

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

June 22, 2012
(amended 06.20.12)

AGENDA
Times are approximate

- 9:30 a.m.** **1. Call Meeting to Order by Executive Director**
Election of Officers
- 9:45 a.m.** **2. Approve the Agenda (Tab A)**
- 9:50 a.m.** **3. Consent Agenda (Tab B)**
- Minutes of May 04, 2012 Board Meeting
 - Minutes of May 23, 2012 Special Telephonic Meeting
 - Minutes of May 30, 2012 Special Telephonic Meeting
- 9:55 a.m.** **4. Professional Practices - Licensee Discipline – Closed Session – Board members only**
- 10:15 a.m.** **5. Open Session – Results of closed session announced**
- a. Approve closed session minutes
- 10:25 a.m.** **6. Communications**
- a. Board Reports
 - b. Public Comment
 - c. Executive Director’s Report
- 10:35 a.m.** **7. Rules [Iowa Administrative Code – Chapter 282 (272)]**
- a. Adopt [None]
 - b. Notice
 - 1. IAC 282— Amend Chapter (272) Chapter 13.28(12) Mathematics (Tab C)
 - 2. IAC 282— Amend Chapter (272) Chapter 13.28(17) Science (Tab D)
 - 3. IAC 282— Amend Chapter (272) Chapter 13.26(4) Elementary Classroom Teacher – HQT (Tab E)
 - 4. IAC 282— Amend Chapter (272) Chapter 14.2(4) & 14.2(6) Special Education (Tab F)
 - c. Items for Discussion
 - 1. IAC 282 — Amend Chapter (272) Chapter 19.7(1) Renewal of Administrator Licenses (Tab G)

- 10:55 a.m.** **8.** **Waiver(s) (Tab H)**
1. 12-07 Mike Matson (Tab 1)
 2. 12-08 Alan Hartley (Tab 2)
 3. 12-09 Maike DeMaria (Tab 3)
 4. 12-10 Rita Alspach (Tab 4)
 5. 12-11 Tami Cottrell (Tab 5)
- 11:30 a.m.** **9.** **Lunch for Board Members – Room B50**
- 12:15 p.m.** **10.** **Reports / Approvals**
1. Report on teacher candidates by endorsement (Tab I)
 2. Proposed Budget for FY 13 (Tab J)
 3. Retreat in August – Issues for discussion (Tab K)
 4. NASDTEC Conference Report
 5. STEM Conference Report
 6. Board Operating Guidelines -- Review / Revise (Tab L)
 7. Legislative Report – Beth Myers
 8. Board Calendar for FY 2013 (Tab M)
 9. Chair appoints committee assignments (Tab N)
 - a. Executive Committee
 - b. Professional Practices Committee
 - c. Operating Guidelines Committee
 10. UNI Request (Tab O)
 11. Department of Education Comments – Dr. Glass
- 1:00 p.m.** **11.** **Adjournment**

1 Julio Almanza moved, with a second by Tammy Duehr, that in **case number 12-25**,
2 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.

6 Roll call vote: Almanza – yes; Duehr – yes; Hill – yes; Mickelson – yes; Ortiz – yes;
7 Overholtzer – recused; Smith – yes; Stevens – yes; Trueg – yes; Wortmann - yes.

8 **MOTION CARRIED.**

9

10 Tammy Duehr moved, with a second by Richard Wortmann, that in **case number 12-**
11 **26**, 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 Richard Wortmann moved, with a second by Oscar Ortiz, that in **case number 12-27**,
17 the Board finds that the evidence gathered in the investigation, including witness
18 statements and the documentary evidence, does not fully substantiate the allegations
19 in the complaint, and that the Board therefore lacks probable cause to proceed with
20 this matter. **MOTION CARRIED UNANIMOUSLY.**

21

22 Oscar Ortiz moved, with a second by Julio Almanza, that in **case number 12-28**, the
23 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 Oscar Ortiz moved, with a second by Tammy Duehr, that in **case number 12-31**, the
29 Board find probable cause to establish a violation of the following provisions of the
30 Code of Professional Conduct and Ethics, 282 IAC 25.3(1)e (1); 25.3(3)a, 25.3(6)c, and
31 order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

1 Tammy Duehr moved, with a second by Richard Wortmann, that in **case number 12-**
2 **18**, the Board accepts the Respondent’s waiver of hearing and voluntary surrender
3 and that the Board issue an order permanently revoking the Respondent’s license with
4 no possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

5

6 Julio Almanza moved, with a second by Richard Wortmann, that the Board not initiate
7 review of the proposed decision in **case number 11-32, In the Matter of Pamela**
8 **Stangeland**, and allow the proposed decision to become the final decision of the Board
9 unless an appeal is taken by one of the parties within the time allowed by rule.

10 **MOTION CARRIED UNANIMOUSLY.** (Meghan Gavin, Assistant Attorney General and
11 George Maurer, Executive Director, did not participate in the discussion of this case.)

12

13 Tammy Duehr moved, with a second by Julio Almanza, that the Board not initiate
14 review of the proposed decision in **case number 11-58, In the Matter of Kevin**
15 **Fahnlander**, and allow the proposed decision to become the final decision of the Board
16 unless an appeal is taken by one of the parties within the time allowed by rule.

17 **MOTION CARRIED UNANIMOUSLY.** (Meghan Gavin, Assistant Attorney General, did
18 not participate in the discussion of this case.)

19

20 Oscar Ortiz moved, with a second by Richard Wortmann, that in **case number 11-51,**
21 **In the Matter of Susan Steinbeck**, the Board accept the proposed decision with the
22 following modifications; under the paragraph Decision and Order, in line three after
23 years add, “and permanently revoke with no possibility of reinstatement of her K-12
24 coaching endorsement.” **MOTION CARRIED UNANIMOUSLY.** (Meghan Gavin,

25 Assistant Attorney General, did not participate in the discussion of this case.)

26

27 Richard Wortmann moved, with a second by Oscar Ortiz, to extend the 180-day
28 deadline for issuance of the final decision in **case number 11-86**, based upon the
29 extraordinary amount of time needed to complete the investigation, schedule the
30 hearing, allow review of the proposed decision, and issue a final decision. Roll call
31 vote: Almanza – yes; Duehr – recused; Hill – yes; Mickelson – yes; Ortiz – yes;

1 Overholtzer – yes; Smith – yes; Stevens – yes; Trueg – yes; Wortmann - yes. **MOTION**
2 **CARRIED.**

3

4 Richard Wortmann moved, with a second by Oscar Ortiz, to extend the 180-day
5 deadline for issuance of the final decision in **case number 11-90,** based upon the
6 extraordinary amount of time needed to complete the investigation, schedule the
7 hearing, allow review of the proposed decision, and issue a final decision. Roll call
8 vote: Almanza – recused; Duehr – yes; Hill – yes; Mickelson – yes; Ortiz – yes;
9 Overholtzer – yes; Smith – yes; Stevens – yes; Trueg – yes; Wortmann - yes. **MOTION**
10 **CARRIED.**

11

12 Richard Wortmann moved, with a second by Oscar Ortiz, to extend the 180-day
13 deadline for issuance of the final decision in **case number 11-92,** based upon the
14 extraordinary amount of time needed to complete the investigation, schedule the
15 hearing, allow review of the proposed decision, and issue a final decision. Roll call
16 vote: Almanza – yes; Duehr – yes; Hill – yes; Mickelson – yes; Ortiz – yes; Overholtzer –
17 yes; Smith – recused; Stevens – yes; Trueg – yes; Wortmann - yes. **MOTION**
18 **CARRIED.**

19

20 Richard Wortmann moved, with a second by Oscar Ortiz, to extend the 180-day
21 deadline for issuance of the final decision in **case number 11-95,** based upon the
22 extraordinary amount of time needed to complete the investigation, schedule the
23 hearing, allow review of the proposed decision, and issue a final decision. **MOTION**
24 **CARRIED UNANIMOUSLY.**

25

26 Richard Wortmann moved, with a second by Oscar Ortiz, to extend the 180-day
27 deadline for issuance of the final decision in **case number 11-98,** based upon the
28 extraordinary amount of time needed to complete the investigation, schedule the
29 hearing, allow review of the proposed decision, and issue a final decision. Roll call
30 vote: Almanza – yes; Duehr – yes; Hill – yes; Mickelson – yes; Ortiz – yes; Overholtzer –

1 yes; Smith – recused; Stevens – yes; Trueg – yes; Wortmann - yes. **MOTION**
2 **CARRIED.**

3

4 Richard Wortmann moved, with a second by Oscar Ortiz, to extend the 180-day
5 deadline for issuance of the final decision in **case number 11-99**, based upon the
6 extraordinary amount of time needed to complete the investigation, schedule the
7 hearing, allow review of the proposed decision, and issue a final decision. **MOTION**
8 **CARRIED UNANIMOUSLY.**

9

10 Tammy Duehr moved, with a second by Julio Almanza, to approve the closed session
11 minutes of March 9, March 27 and April 11, 2012. **MOTION CARRIED**
12 **UNANIMOUSLY.**

13

14 **Board Reports:**

15 No board reports.

16

17 **Public Comment:**

18 No public comment.

19

20 **Executive Director’s Report:**

21 Dr. Maurer reported that DAS has decided not to move forward on AMANDA, as the
22 replacement licensing system. We will continue to work with DAS in finding another
23 licensing system. Our current licensing system does not have the potential to do some
24 of the credit issues that we really need to make part of our system and also to go to a
25 paperless environment.

