

Senate File 423

S-3066

1 Amend Senate File 423 as follows:

- 2 1. Page 6, line 23, after <paragraph.> by inserting
3 <The eligibility of an applicant who receives a teach
4 Iowa scholar grant and who is preparing to teach in a
5 hard-to-staff subject as identified by the department
6 shall not be affected in subsequent years if the
7 department does not continue to identify that subject
8 as a hard-to-staff subject.>
- 9 2. Page 7, by striking lines 27 through 29 and
10 inserting <state models and comparable systems>
- 11 3. Page 8, line 10, by striking <section 284.7> and
12 inserting <~~section 284.7~~ this chapter>
- 13 4. Page 11, by striking lines 7 and 8 and inserting
14 <implementing a state model or comparable system
15 approved as provided>
- 16 5. Page 12, line 28, after <284.15> by inserting
17 <and to pay salary supplements to teachers assigned
18 to leadership roles, to increase the percentages of
19 teachers assigned to leadership roles, to increase
20 the minimum teacher salaries, to cover the costs
21 for the time when teachers assigned to leadership
22 roles are not providing instruction to students in
23 a classroom, for coverage of a classroom when an
24 initial or career teacher is observing or coteaching
25 with a teacher assigned to a leadership role, for
26 professional development time to learn best practices
27 associated with the leadership process, for other costs
28 associated with a comparable system pursuant to section
29 284.15, and to accomplish goals that include improving
30 instruction and elevating the quality of teaching and
31 student learning>
- 32 6. Page 13, by striking line 12 and inserting:
33 <Sec. ____ . Section 284.2, subsections 1 and 8, Code
34 2013, are amended>
- 35 7. Page 13, after line 27 by inserting:
36 <8. "*Performance review*" means a summative
37 evaluation of a teacher other than a beginning
38 teacher and used to determine whether the teacher's
39 practice meets school district expectations and the
40 Iowa teaching standards, and to determine whether the
41 teacher's practice meets school district expectations
42 for career advancement in accordance with ~~section 284.7~~
43 this chapter.>
- 44 8. Page 14, by striking lines 31 and 32 and
45 inserting <incorporating the salary minimums required
46 ~~in section 284.7~~ in accordance with this chapter. The
47 combined salary schedule must use only the>
- 48 9. By striking page 16, line 18, through page 21,
49 line 20, and inserting:
50 <Sec. ____ . Section 284.7, subsection 1, paragraph

1 a, subparagraph (2), Code 2013, is amended to read as
2 follows:

3 ~~(2) Beginning July 1, 2008~~ Except as provided in
4 a state model or comparable system approved pursuant
5 to section 284.15, the minimum salary for a beginning
6 teacher shall be twenty-eight thousand dollars.

7 Sec. _____. Section 284.7, subsection 1, paragraph
8 b, subparagraph (2), Code 2013, is amended to read as
9 follows:

10 ~~(2) Beginning July 1, 2008~~ Except as provided in
11 a state model or comparable system approved pursuant
12 to section 284.15, the minimum salary for a first-year
13 career teacher shall be thirty thousand dollars.

14 Sec. _____. Section 284.7, subsection 5, Code 2013,
15 is amended by striking the subsection and inserting in
16 lieu thereof the following:

17 5. This section is repealed July 1, 2016.>

18 10. By striking page 23, line 13, through page 35,
19 line 27, and inserting:

20 <Sec. _____. **NEW SECTION. 284.15 Career path,**
21 **leadership role, and compensation model and comparable**
22 **system requirements.**

23 1. *Common provisions for models and comparable*
24 *systems.* Except as otherwise provided in this section,
25 all models specified in sections 284.16, 284.17, and
26 284.18, and any comparable system described in section
27 284.19, shall be approved under subsection 12 and shall
28 meet the requirements of this section.

29 2. *Salary supplements and appeal.* The salary
30 supplement received by teachers pursuant to section
31 257.10, subsection 12, shall fully cover the salary
32 costs of any additional contract days required of
33 teachers under a state model or comparable system
34 approved pursuant to this section. If a teacher
35 ends or completes a leadership role assignment, the
36 teacher shall no longer receive a salary supplement for
37 performance in a leadership role unless the teacher
38 is issued a new contract for assignment in another
39 leadership role. Notwithstanding any provision of
40 law to the contrary, the determinations of salary
41 supplements paid from moneys received pursuant to
42 section 257.10, subsection 12, are not subject to
43 appeal.

