teaching licensure.

MEMO

Date: October 15, 2012

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 11.7(1) Notice of hearing - Discussion

This proposed rule change is to bring our service requirements in line with Iowa Code section 17A.12. First class mail is not sufficient for service of a Notice of Hearing. This rule change will not change actual agency practice because we do not use first class mail to deliver notices of hearing.

282—11.7 (17A,272) Notice of hearing.

11.7(1) Delivery. Delivery of the notice of hearing constitutes the commencement of the contested case proceeding. Delivery may be executed by:

- a. Personal service as provided in the Iowa Rules of Civil Procedure; or
- b. certified mail, return receipt requested; or
- ~~e. first class mail; or~~
- ~~dc.~~ Publication, as provided in the Iowa Rules of Civil Procedure.

May 30, 2012

Dr. George Maurer
Executive Director
Board of Educational Examiners
Grimes State Office Building
400 East 14th St.
Des Moines, Iowa 50319-0147

Dear Dr. Maurer,

This request is being made following up on our meeting of February 28, 2012. What is being sought is permission to implement the Iowa International Teacher Licensure Program (IITLP), which would be made available to teachers at US regionally-accredited American and International schools.

There are more than 500 American and International schools outside of the United States. Many of these schools are accredited by the one of the US Department of Education recognized regional accrediting organizations. These US regionally-accredited schools offer an American curriculum and style of instruction. Their governance and management structures are modeled on domestic US school districts with a Board, superintendent and principals. Nearly all of their superintendents and principals are US citizens, US educated and licensed as school administrators by one of the United States. Most of the teachers in these schools are US citizens, US educated and licensed as teachers by one of the United States.

As has been the case with domestic schools, these schools have had difficulty filling their demand for teachers especially in grades 7-12 high-needs content areas. Consequently, they have recruited some teachers who do not hold teacher licenses from one of the states of the US. These teachers are usually US educated and include spouses of US diplomats and US businessmen and women. US accreditors have informed the heads of these schools that they will be insisting on all of their teachers holding licensure in one of the states of the United States within the next few years. This has created a strong market for alternative pathway to teacher licensure programs that can be delivered by means of distance education.

The Iowa Teacher Intern License Pathway--Answering the Call to Teach (ITILP) was designed to help talented professionals answer the call to teach by attaining a secondary (grades 7-12) teaching license, usually in a high-needs content area. The University of Northern Iowa (UNI) proposes to fulfill the requirements of this previously BOEE approved program by means of distance education to teachers at US regionally-accredited American and International schools outside of the United States. Such an initiative would benefit the State of Iowa by creating a pool of experienced and licensed teachers in high needs content areas who typically seek to return to the US within 10 years of taking up their overseas appointments. Such teachers would have an incentive to return to their state of teacher licensure.

UNI has been engaged in providing distance education to teachers since 1913. In 1993, the state of Iowa launched the Iowa Communications Network (ICN) – one of the world’s most advanced distance education mediums that links UNI with approximately 750 schools, National Guard armories, libraries, hospitals, and federal and state government offices around Iowa. As a result of the ICN and UNI’s experience delivering distance education as far afield as Moscow and Hong Kong, UNI has developed expertise in providing distance education using the latest technology in the fields of education. This year, UNI Continuing and Distance Education enrolled more than 12,000 students via video conferencing technologies, online courses and on-site workshops and courses.

The principle means of delivery proposed for IITLP will be Polycom® and/or Adobe® Connect™ videoconferencing solutions. They permit real time two-way video and audio communication allowing students to remotely take courses taught in Iowa and receive mentorship and assessments from Iowa. This picture quality is high definition, and anything that can be displayed on a computer desktop can be displayed afar. Universities, governments, and companies throughout the world rely on this technology.

The Iowa Board of Educational Examiners (BOEE) would not be a path breaker in approving an intern license pathway program delivered by means of distance education overseas. The Commonwealth of Virginia in cooperation with George Mason University has been offering such a program since 1990 and has graduated more than 1,000 teachers. The George Mason University Fast Train Programⁱ, however, is restricted to elementary education and ESL. The market today is more robust in the content areas covered by ITILP.

ITILP was established pursuant to Code of Iowa 281:77 Standards for Teacher Intern Preparation Programs and Code of Iowa 283:83 Teacher and Administrator Quality Programs and in accordance with Iowa Administrative Code 282:13 Teacher intern license. The proposed IITLP will fully conform to the requirements of these statutes and the rules, and will be identical to ITILP with the following few exceptions.