26

27 Dr. Maurer reviewed the financial report. In June, Dr. Maurer will review the budget
28 for next year, FY 13.

29

30 **Rules:**

31 None.

32

1 **Items for Discussion:**

2 The proposed changes to Chapter 13.28(12) Mathematics was discussed and will move
3 forward to Notice at the June meeting.

4
5 The proposed changes to Chapter 13.28(17) Science was discussed and will move
6 forward to Notice at the June meeting.

7
8 The proposed changes to Chapter 13.26(5) Elementary Classroom Teacher-HQT were
9 discussed and will move forward to Notice at the June meeting.

10
11 The proposed changes to Chapters 14.2(4) and 14.2(6) Instructional Strategist II was
12 discussed and will move forward to Notice at the June meeting.

13
14 **Petitions for Waiver:**

15 Carol Trueg moved, with a second by Larry Hill, that in **PFW 12-06**, Patrick Carlin, the
16 Board deny the Petition for Waiver. Reasons for denial: The Board reviewed the
17 licensure history for Mr. Carlin who obtained the administrative decision license in
18 November 2006 which was valid until 2007. In 2007, he converted this license to the
19 Class C conditional license which was valid until 2010. Then Mr. Carlin applied for an
20 extension from 2010-2011. His extension expired on January 31, 2011. Mr. Carlin's
21 first program of study for the Instructional Strategist endorsement was through
22 Western Illinois University in 2006. In April 2009, Mr. Carlin submitted an
23 application for an administrative license. Then in June 2009, Mr. Carlin submitted a
24 new program of study from Upper Iowa University for the Instructional Strategist II
25 endorsement. This program of study indicated that a practicum was scheduled for
26 2011. Mr. Carlin indicated in the waiver that he must complete 7 weeks of student
27 teaching and was denied a shorter student teaching by his college. The special
28 education consultant indicated that there are a variety of opportunities in the summer
29 for student teaching/practicum experiences, for example, the University of Northern
30 Iowa has opportunities for practicum experiences in the summer. Mr. Carlin
31 completed an administrative program while completing course work for the
32 Instructional Strategist endorsement and is not currently serving as a teacher. The
33 Board indicated that Mr. Carlin has had ample opportunity to complete the

1 practicum/student teaching requirement. The Board indicated it would be prejudicial
2 to waive this requirement for Mr. Carlin since other requests have been denied except
3 for the one waiver that provided evidence of teaching experience. The Board indicated
4 the verification of a successful practicum experience would affect the public health,
5 welfare and safety of the students. This verification of successful practicum
6 experience would protect the integrity of the licensure standards. Roll call vote:
7 Almanza – yes; Duehr – yes; Hill – yes; Mickelson – yes; Ortiz – yes; Overholtzer – yes;
8 Smith – recused; Stevens – yes; Trueg – yes; Wortmann - yes. **MOTION CARRIED.**

9
10 Larry Hill moved, with a second by Carol Trueg, that in **PFW 12-07**, Michael Matson,
11 the Board deny the Petition for Waiver. Reasons for denial: The Board reviewed the
12 licensure file which verifies that Mr. Matson received a letter in February 2007 that
13 the history and philosophy (foundations) of career and technical education class would
14 be required. He was also provided information on the online course offerings. Mr.
15 Matson was informed again in May 2009 that he needed to complete the foundations
16 class. When Mr. Matson applied to convert his provisional license to the full career
17 and technical license in 2012, he was also notified that he needed to complete the
18 foundations course. Thus he has had ample opportunity to complete the class. The
19 Board reviewed the certificate of training for professional development in vocational
20 technical education that Mr. Matson submitted. The course was provided to
21 education military service members getting ready to leave the service and possibly
22 pursue a career in teaching vocational education. They also reviewed the follow up
23 information Mr. Matson submitted indicating during this training he had to pick one
24 vocational area and present a lesson to the other class members. He presented a
25 lesson on problem solving models in a Basics of Industrial Technology course. The
26 Board did not accept this course as the equivalent of a foundational course in the
27 history and philosophy (foundations) of career and technical education. The Board
28 discussed that all career and technical teachers must complete this course for college
29 credit. It would be prejudicial to accept Mr. Matson’s experience as a teacher to waive
30 this requirement. The provisional career and technical license is a five year license
31 that allows time for the person to complete the course work while teaching. The
32 foundations class is a foundation for all learners to gain knowledge and skills by
33 understanding the history and philosophy of career and technical education. Mr.

1 Matson, as well as all learners in his program, would benefit from Mr. Matson
2 completing this course. The Board values Mr. Matson's military service and
3 background and want to note their appreciation of his service to our country. The
4 public health, safety, and welfare will not be substantially compromised or placed at
5 risk as a result of the Board's granting or denying of the waiver. Roll call vote:
6 Almanza – recused; Duehr – yes; Hill – yes; Mickelson – yes; Ortiz – yes; Overholtzer –
7 yes; Smith – yes; Stevens – yes; Trueg – yes; Wortmann - yes. **MOTION CARRIED.**

8
9 **Reports/Approvals**

10 Legislative Update: Beth Myers provided the Board with an update. The conference
11 committee for ed. reform will meet in the coming week. The executive director's
12 position will be a governor-appointed position. Alternative licensure is still being
13 discussed/reviewed. The rule would be similar to the career/technical licensure.

14
15 Bev Smith indicated that there will be a telephonic meeting after the legislative session
16 ends to discuss the legislation pertaining to the BoEE. Dr. Smith will also contact the
17 Governor's Office to update them on what we have done thus far regarding the
18 executive director's position.

19
20 Ethics Task Force Review: The Board would like to move forward regarding ethics
21 training for pre-service, initial licensure and renewal.

22
23 Board Calendar for FY 13: The Board suggested changing the August 2-3, 2012
24 meeting to the following week, August 9-10, 2012. The FY 13 meeting calendar will
25 be brought back for approval at the June meeting.

26
27 There being no further business, Bev Smith asked for a motion to adjourn the
28 meeting. Carol Trueg moved, with a second by Julio Almanza to adjourn the meeting.

29 **MOTION CARRIED UNANIMOUSLY.** The meeting was adjourned at 12:03 p.m.

1 Julio Almanza moved, with a second by Marianne Mickelson, that the Board return to
2 open session.

3

4 Bev Smith updated the Board regarding her discussion with Linda Fandel on our
5 process for hiring an executive director and how we got to where we are. She also
6 indicated that Director Glass was supportive of our action of going to a search firm
7 because of limited capacity of the department to carry on such a search and get a good
8 candidate. Dr. Smith also shared with Ms. Fandel that we had a recommended
9 candidate that we have put on hold pending the legislation. And, that this candidate
10 will be able to lead the BoEE into a transition phase of doing what is necessary to
11 support the state blueprint. The candidate's materials have been forwarded to the
12 Governor's Office for review and recommending or appointing our candidate to the
13 position. The Board requested that Dr. Smith contact the Governor's Office to
14 schedule a meeting with the Governor regarding this matter.

15

16 There being no further business, Bev Smith asked for a motion to adjourn the
17 meeting. Marianne Mickelson moved, with a second by Laura Stevens, to adjourn the
18 meeting. **MOTION CARRIED UNANIMOUSLY.** The meeting was adjourned at 4:58
19 p.m.