44 3. *Review councils.* The school board implementing
45 a state model pursuant to section 284.16, 284.17, or
46 284.18, shall appoint a site-based review council if
47 the school district has a certified enrollment of six
48 hundred or more students, or a district-based selection
49 council if the school district has a certified
50 enrollment of less than six hundred students.

1 a. Each council shall be comprised of equal numbers
2 of teachers and administrators. Teacher members
3 shall include teachers who have been nominated by
4 the certified employee organization that represents
5 the school district's teachers, if such organization
6 exists, or, if such organization does not exist, by a
7 teacher quality committee.

8 b. The council shall accept and review applications
9 submitted to the school's or the school district's
10 administration for assignment or reassignment in
11 a leadership role and shall make recommendations
12 regarding the applications to the superintendent of the
13 school district. In developing recommendations, the
14 council shall utilize measures of teacher effectiveness
15 and professional growth, consider the needs of the
16 school district, and review the performance and
17 professional development of the applicants. Any
18 teacher recommended by a review council for assignment
19 or reassignment in a leadership role shall have
20 demonstrated to the council's satisfaction competency
21 on the Iowa teaching standards as set forth in section
22 284.3.

23 4. *Leadership role assignment.* An assignment to a
24 teacher leadership role pursuant to this chapter shall
25 be subject to review by the school's or the school
26 district's administration at least annually. The
27 review shall include peer feedback on the effectiveness
28 of the teacher's performance of duty specific to the
29 teacher's leadership role. A teacher who completes
30 the time period of assignment in a teacher leadership
31 role may apply to the school's or the school district's
32 administration for assignment in a new role if
33 appropriate or for reassignment.

34 5. *Status quo.* A teacher employed in a school
35 district shall not receive less compensation in that
36 district than the teacher received in the school year
37 preceding participation, as set forth in section 284.4,
38 due to implementation of a state model or comparable
39 system approved pursuant to this section. A teacher
40 who achieves national board for professional teaching
41 standards certification and meets the requirements of
42 section 256.44 shall continue to receive the award
43 as specified in section 256.44 in addition to the
44 compensation set forth in this chapter.

45 6. *Early implementation.* Prior to July 1, 2016, a
46 school district may apply to the commission on educator
47 leadership and compensation for early implementation
48 of a state model set forth in section 284.16, 284.17,
49 or 284.18, or a comparable system set forth in section
50 284.19.

1 7. *Implementation.* On or after July 1, 2016, each
2 school district shall implement a state model set forth
3 in section 284.16, 284.17, or 284.18, or a comparable
4 system set forth in section 284.19 for which the school
5 district received approval pursuant to this section.
6 Compliance with this section shall be determined by
7 the accreditation team authorized pursuant to section
8 256.11. A school district shall not be required to
9 fully implement a state model or comparable system
10 pursuant to this section if implementation costs
11 exceed the state school foundation aid, including the
12 moneys received under section 257.10, subsections
13 9 and 12, the school district receives. However,
14 if a school district's implementation costs exceed
15 such state school foundation aid, the school district
16 shall implement as much of the approved state model or
17 comparable system as reasonably possible, and shall, at
18 a minimum, meet the minimum salary requirements for an
19 Iowa teacher as provided in section 284.17, subsection
20 1, paragraph "a".

21 8. *Approval.* The department shall establish
22 criteria and an application process for approval of the
23 implementation of a state model set forth in section
24 284.16, 284.17, or 284.18, or a comparable system set
25 forth in section 284.19, which a school district may
26 implement pursuant to subsection 6, or shall implement
27 in accordance with subsection 7.

28 9. *Teachers emeritus.* A school district is
29 encouraged to utilize appropriately licensed teachers
30 emeritus in the implementation of this section and
31 sections 284.16 through 284.19.

