

PUBLIC, NONPUBLIC AND AEA
REFERENCE MATERIAL FOR COMPLETING THE FALL
BASIC EDUCATIONAL DATA SURVEY (BEDS)

2011-2012 SCHOOL YEAR

**FALL BASIC EDUCATIONAL DATA SURVEY STAFF
COLLECTION REFERENCE**

Iowa Department of Education
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Introduction

Welcome to Fall BEDS!

Fall BEDS Staff is the Department of Education's data collection application for certified and non-certified staff. The application allows for the accurate and efficient reporting of data at the local, state and federal levels. Data entry can be accomplished using a variety of methods, and districts will have access to real-time data for verification purposes. Communication to and from the Board of Educational Examiners and Fall BEDS staff is built into the application's "Comments" feature, "District Contact" tab and *Contact Us* links.

Please visit the application's Home Page on a regular basis to discover Known Issues, to find out What's New, and to see Highlights and Vendor Notes. Use the Home Page to launch your Fall BEDS work with Getting Started Information or use the Help links to resolve questions or issues.

Licensed Staff Public Districts, Non-publics and AEAs

Purpose

Licensed staff data is collected for state reporting purposes under Iowa Code 256.9 (24), Chapter 12 of Iowa Administrative Code and federal reporting purposes under the No Child Left Behind Act. NCLB requires that all teachers of core academic subjects in the classroom be highly qualified. The data is also used for reporting to National Center for Education Statistics (NCES).

Guidance

General Guidance:

Licensed staff includes those individuals who are required to be licensed according to Iowa Administrative Rule 281-12.4 or the Board of Educational Examiners to perform their duties.

Assignment Codes

Assignment codes are divided into the following categories:

- 01001 to 30020 are 9-12 assignments
- 40001 to 40010 are Administrator assignments
- 50001 to 50037 are Director/Coordinator Assignments

60001 to 60048 are PK-8 assignments
70001 to 70030 are Support and Related Services assignments
80002 to 80026 are Special Education Instructional assignments
90001 is the Coaching assignment
90002 is the Non-Employee Coaching assignment
91060 is the Instructional Paraprofessionals/Aides
91061 is the Non-Instructional Paraprofessionals/Aides
95001 is the School Nurse assignment
99050 is Non-Licensed staff

FTE

Calculating FTE for Certified and Non-certified Staff:

The FTE reflects the portion of full-time employment for each certified and non-certified staff person employed by the district. It is based on an eight hour workday or a forty hour work week. To calculate an FTE for an individual, determine hours worked during the day/night and divide by the standard district workday or the hours worked per week and divide by the standard district work week. The decimal number obtained represents the FTE for that individual. The typical FTE for a full-time licensed or non-licensed staff person would be 1.0; however, there are unique situations whereby an individual may be reported as having an FTE of greater than 1.00, but any licensed individual cannot have a licensed position of greater than 1.00. Only if they have a licensed and a non-licensed position can they have an FTE greater than 1.00.

FTE = the number of hours per day assigned to a specific position/ the number of hours in a regular workday.

All entries should be rounded to the nearest hundredth.

Example:

1. A person employed full-time in the district who works 3 hours a day as a public transportation person (bus driver) and 5 hours a day as a maintenance person would calculate FTEs as follows. The work day is eight hours.

$3 \text{ hours} / 8 \text{ hours} = .375 \text{ FTE as Pupil Transportation (171)}$

$5 \text{ hours} / 8 \text{ hours} = .625 \text{ FTE as Operation and Maintenance (181)}$

2. A part-time food services person who works 4 hours per day 5 days a week would be a .5 FTE.

$4 \text{ hours} / 8 \text{ hour day} = .5 \text{ FTE as Food Service (136)}$

3. A person employed part-time in a district as a security guard (Security – 191) works 3 hours a day 3 days a week.

$$3 \text{ hours} / 8 \text{ hour day} = .375 \text{ FTE}$$

$$3 \text{ days} / 5 \text{ day week} = .6$$

$$.375 * .6 = .225 \text{ FTE}$$

OR

$$3 \text{ hours per day} * 3 \text{ days a week} = 9 \text{ hours}$$

$$8 \text{ hours per day} * 5 \text{ days a week} = 40 \text{ hours}$$

$$9/40 = .225$$

Terms and Definitions – Normal Mode

Number of Sections:

The number of sections taught must be entered for each teaching assignment. Assignments may vary according to grade level, curriculum assignment and/or building assignment. Use the following information for general guidance and information:

General Elementary Classroom:

Report the number of sections based on the number of different groups of students per assignment.