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1 **CARRIED.** (Dr. George Maurer and Kim Cunningham, Board Secretary, left the room
2 during closed session.)

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4 Julio Almanza moved, with a second by Marianne Mickelson, that the Board return to
5 open session.

6
7 Julio Almanza moved, with a second by Richard Wortmann, that the Board approve
8 the personnel action as discussed in closed session. Roll call vote: Almanza – yes;
9 Glass – yes; Hill – no; Mickelson – yes; Ortiz – yes; Overholtzer – yes; Smith – yes;
10 Stevens – yes; Trueg – yes; Wortmann – yes. **MOTION CARRIED.**

11
12 There being no further business, Bev Smith asked for a motion to adjourn the
13 meeting. Oscar Ortiz moved, with a second by Carol Trueg, to adjourn the meeting.
14 **MOTION CARRIED UNANIMOUSLY.** The meeting was adjourned at 4:55 p.m.

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MEMO

Date: June 22, 2012

To: Board Members

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

RE: Proposed Rules: IAC 282 Chapter 13.28(12) Mathematics- Notice

Over the past several years, we have found that districts are moving 9th grade Algebra into the 8th grade. We believe that the middle school math endorsement and the K-8 math endorsement does not adequately prepare teachers for Algebra; therefore, we propose the attached amendment for the math endorsement.

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) Completion of 24 semester hours in mathematics to include a linear algebra or an abstract (modern) algebra course, a geometry course, a two-course sequence in calculus, a computer programming course, a probability and statistics course, and coursework in discrete mathematics.

(2) For holders of the physics 5-12 endorsement, completion of 17 semester hours in mathematics to include a geometry course, a two-course sequence in calculus, a probability and statistics course, and coursework in discrete mathematics.

(3) For holders of the all science 9-12 endorsement, completion of 17 semester hours in mathematics to include a geometry course, a two-course sequence in calculus, a probability and statistics course, and coursework in discrete mathematics.

c. Grade 9. The holder of this endorsement must hold either the K-8 mathematics or middle school math endorsement and complete a College Algebra or Linear Algebra class.

I recommend that the proposed rule to Amend IAC 282 Chapter 13.28(12) Mathematics be filed under Notice of Intended Action.

MEMO

Date: June 22, 2012

To: Board Members

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

RE: Proposed Rules: IAC 282 Chapter 13.28(17) Science- Notice

We are proposing three rules for science based on input from the field and issues generated by BEDS.

The first document is the current science rule.

The second document is the unified or integrated science proposal. This rule will replace the general science and physical science endorsements.

The third document is an all science endorsement for someone who has a science endorsement.

The fourth document is an all science endorsement that is a stand alone endorsement.

Document 1

13.28(17) Science.

a. Science—basic. K-8.

(1) Required coursework. Completion of at least 24 semester hours in science to include 12 hours in physical sciences, 6 hours in biology, and 6 hours in 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.

b. Biological science. 5-12.

Completion of 24 semester hours in biological science or 30 semester hours in the broad area of science to include 15 semester hours in biological science.

c. Chemistry. 5-12.

Completion of 24 semester hours in chemistry or 30 semester hours in the broad area of science to include 15 semester hours in chemistry.

d. Earth science. 5-12.

Completion of 24 semester hours in earth science or 30 semester hours in the broad area of science to include 15 semester hours in earth science.

e. General science. 5-12.

Completion of 24 semester hours in science to include coursework in biological science, chemistry, and physics.

f. Physical science. 5-12.

Completion of 24 semester hours in physical sciences to include coursework in physics, chemistry, and earth science.

g. Physics.

(1) 5-12. Completion of 24 semester hours in physics or 30 semester hours in the broad area of science to include 15 semester hours in physics.

(2) For holders of the mathematics 5-12 endorsement, completion of:

1. 12 credits of physics to include coursework in mechanics, electricity, and magnetism; and
2. A methods class that includes inquiry-based instruction, resource management, and laboratory safety.

(3) For holders of the chemistry 5-12 endorsement, completion of 12 credits of physics to include coursework in mechanics, electricity, and magnetism.

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 II. 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.

(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 un

Document 2

Unified Science

This endorsement authorizes the holder to teach unified or integrated introductory science courses. This will replace the general science and physical science endorsements.

Complete 24 semester hours of credit in science which includes the following:

Six semester hours of credit in earth and space science which includes the following essential concepts and skills:

- Understand and apply knowledge of energy in the earth system
- Understand and apply knowledge of geochemical cycles

Six semester hours of credit in life science/biological science which includes 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

Six semester hours of credit in physics/physical science which includes 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
- Understands and applies knowledge of interactions of energy and matter

Six semester hours of credit in chemistry which includes the following essential concepts and skills:

- Understand and apply knowledge of chemical reactions
- Design and conduct scientific investigations

Document 3

All Science

This endorsement authorizes the holder to teach all high school science courses.

Complete 36 semester hours of credit in science which includes the following:

9 semester hours of credit in earth and space science which includes 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

9 semester hours of credit in life science/biological science which includes 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

9 semester hours of credit in physics/physical science which includes 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
- Understands and applies knowledge of interactions of energy and matter
- Understands and applies knowledge of conservation of energy and increase in disorder

9 semester hours of credit in chemistry which includes the following essential concepts and skills:

- Understand and apply knowledge of chemical reactions
- Design and conduct scientific investigations

Document 4

All Science

This endorsement authorizes the holder to teach all high school science courses.

Complete 36 semester hours of credit in science which includes the following:

9 semester hours of credit in earth and space science which includes 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

9 semester hours of credit in life science/biological science which includes 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

9 semester hours of credit in physics/physical science which includes 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
- Understands and applies knowledge of interactions of energy and matter
- Understands and applies knowledge of conservation of energy and increase in disorder

9 semester hours of credit in chemistry which includes the following essential concepts and skills:

- Understand and apply knowledge of chemical reactions
- Design and conduct scientific investigations

I recommend that the proposed rule to Amend IAC 282 Chapter 13.28(17) Science be filed under Notice of Intended Action.

MEMO

Date: June 22, 2012

To: Board Members

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

RE: Proposed Rules: IAC 282 Chapter 13.26(5) Elementary Classroom Teacher – HQT - Notice

When the new elementary endorsement was adopted in 2010, we did not include the HQT language from the old rule 13.26(4). So when 13.26(4) sunsets on September 1, 2015 we will not be able to address out-of-state applicants that need the HQT language for licensure in Iowa. Therefore, I propose that we add the 13.26(4) language to the new elementary endorsement 13.26(5). Please see section 4 below.

13.26(5)

Teacher—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. Obtaining 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 of the federal highly qualified

- teacher legislation (June 2006). 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 of the federal highly qualified teacher legislation (June 2006). This option may also be utilized by applicants who have been teaching outside the United States.

c. Content.

- (1) Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core. See subrule [13.18\(4\)](#).
- (2) Methods and materials of teaching elementary language arts.
- (3) Methods and materials of teaching elementary reading.
- (4) Elementary curriculum (methods and materials).
- (5) Methods and materials of teaching elementary mathematics.
- (6) Methods and materials of teaching elementary science.
- (7) Children's literature.
- (8) Methods and materials of teaching elementary social studies.
- (9) Methods and materials in two of the following areas:
 1. Methods and materials of teaching elementary health.
 2. Methods and materials of teaching elementary physical education.
 3. Methods and materials of teaching elementary art.
 4. Methods and materials of teaching elementary music.
- (10) Pre-student teaching field experience in at least two different grades.
- (11) A field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

13.26(5)

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\(4\)](#).

c. Content.

(1) Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core. See subrule [13.18\(4\)](#).

(2) At least 9 semester hours in literacy which must include:

1. Content:
 - Children's literature;
 - Oral and written communication skills for the twenty-first century.
2. Methods:
 - Assessment, diagnosis and evaluation of student learning in literacy;
 - Integration of the language arts (to include reading, writing, speaking, viewing, and listening);
 - Integration of technology in teaching and student learning in literacy;
 - Current best-practice, research-based approaches of literacy instruction;
 - Classroom management as it applies to literacy methods;
 - Pre-student teaching clinical experience in teaching literacy.