32 10. *Attendance center applicability.* A state model
33 or comparable system approved and implemented by a
34 school district in accordance with this section and
35 sections 284.16 through 284.19 shall be applicable to
36 teachers in every attendance center operated by the
37 school district.

38 11. *Planning grants.* Contingent on a specific
39 appropriation for these purposes, a school district
40 may apply to the commission on educator leadership
41 and compensation established pursuant to subsection
42 12 for a planning grant to design an implementation
43 strategy for a state model set forth in section 284.16,
44 284.17, or 284.18, or a comparable system set forth
45 in section 284.19. The planning grant shall be used
46 to facilitate a local decision-making process that
47 includes representation of administrators, teachers,
48 and parents and guardians of students. The department
49 shall establish and make available an application for
50 the awarding of planning grants for purposes of this

1 subsection.

2 12. *Commission on educator leadership and*
3 *compensation.* The department shall establish, and
4 provide staffing and administrative support for a
5 commission on educator leadership and compensation.
6 The commission shall monitor with fidelity the
7 implementation of the state models and comparable
8 systems by school districts approved pursuant to
9 this section. The commission shall evaluate the
10 applications submitted for approval pursuant to
11 this section and shall approve or disapprove such
12 applications. If the commission disapproves an
13 application, the commission shall specify the reasons
14 for disapproval. A school district that receives
15 approval to implement a state model or comparable
16 system under this section is eligible to receive funds
17 under section 257.10, subsection 12. An application
18 for implementation of a state model or comparable
19 system shall only be approved if the school district
20 receives state school foundation aid, including the
21 moneys received under section 257.10, subsections 9
22 and 12, in an amount that will cover the costs of the
23 state model or comparable system approved pursuant to
24 this section. In addition, the commission shall review
25 the use and effectiveness of the funds distributed
26 to school districts for supplemental assistance to
27 teachers in high-need schools under section 284.11.

28 a. The commission shall be comprised of the
29 following:

30 (1) Five teachers selected by the Iowa state
31 education association.

32 (2) Three administrators selected by the school
33 administrators of Iowa.

34 (3) Two school board members selected by the Iowa
35 association of school boards.

36 (4) Each president or president's designee of
37 the Iowa state education association, the school
38 administrators of Iowa, and the Iowa association of
39 school boards.

40 (5) The director or the director's designee.

41 b. Members shall be appointed to staggered
42 three-year terms which shall begin and end as provided
43 in section 69.19. Appointments shall comply with
44 sections 69.16, 69.16A, and 69.16C. Vacancies on the
45 commission shall be filled in the same manner as the
46 original appointment. A person appointed to fill a
47 vacancy shall serve only for the unexpired portion
48 of the term. Members are entitled to reimbursement
49 of actual expenses incurred in performance of their
50 official duties.

1 c. By December 15 annually, the commission shall
2 submit its findings and any recommendations, including
3 but not limited to any recommendations for changes
4 relating to this section and sections 284.16 through
5 284.19, and for changes to section 284.11 relating to
6 state supplemental assistance to teachers in high-need
7 schools, in a report to the director, the state board,
8 the governor, and the general assembly.

9 13. *Teacher leadership supplement foundation*
10 *aid. a.* Teacher leadership supplement foundation
11 aid calculated under section 257.10, subsection 12,
12 shall be paid as part of the state aid payments made to
13 school districts in accordance with section 257.16.

14 *b.* Notwithstanding section 284.3A, teacher
15 leadership supplement foundation aid shall not be
16 combined with regular wages to create a combined
17 salary.

18 *c.* The teacher leadership supplement district cost
19 as calculated under section 257.10, subsection 12, is
20 not subject to a uniform reduction in accordance with
21 section 8.31.

22 *d.* Except as otherwise provided by law for a fiscal
23 year, of the amount appropriated statewide for that
24 fiscal year for payment of the teacher leadership
25 supplement pursuant to section 257.10, subsection 12,
26 the department may use an amount not to exceed five
27 hundred thousand dollars to provide administration and
28 oversight of the state models and comparable systems
29 approved and implemented pursuant to this section and
30 section 284.16, 284.17, 284.18, or 284.19; and to fund
31 up to two full-time equivalent positions which shall be
32 in addition to the number of positions authorized for
33 the fiscal year.

