

Senate File 2284

S-5166

1 Amend Senate File 2284 as follows:

2 1. Page 1, line 8, by striking <a> and inserting
3 <an enrolled>

4 2. Page 2, after line 1 by inserting:

5 <Sec. _____. COMPETENCY-BASED INSTRUCTION TASK FORCE.

6 1. The superintendents of the school districts
7 that have been approved by the department of education
8 to implement competency-based instruction shall
9 appoint a task force to conduct a study regarding
10 competency-based instruction standards and options
11 and the integration of competency-based instruction
12 with the Iowa core curriculum, and to develop related
13 assessment models and professional development focused
14 on competency-based instruction.

15 2. At a minimum, the task force shall do all of the
16 following:

17 a. Redefine the Carnegie unit into competencies.

18 b. Construct personal learning plans and templates.

19 c. Develop student-centered accountability and
20 assessment models.

21 d. Empower learning through technology.

22 e. Develop supports and professional development
23 for educators to transition to a competency-based
24 system.

25 3. The task force shall be comprised of at least
26 twelve members, nine of whom shall represent education
27 stakeholders and practitioners knowledgeable about
28 the Iowa core curriculum; one of whom shall be the
29 deputy director and administrator of the division of
30 learning and results of the department of education
31 or the deputy director's designee; one of whom shall
32 represent the area education agencies; and one of whom
33 shall represent the Iowa state education association.

34 4. The person representing the area education
35 agency shall convene the initial meeting. The task
36 force shall elect one of its members as chairperson.
37 After the initial meeting, the task force shall
38 meet at the time and place specified by call of the
39 chairperson. The department of education shall provide
40 staffing services for the task force.

41 5. a. The task force shall submit a preliminary
42 report that includes but is not limited to its
43 findings and recommendations relating to subsection 2,
44 paragraphs "b", "d", and "e", by January 15, 2013.

45 b. The task force shall submit its plan, findings,
46 models, and recommendations in a final report to the
47 state board of education, the governor, and the general
48 assembly by November 15, 2013.

49 Sec. _____. EFFECTIVE UPON ENACTMENT. The
50 section of this division of this Act relating to a

1 competency-based task force, being deemed of immediate
2 importance, takes effect upon enactment.>

3 3. Page 2, after line 3 by inserting:
4 <Sec. ____ . Section 256.7, subsection 21, paragraph
5 b, Code Supplement 2011, is amended to read as follows:
6 b. A set of core academic indicators in mathematics
7 and reading in grades four, eight, and eleven, a set
8 of core academic indicators in science in grades eight
9 and eleven, and another set of core indicators that
10 includes, but is not limited to, graduation rate,
11 postsecondary education, and successful employment in
12 Iowa. Rules adopted pursuant to this subsection shall
13 specify that the approved district-wide assessment of
14 student progress administered for purposes of this
15 paragraph shall be the assessment utilized by school
16 districts statewide in the school year beginning July
17 1, 2011. Annually, the department shall report state
18 data for each indicator in the condition of education
19 report.>

20 4. Page 2, line 6, by striking <curriculum> and
21 inserting <curriculum, if funds are appropriated by the
22 general assembly for that purpose,>

23 5. Page 2, lines 29 and 30, by striking <character
24 education,>

25 6. Page 2, after line 35 by inserting:
26 <(3) The provisions of section 256.18 shall be
27 considered by the state board in developing the core
28 curriculum requirements.>

29 7. By striking page 4, line 17, through page 5,
30 line 17.

31 8. By striking page 5, line 20, through page 6,
32 line 7.