Pull-Out Programs:

Report as one (1) section.

Special Education:

If this assignment is for a pull-out program, then report as one (1) section.

If this assignment is a regularly scheduled class, then report the number of sections based on the number of different groups of students per assignment.

If the special education teacher is in a regular classroom with a regular education teacher (co-teaching), then the number of sections would be determined by the number of groups the special education teacher is working with.

<i>Middle/High School:</i>	Report the number of sections based on the number of different groups of students per assignment.
<i>At-Risk:</i>	Report as one (1) section.
Overload/Early Bird Schedule:	Classes taught before, after or as an overload assignment should be reported as one (1) section if the student earns credit (ex: yearbook).

Definitions

Group:	One or more students at the same time.
Pull-Out:	Student leaves a regularly scheduled class for specialized instruction.

Terms and Definitions – Salary Mode

Annuities:	The amount to be paid by the AEA for annuities. Only AEA’s will be able to see this field in “Salary Mode.”
Bonus Pay:	The amount of salary or wage to be paid by an AEA as Bonus pay. Only AEA’s will be able to see this field in “Salary Mode.”
Contract Days:	Contract days are the number of days of employment specified in the contract. If not a contract employee, the number of days the employee is expected to work.
Extra Compensation:	The amount of salary or wage to be paid for extra duties such as extracurricular activities, extended contract, bonus pay (other than AEA bonuses), incentive pay, performance pay, stipends, mentoring activities and other activities that are outside the regular salary schedule.
Health Benefits:	The amount to be paid by the district for health benefits such as health insurance, dental insurance, disability insurance, vision insurance, and long-term care insurance.

Include health-related annuities if paid by the district/AEA.

Other Benefits:	The amount to be paid by the district for other benefits such as IRS value of housing allowance, IRS value of automobile allowances whether purchased or provided, pay for unused vacation/sick leave, life insurance, other insurance and cell phone contracts paid by the district/AEA.
Previous Salary (Pay) :	The sum of the base (regular) salary, professional development and extra duty pay reported from the previous year.
Professional Development:	The amount to be paid as salary from professional development supplement.
Regular Salary:	The amount of gross salary/wages paid for normal work duties, before deductions, including the amount paid from Teacher Salary Supplement funds.
Retirement Benefits:	The amount to be paid by the district for retirement to IPERS and for FICA (Social Security and Medicare); and the employee's share of other retirement benefits if paid by the district.
Total Salary:	This is a calculated field that includes regular salary, professional development and extra compensation.

Non-Licensed Staff Public Districts and AEAs

Purpose

Non-Licensed staff data is collected for state reporting purposes under IAC (Iowa Administrative Code) 281-12.4(10) and for reporting to the National Center for Education Statistics (NCES).

Guidance

Non-licensed staff includes those individuals who are not required to be licensed according to Iowa Administrative Rule 281-12.4 or the Board of Educational Examiners to perform their jobs. Districts must report all non-licensed and non-certified staff working in the district. As with certified staff, these individuals must be reported reflecting a Full-time Equivalency (FTE).