34 Sec. ____ . NEW SECTION. 284.16 **Teacher leadership**
35 **framework model.**

36 1. *Teacher leadership framework model —*
37 *purposes.* To promote continuous improvement in Iowa's
38 quality teaching workforce and to give Iowa teachers
39 the opportunity for career recognition that reflects
40 the various roles teachers play as educational leaders,
41 a teacher leadership framework model is established
42 for teachers employed by school districts. A teacher
43 employed by an area education agency may be included in
44 a framework model established by a school district if
45 the area education agency and the school district enter
46 into a contract for such purpose. The framework model
47 is designed to accomplish the following goals:

48 *a.* To attract able and promising new teachers by
49 offering competitive starting salaries and offering
50 short-term and long-term professional development and

1 leadership opportunities.

2 *b.* To retain effective teachers by providing
3 enhanced career opportunities.

4 *c.* To promote collaboration by developing and
5 supporting opportunities for teachers in schools and
6 school districts statewide to learn from each other.

7 *d.* To reward professional growth and effective
8 teaching by providing for career opportunities that
9 come with increased leadership responsibilities and
10 involve increased compensation.

11 *e.* To improve student achievement by strengthening
12 instruction.

13 2. *Model requirements.* The teacher leadership
14 framework model requirements shall be as follows:

15 *a. Initial teacher.*

16 (1) The salary for an initial teacher who has
17 successfully completed an approved practitioner
18 preparation program as defined in section 272.1 or
19 holds an initial or intern teacher license issued
20 under chapter 272, and who participates in the initial
21 teacher mentoring and induction program as provided in
22 this chapter, shall be at least thirty-five thousand
23 dollars, which shall also constitute the minimum salary
24 for an Iowa teacher.

25 (2) An initial teacher shall complete a teacher
26 residency during the first year of employment that has
27 all of the following characteristics:

28 (a) Mentoring by a mentor teacher or lead teacher.

29 (b) Sufficient collaboration time for the initial
30 teacher in the residency year to be able to observe and
31 learn from more experienced teachers, mentor teachers,
32 and lead teachers employed by school districts located
33 in this state.

34 (c) A teaching load of not more than seventy-five
35 percent student instruction to allow the initial
36 teacher time for observation and learning.

37 (d) A teaching contract issued under section
38 279.13 that establishes an employment period which
39 is five days longer than that required for career
40 teachers employed by the school district of employment.
41 The five additional contract days shall be used to
42 strengthen instructional leadership in accordance with
43 this section.

44 (e) Frequent observation, evaluation, and
45 professional development opportunities.

46 *b. Career teacher.* A career teacher is a teacher
47 who meets the requirements of section 284.17,
48 subsection 1, paragraph "b", subparagraph (1).
49 Beginning July 1, 2014, the minimum salary for a
50 first-year career teacher shall be thirty-seven

1 thousand dollars.

2 *c. Model teacher.* A model teacher is a teacher
3 who meets the requirements of paragraph "b", has met
4 the requirements established by the school district
5 that employs the teacher, is evaluated by the school
6 district as demonstrating the competencies of a model
7 teacher, has participated in a rigorous review process,
8 and has been recommended for a one-year assignment
9 as a model teacher by a site-based or district-based
10 review council appointed pursuant to section 284.15,
11 subsection 3. A school district shall set as a
12 goal the designation of at least ten percent of
13 its teachers as model teachers, though the district
14 may enter into an agreement with one or more other
15 districts or an area education agency to meet this
16 goal through a collaborative arrangement. The terms
17 of the teaching contracts issued under section 279.13
18 to model teachers shall exceed by five days the terms
19 of teaching contracts issued under section 279.13 to
20 career teachers, and the five additional contract days
21 shall be used to strengthen instructional leadership in
22 accordance with this section. A model teacher shall
23 receive annually a salary supplement of at least two
24 thousand dollars.