33 9. Page 7, line 3, by striking <which> and
34 inserting <which, if funds are appropriated by the
35 general assembly,>

36 10. Page 7, line 5, after <committees> by inserting
37 <and school boards>

38 11. Page 7, by striking lines 19 through 22
39 and inserting <quality professional development
40 opportunities. Not less than four hours in each month
41 of the school calendar, held outside the minimum school
42 day, shall be set aside during nonpreparation time
43 or designated professional development time to allow
44 practitioners to collaborate with each other to deliver
45 educational programs and assess student learning, or
46 to engage in peer review pursuant to section 284.8,
47 subsection 1. The goal>

48 12. Page 7, by striking line 35 and inserting:
49 <Sec. ____ . Section 284.8, subsection 1, Code 2011,
50 is>

1 13. Page 8, line 15, by striking <The> and
2 inserting <If funds are appropriated by the general
3 assembly, the>
4 14. By striking page 8, line 29, through page 9,
5 line 8.
6 15. Page 9, line 12, by striking <1.>
7 16. Page 9, by striking lines 27 through 29.
8 17. Page 9, line 31, by striking <The> and
9 inserting:
10 <1. If funds are appropriated by the general
11 assembly, the>
12 18. Page 9, by striking line 32 and inserting
13 <convene a task force to>
14 19. By striking page 9, line 34, through page
15 10, line 5, and inserting <system and a statewide
16 administrator evaluation system.
17 2. The task force shall be comprised of at least
18 twelve members as follows:
19 a. Nine members shall be appointed by the director
20 to represent education stakeholders and practitioners
21 knowledgeable about the Iowa core curriculum and may
22 include members currently serving on the department's
23 teacher quality partnership teacher evaluation team.
24 b. One member shall be the deputy director and
25 administrator of the division of learning and results,
26 of the department of education or the deputy director's
27 designee.
28 c. One member shall represent the area education
29 agencies.
30 d. One member shall represent the Iowa state
31 education association.
32 3. The person representing the area education
33 agency shall convene the initial meeting. The task
34 force shall elect one of its members as chairperson.
35 After the initial meeting, the task force shall
36 meet at the time and place specified by call of the
37 chairperson. The department of education shall provide
38 staffing services for the task force.
39 4. To the extent>
40 20. Page 10, line 8, after <69.16C.> by inserting:
41 <5. The task force shall develop a statewide
42 teacher evaluation system and a statewide administrator
43 evaluation system that standardize the instruments and
44 processes used by school districts, charter schools,
45 and accredited nonpublic schools throughout the
46 state to evaluate teachers and administrators. The
47 components of the statewide teacher evaluation system
48 shall include but not be limited to the following:
49 a. Direct observation of classroom teaching
50 behaviors.

1 b. Balanced consideration of student growth
2 measures, when available for tested subjects and
3 grades, to supplement direct observation of classroom
4 teaching behaviors.
5 c. Integration of the Iowa teaching standards.
6 d. System applicability to teachers in all content
7 areas taught in a school.
8 6.>
9 21. Page 10, line 12, before <The> by inserting:
10 <7.>
11 22. Page 10, line 17, by striking <The> and
12 inserting <If funds are appropriated by the general
13 assembly, the>
14 23. Page 11, line 24, after <examiners,> by
15 inserting <an organization representing school boards,
16 the>
17 24. Page 12, line 2, by striking <The> and
18 inserting <If funds are appropriated by the general
19 assembly, the>
20 25. Page 12, line 9, after <teachers,> by inserting
21 <an organization representing school boards,>
22 26. By striking page 13, line 13, through page 15,
23 line 33, and inserting:
24 <Sec. _____. Section 256.2, Code 2011, is amended by
25 adding the following new subsection:
26 NEW SUBSECTION. 2A. "Online learning" and "online
27 coursework" mean educational instruction and content
28 which is delivered primarily over the internet.
29 "Online learning" and "online coursework" do not include
30 printed-based correspondence education, broadcast
31 television or radio, videocassettes, or stand-alone
32 educational software programs that do not have a
33 significant internet-based instructional component.
34 Sec. _____. Section 256.7, Code Supplement 2011, is
35 amended by adding the following new subsection:
36 NEW SUBSECTION. 33. Adopt rules for online
37 learning in accordance with sections 256.24 and
38 256.24A.
39 Sec. _____. Section 256.7, subsection 7, paragraph d,
40 Code Supplement 2011, is amended to read as follows:
41 d. For the purpose purposes of the rules adopted
42 by the state board, telecommunications this chapter,
43 "telecommunications" means narrowcast communications
44 through systems that are directed toward a narrowly
45 defined audience and includes interactive live
46 communications. For purposes of this chapter,
47 "telecommunications" does not include online learning.>
48 27. Page 16, line 2, after <districts> by inserting
49 <and accredited nonpublic schools>
50 28. Page 16, after line 7 by inserting:

1 <____. The initiative shall include an online
2 learning program model designed to prepare teachers
3 to meet the needs of students in an online learning
4 environment, including but not limited to building
5 community interaction and support, developing
6 strategies for working with virtual students, and
7 assessing virtual students.>

8 29. Page 16, by striking lines 9 through 11 and
9 inserting <be taught by a teacher licensed under
10 chapter 272 who has completed an online-learning>

11 30. Page 16, after line 14 by inserting:

12 <____. Each participating school district and
13 accredited nonpublic school shall submit its online
14 curricula to the department for review. Each
15 participating school district and accredited nonpublic
16 school shall include in its comprehensive school
17 improvement plan submitted pursuant to section 256.7,
18 subsection 21, a list and description of the online
19 coursework offered by the district.>

20 31. Page 16, line 16, after <district> by inserting
21 <or accredited nonpublic school>

22 32. Page 16, line 20, after <district> by inserting
23 <or school>

24 33. Page 16, line 24, after <district> by inserting
25 <or accredited nonpublic school>

26 34. Page 16, after line 32 by inserting:

27 <Sec. _____. **NEW SECTION. 256.24A Online learning**
28 **requirements — legislative findings and declarations.**

29 1. The general assembly finds and declares the
30 following:

31 a. That prior legislative enactments on the use of
32 telecommunications in elementary and secondary school
33 classes and courses did not contemplate and were not
34 intended to authorize participation in open enrollment
35 under section 282.18 for purposes of attending
36 online schools, contracts to provide exclusively or
37 predominantly online coursework to students, or online
38 coursework that does not use teachers licensed under
39 chapter 272 for instruction and supervision.

40 b. That online learning technology has moved
41 ahead of Iowa's statutory framework and the current
42 administrative rules of the state board, promulgated
43 over twenty years ago, are inadequate to regulate
44 today's virtual opportunities.

45 c. That telecommunications and online learning are
46 important educational tools to supplement but not to
47 replace education provided by teachers licensed under
48 chapter 272.

49 d. That the use of telecommunications and online
50 learning to replace education provided by teachers

1 licensed under chapter 272 is not an effective use of
2 taxpayer money, increases the cost of administrative
3 oversight by state and local education officials,
4 and is not in the best interests of students or their
5 educational success.

6 2. A student who participates in open enrollment
7 under section 282.18 shall not receive more than fifty
8 percent of the student's coursework through online
9 learning.

10 3. A resident student shall not receive more
11 than fifty percent of the student's coursework
12 through online learning unless the school district
13 determines that the student's circumstances make
14 such online learning necessary and appropriate for
15 medical, disciplinary, safety, drop-out prevention, or
16 enrichment purposes.

17 4. Online learning curricula shall be provided and
18 supervised by a teacher licensed under chapter 272.>

19 35. Page 17, after line 4 by inserting:

20 <Sec. _____. Section 257.6, subsection 1, paragraph
21 a, Code 2011, is amended by adding the following new
22 subparagraph:

23 NEW SUBPARAGRAPH. (8) A student participating
24 in open enrollment under section 282.18, who receives
25 more than fifty percent of the student's coursework as
26 online coursework, as defined in section 256.2, shall
27 be counted as three-tenths of one pupil.>

28 36. Page 17, by striking lines 5 through 13.

29 37. Page 18, by striking lines 23 and 24 and
30 inserting <issued by the board of educational examiners
31 for ~~employment~~ the following:>

32 38. Page 19, by striking lines 7 through 16 and
33 inserting:

34 <NEW SUBSECTION. 36. Implement continuous
35 improvement in every undergraduate program offered by
36 an institution of higher education governed by the
37 board.