Non- Licensed - Positions and Definitions

101 Paraprofessionals/Aides:	Person providing one-on-one tutoring or instructional assistance to a group of students under the direct supervision of a teacher, assisting with classroom management, such as organizing instructional materials, providing instructional assistance in a computer laboratory, providing instructional support in a library or media center, or acting as a translator. Paraprofessional/Aides perform duties involving interactions with students and staff in a non-academic capacity. This involves providing playground supervision, personal care services to students with physical disabilities (e.g., changing feeding tubes), translation services or conducting parental involvement activities.
106 Student Support:	Staff providing non-instructional services to students. Include supervisors for Pupil Transportation and Food Service.
107 Other Support:	Support staff not reported in instructional or student support.
112 Board Secretary:	
121 Technology:	Staff involved with the districts information technology system, including the student information system, administrative networks, systems analysis and planning, systems application development. Include network administrators.
124 Mental Health Counselors:	

130 Records Transfer Staff:	Person responsible for entering, retrieving, or sending student records from or to another school or student records system.
131 Recreation/Therapeutic Specialists:	Person who plans, organizes, and directs medically approved recreation programs.
132 Interpreters (Hearing Impaired):	Person who provides services to children who are deaf or hard of hearing, including oral transliterations services; cued language transliteration services; and sign language interpreting services.
133 Business Manager:	Person who coordinates office services such as personnel, financial accounting, budget preparation and control, records control, and special management activities.
134 HR/Personnel Manager:	Person who directs individuals and manages functional supporting services in the human resources area, under the direction of a senior staff member.
135 Dietician:	
136 Food Service:	Staff involved with providing food to students and staff.
137 Other Professionals:	A general job classification that describes staff that performs duties requiring a high degree of knowledge and skills such as staff lawyers, internal auditors, and CPAs.
138 AEA Supervisors/Managers:	Person who directs individuals and manages functional supporting services under the direction of a senior staff member for an AEA.
139 Other Supervisors/Managers:	Person who directs individuals and manages functional supporting services under the direction of a senior staff member for a district.
141 Technology Support:	Person in positions requiring a combination of knowledge and manual skill. This list includes tech support, hardware specialist

and operators, film inspectors, projectionists, graphic artists, draftsmen etc.

142 Other Technical Staff:

Person that performs tasks requiring a combination of basic scientific knowledge and manual skills such as high speed printers or presses, computer operators, computer programmers and analysts.

143 Nurse (No SPR):

Person who performs activities requiring substantial specialized judgment and skill in the observation, care, and counsel of ill and injured persons, and in illness prevention. The person filling this position **DOES NOT** hold an SPR with the Board of Educational Examiners.

144 Health Assistant:

Person, without a health license, employed and educated to function in an assistive role to the registered nurse (RN). The school HA provides health services delegated by a RN and in according with their job description. The health service(s) may be for an individual student or a group of students as specified school procedures.

151 Recruiters:

Person responsible for identifying and recruiting children as eligible for the Migrant Education Program.

152 Dist.-Wide Admin. Support Staff:

Person who provides direct support to the District/System/AEA administrators. This would include business office support, data processing, secretarial and other clerical staff.

153 Sch. Admin. Support Staff:

Person whose activities are concerned with support of the teaching and administrative duties of the office of the principal. **Include building-level clerical staff, secretaries and other individuals who provide support for administrative functions within a building.**

171 Pupil Transportation:

Person involved with conveying students to and from school, including vehicle operation and maintenance.

175 Transportation (Non-pupil):	Persons involved with transportation other than pupil transportation, including staff pool vehicles.
181 Operations/Maintenance:	Person involved with keeping the physical building open, comfortable and safe for use and with keeping grounds, buildings, and equipment in effective working condition and state of repair, and with keeping the building clean and ready for daily use and the care and maintenance of vehicles other than those used for student transportation.
191 Security:	Staff involved with maintaining a secure environment for students and staff. Include campus police, security guards and school crossing guards.
192 Day Care Workers:	Persons involved with daycare services provided by the district.