25 *d. Mentor teacher.* A mentor teacher is a
26 teacher who is evaluated by the school district as
27 demonstrating the competencies and superior teaching
28 skills of a mentor teacher, and has been recommended
29 for a one-year assignment as a mentor teacher by a
30 site-based or district-based review council appointed
31 pursuant to section 284.15, subsection 3. In addition,
32 a mentor teacher shall hold a valid license issued
33 under chapter 272, participate in teacher professional
34 development as outlined in this chapter, demonstrate
35 continuous improvement in teaching, and possess the
36 skills and qualifications to assume leadership roles.
37 A mentor teacher shall have a teaching load of not
38 more than seventy-five percent student instruction to
39 allow the teacher to mentor other teachers. A school
40 district shall set as a goal the designation of at
41 least ten percent of its teachers as mentor teachers,
42 though the district may enter into an agreement with
43 one or more other districts or an area education
44 agency to meet this goal through a collaborative
45 arrangement. The terms of the teaching contracts
46 issued under section 279.13 to mentor teachers shall
47 exceed by ten days the terms of teaching contracts
48 issued under section 279.13 to career teachers, and
49 the ten additional contract days shall be used to
50 strengthen instructional leadership in accordance with

1 this section. A mentor teacher shall receive annually
2 a salary supplement of at least five thousand dollars.
3 *e. Lead teacher.* A lead teacher is a teacher
4 who holds a valid license issued under chapter 272
5 and has been recommended for a one-year assignment
6 as a lead teacher by a site-based or district-based
7 review council appointed pursuant to section 284.15,
8 subsection 3. The recommendation from the council must
9 assert that the teacher possesses superior teaching
10 skills and the ability to lead adult learners. A lead
11 teacher shall assume leadership roles that may include
12 but are not limited to the planning and delivery of
13 professional development activities designed to improve
14 instructional strategies; the facilitation of an
15 instructional leadership team within the lead teacher's
16 building, school district, or other school districts;
17 the mentoring of other teachers; and participation in
18 the evaluation of student teachers. A lead teacher
19 shall have a teaching load of not more than fifty
20 percent student instruction to allow the lead teacher
21 to spend time on co-teaching; co-planning; peer
22 reviews; observing career teachers, model teachers,
23 and mentor teachers; and other duties mutually agreed
24 upon by the superintendent and the lead teacher. A
25 school district shall set as a goal the designation of
26 at least five percent of its teachers as lead teachers,
27 though the district may enter into an agreement with
28 one or more other districts or an area education
29 agency to meet this goal through a collaborative
30 arrangement. The terms of the teaching contracts
31 issued under section 279.13 to lead teachers shall
32 exceed by fifteen days the terms of teaching contracts
33 issued under section 279.13 to career teachers, and
34 the fifteen additional contract days shall be used to
35 strengthen instructional leadership in accordance with
36 this section. A lead teacher shall receive annually a
37 salary supplement of at least ten thousand dollars.

38 *3. Requirements for implementation and receipt*
39 *of teacher leadership supplement funds.* Except as
40 otherwise provided in section 284.15, a school district
41 shall meet the requirements of section 284.15 in order
42 to implement a teacher leadership framework model
43 pursuant to this section and to be eligible to receive
44 funds under section 257.10, subsection 12.

45 **Sec. ____.** **NEW SECTION. 284.17 Iowa teacher career**
46 **path model.**

47 *1. Iowa teacher career path model.* To promote
48 continuous improvement in Iowa's quality teaching
49 workforce and to give Iowa teachers the opportunity
50 for career recognition that reflects the various roles

1 teachers play as educational leaders, an Iowa teacher
2 career path model is established for teachers employed
3 by school districts. The Iowa teacher career path
4 model requirements and the model's salary minimums are
5 as follows:

6 *a. Beginning teacher.*

7 (1) A beginning teacher is a teacher who meets the
8 following requirements:

9 (a) Has successfully completed an approved
10 practitioner preparation program as defined in section
11 272.1 or holds an intern teacher license issued under
12 chapter 272.

13 (b) Holds an initial or intern teacher license
14 issued under chapter 272.

15 (c) Participates in the beginning teacher mentoring
16 and induction program as provided in this chapter.

17 (2) Beginning July 1, 2014, the minimum salary
18 for a beginning teacher shall be thirty-five thousand
19 dollars.