Prospective candidates from US regionally-accredited American and International schools will be considered, assessed and selected in accordance with the procedures and standards specified in ITILP. They will have to meet or exceed the requirements specified in ITILP. Code of Iowa 281:77 stipulates that there be an “in-person interview of the prospective candidate.” This “in-person interview” for the purposes of overseas candidates would be conducted by videoconference.ⁱⁱ

Students admitted to the program will meet all the requirements and take all of the courses prescribed by ITILP except that the 60 hours of required field experience will be completed at a US regionally-accredited American or International school and all courses will be delivered principally by means of videoconferencing. In conformity with Code of Iowa 283, the students will complete through means of videoconferencing an approved beginning teacher mentoring and induction program run by either an Iowa School District or an Iowa Area Education Agency with which UNI and the participating US regionally-accredited American and International school will have contracted. The US regionally-accredited American and International schools participating in IITLP will provide a mentor for the teacher intern who will hold a valid license issued under Code of Iowa 272. This will be achieved

either by appointing an experienced teacher in the school (who already holds an Iowa teacher license or who will secure an Iowa teacher license) to serve as a mentor or by appointing an experienced teacher with an Iowa teacher license to mentor the teacher intern by videoconference. A licensed evaluator will provide evidence to the Board that the teacher intern has participated in the mentoring and induction program and has served successfully as an intern for at least 160 days. The licensed evaluator would fulfill his or her role by means of remote technology including the use of videoconferencing to monitor teacher intern classroom instruction. The UNI Jacobson Center for Comprehensive Literacy has been effectively using videoconferencing to monitor classroom instruction in Council Bluffs, Iowa for several years.ⁱⁱⁱ

Other than the minor alterations in delivery and evaluation methods described herein, IITLP will offer the same curriculum, uphold the same standards, and ensure the same high quality educational experience as ITILP. I therefore request that the Board of Educational Examiners approve the establishment of IITLP. I would be pleased to answer any questions regarding this request and/or provide a demonstration of Polycom® and/or Adobe® Connect™ videoconferencing solutions.

Sincerely,

Professor C E Klafter
Associate Provost for International Programs
Chair, Alternative Pathway to International Teacher
Licensure Working Group
Dean Kent Johnson, Continuing Education & Special
Programs
Professor Timothy Gilson, Educational Leadership &
Postsecondary Education
Professor Merrie Schroeder, Student Field
Experiences
Dr. Leigh Martin, Student Field Experiences
Dr. Nadia Korobova, International Programs

ⁱ <http://fasttrain.gmu.edu/>

ⁱⁱ Alternatively, the interview could be conducted in the physical presence of the prospective candidates, but this would add considerable cost to the program because it would either require visits to the overseas schools or for the schools to send potential teaching interns to Iowa in hopes that they are deemed acceptable.

ⁱⁱⁱ <http://www.uni.edu/coe/special-programs/richard-o-jacobson-center-comprehensive-literacy>. Alternatively, teacher intern classroom instruction monitoring could take place in person, but this would add considerable cost to the program for it would require visits to the overseas schools.

MEMO

Date: June 22, 2012

To: Board Members

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

RE: Reports / Approvals – 10 – UNI Request

Please see the attached documents from UNI. Since I will not be here for future reference to the proposal, I have asked Joanne Tubbs to provide an analysis of the request. Please review her comments below:

As the BOEE representative for the Iowa Teacher Intern Licensure Pathway (ITILP) program, I was given the task to analyze the proposal and present a recommendation.

The intent of the current ITILP program is to provide a pathway to fill Iowa teacher shortage areas with content specialist professionals. The delivery of instruction was developed so that it explicitly involves coursework that is face-to-face as well as online. The ITILP program relies heavily on local school districts to provide trained mentors during the internship year, and also university professors who provide additional support as well. The current interns also complete the first year of the Iowa mentoring and induction program while being evaluated on the Iowa Teaching Standards.

We feel that the proposed program is to be commended, but that it has too many differences from ITILP to be adopted under the same rules. The rationale is listed below.

- The purpose of the new program is not to fill Iowa shortage areas, but rather shortage areas internationally. This deviates from the current ITILP vision.
- The delivery of instruction method proposed is considerably different.
- The format of the mentorship program proposed is considerably different, and differs from our stated rules (if the mentorship is through videoconference, then a local district mentor cannot be assigned).
- The proposed evaluation of the teachers is considerably different (videoconference).

It is our recommendation that the proposed Iowa International Teacher Licensure Program develop its own independent program for consideration,

including curriculum exhibits and program approval from the Department of Education.