38 a. A continuous improvement plan shall be developed
39 and implemented built upon the results of the
40 institution's student outcomes assessment program using
41 the following phase-in timeline:

42 (1) For each course with typical annual enrollment
43 of three hundred or more, whether in one or multiple
44 sections, a continuous improvement plan shall be
45 developed and implemented beginning in the fall
46 semester of 2013.

47 (2) For each course with typical annual enrollment
48 of two hundred or more but less than three hundred,
49 whether in one or multiple sections, a continuous
50 improvement plan shall be developed and implemented

1 beginning in the fall semester of 2014.

2 (3) For each course with a typical annual
3 enrollment of one hundred or more but less than
4 two hundred, whether in one or multiple sections, a
5 continuous improvement plan shall be developed and
6 implemented beginning in the fall semester of 2015.

7 b. For each undergraduate course the institution
8 shall collect and use the results of formative and
9 summative assessments in its continuous improvement
10 plan. The board shall annually evaluate the
11 effectiveness of the plans and shall submit an
12 executive summary of its findings and recommendations
13 in its annual strategic plan progress report, a copy of
14 which shall be submitted to the general assembly.>

15 39. Page 20, after line 10 by inserting:

16 <Sec. _____. NEW SECTION. 262.94 College readiness
17 and awareness programs.

18 The state board of regents may establish or
19 contract to establish programs designed to increase
20 college readiness and college awareness in potential
21 first-generation college students and underrepresented
22 populations. The programs may include but shall not
23 be limited to college go center programs and science
24 bound programs.>

25 40. Page 20, line 32, by striking <sufficient>

26 41. Page 22, after line 4 by inserting:

27 <Sec. _____. Section 256.44, subsection 1, unnumbered
28 paragraph 1, Code 2011, is amended to read as follows:

29 A national board certification pilot project is
30 established to be administered by the department of
31 education. A If funds are appropriated by the general
32 assembly, a teacher, as defined in section 272.1,
33 who registers for or achieves national board for
34 professional teaching standards certification, and who
35 is employed by a school district in Iowa and receiving
36 a salary as a classroom teacher, may be eligible for
37 the following:>

38 42. Page 23, line 18, by striking <sufficient>

39 43. Page 23, line 19, by striking <center> and
40 inserting <center.

41 (1) The purpose of the center shall be>

42 44. Page 23, by striking lines 22 through 26 and
43 inserting:

44 <(a) Instructional strategies for prekindergarten
45 through grade twelve to achieve literacy proficiency
46 that includes reading, reading comprehension, and
47 writing for all students.

48 (b) Strategies for identifying and providing
49 evidence-based interventions for students, beginning in
50 kindergarten, who are at risk of not achieving literacy

1 proficiency.

2 (c) Models for effective school and community
3 partnerships to improve student literacy.

4 (d) Reading assessments.

5 (e) Professional development strategies and
6 materials to support teacher effectiveness in student
7 literacy development.

8 (f) Data reports on attendance center,
9 school district, and statewide progress toward
10 literacy proficiency in the context of student,
11 attendance center, and school district demographic
12 characteristics.

13 (2) The first efforts of the center shall focus on
14 kindergarten through grade three. The center shall
15 draw upon national and state expertise in the field of
16 literacy proficiency, including experts from Iowa's
17 institutions of higher education and area education
18 agencies with backgrounds in literacy development.
19 The center shall seek support from the Iowa research
20 community in data report development and analysis
21 of available information from Iowa education data
22 sources. The center shall work with the department
23 to identify additional needs for tools and technical
24 assistance for Iowa schools to help schools achieve
25 literacy proficiency goals and seek public and private
26 partnerships in developing and accessing necessary
27 tools and technical assistance.>

28 45. Page 23, line 31, by striking <Each> and
29 inserting <If funds for such purpose are appropriated
30 by the general assembly, each>