20 *b. Career teacher.*

21 (1) A career teacher is a teacher who holds a
22 statement of professional recognition issued under
23 chapter 272 or who meets the following requirements:

24 (a) Has successfully completed the beginning
25 teacher mentoring and induction program and has
26 successfully completed a comprehensive evaluation.

27 (b) Is reviewed by the school district as
28 demonstrating the competencies of a career teacher.

29 (c) Holds a valid license issued under chapter 272.

30 (d) Participates in teacher professional
31 development as set forth in this chapter and
32 demonstrates continuous improvement in teaching.

33 (2) Beginning July 1, 2014, the minimum salary
34 for a first-year career teacher shall be thirty-seven
35 thousand dollars.

36 *c. Career II teacher.*

37 (1) A career II teacher is a teacher who meets the
38 requirements of paragraph "b", has met the requirements
39 established by the school district that employs the
40 teacher, and is evaluated by the school district
41 as demonstrating the competencies of a career II
42 teacher. The teacher shall have successfully completed
43 a performance review in order to be classified as a
44 career II teacher. Beginning July 1, 2014, the minimum
45 salary for a first-year career II teacher shall be
46 forty-two thousand dollars.

47 (2) The contract term for a career II teacher
48 shall exceed the contract term issued to a career
49 teacher under section 279.13 by an additional five
50 days. Approximately twenty-five percent of the career

1 II teacher's total contract time shall be spent on
2 noninstructional duties, which may include but not be
3 limited to time spent mentoring beginning and career
4 teachers and supervising student teachers who are
5 participating in a field experience pursuant to section
6 272.25. Allocation of the career II teacher's time
7 shall be mutually agreed to by the teacher and the
8 school district.

9 (3) As an alternative to the twenty-five percent
10 noninstructional time requirement of subparagraph
11 (2), a career II teacher may spend at least five
12 hours per week as a peer coach. Compensation for peer
13 coaching duties shall be computed using the career
14 II teacher's hourly rate of compensation for the
15 additional duties, which shall be performed during
16 normal, noninstructional contract time. For purposes
17 of this subparagraph, "*peer coaching*" means additional
18 guidance in one or more aspects of the teaching
19 profession provided to a teacher. Assignment as a
20 peer coach shall be based on either a request from a
21 principal or from an individual teacher upon approval
22 of a principal. Peer coaching shall include detailed
23 preliminary discussions as to areas in which the
24 teacher being coached desires to improve; formulation
25 of an action plan to bring about such improvement;
26 in-class supervision by the peer coach; postclass
27 discussion of strengths, weaknesses, and strategies
28 for improvement; and dialogue between the peer coach
29 and students and school officials regarding the
30 teacher being coached. A peer coach shall coordinate
31 peer coaching activities relating to training and
32 professional development with an area education agency
33 where appropriate.

34 *d. Advanced teacher.*

35 (1) An advanced teacher is a teacher who meets the
36 following requirements:

37 (a) Receives the recommendation of the review panel
38 that the teacher possesses superior teaching skills and
39 that the teacher should be classified as an advanced
40 teacher.

41 (b) Holds a valid license issued under chapter 272.

42 (c) Participates in teacher professional
43 development as outlined in this chapter and
44 demonstrates continuous improvement in teaching.

45 (d) Possesses the skills and qualifications to
46 assume leadership roles.

47 (2) Beginning July 1, 2014, the minimum salary
48 for a first-year advanced teacher shall be fifty
49 thousand five hundred dollars. In conjunction with the
50 development of the review panel pursuant to section

1 284.9, the department shall make recommendations to
2 the general assembly by January 1, 2015, regarding
3 the appropriate district-to-district recognition for
4 advanced teachers and methods that facilitate the
5 transition of a teacher to the advanced level.

6 (3) The contract term for an advanced teacher shall
7 exceed the contract term issued to a career teacher
8 under section 279.13 by an additional ten days. The
9 goal of the contract shall be that at least fifty
10 percent of the advanced teacher's total contract time
11 be spent on noninstructional duties, which may include
12 but not be limited to time spent mentoring beginning
13 and career teachers and supervising student teachers
14 who are participating in a field experience pursuant to
15 section 272.25; developing, planning, and organizing
16 professional development; organizing peer review
17 groups; and selecting course materials. Allocation of
18 the advanced teacher's time shall be mutually agreed to
19 by the teacher and the school district.

