

SENATE/HOUSE FILE \_\_\_\_\_  
BY (PROPOSED DEPARTMENT OF  
EDUCATION BILL)

**A BILL FOR**

1 An Act relating to the components of a comparable system of  
2 career paths and compensation for school districts.  
3 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. Section 284.17, Code 2018, is amended to read as  
2 follows:

3 **284.17 Comparable system criteria.**

4 1. Any comparable system of career paths and compensation  
5 for teachers approved pursuant to section 284.15, including the  
6 instructional coach model set forth in section 284.16, shall  
7 include, at a minimum, all of the following components:

8 ~~1.~~ a. A minimum salary of thirty-three thousand five  
9 hundred dollars for a full-time teacher.

10 ~~2.~~ b. Increased support for new teachers and veteran  
11 teachers where appropriate, such as additional coaching,  
12 mentoring, and opportunities for observing exceptional  
13 instructional practice.

14 ~~3.~~ c. Differentiated, multiple teacher leadership roles  
15 beyond the initial teacher and career teacher levels, in which  
16 a goal of at least twenty-five percent of the teacher workforce  
17 serves additional contract days with compensation commensurate  
18 with the responsibilities for the leadership role. A district  
19 shall demonstrate that a good-faith effort has been made to  
20 attain participation by twenty-five percent of the teacher  
21 workforce and that no other practical alternative is available  
22 to meet the goal. These leadership roles may include but shall  
23 not be limited to all of the following:

24 ~~a.~~ (1) Instructional coaches who engage full-time or  
25 part-time in instructional coaching.

26 ~~b.~~ (2) Peer coaches who provide additional guidance in one  
27 or more aspects of the teaching profession to other teachers  
28 during normal noninstructional time. Peer coaches may be used  
29 only as one element of a more extensive teacher leadership  
30 plan.

31 ~~c.~~ (3) Curriculum and professional development leaders who  
32 engage full-time or part-time in the planning, development, and  
33 implementation of curriculum and professional development.

34 ~~d.~~ (4) Model teachers who teach full-time and serve as  
35 models of exemplary teaching practice.

1 ~~e.~~ (5) Mentor teachers who teach full-time or part-time and  
2 also support the professional development of initial and career  
3 teachers.

4 ~~f.~~ (6) Lead teachers who teach full-time or part-time and  
5 also plan and deliver professional development activities or  
6 engage in other activities designed to improve instructional  
7 strategies.

8 ~~4.~~ d. A rigorous selection process for placement into  
9 and retention in teacher leadership roles. The process shall  
10 include all of the following components:

11 ~~a.~~ (1) The use of measures of effectiveness and  
12 professional growth to determine suitability for the role.

13 ~~b.~~ (2) A selection committee that includes teachers and  
14 administrators who shall accept and review applications for  
15 assignment or reassignment to a teacher leadership role and  
16 shall make recommendations regarding the applications to the  
17 superintendent of the school district.

18 ~~c.~~ (3) An annual review of the assignment to a teacher  
19 leadership role by the school's or school district's  
20 administration. The review shall include peer feedback on the  
21 effectiveness of the teacher's performance of duty specific to  
22 the teacher's leadership role. A teacher who completes the  
23 time period of assignment to a leadership role may apply to the  
24 school's or the school district's administration for assignment  
25 in a new leadership role, if appropriate, or for reassignment.

26 ~~d.~~ (4) A requirement that a teacher assigned to a  
27 leadership role must have at least three years of teaching  
28 experience, and at least one year of experience in the school  
29 district.

30 ~~5.~~ e. A professional development system facilitated by  
31 teachers and other education experts and aligned with the Iowa  
32 professional development model adopted by the state board.

33 f. An instructional rubric, framework, or learning  
34 progression that defines effective instructional practice  
35 across developmental stages and focuses on student learning and

1 achievement. The department shall issue guidance that school  
2 districts shall use in developing, adopting, or retaining, and  
3 implementing a rubric, framework, or learning progression.  
4 A school district approved to implement a comparable system  
5 pursuant to section 284.15 shall annually submit to the  
6 department, in the manner prescribed by the department, data on  
7 the efficacy of the rubric, framework, or learning progression  
8 implemented by the school district.

9 ~~6.~~ 2. A school district approved to implement a comparable  
10 system pursuant to section 284.15, and which meets the  
11 requirements of this section, shall receive funds under section  
12 257.10, subsection 12.

13 Sec. 2. SCHOOL DISTRICTS APPROVED FOR A COMPARABLE SYSTEM  
14 UNDER SECTION 284.15. A school district approved to implement  
15 a comparable system pursuant to section 284.15 for a school  
16 year beginning on or before July 1, 2018, shall implement a  
17 rubric, framework, or learning progression by the school year  
18 beginning July 1, 2019.

19 EXPLANATION

20 The inclusion of this explanation does not constitute agreement with  
21 the explanation's substance by the members of the general assembly.

22 This bill adds to the components of the comparable system  
23 of career paths and compensation that a school district may  
24 implement if approved by the department of education. Under  
25 the bill, a school district with an approved comparable system  
26 of career paths and compensation must, by the school year  
27 beginning July 1, 2019, implement an instructional rubric,  
28 framework, or learning progression that defines effective  
29 instructional practice across developmental stages and focuses  
30 on student learning and achievement.

31 Also, the department is directed to issue related guidance  
32 that school districts with approved systems must use. A school  
33 district with an approved system must annually submit data to  
34 the department on the efficacy of the rubric, framework, or  
35 learning progression implemented by the school district.