(3) At least 9 semester hours in mathematics which must include:

1. Content:
 - Numbers and operations;
 - Algebra/number patterns;
 - Geometry;
 - Measurement;
 - Data analysis/probability.
2. Methods:
 - Assessment, diagnosis and evaluation of student learning in mathematics;
 - Current best-practice, research-based instructional methods in mathematical processes (to include problem solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representations; and the application of content to real world experiences);
 - Integration of technology in teaching and student learning in mathematics;
 - Classroom management as it applies to mathematics methods;
 - Pre-student teaching clinical experience in teaching mathematics.

(4) At least 9 semester hours in social sciences which must include:

1. Content:
 - History;
 - Geography;
 - Political science/civic literacy;
 - Economics;
 - Behavioral sciences.
2. Methods:

- Current best-practice, research-based approaches to the teaching and learning of social sciences;
- Integration of technology in teaching and student learning in social sciences;
- Classroom management as it applies to social science methods.

(5) At least 9 semester hours in science which must include:

1. Content:
 - Physical science;
 - Earth/space science;
 - Life science.
2. Methods:
 - Current best-practice, research-based methods of inquiry-based teaching and learning of science;
 - Integration of technology in teaching and student learning in science;
 - Classroom management as it applies to science methods.

(6) At least 3 semester hours to include all of the following:

1. Methods of teaching elementary physical education, health, and wellness;
2. Methods of teaching visual arts for the elementary classroom;
3. Methods of teaching performance arts for the elementary classroom.

(7) Pre-student teaching field experience in at least two different grade levels to include one primary and one intermediate placement.

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

**I recommend that the proposed rule to Amend IAC 282 Chapter 13.26(5)
Elementary Classroom Teacher – HQT be filed under Notice of Intended Action.**

MEMO

Date: June 22, 2012

To: Board Members

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

RE: Proposed Rules: IAC 282 Chapter 14.2(4) & 14.2(6) Instructional strategist II - Notice

We are proposing a change in language for this rule. The change is from “mental disabilities” to “intellectual disabilities”.

Change of Language for 282—14.2(4) to comply with Department of Education change of language.

14.2(4) Instructional strategist II: ~~mental disabilities~~ intellectual disabilities.

This endorsement authorizes instruction in programs serving students with mental 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. Foundations of special education.

The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

b. Characteristics of learners.

Preparation which includes various etiologies of mental disabilities, an overview of current trends in educational programming for students with ~~mental disabilities~~ 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 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 disabilities~~ intellectual disabilities, including adaptive behavior, social competence, social isolation and learned helplessness.

c. Assessment, diagnosis and evaluation.

Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

d. Methods and strategies.

Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of ~~mentally disabled~~ intellectual 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 disabilities; integrate selected related services into the instructional day of students with ~~mental disabilities~~ 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 disabilities~~ 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. Communication and collaborative partnerships.

Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and

consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. Transitional collaboration.

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

h. Student teaching.

Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-8 or 5-12), there must be planned activities which incorporate interactive experiences at the other age level.

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.

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.”

I recommend that the proposed rule to Amend IAC 282 Chapter 14.2(4) & 14.2(6) Instructional strategist II be filed under Notice of Intended Action.

MEMO

Date: June 22, 2012

To: Board Members

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

RE: Proposed Rules: IAC 282 Chapter 19.7(1) Renewal of Administrator licenses
- Discussion

The timeline for the implementing this rule has expired.

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 a licensed profession outside this state.

19.7(2) Extension of an administrator license:

- a.* Will 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 be granted for a one-year period; ~~and~~
- c.* ~~Will not be issued, pursuant to this subrule, on or after July 1, 2008.~~

Petition for Waiver

Name: Michael Matson

License: Folder # 824081

Holds a provisional career and technical license for military science.

Reason for Waiver: Has completed all of the deficiencies for the full career and technical license except for the class in the foundations of vocational education. The Board denied the waiver submitted by Mr. Matson in May which requested acceptance of his experience in lieu of completion of the course work. Mr. Matson is not able to complete the class until 2013 (see attached emails) and needs an extension of his provisional career and technical license.

Rule Citations: 282—13.10(272)

Specific requirements for a Class A license.

A nonrenewable Class A license valid for one year may be issued to an individual who has completed a teacher education program under any one of the following conditions:

13.10(5)

Based on an expired Iowa certificate or license, exclusive of a Class A or Class B 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. The holder of an expired 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 license held shall be required to secure the signature of the superintendent or designee before the license will be issued.

by the state board of education.

282—17.2(272)

Requirements for the initial career and technical secondary license.

This license is valid for five years. This license is provided to noneducators entering the education profession to instruct in occupations and specialty "fields" that are recognized in career and technical service areas and career cluster areas.

17.2(2)

Applicants must commit to complete the following requirements within the term of this license. Holders of this license are expected to make annual progress at a minimum rate of one course per year to complete the studies.

- a. A new teachers' workshop of a minimum of 30 clock hours and specified competencies, to be completed during the first year of license validity.
- b. Competency development in the methods and techniques of teaching.
- c. Competency development in course and curriculum development.
- d. Competency development in the measurement and evaluation of programs and students.
- e. Competency development in the history and philosophy (foundations) of career and technical education.
- f. An approved human relations course

Rationale: In Ch.13 of the Board of Educational Examiners' rules, there is an option for an extension of an expired teaching license. This chapter covers licenses such as the standard and master educator teaching licenses. The rules for career and technical licenses are included in Ch. 17. However, there is no rule for an extension of an expired provisional career and technical license in Ch. 17. Thus the Board is asked to utilize the rule in Ch. 13 and apply it to the career and technical licenses referenced in Ch. 17.

Staff recommendation: Approve the request. This option was discussed when the waiver was submitted in May but it was determined that Mr. Matson would need to research the availability of the course before determining if an extension may be granted.

Petition for Waiver

Name: Alan Hartley

Folder: #989080

Holds a standard teaching license for Instructional Strategist II: BD/LD and a Class B license for Instructional Strategist I.

Reason for Waiver: Mr. Hartley taught from 2007-2008 and 2011-2012. From 2008-2011, He worked as the Residence Hall Director at St. Ambrose University supervising and evaluating staff, leading committees, enforcing discipline and engaging in parental contact. Mr. Hartley would like to use these experiences in lieu of the third year of teaching experience in order to obtain the initial administrative license and serve as a principal.

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

Hardship: Mr. Hartley would like the opportunity to apply for positions to see if a district would be interested in using his skills. Having an administrative license would also help in his current district so he can engage in higher-level conversations to benefit students and staff.

Prejudice to others:

No legal rights of others are being prejudiced.

Safety and welfare of others:

If the waiver is granted, Mr. Hartley feels the protection of all involved would be maintained and afforded.

Staff Recommendation:

Deny the waiver.

Rationale:

Mr. Hartley has one year of experience in Kentucky five years ago and one year of experience in Iowa during this school year. Mr. Hartley focused on describing the experiences as administrative experience instead of teaching experience. The experiences as a Residence Hall Director do not align with the Iowa teaching standards so they should not be considered teaching experiences.

Hardship:

Mr. Hartley is currently teaching and can teach for one additional year. He will then be eligible for the administrative license.

Prejudice to others:

04-03 Greg Davis-denied-postsecondary teaching experience and substitute teaching K-12

05-01 Sandra LaRue-denied -taught college freshmen and GED classes for 2 summers

10-08 Shereen Bender-denied-2 years of international teaching experience & runs a childcare center

10-25 Keith Ellingson-granted-served as activities director which required teaching license

Safety and welfare:

There would be no impact on public safety and welfare whether the waiver is approved or denied.

Petition for Waiver

Name: Maike DeMaria

Folder: 1005497

Reason for Waiver: Wishes to apply for a substitute authorization but has not completed a baccalaureate degree from a regionally accredited institution.

Rule Citation: 282—22.2(272) Substitute authorization.

22.2(1) Application process...

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

1. Hold a baccalaureate degree from a regionally accredited institution.
2. Completed an approved paraeducator certification program and hold a paraeducator certificate.

Rationale: Ms. DeMaria's degree is accredited by the "Accrediting Commission of the Distance Education and Training Council" which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Thus she would like to have this degree approved for the substitute authorization.

Hardship: Ms. DeMaria has moved around with the military. The military provides members and their family the opportunity to receive an online degree even while serving internationally. Ms. DeMaria would like to be able to substitute until her husband has to move again.