20 (4) An advanced teacher may engage in peer
21 coaching under the conditions specified in paragraph
22 "c", subparagraph (3), and if so, compensation for
23 peer coaching duties shall be computed using the
24 advanced teacher's hourly rate of compensation for the
25 additional duties, which shall be performed during
26 normal noninstructional contract time.

27 2. *Staffing goals.* Each school district approved
28 under section 284.15 to implement the model in
29 accordance with this section shall meet the following
30 staffing requirements:

31 a. Employ at least one career II teacher in each
32 elementary school.

33 b. Employ at least one advanced teacher for every
34 three career II teachers employed.

35 c. Employ at least one career II teacher for each
36 of the following subject areas taught in secondary
37 school: English, mathematics, science, and social
38 studies.

39 3. *Promotions.* A teacher shall be promoted one
40 level at a time and a teacher promoted to the next
41 career level shall remain at that level for at least
42 one year before requesting promotion to the next career
43 level.

44 4. *Requirements for implementation and receipt*
45 *of teacher leadership supplement funds.* Except as
46 otherwise provided in section 284.15, a school district
47 shall meet the requirements of section 284.15 in order
48 to implement an Iowa teacher career path model pursuant
49 to this section and to be eligible to receive funds
50 under section 257.10, subsection 12.

1 Sec. ____ . NEW SECTION. 284.18 Instructional coach
2 model.

3 1. *Instructional coach model.* The instructional
4 coach and curriculum and professional development
5 leader model shall include, at a minimum, the following
6 components:

7 a. *Beginning and career teacher levels.* The
8 beginning teacher and career teacher levels and minimum
9 salaries specified in section 284.17, subsection 1,
10 paragraphs "a" and "b", and the residency requirement
11 for a first-year beginning teacher that shall be the
12 same as set forth for an initial teacher in section
13 284.16, subsection 2, paragraph "a", subparagraph (2).

14 b. *Instructional coach level.* An instructional
15 coach shall, at a minimum, meet the requirements
16 specified for a career teacher in section 284.17,
17 subsection 1, paragraph "b", and engage full-time
18 in instructional coaching. For purposes of this
19 paragraph, "instructional coaching" means additional
20 guidance in one or more aspects of the teaching
21 profession provided to teachers. Assignment as an
22 instructional coach shall be based on either a request
23 from a principal or from an individual teacher upon
24 approval of a principal. Instructional coaching
25 shall include detailed preliminary discussions as
26 to areas in which the teacher being coached desires
27 to improve; formulation of an action plan to bring
28 about such improvement; in-class supervision by the
29 instructional coach; postclass discussion of strengths,
30 weaknesses, and strategies for improvement; and
31 dialogue between the instructional coach and students
32 and school officials regarding the teacher being
33 coached. An instructional coach shall coordinate
34 instructional coaching activities relating to training
35 and professional development with an area education
36 agency where appropriate. An instructional coach shall
37 receive a stipend of not less than five thousand nor
38 more than seven thousand dollars annually in addition
39 to the teacher's salary as a career teacher. A school
40 district approved to implement the instructional coach
41 model pursuant to section 284.15 shall employ one
42 instructional coach at each attendance center or at
43 least one instructional coach for every five hundred
44 students enrolled in an attendance center, whichever
45 number is greater.

46 c. *A curriculum and professional development leader*
47 *level.* A curriculum and professional development
48 leader shall, at a minimum, meet the requirements
49 specified for a model teacher in section 284.16,
50 subsection 2, paragraph "c", and shall receive

1 additional training during the summer at the expense of
2 the school district. While receiving training pursuant
3 to this paragraph "c", the teacher shall be paid an
4 additional salary amount for time beyond the school
5 district's normal teaching contract. The contract
6 term for a curriculum and professional development
7 leader shall exceed the contract term issued to a model
8 teacher under section 279.13 by an additional fifteen
9 days, and the curriculum and professional development
10 leader shall receive a stipend of not less than ten
11 thousand nor more than twelve thousand dollars annually
12 in addition to the teacher's salary as a model teacher.
13 A curriculum and professional development leader shall
14 do the following:

15 (1) Provide and demonstrate teaching on an ongoing
16 basis.

