

**APPLICATION FOR AN ADMINISTRATOR LICENSE  
(IOWA INSTITUTIONS)  
REQUIREMENTS CHECKLIST**

Incomplete applications will be void after 45 days. Please send in a complete application.  
Background check information may be sent in advance.

**Please initial the following checklist and include with your application:**

- I have completed Section I (personal information, degrees, etc.)
- I have signed and dated the application.
- I have sent Section II to the institution through which I completed my administrative education program and I have secured the signature and seal from the recommending official.
- I have enclosed official transcripts or have requested them to be sent from attending institution.
- I have verified sufficient teaching and/or administrative experience.
  - ✓ At least three years of teaching experience are necessary to qualify for an Administrator License.
  - ✓ At least three years of administrative experience are necessary to qualify for a superintendent endorsement.
    - You may use our form **OR** a letter from an administrator in the employing school district on school letterhead stating the nature and dates of your assignment.
    - Original signatures are required (no photocopies or faxes).

**Check one of the Following:**

I hold a standard or master educator teaching license, thus verifying that I have met the Professional Education Core.

**Or**

I do not hold a standard or master educator license. My recommending institution has completed the attached document entitled "Professional Education Core Checklist".

- I have enclosed, or sent separately, my completed fingerprint card and waiver form.
  - ✓ **If you have an Iowa teaching license issued after October 1<sup>st</sup>, 2000 skip this section.**
  - ✓ If you have an Iowa teaching license that was issued before **October 1, 2000**, you will need to be fingerprinted for this license. Even if you have been fingerprinted in another state, you must be fingerprinted again in order to obtain an Iowa license.
  - ✓ If you need a fingerprint/background check packet, request it from our website, [www.boee.iowa.gov](http://www.boee.iowa.gov) or call (515) 281-3245 to leave your name and address and request a fingerprint packet. The packet will be mailed on the same or next business day. If you are near Des Moines, you can be fingerprinted in our office. Please call (515) 281 – 3245 to make an appointment.
- I have enclosed a check or money order for the following required fees:
  - ✓ \$85.00 License Fee
  - ✓ \$75.00 background check fee (if needed)

You may write one check for \$160 to cover both fees – payable to the Iowa Board of Educational Examiners.



# Experience Verification Form

State of Iowa  
Board of Educational Examiners  
Licensure  
Grimes State Office Building  
Des Moines, IA 50319-0146

<u>Folder Number (if known)</u>	<u>Social Security Number</u>
---------------------------------	-------------------------------

## Section I: (To be completed by applicant.)

**Name:** \_\_\_\_\_  
Last First Middle

**Address:** \_\_\_\_\_  
Street City State Zip

**Telephone:** (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Evening Daytime

## 2. To be completed by administrator

I hereby verify that the above-named applicant served successfully as a teacher or administrator in this school district during the dates indicated below, based on a local evaluation process.

a) \_\_\_\_\_ - dates in district, list beginning and ending month and year dates

b) teacher administrator (circle the capacity in which the candidate served)

c) \_\_\_\_\_ - specific grade(s) taught or administered

d) \_\_\_\_\_ - subject area / disability area / or administrative area

e) \_\_\_\_\_ - school district

f) \_\_\_\_\_ - city

g) \_\_\_\_\_ - state

\_\_\_\_\_  
Signature of Administrator Date

\_\_\_\_\_  
Typed Signature of Administrator Telephone #: \_\_\_\_\_ - \_\_\_\_\_  
Area Code

**NOTICE--RETURN TO APPLICANT--DO NOT MAIL DIRECTLY TO BOARD OF EDUCATIONAL EXAMINERS**

**NOTE:** Photocopies or copies by fax of any application form or experience verification form will not be accepted. Original signatures are needed.

**NOTE TO ADMINISTRATOR:** If in your judgment you are convinced that the applicant above should not be given licensure, at least until further investigation is made, do not sign this form and please write a CONFIDENTIAL LETTER to the above address stating your reasons.

## Professional Education Core Checklist

**Use this form if you do not have a Standard or Master Educator License.**

(Please see attached sheet for definitions)

<b>Name:</b>		<b>Folder Number:</b>	
Professional Core Requirements	Course Equivalent	Notes	
Student Learning			
Instructional Planning			
Instructional Strategies			
Learning Environment / Classroom Management			
Communication			
Assessment			
Foundations, Reflection, & Professional Development			
Collaboration, Ethics, & Relationships			
Reading Strategies / Reading Recovery			
Computer Technology			
Completion of pre-student teaching (field based exp.)			
Methods of teaching			
Content / Subject Matter Specialization			
Exceptional Learner			
Human Relations			

\_\_\_\_\_  
**Signature of Recommending Official**

\_\_\_\_\_  
**Institution Name**

\_\_\_\_\_  
**Printed Signature of Recommending Official**

\_\_\_\_\_  
**Date**

**Affix College Seal Here**

## Professional Education Core:

- (1) **Student learning.** The practitioner understands how students learn and develop and provides learning opportunities that support intellectual, career, social, and personal development.
- (2) **Diverse learners.** The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.
- (3) **Instructional planning.** The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
- (4) **Instructional strategies.** The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- (5) **Learning environment/classroom management.** The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- (6) **Communication.** The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.
- (7) **Assessment.** The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.
- (8) **Foundations, reflection, and professional development.** The practitioner continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community and actively seeks out opportunities to grow professionally.
- (9) **Collaboration, ethics, and relationships.** The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.
- (10) **Preparation in reading programs, including reading recovery, and integration of reading strategies into content area methods coursework.**

### Other Requirements:

*Computer technology related to instruction.*

*Completion of pre-student teaching field-based experience.*

*Methods of teaching* with an emphasis on the subject and grade level of the endorsement desired.

*Content/subject matter specialization.* The practitioner understands the central concepts, tools of inquiry and structure of the discipline(s) the practitioner teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

*Exceptional Learner* (The program must include preparation that contributes to the education of the handicapped **and** the gifted and talented.

*Human Relations* component which contains the following components:

- Be aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society.
- Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination, and become aware of the impact that such biases have on interpersonal relations.
- Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.
- Recognize the ways in which dehumanizing biases may be reflected in instructional materials.
- Respect human diversity and the rights of each individual.
- Relate effectively to other individuals and various subgroups other than one's own.