Prejudice to others:

Ms. DeMaria believes if the rule is waived that numerous military leaders and their families would be able to educate Iowa students and share their global experiences.

Public health and safety:

Ms. DeMaria is currently working as an aide so there would be no effect on public health and safety. She sees the need for substitute teachers in her district.

Staff Recommendation: *Approve the waiver.*

Rationale:

The college is accredited by the Accrediting Commission of the Distance Education and Training Council so it is a national accrediting agency. This accrediting agency is recognized by the US Department of Education. Grantham

University has been designated as a Servicemembers Opportunity College which functions in cooperation with the Department of Defense and the Military Services to help meet higher education needs of service members. A substitute authorization can be granted to individuals who have no baccalaureate degree if they have a paraeducator certificate. Having a BA from a college that is approved by another accrediting agency is a step above the requirement of being a paraeducator. Also, we accept equivalent degrees when an out of country applicant submits a credential evaluation report. The credential service indicates the BA degree is the equivalent of a BA in the US but does not verify if the degree is equivalent to a degree from a regionally accredited college.

Hardship:

The course work for the substitute authorization enables Ms. DeMaria to substitute short term. Her degree is in multidisciplinary studies which could be beneficial when substituting.

Prejudice to others: Grantham University is an institutional member of the National Association of Institutions for Military Education Services which promotes high quality opportunities for the military community. If the waiver is granted, the information would need to be communicated that this waiver was granted only because the college is nationally accredited. It would not be applicable to other institutions that are not accredited.

Similar waiver decisions:

06-01 Gayle Casel. Board granted waiver. Completed B.S. degree in health services management from CA College for Health Services, accredited by Accrediting Commission of Distance Education Training Council.

10-28 Douglas Durre. Board granted the waiver. Completed BA from Nebraska Christian College, accredited by the Association for Biblical Higher Education.

11-01 Donna DeBoef. Board granted the waiver. Completed a BA from Zion Bible College, accredited with the Association of Biblical Higher Education.

Public Health & Safety:

There would be no affect on the public health and safety since this college is accredited by the Accrediting Commission of the Distance Education and Training Council and approved by the United States Department of Education. Ms. DeMaria is already serving as an aide in the school district.

Petition for Waiver

Name: Rita Alspach

Folder: 1004479

Reason for Waiver: Wishes to apply for a substitute authorization but has not completed a baccalaureate degree from a regionally accredited institution.

Rule Citation: 282—22.2(272) Substitute authorization.

22.2(1) Application process...

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

1. Hold a baccalaureate degree from a regionally accredited institution.
2. Completed an approved paraeducator certification program and hold a paraeducator certificate.

Rationale: Ms. Alspach's degree through Vennard College was accredited by the "Association for Biblical Higher Education." Thus she would like to have this degree approved for the substitute authorization even though the college was not regionally accredited.

Hardship: Ms. Alspach would like to be able to substitute. It would be a hardship to complete a new degree at a regionally accredited college.

Prejudice to others:

Ms. Alspach believes that she obtained a quality education at an accredited institution. She believes she would be able to fulfill a great need for schools who need substitute teachers.

Public health and safety:

Ms. Alspach states the safety of everyone would not be compromised because she has successfully completed the background check.

Staff Recommendation: *Approve the waiver.*

Rationale:

Vennard College was accredited by the Association for Biblical Higher Education which is recognized by the US Department of Education. A substitute authorization can be granted to individuals who have no baccalaureate degree if they have a paraeducator certificate. Having a BA from a college that is approved by another accrediting agency is a step above the requirement of being a paraeducator. Also, we accept equivalent degrees when an out of country

applicant submits a credential evaluation report. The credential service indicates the BA degree is the equivalent of a BA in the US but does not verify if the degree is equivalent to a degree from a regionally accredited college.

Hardship:

The course work for the substitute authorization enables Ms. Alspach to substitute short term. Her degree is in psychology and human relations which could be beneficial when substituting.

Prejudice to others: *The Board has granted waivers for individuals who completed programs through colleges that were accredited by the Association for Biblical Higher Education previously. If the waiver is granted, the information would need to be communicated that this waiver was granted only because the college is nationally accredited. It would not be applicable to other institutions that are not accredited.*

Similar waiver decisions:

06-01 Gayle Casel. Board granted waiver. Completed B.S. degree in health services management from CA College for Health Services, accredited by Accrediting Commission of Distance Education Training Council.

10-28 Douglas Durre. Board granted the waiver. Completed BA from Nebraska Christian College, accredited by the Association for Biblical Higher Education.

11-01 Donna DeBoef. Board granted the waiver. Completed a BA from Zion Bible College, accredited with the Association of Biblical Higher Education.

Public Health & Safety:

There would be no affect on the public health and safety since this college is accredited by the Association for Biblical Higher Education and approved by the United States Department of Education.

Petition for Waiver

Name: Tami Cottrell

Folder: 977590

Holds a provisional career and technical license for health occupations.

Reason for Waiver: Has not completed the course deficiencies for the full career and technical license. Ms. Cottrell is requesting that her experience, professional development, and teacher's in-service workshops should be accepted in lieu of completion of the college course work.

Rationale: Ms. Cottrell has reviewed the current syllabi from the University of Central Missouri and has outlined her competencies in each of the areas.

Rule Citation: 282—17.2([272](#))

Requirements for the initial career and technical secondary license.

This license is valid for five years. This license is provided to noneducators entering the education profession to instruct in occupations and specialty "fields" that are recognized in career and technical service areas and career cluster areas.

17.2(2)

Applicants must commit to complete the following requirements within the term of this license. Holders of this license are expected to make annual progress at a minimum rate of one course per year to complete the studies.

- a. A new teachers' workshop of a minimum of 30 clock hours and specified competencies, to be completed during the first year of license validity.
- b. Competency development in the methods and techniques of teaching.
- c. Competency development in course and curriculum development.
- d. Competency development in the measurement and evaluation of programs and students.
- e. Competency development in the history and philosophy (foundations) of career and technical education.
- f. An approved human relations course as described in rule [282—13.22\(272\)](#).

17.2(3)

Individuals who believe that their previous professional experiences or formal education and preparation indicate mastery of competencies in the required study areas may have the specific requirements waived. Transcripts or other supporting data should be provided to a teacher educator at one of the institutions which has an approved teacher education program. The results of the competency determination will be forwarded with recommendations to the board of educational examiners. Board personnel will make final determination as to the competencies mastered and cite studies which yet need to be completed, if any.

Hardship: Ms. Cottrell works part time teaching health occupations and completing the five courses would cost approximately \$6,000. Another hardship is the time constraint. Ms. Cottrell misunderstood that she would have to complete college course work and she would not have time to complete the courses until December but her license is due in October 2012.

Prejudice to Others: Ms. Cottrell does not believe the granting of the waiver would be prejudicial to others since she is asking to be evaluated in a non-traditional way. Other people would also have to provide evidence of their own competency.

Public Health, Welfare & Safety: Ms. Cottrell believes the equal protection of public health, safety, and welfare would continue to be afforded since the students would have a passionate teacher who has real-life applications to share.

Staff recommendation: Deny the waiver.

Rationale: Ms. Cottrell received a letter in 2007 outlining the course work she needed to complete in order to be eligible for the full career and technical license. There is no indication in the deficiency letter that Ms. Cottrell could utilize experiences earned during the term of the provisional career and technical license to meet these deficiencies. The waiver option for the rule is in place before a person begins serving under the provisional career and technical license. For example, if a person can verify competency in curriculum development because the person developed curriculum for a college level health occupations class that the applicant taught, then the person may submit that information when first applying for the provisional career and technical license.

Hardship: Ms. Cottrell indicates that it would be a hardship of time and money in order to complete the classes. Ms. Cottrell received a letter in September 2007 that these classes would be required. She was also provided information on the online course offerings. The provisional career and technical license is a five year license that allows the person to teach while completing one course per year of the license. Thus there was ample time to complete the requirements. The courses may be completed at a rate of one per year which also would help the financial hardship. Ms. Cottrell contacted our office in March 2012 believing she had to complete renewal credit for a regular teaching license. She was reminded of the 2007 letter indicating the specific courses she needed to complete to convert her provisional career and technical license to the full career and technical license.

