

CHAPTER 83
TEACHER QUALITY PROGRAM

281—83.1(284) Purpose. The goal of the teacher quality program is to enhance the learning, achievement, and performance of all students through the recruitment, support, and retention of quality Iowa teachers. It is expected that each Iowa school district will implement the teacher quality program by July 2003. The program shall contain specific strategies that include a mentoring and induction program for beginning teachers, comprehensive teacher evaluations, and district and building support for professional development that includes best practices aimed at increasing student achievement.

281—83.2(284) Definitions. For the purpose of these rules, the following definitions shall apply:

“Beginning teacher” means an individual serving under an initial license, issued by the board of educational examiners under Iowa Code chapter 272, who is assuming a position as a classroom teacher. For purposes of the beginning teacher mentoring and induction program created pursuant to Iowa Code section 284.5, “beginning teacher” also includes preschool teachers who are licensed by the board of educational examiners under Iowa Code chapter 272 and are employed by a school district or area education agency.

“Classroom teacher” means an individual who holds a valid practitioner’s license and who is employed under a contract issued by a board of directors under Iowa Code section 279.13 to provide classroom instruction to students, or as a preschool teacher.

“Comprehensive evaluation” means a summative evaluation of a beginning teacher conducted by an evaluator for purposes of determining a beginning teacher’s level of competency relative to the Iowa teaching standards and for recommendation for licensure based upon models developed pursuant to Iowa Code section 256.9, subsection 50, and to determine whether the teacher’s practice meets the school district expectations for a career teacher.

“Department” means the department of education.

“Director” means the director of the department of education.

“District facilitator” means an individual in Iowa who serves as a coordinator for a district mentoring and induction program.

“Evaluator” means an administrator or other practitioner who successfully completes an evaluator training program pursuant to Iowa Code section 284.10.

“Intensive assistance” means the provision of organizational support and technical assistance to teachers, other than beginning teachers, for the remediation of identified teaching and classroom management concerns for a period not to exceed 12 months.

“Mentor” means an individual, employed by a school district or area education agency as a classroom teacher or a retired teacher, who holds a valid license issued under Iowa Code chapter 272. The individual must have a record of four years of successful teaching practice, must be employed on a nonprobationary basis and must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers.

“Performance review” means a summative evaluation of a teacher other than a beginning teacher and used to determine whether the teacher’s practice meets school district expectations and the Iowa teaching standards, and to determine whether the teacher’s practice meets school district expectations for career advancement in accordance with Iowa Code section 284.7.

“School board” means the board of directors of a school district or a collaboration of boards of directors of school districts.

“School district” means a public school district.

“State board” means the state board of education.

“Teacher” means an individual holding a practitioner’s license issued under Iowa Code chapter 272, who is employed in a nonadministrative position as a teacher, librarian, media specialist, pre-school teacher, or counselor by a school district pursuant to a contract issued by a board of directors under Iowa Code section 279.13. A teacher may be employed in both an administrative and a nonadministrative position by a board of directors and shall be considered a part-time teacher for the portion of time that the teacher is employed in a nonadministrative position. “Teacher” includes a licensed individual employed on a less than full-time basis by a school district through a contract between the school district and an institution of higher education with a practitioner preparation program in which the licensed teacher is enrolled.

281—83.3(284) Mentoring and induction program.

83.3(1) Purpose. The beginning teacher mentoring and induction program is created to promote excellence in teaching, enhance student achievement, build a supportive environment within school districts, increase the retention of promising beginning teachers, and promote the personal and professional well-being of classroom teachers.

83.3(2) District participation. A school district is eligible to receive moneys appropriated for purposes specified in this chapter if the school board applies to the department to implement a beginning teacher mentoring and induction program in the manner prescribed by the department and approved by the department. A school district, with the coordination of a district facilitator, shall provide a beginning teacher mentoring and induction program for all beginning teachers in the school year beginning July 1, 2002. A beginning teacher shall be informed by the school district, prior to the beginning teacher’s participation in a mentoring and induction program, of the Iowa teaching standards and criteria upon which the beginning teacher shall be evaluated and of the evaluation process utilized by the school district. The beginning teacher shall be comprehensively evaluated by the end of the beginning teacher’s second year of teaching to determine whether the teacher meets expectations to move to the career level. The school district shall recommend for a standard license a beginning teacher who has successfully met the Iowa teaching standards as determined by a comprehensive evaluation.

If a beginning teacher who is participating in a mentoring and induction program leaves the employ of a participating school district or area education agency prior to completion of the program, the participating school district or area education agency subsequently hiring the beginning teacher shall credit the beginning teacher with the time earned in a program prior to the subsequent hiring. If the general assembly appropriates moneys for purposes of Iowa Code section 284.5, a school district or area education agency is eligible to receive state assistance for up to two years for each beginning teacher the school district or area education agency employs who was formerly employed in an accredited nonpublic school or in another state as a first-year teacher. The school district or area education agency employing the teacher shall determine the conditions and requirements of a teacher participating in a mentoring and induction program.