31 46. Page 23, line 34, after <district.> by
32 inserting <The assessment shall be aligned with state
33 early learning standards and preschool programs shall
34 be encouraged to administer the assessment at least at
35 the beginning and end of the preschool program, with
36 the assessment information entered into the statewide
37 longitudinal data system. The department shall work
38 to develop agreements with head start programs to
39 incorporate similar information about four-year-old
40 children served by head start into the statewide
41 longitudinal data system.>

42 47. Page 23, line 35, after <2.> by inserting <a.>

43 48. Page 24, after line 21 by inserting:

44 <b. This subsection is repealed July 1, 2013.>

45 49. Page 24, by striking lines 25 through 31 and
46 inserting:

47 <a. A school district shall assess all students
48 enrolled in kindergarten through grade three at the
49 beginning of each school year for their level of
50 reading or reading readiness on locally determined

1 or statewide assessments, as provided in section
2 256.7, subsection 32. If funds are appropriated by
3 the general assembly, a school district shall provide
4 intensive reading instruction to any student who
5 exhibits a substantial deficiency in reading, based
6 upon the assessment, or through teacher observations.
7 The student's reading proficiency shall be>

8 50. Page 25, line 15, by striking <A> and inserting
9 <If funds are appropriated by the general assembly, a>

10 51. Page 25, by striking lines 21 and 22 and
11 inserting <deficiency, including>

12 52. Page 26, line 17, by striking <Provides> and
13 inserting <Provide>

14 53. Page 27, after line 14 by inserting:

15 <4. *Ensuring continuous improvement in reading*
16 *proficiency.*

17 a. To ensure all children are reading proficiently
18 by the end of third grade, each school district
19 shall address reading proficiency as part of its
20 comprehensive school improvement plan, drawing
21 upon information about children from assessments
22 conducted pursuant to subsection 1 and the prevalence
23 of deficiencies identified by classroom, elementary
24 school, and other student characteristics. As part
25 of its comprehensive school improvement plan, each
26 school district shall review chronic early elementary
27 absenteeism for its impact on literacy development. If
28 more than fifteen percent of an attendance center's
29 students are not proficient in reading by the end of
30 third grade, the comprehensive school improvement plan
31 shall include strategies to reduce that percentage,
32 including school and community strategies to raise the
33 percentage of students who are proficient in reading.

34 b. Each school district, subject to an
35 appropriation of funds by the general assembly, shall
36 provide professional development services to enhance
37 the skills of elementary teachers in responding to
38 children's unique reading issues and needs and to
39 increase the use of evidence-based strategies.

40 Sec. _____. CROSS-AGENCY ASSESSMENT INSTRUMENT
41 PLANNING GROUP. The department of education and the
42 early childhood Iowa state board shall collaborate
43 to form a cross-agency planning group. Members of
44 the planning group shall include teachers and school
45 leaders, and representatives from the departments of
46 public health, human services, and education, the Iowa
47 early childhood state and area boards, the state board
48 of regents, applicable nonprofit groups, and experts in
49 early childhood assessment and educational assessment.
50 The planning group shall study and select one standard,

1 multidomain assessment instrument for implementation
2 by all school districts for purposes of section
3 279.60, subsection 1. The instrument shall align with
4 agreed upon state and national curriculum standards.
5 The planning group shall study all costs associated
6 with implementing a universal assessment instrument.
7 The assessment instrument shall be administered at
8 least at the beginning and at the end of the school
9 year to measure student skills and academic growth.
10 The planning group shall submit its findings and
11 recommendations in a report to the general assembly by
12 November 15, 2012.>

13 54. Page 27, before line 15 by inserting:
14 <Sec. _____. REPEAL. Section 256D.9, Code 2011, is
15 repealed.