Prejudice to Others: All career and technical teachers must complete the 4 courses for college credit and the human relations class for staff development credit. It would be prejudicial to accept Ms. Cottrell's experience as a teacher to waive these requirements. If the courses are waived on the basis of experience

gained during the term of the license then there is no justification for completing any education course work to serve as a teacher. Traditional and non-traditional applicants could begin teaching and as long as the administrator evaluates them as “competent,” then no education course work would ever be required. In Ms. Cottrell’s evaluations, the administrator noted areas to improve in the area of assessment, learning theory, questioning, cueing, prompting, learning objectives and lesson planning. Ms. Cottrell could enhance her knowledge and skills in those areas through the required education college courses.

Similar waivers:

12-07 Michael Matson. Denied waiver of foundations class on the basis of experience.

Public Health, Welfare & Safety: The public health, welfare and safety are not in jeopardy because Ms. Cottrell did pass the background check for the provisional career and technical license. However, knowledge and skills could be gained by completing the education classes to enhance Ms. Cottrell’s performance as a teacher. Taking specific education classes in methodology, curriculum and evaluation would provide information on best practice in these areas and increase Ms. Cottrell’s knowledge and skills as a teacher thus benefiting the students.

We recommend that the Board authorize a one year extension of the provisional career and technical license in order to provide Ms. Cottrell the time to complete the course work.

MEMO

Date: June 22, 2012

To: Board Members

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

RE: Reports / Approvals – 1 – Report on teacher candidates by endorsement

This is an annual report of teacher candidates by endorsements currently in the system.

TEACHER CANDIDATES BY ENDORSEMENT
 from
ANNUAL SUMMARY REPORT ON PRACTITIONER PREPARATION
 Iowa Department of Education
 Division of Early Childhood, Elementary and Secondary Education

* 2007-08 Projected is missing data from 4 programs that graduated a total of 250 education majors in 2005-06.

**2008-9 Data missing from one program that graduated 6 education majors in 2007-2008 (Elem = K-8, Sec = 5-12)

End. #	Grade	Endorsement Name	2004-2005 (actual)	2005-2006 (actual)	2006-2007 (actual)	2007-2008 (actual)*	2008-2009 (current)**	2009-2010 (current)	2010-11 (actual)
100	Pre K-3	Tchr. Birth-3 Incl. Spec. Ed	214	81	59	185	155	196	90
101	K - 12	Athletic Coach	227	263	179	162	307	200	120
102	K - 6	Teacher Elem. Classroom	1710	1787	1351	1200	1254	1291	612
103	PK - K	Teacher, PK - K Classroom	124	105	41	50	46	78	16
104	K - 12	ESL Teacher	70	84	79	56	37	128	29
106	PK - 3	PK - 3 Classroom Teacher	155	235	160	158	49	32	15
107	K - 12	Talented and Gifted	26	30	30		6	41	1
108	K - 6	School Media Specialist	11	7	1		4	5	
109	7 - 12	School Media Specialist	6	7	1		2	1	
112	7 - 12	Agriculture	28	13	15	12	10	13	1
113	K - 6	Art	103	105	81	82	75	66	34
114	7 - 12	Art	96	101	81	91	72	65	29
115	7 - 12	Business - General	38	44	32	24	27	11	
116	7 - 12	Business - Office	12	11	7	5	3		
117	7 - 12	Business - Marketing/Mgmt.	37	15	20	11	8	3	2
118	7 - 12	Driver and Safety Ed	35	27	22	18	3	8	1
119	K - 6	English/Language Arts	256	235	202	170	260	244	159
120	7 - 12	English/Language Arts	207	201	199	175	173	161	66
121	K - 6	Chinese							
122	7 - 12	Chinese				2		2	
123	K - 6	French	3		1	1		1	
124	7 - 12	French	9	10	14	8	6	8	6
125	K - 6	German	2		1			1	
126	7 - 12	German	3	6	4	4	4	4	1
127	K - 6	Japanese	1						
128	7 - 12	Japanese	2		1	1			
129	K - 6	Latin							
130	7-12	Latin		1	1			4	1
131	K - 6	Russian				1			
132	7 - 12	Russian	2		1	1			
133	K - 6	Spanish	67	33	38	22	32	29	16
134	7 - 12	Spanish	50	63	62	63	52	53	30
135	K - 6	Language (Other)	4	4		2			
136	7 - 12	Language (Other)	4						

End. #	Grade	Endorsement Name	2004-2005 (actual)	2005-2006 (actual)	2006-2007 (actual)	2007-2008 (actual)*	2008-2009 (current)**	2009-2010 (current)	2010-11 (actual)
137	K - 6	Health	27	48	37	37	28	33	18
138	7 - 12	Health	46	53	57	46	52	57	32
139	7 - 12	Home Economics – General (Family & Consumer Science)	23	13	14	20	16	13	9
140	7 - 12	Industrial Technology	20	27	21	14	10	15	11
141	7 - 12	Journalism	9	5	4	8	8	10	
142	K - 6	Mathematics	125	157	122	94	104	88	60
143	7 - 12	Mathematics	125	119	124	105	132	96	39
144	K - 6	Music	130	141	138	93	97	151	42
145	7 - 12	Music	138	147	83	104	103	147	41
146	K - 6	Physical Education	154	124	118	96	101	114	62
147	7 - 12	Physical Education	141	154	119	98	204	123	63
148	K - 6	Reading	915	881	670	677	682	806	300
149	7 - 12	Reading	33	28	50	63	17	79	13
150	K - 6	Science - Basic	47	35	42	38	28	38	32
151	7 - 12	Biological	83	67	68	62	84	79	24
152	7 - 12	Chemistry	42	44	39	33	53	41	20
153	7 - 12	Earth Science	26	29	26	14	17	15	10
154	7 - 12	General Science	52	53	37	43	129	59	26
155	7 - 12	Physical Science	42	35	27	25	177	28	19
156	7 - 12	Physics	20	18	14	13	20	15	13
157	7 - 12	American Government	69	91	85	109	226	43	15
158	7 - 12	American History	203	206	171	158	145	147	64
159	7 - 12	Anthropology	3	2	2	2	3	1	
160	7 - 12	Economics	13	5	6	6	10	7	
161	7 - 12	Geography	25	10	5	7	13	2	3
162	K - 6	History	4	24	21	13	3	3	5
163	7 - 12	Psychology	53	40	31	40	33	28	14
164	K - 6	Social Studies	224	197	154	195	209	222	116
165	7 - 12	Sociology	47	24	18	12	24	15	8
166	7 - 12	World History	155	148	131	135	122	133	55
167	K - 6	Speech Comm/Theatre	1	3	1	7	4	5	4
168	7 - 12	Speech Comm/Theatre	25	24	11	14	11	5	1
169	PK - 6	Principal	58	40	42	90		146	
170	7 - 12	Principal	58	39	42	90		146	
171	PK - 12	Superintendent	41	43	43	41		30	
172	K - 6	Counselor	29	42	39	347		40	6
173	7 - 12	Counselor	55	52	46	45		40	5
174	K - 12	School Media Specialist	6	2	2	5	2	21	
175	PK - 12	School Nurse							

End. #	Grade	Endorsement Name	2004-2005 (actual)	2005-2006 (actual)	2006-2007 (actual)	2007-2008 (actual)*	2008-2009 (current)**	2009-2010 (current)	2010-11 (actual)
176	K - 12	Reading Specialist	5	8	5	5		6	
180	5 - 12	Italian							1
182	5 - 8	Middle School	202	197	126	123	128	183	1
184	5 - 8	All Science I	6	6	7	2	1	3	1
185	7 - 12	All Science II	2	6	8	8	4	4	1
186	7 - 12	All Social Studies	17	17	20	31	52	57	37
188	9 - 12	Portuguese						1	
189	PK-12	Principal and Supervisor of Special Education	134	75	77	97		15	
201	K - 6	Behavioral Disorders	4						
202	7 - 12	Behavioral Disorders	5						
204	K - 6	Mental Disabil Mild/Mod							
205	7 - 12	Mental Disabil Mild/Mod	1						
207	K - 12	MD: Mod/Severe/Profound	2	14					
208	K - 6	Learning Disabilities	5						
209	7 - 12	Learning Disabilities	2						
211	K - 6	Physically Handicapped							
221	K - 6	Multicat Resource Mild	39	17	19				
222	7 - 12	Multicat Resource Mild	13	2	2				
223	PK - K	Early Child Spec Ed	4						
225	K - 6	Multicat Spec Class Intg	4						
226	7 - 12	Multicat Spec Class Intg	3						
230	ITINERANT	Hosp/Home Serv.							
233	K - 12	Supv. Sp. Ed/Inst.	1						
234	7 - 12	Work Exp. Coordinator	1	2	2	2		1	
235	B - 21	School Audiologist	1						
236	B - 21	School Psychologist	2	2	1	2		4	
237	B - 21	Speech - Lang. Pathologist	17	8	8	3		16	
239		Director of Special Education			1	1			
240	B - 21	School Social Worker	2	8	13	5		8	1
241	AGES 5-21	Consultant: MD	2	3	3				
242	AGES 5-21	Consultant: BD	3	2	2				
243	AGES 5-21	Consultant: LD	1	1	1				
244	AGES 5-21	Consultant: PH							
245	AGES 5-21	Consultant: HI							
246	AGES 5-21	Consultant: VI							
247	BIRTH - 6	Consultant: ECSE		1	1				
248	AGES 5-21	Consultant: MCR	3	3	3				
249	AGES 5-21	Consultant: MC-SCI	1	2	2				
250	AGES 5-21	Special Ed Consultant	7	1	23	15		1	
254	SUPERVIS.	School Audiologist							