Fall BEDS - FAQ

Public Districts, Non-publics and AEAs

Coaching/Advising:

1. Which “coaching assignments” need to be reported on Fall BEDS?

Assignments reported on Fall BEDS would not have to include academic coaching assignments unless that is the only position the staff person has. However, athletic coaching requires a coaching endorsement or authorization, and therefore would be included in the assignment reporting. **This includes non-employee coaches.** Extra duty pay should be reported for all extra duty assignments; **however, salaries for individuals not otherwise employed by the district should be posted in the Regular Pay column.**

Talented and Gifted (TAG):

1. When did the TAG endorsement requirements become effective?

August 1995

2. What is the holder of this endorsement authorized to do?

The holder of the talented and gifted endorsement is authorized to serve as a teacher or a coordinator of programs for the gifted and talented from the pre-kindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.

3. What are the program requirements?

Completion of twelve semester hours of coursework to include:

- a. psychology of the gifted
- b. programming for the gifted
- c administration and supervision of gifted program
- d. practicum experience in gifted programs

4. Will teachers in specific subject areas (i.e. science, math, history) be required to hold this endorsement if they teach gifted students in their respective endorsement areas?

No.

5. Are any teachers "grandfathered in" who will not need to obtain this endorsement to teach talented and gifted students?

Any teacher licensed in an instructional area before August 31, 1995 will continue to have the same general authority to teach in programs for the talented and gifted as is currently vested in the license. For example, an elementary teacher licensed in 1990 will continue to be eligible to teach elementary gifted and talented classes.

If a person was licensed in Iowa prior to 1995, the person is authorized to teach TAG without the TAG endorsement.

6. Will the BOEE add the TAG endorsement to the licenses of any of the people who have been "grandfathered in"?

No, the endorsement will only be added upon the applicant completing an institution's program.

English as a Second Language (ESL):

1. Who is authorized to teach ESL without the specific endorsement?

If a person held an Iowa teaching license prior to October 1, 1988, that person is authorized to teach ESL on the level where that person is currently licensed. Thus if a person held the general elementary endorsement prior to 1988, that person can teach elementary ESL.

2. May a teacher teach in a bilingual classroom without the ESL endorsement?

Yes, the teacher must hold the proper content area and grade level endorsement, because Iowa does not have a bilingual education endorsement.

Middle School Endorsement:

1. Who may teach in a Middle School?

An elementary teacher licensed before October 1, 1988, is authorized to teach in grades K-8 except in the subject areas of art, music, industrial arts, physical education, special education and reading.

An elementary teacher licensed after October 1, 1988, is authorized to teach in grades K-6 except in the above mentioned specialty areas. In grades 7 and 8, the elementary teacher must hold the specific content endorsement. For example, if the teacher holds the K-8 math endorsement, he/she can teach 7th & 8th grade math. However, that teacher could not teach 7th & 8th grade English because he/she does not hold the K-8 English endorsement.

The secondary level teacher licensed before October 1, 1988, is authorized to teach in grades 7 & 8 all subjects except the specialty ones noted above. In grades 5 and 6, the teacher must hold the specific content endorsement. For example, if the teacher holds the 5-12 math endorsement, he/she can teach 5th & 6th grade math. However, that teacher could not teach 5th and 6th grade English because he/she does not hold the 5-12 English endorsement.

The secondary level teacher licensed after October 1, 1988, is authorized to teach only in the content areas listed on the license. Thus this teacher can only teach math in grades 7 & 8 if he/she only holds the 5-12 math endorsement.

The person licensed with the 5-8 middle school endorsement may teach all subjects grades 5-8 except art, music, physical education, industrial arts, special education and reading.

At Risk:

1. What endorsement must an at-risk teacher hold?

Since there is no specific endorsement for teaching at-risk students, the licensure requirements indicate that the instructor must hold the endorsement applicable for the level of instruction.

Therefore, a teacher who holds the general elementary classroom teaching endorsement is authorized to teach elementary level (grades K-6) at-risk students and a teacher who holds a secondary level endorsement is authorized to teach secondary level (grades 7-12) at-risk students.

2. Is an at-risk coordinator required to be licensed?

If the position is K-12 at-risk coordinator and does not involve direct instruction of students, the coordinator is required to hold a teaching license but is not required to be licensed on both levels. However, if the coordinator also instructs on one or both levels, then that coordinator must be properly endorsed on the applicable levels.