A school district or area education agency may offer a teacher a third year of participation in the program if, after conducting a comprehensive evaluation, the school district or area education agency determines that the teacher is likely to successfully complete the mentoring and induction program by meeting the Iowa teaching standards by the end of the third year of eligibility. The third year of eligibility is offered at the employing district’s expense. A teacher granted a third year of eligibility shall, in cooperation with the teacher’s evaluator, develop a plan to meet the Iowa teaching standards and district career expectations. This plan will be implemented by the teacher and supported through the district’s mentoring and induction program. The school district or area education agency shall notify the board of educational examiners that the teacher will participate in a third year of the school district’s program. The teacher shall undergo a comprehensive evaluation at the end of the third year.

For purposes of comprehensive evaluations for beginning teachers, including the comprehensive evaluation required for the beginning teacher to progress to career teacher, the Iowa teaching standards and criteria shall be as described in rule 281—83.4(284). A school district or area education agency shall participate in state program evaluations.

83.3(3) *District plan.* Each participating school district or area education agency shall develop a sequential two-year beginning teacher mentoring and induction plan based on the Iowa teaching standards. The plan shall be included in the school district's comprehensive school improvement plan submitted pursuant to Iowa Code section 256.7, subsection 21. A school district or area education agency shall have the board adopt a beginning teacher mentoring and induction program plan and written procedures for the program. At the board's discretion, the district or area education agency may choose to use or revise the model plan provided by the area education agency or develop a plan locally. The components of a district's or area education agency's beginning teacher mentoring and induction program shall include, but are not limited to, the following:

- a. Goals for the program.
- b. A process for the selection of mentors.
- c. A mentor training process which shall:
 - (1) Be consistent with effective staff development practices and adult professional needs to include skills needed for classroom teaching, demonstration, and coaching.
 - (2) Address mentor needs, indicating a clear understanding of the role of the mentor.
 - (3) Result in the mentor's understanding of the personal and professional needs of new teachers.
 - (4) Provide the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards.
 - (5) Facilitate the mentor's ability to provide guidance and support to new teachers.
- d. A supportive organizational structure for beginning teachers which shall include:
 - (1) Activities that provide access and opportunities for interaction between mentor and beginning teacher that at a minimum provide:
 1. Released time for mentors and beginning teachers to plan;
 2. The demonstration of classroom practices;
 3. The observation of teaching; and
 4. Feedback.
 - (2) Selection process for who will be in the mentor/beginning teacher partnership.
 - (3) Roles and responsibilities of the mentor.
- e. Evaluation process for the program, which shall include:
 - (1) An evaluation of the district program goals,
 - (2) An evaluation process that provides for the minor and major program revisions, and
 - (3) A process for how information about the program will be provided to interested stakeholders.
- f. The process for dissolving mentor and beginning teacher partnerships.
- g. A plan that reflects the needs of the beginning teacher employed by the district.
- h. Activities designed to support beginning teachers by:
 - (1) Developing and enhancing competencies for the Iowa teaching standards, and
 - (2) Providing research-based instructional strategies.

83.3(4) *Budget.* Funds received by a school district from the beginning teacher mentoring and induction program shall be used for any or all of the following purposes:

- a. To pay mentors as they implement the plan. A mentor in a beginning teacher induction program approved under this chapter shall be eligible for an award of \$500 per semester for full participation in the program. A district may use local dollars to increase the mentor award.
- b. To pay any applicable costs of the employer's share of contributions to federal social security and the Iowa public employees' retirement system for a pension and annuity retirement system established under Iowa Code chapter 294 for such amounts paid by the district.

These funds are miscellaneous funds or are considered encumbered. A school district shall maintain a separate listing within its budget for payments received and expenditures made for this program. Funds that remain unencumbered or unobligated at the end of the fiscal year will not revert, but will remain available for expenditure for the purposes of the program until the close of the succeeding fiscal year.

281—83.4(284) Iowa teaching standards and criteria. The Iowa teaching standards and supporting criteria represent a set of knowledge and skills that reflects the best evidence available regarding effective teaching. The purpose of the standards and supporting criteria is to provide Iowa school districts with a consistent representation of the complexity and the possibilities of quality teaching. The standards shall serve as the basis for comprehensive evaluations of teachers and as a basis for professional development plans. Each standard with supporting criteria is outlined as follows:

83.4(1) Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals. The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

83.4(2) Demonstrates competence in content knowledge appropriate to the teaching position. The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

83.4(3) Demonstrates competence in planning and preparing for instruction. The teacher:

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses students' developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

83.4(4) Uses strategies to deliver instruction that meets the multiple learning needs of students. The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