End. #	Grade	Endorsement Name	2004-2005 (actual)	2005-2006 (actual)	2006-2007 (actual)	2007-2008 (actual)*	2008-2009 (current)**	2009-2010 (current)	2010-11 (actual)
255	SUPERVIS.	Sch. Psychologist							
256	SUPERVIS.	Sch. Social Worker							
257	SUPV.	Speech/Lang Pathologist							
260	K - 6	Instructional Strategist I: Mild and Moderate	185	221	185	212	298	274	92
261	7 - 12	Instructional Strategist I: Mild and Moderate	72	73	61	148	20	77	17
262	Pk - K	PK-K and Special Education					50	48	20
263	K - 12	Instructional Strategist II: Behavioral Disorders/Learning Disabilities	13	26	29	58	18	63	4
264	K - 12	Instructional Strategist II: Mental Disabilities	10			49	8	32	6
265	K - 12	Instructional Strategist II: Physical Disabilities							
300	7 - 12	Agri. Science/ Agri. Business	28	13	15	12	10	13	1
301	7 - 12	Marketing/Dist. Education							
302	7 - 12	Office Education							
303	7 - 12	Consumer/Homemaking ED	21	12	12	16	14	10	6
304	7 - 12	Occupational Home EC	21	12	12	16	14	10	6
305	5 - 12	Multioccupations							1
307	7 - 12	Trade and Industrial							
311		Media Specialist							
		Other				27			
1171	5 - 12	Business All					15	25	24
1821	5 - 8	5-8 Middle School Language Arts							21
1823	5 - 8	5-8 Middle School Science							33
1824	5 - 8	Middle School Social Studies							32

MEMO

Date: June 22, 2012

To: Board Members

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

RE: Reports / Approvals – 2 – Proposed Budget for FY 2013

I have enclosed FY 2013 budget and the FY 2012 for your review.

SFY 12 Spending Plan Board of Education Examiners Appropriation Unit #0154		Licensure Fee % Increase 0001-9397
Revenue		
Appropriation		-
Brought Fwd 11		900,000
401 Licensure Fees		1,450,000
704 DCI Check		360,000
Total Funds Available		2,710,000
Expenditures		
	FTE's	18
101 Personal Services		1,450,000
101 SERIP		40,830
202 In-State Travel		25,000
203 Assigned Vehicle Operation		4,000
204 Vehicle Depreciation		3,000
205 Out-of-State Travel		20,000
301 Office Supplies		10,000
304 Workshop Materials		-
309 Printing & Binding		17,000
313 Postage		40,000
401 Communications/ ICN		15,000
402 Rentals		3,500
405 Professional Services		20,000
406 Outside Services		320,000
407 Intra State Transfer		-
408 Advertising		3,000
409 Outside Repairs/Services		8,000
411 Atty General Reimb		-
412 Auditor of state Reimbursement		-
414 Other Agency Reimb		15,000
416 ITD Reimbursement		35,000
418 IT Contracted Services		20,000
432 Gov Transfer to Att General		35,000
433 Gov Transfer to Auditor of State		10,000
434 Gov Transfer to Other Agencies		290,000
502 Office Equipment		5,000
503 Equipmment Non-Inventory		3,000
510 Data Processing		60,000
602 IDC/SWICAP/Other Expense		30,000
801 State Aid (Pass Through)		-
Total Expenditures		2,482,330
Estimated Carry Forward 13 (E8-E38)		227,670

Do not use budget in shaded areas

Calculations in cells highlighted

SFY 13 Spending Plan		Licensure Fee
Board of Education Examiners		% Increase
Appropriation Unit #0154		0001-9397
Revenue		
Appropriation		-
Brought Fwd FY 12		1,150,000
401 Fees		1,550,000
704 Misc Receipts		375,000
Total Funds Available		3,075,000
Expenditures		
	FTE's	18
101 Personal Services		1,547,226
101 SERIP/SLIP		53,647
202 In-State Travel		25,000
203/4 Assigned Vehicle Operation		7,000
205 Out-of-State Travel		20,000
301 Office Supplies		10,000
304 Workshop Supplies/Materials		-
309 Printing & Binding		15,000
313 Postage		40,000
401 Communications/ ICN		15,000
402 Rentals		3,500
405 Professional Services		20,000
406 Outside Services		5,000
407 Intra State Transfer		-
408 Advertising		3,000
409 Outside Repairs/Services		5,000
414 Reimbursement to Other Agencies		15,000
416 ITD Reimbursement		20,000
418 IT Contracted Outside Services		400,000
432 Attorney General Services		35,000
433 Auditor of State Services		10,000
434 Govt Transfers to Other Agencies		300,000
501 Equipment		-
502 Office Equipment		5,000
503 Equipment Non-Inventory		3,000
510 IT Equipment & Software		60,000
602 IDC/SWICAP/Other Expense		30,000
701 Licenses		-
705 Refunds-Other		-
801 State Aid (Pass Through)		-
Total Expenditures		2,647,373
Estimated Carry Forward 14 (E9-E42)		427,627

Calculations in cells highlighted

Budget State Aid to other state agencies in Class 407;

Other pmts to state agencies in Class 434

MEMO

Date: June 22, 2012

To: Board Members

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

RE: Reports / Approvals – 4 – August Retreat—Issues for Discussion

We will discuss topics that the Board would like staff to prepare for the August retreat.

MEMO

Date: June 22, 2012

To: Board Members

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

RE: Reports / Approvals – 7 – Board Operating Guidelines

Attached are the current Board Operating Guidelines for your review. Revisions?

IOWA BOARD OF EDUCATIONAL EXAMINERS

Operating Guidelines

Adopted: May 04, 2007
Revised: May 1, 2008
Reviewed: June 24, 2011

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

Members of the Board

Dr. Beverly A. Smith, Chair, Waterloo CSD, Associate Superintendent
Julio Almanza, Davenport CSD, Superintendent
Tammy S. Duehr, Dubuque, Teacher
Jason Glass, Director, Iowa Department of Education
Dr. Larry D. Hill, Thompson, Retired Administrator
Merle Johnson, Ankeny, Public member – school board
Dr. Marianne Mickelson, West Des Moines, Public Member
Oscar J. Ortiz, Chariton CSD, Teacher
Mary K. Overholtzer, Mount Ayr CSD, Teacher
Laura A. Stevens, Okoboji CSD, Teacher
Carol S. Trueg, Holy Family Catholic Schools, Chief Administrator
Richard E. Wortmann, Ottumwa CSD, Teacher

Administration

Dr. George J. Maurer, Executive Director

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

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Preface

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

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

The Board of Educational Examiners

The Board of Educational Examiners helps ensure educator quality through high licensing standards for Pre-K through grade 12 teachers, administrators and other educators. The 11-member Board serves as:

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

Who Serves on the Board?

The Governor appoints the Board and is ratified by the Senate. By Code, nine of eleven members must be licensed educators, four of whom are administrators and the majority of the Board must be teachers. Two are public members, of which one must have school board experience.

