

CHAPTER 83
BEGINNING TEACHER INDUCTION PROGRAM

281—83.1(78GA,SF464) Purpose. The beginning teacher induction program is available to Iowa school districts as a means to promote excellence in teaching, build a supportive environment within school districts, increase the retention of promising beginning teachers, and promote the personal and professional well-being of teachers.

281—83.2(78GA,SF464) Definitions. For the purpose of these rules, the following definitions shall apply:

“Beginning teacher” means an individual serving under an initial provisional or conditional license, issued by the board of educational examiners under Iowa Code chapter 272, who is assuming a position as a classroom teacher new to the profession of teaching.

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

“Classroom teacher” means an individual who holds a valid practitioner’s license under Iowa Code chapter 272 and who is employed under a teaching contract with a school district or area education agency in the state of Iowa.

“Department” means the department of education.

“District facilitator” means a professional licensed in Iowa who is appointed by a board to serve as the liaison between the board and the department for the beginning teacher induction program.

“Mentor” means an individual who holds a valid practitioner’s license under Iowa Code chapter 272 and who is employed under a teaching contract with a school district or area education agency in the state of Iowa. This individual has been selected and trained to be a mentor. The individual must have a record of four years of successful teaching practice, must be employed as a classroom teacher on a nonprobationary basis, and must demonstrate professional commitment to the improvement of teaching and learning, and the development of beginning teachers.

“School district” means a public school district.

281—83.3(78GA,SF464) Program requirements.

83.3(1) Area education agency models. An area education agency shall prepare a model beginning teacher induction program plan and shall provide the model plan to each school district within its area. The plan shall include a model evaluation component by which a school district may measure the effectiveness of its program. The area education agency shall be responsible for monitoring effective practices, integrating those effective practices into the model, and continually updating the model based on those practices. The model shall include the components contained in the state-funded induction program.

83.3(2) Eligibility. All school districts are eligible to apply for funding. School districts eligible for the beginning induction program shall meet all of the following:

a. District plan. A school district that wishes to participate in the program shall have the board adopt a beginning teacher induction program plan and written procedures for the program. At the board’s discretion, the district 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 written induction program shall include, but are not limited to, the following:

- (1) Goals for the program.
- (2) A process for the selection of mentors.
- (3) A description of the mentor training process which shall:
 1. Be consistent with effective staff development practices and adult professional needs.
 2. Describe mentor needs, indicating a clear understanding of the role of the mentor.
 3. Demonstrate the mentor’s understanding of the needs of new teachers.

4. Demonstrate the mentor's understanding of the district expectations for all teachers.
5. Facilitate the mentor's ability to provide guidance and support to new teachers.
- (4) A description of the supportive organizational structure for beginning teachers which shall include:
 1. The activities that shall provide access and opportunities for interaction between mentor and beginning teacher.
 2. The identification of who will be in the mentor/beginning teacher partnership.
 3. Supportive actions of the district.
 4. The name of the district facilitator.
- (5) The evaluation process for the program, which shall include:
 1. The periodic assessment and monitoring of the mentor and beginning teacher program to address both summative and formative evaluation strategies.
 2. District participation in the state evaluation of the beginning teacher induction program.
 3. Evaluation strategies which shall include an evaluation of the district program goals, an evaluation process that provides for the minor and major program revisions and a process for how information about the program will be provided to interested stakeholders.
- (6) The process for dissolving mentor and beginning teacher partnerships.
- (7) A plan that reflects the needs of the beginning teacher employed by the district.
- (8) Activities recommended to meet the needs of beginning teachers. Examples include:
 1. Managing the classroom.
 2. Acquiring information about the school system.
 3. Obtaining instructional resources and materials.
 4. Planning, organizing, and managing instruction and other professional responsibilities.
 5. Assessing students and evaluating student progress.
 6. Motivating students.
 7. Using effective teaching methods.
 8. Dealing with individual students' needs, interests, abilities, and problems.
 9. Communicating and collaborating with colleagues, including administrators, supervisors, and other teachers.
 10. Communicating with parents.
 11. Adjusting to the teaching environment and role.
 12. Receiving emotional support.
- (9) Budget.
 - b. District facilitator:* A district must engage a board-appointed facilitator. Duties of the facilitator shall include, but not be limited to, the following:
 - (1) Submits the proposed board plan and proposed costs to the board and the department.
 - (2) Oversees the implementation of the board plan.
 - (3) Ensures that the plan meets the goals of the program as set forth in the board plan.
 - (4) Works collaboratively with the area education agency and postsecondary institutions in preparation and implementation of the board plan.
 - (5) Places beginning teachers participating in the program in a manner that provides the opportunity to work with at least one mentor. Whenever possible, there should be opportunities to work with other mentors in the district.
 - (6) Acts as a liaison between the district and the department.
 - (7) Submits the annual report on program results to the department.

281—83.4(78GA,SF464) Program approval. Any district participating in the state-funded induction program must submit an application according to the components established in these rules. Programs shall be approved according to criteria established by the department to determine quality.

281—83.5(78GA,SF464) Funding for approved programs. The process to be followed in determining the amount of funds to be approved for this competitive program grant will be described in the grant application. The review criteria and point allocation for each criterion will also be described in the grant application material. The membership of the funding review committee shall be determined by the appropriate division administrator. The review committee members shall allocate points per review criterion when conducting the review. In the event the number of approved programs exceeds available funding, the department will award grants based on the geographic and district population of the school districts with approved plans. A district may receive funding for subsequent years if it has an approved plan on file with the department and also submits any additional program improvements or updates that have been implemented by the district.

281—83.6(78GA,SF464) Beginning teacher induction program budget. Funds received by a school district from the beginning teacher induction program shall be used for any or all of the following purposes:

1. 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, at a minimum, for full participation in the program.

2. To provide for a stipend for the district facilitator.

3. 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—83.7(78GA,SF464) Appeal of grant denial or termination. Any applicant for beginning teacher induction program grant funds may appeal the denial of a properly submitted competitive program grant application or the unilateral termination of a competitive program grant to the director of the department. Appeals must be in writing and received within ten working days of the date of the notice of decision and must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. The hearing and appeal procedures found in 281—Chapter 6 that govern the director's decisions shall be applicable to any appeal of denial or termination. In the notice of appeal, the grantee shall give a short and plain statement of the reasons for the appeal. The director shall issue a decision within a reasonable time, not to exceed 60 days from the date of the hearing.

281—83.8(78GA,SF464) Annual report. The board implementing an approved beginning teacher induction program will submit an assessment of the evaluation strategies on forms secured from the department by each July 1 of the fiscal year succeeding the year in which the school district received funding. Each district receiving funding must report the results of the state evaluation. The department will annually report the statewide results of the program to the chairpersons and ranking members of the senate and house education committees by January 1.

These rules are intended to implement 1999 Iowa Acts, Senate File 464, sections 22 to 26.

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