83.4(5) Uses a variety of methods to monitor student learning. The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

83.4(6) Demonstrates competence in classroom management. The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

83.4(7) Engages in professional growth. The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

83.4(8) Fulfills professional responsibilities established by the school district. The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

83.4(9) The school board shall provide comprehensive evaluations for beginning teachers using the Iowa teaching standards and criteria listed in rule 281—83.4(284). The school board, for the purposes of performance reviews for teachers other than beginning teachers, shall provide evaluations that contain, at a minimum, the Iowa teaching standards and criteria listed in rule 281—83.4(284). A local school board and its certified bargaining representative may negotiate, pursuant to Iowa Code chapter 20, additional teaching standards and criteria for use in a performance review. In any school district where there is no certified bargaining unit, additional standards and criteria may be determined by the board.

281—83.5(284) Evaluator approval training. The department shall approve eligible providers and their programs to conduct evaluator training. Only individuals certified through programs approved by the department shall qualify for evaluator certification by the board of educational examiners. Approved evaluator training programs shall be designed to align with the Iowa teaching standards and criteria, provide evaluators with the skills to conduct comprehensive evaluations and performance reviews as required by Iowa Code chapter 284, and provide for the evaluation of the progress made on individual career development plans. This training for evaluators shall incorporate components of theory, demonstration, practice, and application of evaluation knowledge and skills.

83.5(1) *Application requirements for providers of evaluator approval training.* Approved applications for the provision of evaluator approval training shall include, but are not limited to, the following components:

- a. A curriculum that addresses participant skill development in the areas of:
 - (1) The identification of quality instruction and practices based on the Iowa teaching standards and criteria;
 - (2) The use of multiple forms of data collection for identifying and supporting performance and development;
 - (3) The understanding and development of conferencing and feedback skills; and
 - (4) The development of skills in data-based decision making.
- b. Demonstration that the evaluator approval training process design provides training as specified in this rule.
- c. A description of the process used to deliver the training to participants.
- d. A description of the procedures developed to certify the skill attainment of the evaluator being trained.
- e. A budget.
- f. Staff qualifications.
- g. Evidence of the provider's expertise in evaluation design and training processes.
- h. Provisions for leadership to support and implement ongoing professional development focused on student learning.
- i. A process that evaluates the effectiveness of the implementation of the training process and demonstrates that the trainees have attained the knowledge and skills as described in paragraph "a." This evaluation shall be conducted on an annual basis and submitted to the department.

83.5(2) *Process used for the approval of evaluator approval training program applications.* Eligible providers shall submit an application on forms prescribed by the department. Applications for new providers will be accepted and reviewed by the department by July 1 of each year. A review panel shall be convened to review applications for evaluator approval training programs based on the requirements listed in subrule 83.5(1). The panel shall recommend for approval and the department shall approve the evaluator approval training programs that meet the requirements listed in subrule 83.5(1). Applicants shall be notified of their status within 30 days of the application deadline. An approved list of private providers shall be maintained on the department Web site with an annual notification to school districts and area education agencies of the Web site address that contains provider information.

Eligible providers may be public or private entities, including, but not limited to, school districts, consortia, and other public or private entities including professional organizations. Applicants shall meet all applicable federal, state, and local health, safety and civil rights laws. Higher education administrative practitioner preparation institutions shall meet the review process through the state board approval and accreditation process for these institutions.

83.5(3) *Local teacher evaluation plans.* By July 1, 2004, local districts shall develop and implement a teacher evaluation plan that contains the following components:

- a. The use of the Iowa teaching standards and criteria;
- b. Provisions for the comprehensive evaluation of beginning teachers that include a review of the teacher's progress on the Iowa teaching standards as set forth in rule 281—83.4(284) and the use of the comprehensive evaluation instrument developed by the department;
- c. Provisions for the performance reviews of teachers other than beginning teachers once every three years that include, at a minimum, classroom observation of the teacher, a review of the teacher's progress on the Iowa teaching standards as set forth in rule 281—83.4(284) and additional standards and criteria if established under subrule 83.4(9), a review of the implementation of the teacher's individual career development plan, and supporting documentation from other evaluators, teachers, parents, and students;

- d. Provisions for individual career development plans for teachers other than beginning teachers;
- e. Provisions for an intensive assistance program as provided in Iowa Code section 284.8 that addresses the remediation defined under subrules 83.4(1) through 83.4(7) or any other standards or criteria established by a collective bargaining agreement.

A local school board and its certified bargaining representative may negotiate, pursuant to Iowa Code chapter 20, evaluation and grievance procedures for beginning teachers and for teachers other than beginning teachers that are not in conflict with Iowa Code chapter 284. If a supervisor or an evaluator determines, at any time, as a result of a teacher's performance that the teacher is not meeting district expectations under subrules 83.4(1) through 83.4(7) or any other standards or criteria established in the collective bargaining agreement, the evaluator shall, at the direction of the teacher's supervisor, recommend to the district that the teacher participate in an intensive assistance program. The intensive assistance program and its implementation are not subject to negotiation or grievance procedures established pursuant to Iowa Code chapter 20.