Mission

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

Beliefs Statements

We Believe:

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

I. Organizational Meeting

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

General Guidelines for Board Members:

A. Organizational Meeting

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

B. Board Officers

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

C. Election of Officers

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

D. Term of Office

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

E. Chair vacant

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

F. Duties of the chair shall be as follows:

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

12. Perform duties as prescribed by law or by action of the Board.
13. Work with Board members to schedule meetings that all members can attend reflecting professional and personal conflicts.

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

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

H. Committees of the Board

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

I. Removal of a board member from office:

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

II. Meeting Procedures

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

General Guidelines for Board Members:

A. Agendas

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

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

B. Voting

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

C. Public Participation

1. A person who wishes to address the board shall fill out a card provided at the door, and given to the board secretary prior to the meeting.

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

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

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

E. Administrative Rules

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

The process for rule adoption is as follows:

1. The board, assisted by the executive director, may propose rules as a result of direction from the General Assembly, or as a result of its own evaluation of need provided the board has statutory authority.
2. Proposed rules will be drafted by agency staff for the board with the assistance of legal counsel.

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

F. Kinds of Meetings

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

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

G. Executive Director for the Board of Educational Examiners

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

1. The executive director is hired by the Board as stated in Code of IA Chapter 272.2 (7) Board of examiners created

2. The executive director is the chief administrator of the agency and performs the function of executive officer as defined in the position description questionnaire (PDQ).
3. The executive director's salary and benefits are determined by the Job Classification System of the Department of Administrative Services.
4. The executive director is evaluated by the Board Chair with input from the Board.

III. Board Expectations

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

General Guidelines for Board Members:

A. Leadership

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

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

B. Board Relationships

1. Internal board relationships:
 - a. The democratic process shall be used in making board decisions. A majority vote shall decide the issue and that shall become the official position of the board.
 - b. Each board member will remain receptive to divergent views of other members and will look for and recognize the positive contributions, efforts, and skills of each team member.

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

IV. Decision Making

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

General Guidelines for Board Members:

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

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

V. Special Assignments for Board Members

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

General Guidelines for Board Members:

- A.** In making such assignments the chair and/or the executive director shall give consideration to the background, interests, experience,

availability and accessibility of the assignee(s). Consideration will also be given to gender balance, balancing by statutory position on the board, and to balancing these assignments among members of the board.

- B.** Assignments shall be accompanied by an explanation of the purpose, responsibility charges and granted authority.
- C.** Each assignment will carry a clearly specified length of service.
- D.** Board members will provide reports at the appropriate time(s).
- E.** Assignees should represent the interests of the board to the best of their ability and knowledge but should refrain from officially committing to a formal board position until formal action or the delegation of authority supports such a commitment.

VI. Effective and Open Communication

Effective communication is essential to achieving board goals.

General Guidelines for Board Members:

- A.** Information discussed in executive session will remain confidential. Sharing such information with unauthorized persons at any time is unacceptable.
- B.** If significant issues will be covered in a meeting, board members may expect that the executive director will make every effort to inform them prior to the issue becoming public.
- C.** Board members may expect that the executive director and staff will follow through on information requested by the board when it is requested through the appropriate channels.

VII. Handling Public Concerns

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

General Guidelines for Board Members:

- A.** Listen to the individual or group concern and clearly define the concern.
- B.** Ask if he or she has discussed the issue with the person immediately responsible.
- C.** Advise that the board has established a process for handling concerns and direct them to the appropriate personnel and / or the website.
- D.** Report the full details of the concern to the executive director in a timely manner, and ask that he/she keep the board informed of developments.
- E.** Correspondence or communications relating to the business of the board, received by members of the board from individuals or

organizations, shall be forwarded to the chair and executive director if it appears that the correspondence was sent to only one board member.

- F. If an individual board member is ever contacted regarding a professional practices case, the board member shall immediately inform the party that such contact is inappropriate and can prejudice the process. The board member shall report the contact to the executive director and / or chair of the Board, and shall use discretion as to whether or not abstention from voting on the issue is necessary or advisable.

VIII. Planning, Goal Setting and Accountability

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

General Guidelines for Board Members:

- A. In order to achieve their goals, the Board is committed to thoughtful planning, implementation, collection and consideration of data, evaluation, accountability, and reporting of results.
- B. The board will collaborate with the education constituencies and develop policies that support its long-term plan
- C. The board's agenda is the primary vehicle for doing its work.
- D. The board and the agency will report on progress made toward goals on a regular basis.
- E. Plans, goals and priorities will be reviewed and revised on a regular basis.

IX. Board Development

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

General Guidelines for Board Members:

- A. Professional development for the Board members permits them to:
 1. Increase their knowledge and understanding of emerging education issues;
 2. Compare various states' approaches to addressing similar issues and solving common problems;
 3. Expand their networking opportunities to exchange ideas and gain new perspectives on issues;
 4. Explore issues in real world settings, outside the context of board meetings; and
 5. Mobilize the board with new strategies for achieving the board's agenda. (Adapted from NASBE Boardmanship Review, "The Importance of Board Member Development," February, 1999).
- B. Board development goals will be set on an annual basis to ensure continued growth and development as board members.
- C. In addition to the Board meeting agenda items that relate specifically to board priorities and are designed to develop an

understanding and knowledge base for policy making, there are several additional ways that board members can obtain development:

1. Board study or work sessions
2. Conference attendance and participation
3. Task force or commission participation
4. Reports and other written materials
5. Technology or internet-based development

D. Orientation of New Members

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

1. The new member shall be given selected material to assist in orienting him/her to the work of the board.
2. The new member shall be given selected material to familiarize him/her with relevant provisions of state government, including the gift law.
3. The incoming new member shall be invited to meet with the executive director and other personnel to discuss operations of the agency.
4. Orientation will be a structured process occurring over time and new board members will be directed to resources so they can do additional exploration on their own.
5. Current board members may and are encouraged to attend orientation sessions.

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

MEMO

Date: June 22, 2012

To: Board Members

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

RE: Reports / Approvals – 9 – Calendar for FY 2013

The Board, by rule, must adopt a meeting calendar no later than June 2012 for FY 2013. Please see the attached recommendation for FY13.

IOWA BOARD OF EDUCATIONAL EXAMINERS

Board Meeting Calendar Fiscal Year 2013

Day(s) of week Date	Location	Other Information	# of Wks. Between Meetings
July 2012 NO MEETING			
Thursday & Friday, August 9-10, 2012	Grimes Bldg.	Board Retreat	7 weeks
Wednesday, September 5, 2012	Grimes Bldg.	Telephonic Meeting at 4 p.m. (if needed)	
Friday, October 5, 2012	Grimes Bldg.		9 weeks
Friday, November 16, 2012	Grimes Bldg.		6 weeks
Wednesday, December 12, 2012	Grimes Bldg.	Telephonic Meeting at 4 p.m. (if needed)	
Thursday, January 17, 2013	Capitol Rotunda & Grimes Bldg	Legislative Reception	9 weeks
Wednesday, February 6, 2013	Grimes Bldg	Telephonic Meeting at 4 p.m. (if needed)	
Friday, March 8, 2013	Grimes Bldg.		7 weeks
Friday, April 5, 2013	Grimes Bldg.	Meeting (if needed)	
Friday, May 3, 2013	Grimes Bldg.		8 weeks
Thursday & Friday, June 20-21, 2013	Grimes Bldg.	Board Orientation	7 weeks
July 2013 NO MEETING			
Thursday & Friday, August 8-9, 2013	Grimes Bldg.	Board Retreat	7 weeks

MEMO

Date: June 22, 2012

To: Board Members

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

RE: Reports / Approvals – 10 – Committee Assignments for FY 2013

The Board Chair appoints members to the various committees:

- Executive Committee
- Professional Practices Committee
- Operating Guidelines Committee

Attached are the current committee assignments.

Date: July, 2011
To: Board Members
From: Dr. Beverly Smith, Board Chair
Re: Committee Assignments for FY 12

The committee assignments for FY 12 are as follows:

Executive Committee

Merle Johnson
Bev Smith
Laura Stevens
Carol Trueg
George Maurer, Executive Director

Professional Practices Committee

Julio Almanza
Tammy Duehr
~~Liz Sheka~~ (resigned)
Oscar Ortiz
Richard Wortmann
George Maurer, Executive Director
Beth Myers, Attorney/Investigator
Jim McNellis, Investigator
Julie Bussanmas, Assistant Attorney General

Board Operating Guidelines

Jason Glass
Larry Hill
Marianne Mickelson
Oscar Ortiz

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

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.