Thus, if the K-12 coordinator organizes the program by working with the secondary teachers but instructs the elementary students, the coordinator would only have to hold the general elementary classroom teaching endorsement.

Fall BEDS – Verification Guidance Public Districts, Non-publics and AEAs

Overview of Verification Requirements:

The federal legislation called for all teachers to be "highly qualified". The required core academic areas are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. These areas apply to all elementary and secondary teachers who are teaching in facilities or buildings under the authority of the local school district. A special education teacher who teaches any of these academic areas must have the state-required endorsement for the subject area, or the academic subject (curriculum) must be considered under the supervision of a teacher who is licensed appropriately for the academic area. If an LEA does not have all teachers in the core academic areas currently highly qualified, the LEA must develop a plan to ensure that all teachers will be highly qualified. This plan must be on file at the local district level.

The following issues are identified on the Staff Detailed Assignment form, on the District/Staff page, on the Errors/Omissions page and on the Certification page:

- ✓ mismatches of endorsements and assignments
- ✓ assignment errors
- ✓ assurances (at-risk)
- ✓ special education delivery system check

Identification of Endorsements:

Current and expired endorsements are identified by selecting the appropriate tab from the “View Details Assignment” page. This page is accessed by selecting the magnifying glass icon from the District/Staff page. Communication with the Board of Educational Examiners and Department of Education regarding endorsement issues should be made using the “Comments” icon (bubble) located in the “Action” column for the specific assignment in question. Communication via telephone and/or e-mail may be made by using the *Contact Us* link at the top of each page.

Special Education Delivery System:

Delivery Method checkbox system on the “Add Position/Assignment” form is used to ensure that staff are appropriately licensed or are working with someone who is appropriately licensed. The Fall BEDS application checks the license/endorsement of licensed staff with their assignments to assure that the requirements of Chapter 12 and the Board of Educational Examiners, as well as NCLB are being met. The delivery methods are as follows:

1. Services provided through the consultative model;
2. Academic core content delivered in a special education setting by a teacher endorsed to deliver content;
3. Core content delivered in special education classroom with alternate assessment.

Please Note:

- ✓ Check boxes will appear when special education is identified as the “Subject Area.”
- ✓ At least one of the three options must be selected, with the option to choose more than one.
- ✓ If core content is selected, teacher must have a core content assignment.
- ✓ If core content is selected, endorsements must match the core content assignment that is delivered.

Special Education – Consultative Model (2 Approaches)

- ✓ Consultative: Content-endorsed teacher provides content instruction and the special education teacher provides strategy and skill instruction to students with IEPs outside of the general education class. The special education teacher also serves as a consultant to the general education teacher in such areas as IEP accommodations, application of skills in the general education setting, goal progress, and several other areas.
- ✓ Co-teaching: Special education teacher and general education teacher are both physically present in the classroom to meet the content and skills needs of students.

Special Education – Core Content Model

- ✓ Special education teacher carries the appropriate endorsement to teach core content (math, science, etc.). If core content is selected, teacher must have a core content assignment.

Special Education – Alternate Assessment Model

- ✓ Teachers of students who are assessed against alternate standards are considered highly qualified if they carry the appropriate special education endorsement for their student population (Strategist II, etc).

Special Education – Reverse Consultation:

- ✓ All special education teachers are considered highly qualified if they provide services through the consultative model and are appropriately licensed by the state of Iowa. The model calls for the majority of students with disabilities to receive core content instruction in the general education setting from core-content endorsed teacher, with the special education teacher providing consultative or co-teaching services. For the small number of students with more significant disabilities (who are expected to achieve at district standards rather than alternate standards), the consultative model allows for delivery of instruction in a segregated setting by the special education teacher with the core content teacher providing consultative services.
- ✓ Guidance to the school and AEA administrators and teachers has been that this small group of students typically consists of 10 to 15 percent of the IEP population. The percentages are provided as guidance rather than as formula standards that must be met. The students typically have significant cognitive or behavioral disabilities, but are in district assessments rather than alternate assessments. A reading disability would not constitute a cognitive disability in and of itself. In order for this type of consultation to meet the integrity and spirit of NCLB and IDEA 2004 HQT requirements it must be implemented in the following manner:

The special education teacher and core content endorsed teacher must have “regular and frequent” consultation. The phrase “regular and frequent” is not measurably defined; however, it would certainly occur in a variety of settings (regular meetings, staff development activities, before and after school, etc.) and would be frequent enough for both teachers to be able to articulate what the other is doing in the respective classrooms and how those classrooms reflect the same standards and comparable curriculum. Additionally, the curriculum is considered under the supervision of the core content endorsed teacher, while the special education teacher is responsible for IEP progress and appropriate instructional strategies.

- ✓ In reverse consultation, general and special education teachers jointly assess the progress of the student and both names should appear in district documentation for the student’s earned credit (course transcript, report cards, or other official documentation).
- ✓ Differentiation between Core Content and Special Education Teachers

Core Content Teacher

Special Education Teacher

Content expert
 Assigns student grade with special education teacher
 Assures progress in course
 Certifies student has met course requirements

Strategy expert
 Ensures student makes progress toward IEP goals
 Ensures student receives IEP services
 Ensures appropriate accommodations

Assurance for At-Risk/Alternative School

Teachers in At-Risk/Alternative Schools

- ✓ Must carry academic core content endorsement to deliver content
- OR
- ✓ Provide content through the consultative/co-teaching model

Check box assurance will appear when At-Risk/Alternative School is selected from the “Course” dropdown menu on the “Add/Position Assignment” form.

The district assures that the teacher meets the definition of highly qualified. Core Content is delivered in the alternative/at-risk classroom by a teacher who holds the appropriate licensure of the classes taught and/or through the consultative/co-teaching model for the classes taught that the teacher does not hold the appropriate licensure.

For teachers of special education who are assigned to the at-risk/alternative school, the staff verification for special education “trumps” the assurance for at-risk/alternative school assurance.

Highly Qualified Teacher Legislation in Alternative High Schools:

Teachers in alternative high schools must meet NCLB and IDEA 2004 requirements for highly qualified teachers. The legislation primarily focuses on the requirements of core content endorsement for every subject matter taught. For example, if a student in an alternative high school is receiving a math credit, the course must be taught by a math endorsed teacher.

Ideally, all teachers in alternative high schools carry appropriate endorsements for the core content areas they are teaching. When that is not immediately possible, teachers may meet the legislation through the following requirements:

- ✓ Alternative high school teachers (both special education and general education) who do not carry the appropriate endorsement must have “regular and frequent” consultation with a core content endorsed teacher. That means that both the alternative high school teacher and the core content endorsed teacher must be thoroughly familiar with the strategies the other is using, with the progress of students in the traditional curriculum, with the classroom assessments that each teacher is using, and with core content effective teaching practices. The consultation can take place through staff development opportunities, departmental staff meetings, regularly scheduled consultation, email and telephone consultation, and other means.
- ✓ The curriculum must be considered under the supervision of an appropriately endorsed teacher. Subsequently, the core content endorsed teacher must be listed on such documentation as report cards or transcripts. The state recommendation is that the core content teacher and the teacher in the alternative high school jointly assign the student’s grade based on their consultation.

Alternative high school special education teachers:

- ✓ A special education teacher with an appropriate core content endorsement (math endorsement for math instruction) in an alternative high school is highly qualified.
- ✓ A special education teacher co-teaching with an appropriately endorsed (math endorsement for math instruction) alternative high school teacher in an alternative high school is highly qualified.
- ✓ A special education teacher co-teaching with an alternative high school teacher who does not carry the appropriate endorsement for the subject is considered highly qualified if the special education teacher and the alternative high school

teacher are having regular and frequent consultation with an appropriately endorsed teacher.