It may still be possible for you to negotiate the exact same or similar coursework as ITILP to meet the requirements for the Iowa Professional Core. Your program would (and should) then differ in the vision, delivery of instruction, mentorship, and evaluation components if you wish to embrace a distance learning approach.

Joanne Tubbs

Petition for Waiver

Name: Mark Young

License: Folder # 206425

Holds a Class A license based on an expired standard teaching license with endorsements for American history, economics and world history.

Reason for Waiver: Wishes to waive one year of the three years of teaching experience required for the principal endorsement based on his experience.

Rule Citation: 282—18.4(272)

General requirements for an administrator license.

18.4(2) Specific requirements for an initial administrator license for applicants who have completed a teacher preparation program.

An initial administrator license valid for one year may be issued to an applicant who:

- a. Is the holder of or is eligible for a standard license; and
- b. Has three years of teaching experience; and
- c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program

Rationale: Mr. Young taught high school social studies for two years. He believes that he has a variety of experiences that would be the equivalent of teaching for a third year. Mr. Young believes his experience representing children in juvenile court indicates who works well with students by defending their rights and ensuring that their voice is heard in court. In addition, Mr. Young taught as an adjunct instructor for North Iowa Area Community College and Buena Vista University on the NIACC campus. He taught classes in various areas of the law to students for seven years. Mr. Young has served on the Mason City school board for seven terms.

Hardship: Mr. Young believes it would be a hardship for him to teach one additional year. He believes school districts would not hire him to teach one year in order to meet the teaching requirement. Mr. Young has just begun the administrative program and will not graduate until he is 55. He believes his age and degrees would also hinder him from obtaining a teaching position.

Prejudice to Others: Mr. Young does not believe there would be any legal rights prejudiced by waiving this rule.

Safety and Welfare of Others: Mr. Young believes that granting the waiver would meet one of the options in the Governor's Blueprint for Education to

"expand alternative pathways into teaching, the principal, and the superintendency so more top talent can enter the field."

Decision: Should the Board waive the requirement for one additional year of teaching experience for the principal endorsement?

Staff Recommendation: Deny the license.

Rationale:

When the Board changed the requirements from 5 years of teaching experience to three years of teaching experience for the principal endorsement, they were adamant to draw a hard line at the three years of experience. Serving as an attorney for children is very admirable but the experience is not the equivalent of teaching experience. Serving on the school board is wonderful experience for a potential administrator but again it is not the equivalent of teaching experience. In the past, the Board has not accepted community college teaching experience as the equivalent of secondary teaching experience.

Hardship:

We agree that it will be difficult for Mr. Young to find a social studies teaching position for one year. It was very wise of him to question his eligibility for the administrative license before he has completed the administrative program. If the waiver is denied, he may look at other possibilities such as serving as a dean of students or some other teaching experience than teaching social studies in order to gain the experience necessary for the principal endorsement.

Prejudice to Others:

01-03	William H. Smith	Waive 2 years of elementary teaching experience due to possession of K-12 Nebraska administrative license	DENIED; need 3 years verified teaching experience
0-04	Craig A. Sadler	Allow 2 of 3 required years of teaching experience while at UNI Price Lab School to count toward experience to move from initial to standard license, despite fact that petitioner was not licensed	GRANTED; Price Lab School teachers are not required to possess valid Iowa teaching license; Price lab school teachers receive UNI instructor or professor appointment in contractual arrangement
02-14	Conna Bral	Waive 3 years of secondary teaching experience to obtain secondary principal's license	GRANTED; Classes taught to junior high at-risk students for 4½ years are sufficient to meet requisite experience.

02-26	Chad C. Steimle	Waive requirement for 3 years of teaching experience prior to issuance of Iowa elementary and/or secondary principal license	GRANTED; Has taught religion for 9 years in accredited parochial school (for which IA license is not required) and has been subject to same evaluation process and has had same type of contract as other Iowa-licensed teachers employed by school. Possesses Illinois Type 75 K-12 administrator license. Has otherwise completed prerequisites for issuance of license sought.
02-27	Edwin A. Termuende	Waive requirement for 3 years of elementary teaching experience prior to issuance of elementary administrator license	DENIED; Served as elementary administrator out-of-state and now accepted position as administrator of Iowa-accredited nonpublic school. Holds no Iowa license, his Illinois K-14 administrative license expired, and he provided no information about the scope of his teaching experience. Petitioner or employer should have verified his eligibility to obtain an appropriate license before position was offered and accepted.
05-01	Sandra A. LaRue	Waive the teaching experience requirement for the administrative endorsement	DENIED; Held IA standard teaching license with endorsements for general business and economics, which expired in 2003. Has not completed 3 years of contracted teaching on K-12 level, but did document experiences she had with secondary level students. Did not provide sufficient documentation to meet the criteria for granting of a waiver from the existing standard for issuance of the administrative endorsement.