281—83.6(284) Professional development.

83.6(1) *Individual teacher career development plan.* Each school or district shall support the development and implementation of the individual teacher career development plan for teachers other than beginning teachers. The purpose of the individual plan is to promote individual and collective professional development. At a minimum, the goals for an individual teacher career development plan must be based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district as outlined in the comprehensive school improvement plan, and the needs of the teacher. The learning opportunities provided to meet the goals of the individual teacher plan include individual study and collaborative study of district-determined content to the extent possible. The individual plan shall be developed by the teacher in collaboration with the teacher's evaluator. An annual meeting shall be held between the teacher's evaluator and the teacher to review the goals and refine the plan.

83.6(2) *Professional development for school districts.* The following requirements shall apply to professional development for school districts as required by Iowa Code section 284.6.

a. District career development plan. Each school district shall incorporate the district career development plan into its comprehensive school improvement plan pursuant to Iowa Code subsection 284.6(3). The district career development plan shall be a long-term plan designed and implemented to increase student achievement and shall include all site and district personnel responsible for instruction. The district career development plan shall contain, but not be limited to, the following:

- (1) Documentation that the professional development is based on student data and other needs assessment; aligned with district student achievement goals; and focused on instruction, curriculum, and assessment.
- (2) Documentation that professional development learning opportunities are research-based and aligned with the Iowa teaching standards and criteria.
- (3) Identification of the approved professional development provider(s).
- (4) A description of a process that includes theory, demonstration, practice, observation, collaboration, and the study of implementation.
- (5) A description of a program evaluation design for formative and summative evaluation processes.

b. Professional development standards. Implementation of a school district's career development plan shall meet the following standards:

- (1) Align with the Iowa teaching standards and criteria;
- (2) Deliver research-based instructional strategies aligned with the student achievement goals established by the district;

(3) Deliver professional development training and learning opportunities that are targeted at instructional improvement and designed with the following components:

1. Student achievement data and analysis;
 2. Theory;
 3. Classroom demonstration and practice;
 4. Observation and reflection;
 5. Teacher collaboration and study of implementation; and
 6. Integration of instructional technology, if applicable;
- (4) Include an evaluation component of professional development that documents the improvement in instructional practice and the effect on student learning; and
- (5) Support the professional development needs of district licensed staff responsible for instruction.

c. Individual career development plans. The school district shall support the development and implementation of the individual teacher career development plan for each career teacher as outlined in subrule 83.6(1). Each individual teacher career development plan shall align to the fullest extent possible with the district career development plan.

d. Beginning teacher mentoring and induction. The school district shall support the development and implementation of a beginning teacher mentoring and induction plan as outlined in subrule 83.3(3). The district beginning teacher mentoring and induction plan shall be included in the comprehensive school improvement plan submitted pursuant to Iowa Code section 256.7, subsection (21a), and shall align with the district career development plan described in subrule 83.6(2), paragraph "a."

e. Organizational support for professional development. The school district shall provide resources and support for the district career development plan, including professional development provider(s), time for collaborative work of staff, budget, policies, and procedures.

83.6(3) Professional development provider requirements.

a. A provider may be a school district, an area education agency, a higher education institution, a public or private entity including a professional organization that provides long-term, ongoing support of the district's career development plan, or a consortium of any of the foregoing. An educational organization or program with specific professional development accreditation or approval from the department is an approved provider.

b. Provider approval procedures must be followed to approve providers identified in the district's career development plan that are not currently accredited or approved through state accreditation procedures. The potential provider must submit to the school district a written application that provides the following documentation:

- (1) How the provider will deliver technical assistance that meets the Iowa professional development standards provided in subrule 83.6(2), paragraph "b."
- (2) How the provider intends to assist the local district in designing, implementing, and evaluating professional development that meets the requirements established in subrule 83.6(2), paragraph "a."
- (3) A description of the qualifications of the provider.
- (4) Evidence of the provider's expertise in professional development.
- (5) A budget.
- (6) Procedures for evaluating the effectiveness of the technical assistance delivered by the provider.

83.6(4) Professional development for accredited schools. Each accredited school shall incorporate into its comprehensive school improvement plan provisions for the professional development of staff. To meet the professional needs of instructional staff, staff development activities shall align with school achievement goals and shall be based on student achievement needs and staff professional development needs. The plan shall deliver research-based instructional practices to achieve increased student achievement, learning, and performance as stated in the comprehensive school improvement plan.

These rules are intended to implement Iowa Code chapter 284.

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