Districts are encouraged to consider the spirit and intent of the NCLB and IDEA 2004 highly qualified teacher requirements and the DE guidance on “regular and frequent” consultation and “under the supervision of an appropriately licensed teacher” for both general education and special education alternative high school teachers. The intent of the legislation is that alternative high school students have the same access to the expertise of a content endorsed teacher as their counterparts in traditional high schools.

Use of Title IA and IIA Funds

~~Beginning with the 2007-2008 school year,~~ Districts not currently meeting the criteria of 100 percent of Highly Qualified Teachers will be required to dedicate Title IA and Title IIA funds to ensure that teachers not meeting the criteria become highly qualified or provide evidence that Highly Qualified Teachers have been assigned and the district meets the Highly Qualified Standard.

- ✓ Title I A: Schools who fail to achieve 100% highly qualified teacher status are required to commit no less than 5% and no more than 10% of Title IA funds towards helping teachers toward HQT. Contact: Paul Cahill, Iowa DE, paul.cahill@iowa.gov or 515-281-3944.
- ✓ Title IIA:
Contact LaCosta Potter, Iowa DE, lacosta.potter@iowa.gov, or 515-281-3937

School districts failing to meet the goal of 100 percent highly qualified teachers assigned to core content classes for two consecutive years will be required to develop a plan for meeting this requirement. The plan will be kept on file locally.

Mentoring and Induction

2011-2012 Beginning Teacher/Administrator Mentoring and Induction

Mentoring/Induction

Entries on the Mentoring and Induction form are counts rather than FTEs. This information is used to determine the payments to districts and AEAs. This funding is paid in two payments, fall and spring.

Beginning Administrator Mentoring and Induction (Iowa Code chapter 284A)

This Mentoring and Induction program is available for beginning administrators. A beginning administrator means an administrator serving under an administrator license,

issued by the Board of Educational Examiners under section 272.9A, and who is assuming a position as a school district principal or superintendent for the first time.

First, enter the number of beginning administrators eligible for the Beginning Administrator Mentoring and Induction program who are in their first year of employment as an administrator. Report the number eligible for first semester and the number eligible for second semester. First and second semester counts may not be the same due to administrators that were hired after first semester in their first year of employment.

The Administrator Mentoring and Induction Program is not being funded by the state in 2011-2012. Districts are however, still required to provide Mentoring for new Administrators.

For questions regarding the change in funding through the Beginning Administrator Mentoring and Induction Program, contact Matt Ludwig, 515-281-3750, Matt.Ludwig@iowa.gov.

Beginning Teacher Mentoring and Induction (Iowa Code section 284.5)

This Mentoring and Induction program is available for beginning teachers. A beginning teacher is defined as an individual who is employed as an educator by a school district or AEA and who is serving under one of the following licenses, issued by the Board of Educational Examiners under chapter 272:

- Initial
- Class A
- Intern
- Class G (Counselor)
- Exchange (for those individuals who have one year, or less, of out-of-state or nonpublic teaching or counseling experience)

Do not include individuals who hold a Statement of Professional Recognition (SPR).

Second, enter the number of beginning teachers/educators eligible for the Beginning Educator Mentoring and Induction program who are in their first or second year of employment as an educator. Report the number eligible for first semester and the number eligible for second semester. First and second semester counts may not be the same due to teachers that were hired after first semester in their first year of employment.

An educator who completed the first year of the mentoring and induction program at another Iowa school district or AEA would be a second year beginning educator in your mentoring and induction program even if this is the educator's first year in your district.

Reminder: Do not count individuals holding a Statement of Professional Recognition (SPR) in the mentoring total.

For questions regarding which teachers/educators are eligible for funding through the Beginning Educator Mentoring and Induction Program, contact Mary Beth Schroeder Fracek, 515-281-3160, Marybeth.schroederfracek@iowa.gov.

Errors in the Counts

If the district/AEA determines that it counted any teachers or administrators who were not eligible for funding, the district/AEA must immediately contact the Department of Education to correct the count and to refund any money received. Contact Marlene Dorenkamp, 515-281-5507, marlene.dorenkamp@iowa.gov regarding errors in counts.