17 (2) Routinely work strategically with teachers in
18 planning, monitoring, reviewing, and implementing best
19 instructional practices.

20 (3) Daily observe and coach teachers in effective
21 instructional practices.

22 (4) Plan, facilitate, and routinely schedule
23 literacy team meetings, professional study groups,
24 and staff development sessions in best instructional
25 practices.

26 (5) Routinely use sustained coaching cycles to
27 support teacher growth and reflective practices.

28 (6) Work with and train classroom teachers to
29 provide interventions aligned by subject area.

30 (7) If assigned by the district, work in a new
31 model classroom, or provide daily support to existing
32 model classroom teachers' implementation efforts.

33 (8) Assist the building principal in developing and
34 implementing a professional development plan.

35 (9) Meet weekly with the building principal and the
36 building's guidance counselors.

37 (10) Support instruction and learning through the
38 use of technology.

39 (11) Actively participate in collaborative problem
40 solving and reflective practices which include but
41 are not limited to professional study groups, peer
42 observations, grade level planning, and weekly team
43 meetings.

44 2. *Requirements for implementation and receipt*
45 *of teacher leadership supplement funds.* Except as
46 otherwise provided in section 284.15, a school district
47 shall meet the requirements of section 284.15 in order
48 to implement an instructional coach model pursuant to
49 this section and to be eligible to receive funds under
50 section 257.10, subsection 12.

1 Sec. ____ . NEW SECTION. 284.19 Comparable system
2 criteria.

3 1. *Minimum requirements for comparable systems.* Any
4 Iowa teacher career path, leadership role, and
5 compensation model or comparable system approved
6 pursuant to section 284.15 and this section shall
7 include, at a minimum, the following components:

8 a. A minimum salary and a residency as provided in
9 section 284.16, subsection 2, paragraph "a".

10 b. Additional levels of compensation for
11 differentiated teacher roles, which shall not be less
12 than the per diem rate established for regular teaching
13 duties at the specified level prior to implementation
14 of the comparable system.

15 c. Multiple, differentiated teacher leadership
16 roles beyond the beginning or initial teacher and
17 career teacher levels, with a goal of making such
18 levels available to at least twenty-five percent of the
19 teacher workforce. Compensation at the differentiated
20 levels shall be commensurate with the additional
21 responsibilities of teachers who accept leadership
22 roles.

23 d. A rigorous selection process that involves
24 teachers in determining placement in, and retention
25 of, teacher leadership positions. The process shall
26 include the following components:

27 (1) Site-based selection committees for districts
28 with certified enrollments of six hundred or more
29 students, or district-based selection committees for
30 districts with certified enrollments of less than six
31 hundred students.

32 (2) A requirement that a teacher chosen for a
33 leadership role have not less than three years of
34 experience in the school district.

35 (3) Exclusion of a teacher in a leadership role
36 from supervisory duties.

37 (4) A requirement that teacher leaders be
38 responsible for modeling best instructional practice,
39 mentoring initial teachers, acting as liaisons with
40 families, and helping colleagues prepare for peer group
41 reviews and evaluations conducted pursuant to section
42 284.8. Teacher leaders shall not be responsible for
43 purely administrative duties.

44 (5) Authorization for teacher leaders to
45 participate in a peer group review under section 284.8.

46 e. A professional development system facilitated
47 by teachers and aligned with the Iowa professional
48 development model adopted by the state board.

49 f. Hiring permanent professional staff, including
50 but not limited to retired teachers, at competitive

1 rates, in order for an attendance center or school
2 district to give teacher leaders time to focus on
3 leadership duties.

4 2. *Requirements for implementation and receipt*
5 *of teacher leadership supplement funds.* Except as
6 otherwise provided in section 284.15, a school district
7 shall meet the requirements of section 284.15 in order
8 to implement a comparable system pursuant to this
9 section and to be eligible to receive funds under
10 section 257.10, subsection 12.>

11 11. Page 38, line 14, by striking <2018> and
12 inserting <2019>

13 12. By renumbering as necessary.

HERMAN C. QUIRMBACH