10-08	Shereen E. Bender	<p>Has completed an educational administration program in Jordan. Has two years of international teaching experience. Currently running a childcare center and is required to hold a professional administrative license in order to meet the quality rating scale for a center director. Wants to waive the requirement for the third year of teaching experience based on her experience.</p>	<p>DENIED: Three years of teaching experience are a bare minimum to become an administrator. Her experiences in implementing the TQM model in kindergartens in Jordan as part of the thesis work do not equate to the third year of experience necessary.</p>
11-24	Brenda Hillman	<p>Does not have the three years of teaching experience required for the administrative license.</p>	<p>GRANT: The Board reviewed the teaching experience that Ms. Hillman had completed on the K-12 level and the post secondary level. The Board has denied several petitions for a waiver for individuals who did not have the three years of teaching experience necessary for the principal endorsement. The Board had approved one waiver for an individual who had experience teaching religion in schools which did not require licensure. The Board's discussion included a review of the teaching experience Ms. Hillman had completed on the post secondary level which included teaching student teachers and working with the student teachers in the K-12 classrooms. The Board determined that this experience was unique and influential to the granting of the waiver. The Board agreed that the public health, safety, and welfare will not be substantially compromised or placed at risk as a result of the Board's granting of a waiver in this case. They also noted that granting of the waiver</p>

Safety and Welfare of Others:

There would be no impact on the health and safety of others if the requirement were waived. The alternative pathway for administration is not a law at this time so we can't anticipate if the alternative pathway would also include a different requirement for experience.

Petition for Waiver

Name: Charletta Sudduth

Folder: 1006251

Completed social work program at UNI. Denied for professional service license because she did not complete a state approved school social work program.

Reason for Waiver: Ms. Sudduth completed a Master's of Social Work program which is not approved by the Iowa Department of Education. It is accredited by the National Association of Social Work. Her job at Waterloo Schools requires Iowa educational licensure. She has almost completed a Doctorate in Curriculum and Instruction through UNI.

Rule Citation:

282—27.2(272)

Requirements for a professional service license.

27.2(1)Initial professional service license.

An initial professional service license valid for two years may be issued to an applicant for licensure to serve as a school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support), director of special education of an area education agency, or school counselor who:

- a. Has a master's degree in a recognized professional educational service area from a regionally accredited institution.
- b. Has completed a state-approved program which meets the requirements for an endorsement in a professional educational service area.
- c. Has completed the requirements for one of the professional educational service area endorsements.

Hardship: Ms. Sudduth would lose her job and she is the main provider in her home.

Prejudice to others:

Ms. Sudduth does not believe there would be any unexpected consequences for others. She believes her practicum placement of 900 clock hours of social work in education should be accepted. She believes her experience would verify she is competent to work with exceptional students.

Safety and welfare of others:

Ms. Sudduth indicated since she graduated from an accredited institution and has 13 years of experience working with young children and their families that everyone would benefit if she could coach and support the early childhood teaching staff. Ms. Sudduth indicates she will not be working directly with students so their welfare will not be compromised. She believes the rules should be applied on a case-by-case basis and indicated she would continue to complete renewal credits.

Recommendation: Approve the waiver.

Hardship: Ms. Sudduth indicates she would lose her job. All educators who are not properly licensed cannot expect to obtain a job since they do not have a license for that area. Thus this is not a hardship but a fact. IAC 272.7 states “A person employed as a practitioner shall hold a valid license with an endorsement for the type of service for which the person is employed.”

Prejudice to others:

An order granting the waiver would disadvantage other applicants who are required to complete a state approved program. However, since Iowa only has two state approved programs, Mike Cavin, special education licensure consultant, reviewed the course work and experiences that Ms. Sudduth completed and finds evidence that she has met the minimum requirements. It is not prejudicial to others because Ms. Sudduth did complete a social work program and has completed over 20 semester hours of education course work in her doctorate course work in curriculum and instruction. Thus she has met all of the requirements except that the UNI program is not approved by the Iowa Department of Education. The Board has accepted degrees completed at institutions that were not regionally accredited for the issuance of a substitute authorization on the basis of other accrediting agencies. The program Ms. Sudduth completed is nationally accredited so the integrity of the licensure standards would be upheld.

Safety and welfare of others:

Ms. Sudduth would complete a background check and would not be working directly with students. Thus the safety and welfare of the students would not be at risk. She is aware of best practice of working with students due to her doctorate work.