16 Sec. _____. EFFECTIVE DATE. The section of this
17 division of this Act that repeals section 256D.9 takes
18 effect June 30, 2012.>

19 55. Page 27, line 19, after <2013,> by inserting
20 <if funds are appropriated by the general assembly,>

21 56. Page 27, line 27, by striking <1, 2012> and
22 inserting <1>

23 57. Page 27, line 28, by striking <1, 2012.> and
24 inserting <1. A school district approved by the
25 department need not reapply in order to participate in
26 the pilot project in subsequent fiscal years.>

27 58. Page 28, line 7, by striking <seven> and
28 inserting <two and three-quarter>

29 59. Page 28, by striking lines 10 through 14 and
30 inserting <ending June 30 of the year preceding initial
31 participation in the pilot project. The total number
32 of students participating in>

33 60. Page 28, line 16, by striking <ten> and
34 inserting <twenty>

35 61. Page 28, line 17, by striking <participating>
36 and inserting <authorized to participate>

37 62. Page 28, line 24, by striking <July> and
38 inserting <June>

39 63. Page 29, after line 19 by inserting:

40 <DIVISION _____
41 CREATING OUTSTANDING INSTRUCTIONAL LEADERS
42 PILOT PROGRAM

43 Sec. _____. NEW SECTION. 256.34 Creating outstanding
44 instructional leaders pilot program.

45 1. If funds are appropriated by the general
46 assembly, the department shall establish the creating
47 outstanding instructional leaders pilot program to
48 promote excellence in the teaching profession. The
49 department shall distribute the funds appropriated in
50 the following manner each fiscal year:

1 a. The fifteen school districts in the state with
2 the highest student population shall receive funds to
3 provide for three peer coaching stipends in accordance
4 with this section.

5 b. The thirty-five school districts in the state
6 with the sixteenth through fiftieth highest student
7 population shall receive funds to provide for two peer
8 coaching stipends in accordance with this section.

9 c. Any remaining funds shall be allocated to the
10 area education agencies in proportion to the number of
11 students in the school districts in the area education
12 agencies which did not receive funds pursuant to
13 paragraph "a" or "b". The funds shall be used to
14 provide for peer coaching stipends in accordance with
15 this section for such school districts. The area
16 education agencies shall establish an application
17 process for such districts seeking funds for peer
18 coaching stipends.

19 2. A school district receiving funds shall use such
20 funds to establish yearly peer coaching stipends for
21 teachers in the amount of eight thousand dollars. A
22 school district shall use the funds in the school year
23 in which they are received and shall only use the funds
24 for the purposes provided in this section. Stipends
25 shall be awarded by the board of directors in charge of
26 a school district and shall only be awarded to teachers
27 who volunteer for the program.

28 3. A teacher receiving a peer coaching stipend
29 shall, in lieu of the teacher's daily preparation
30 activities during the school day, engage in peer
31 coaching in accordance with this section. The board of
32 directors in charge of a school district shall assign
33 peer coaches to teachers in need of additional guidance
34 in one or more aspects of the teaching profession.
35 Assignments shall be based on either a request
36 from a principal or from an individual teacher upon
37 approval of a principal. A peer coach shall still be
38 responsible for completing daily preparation activities
39 outside of the school day.

40 4. Peer coaching shall include detailed preliminary
41 discussions as to areas in which the teacher being
42 coached desires to improve; formulation of an action
43 plan to bring about such improvement; in-class
44 supervision by the peer coach; postclass discussion of
45 strengths, weaknesses, and strategies for improvement;
46 dialogue between the peer coach and students and school
47 officials regarding the teacher being coached; and
48 documentation of progress of the peer coaching.

49 5. The department shall establish by rule
50 evaluation criteria for determining the success of

1 the creating outstanding instructional leaders pilot
2 program and of individual peer coaches. Peer coaches
3 whom the department does not find effective shall not
4 be awarded a peer coaching stipend in succeeding years.

5 6. The department shall submit to the general
6 assembly by January 1, annually, a report on the
7 creating outstanding instructional leaders pilot
8 program. The report shall include the number of
9 peer coaching stipends awarded and to which school
10 districts, identifiable outcomes of the program, and
11 other pertinent information.

12 7. This section is repealed June 30, 2015.>

13 64. By striking page 29, line 20, through page 30,
14 line 25.

15 65. Title page, line 4, by striking <schools>
16 and inserting <schools, and including effective date
17 provisions>

HERMAN C. QUIRMBACH