



# STATE OF IOWA

THOMAS J. VILSACK, GOVERNOR  
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DEPARTMENT OF EDUCATION  
JUDY A. JEFFREY, DIRECTOR

JAN 27 2006

**HOUSE OF REPRESENTATIVES**

DATE: January 26, 2006

TO: Secretary of the Senate, Chief Clerk of the House, House and Senate  
Education Committee Chairs and Ranking Members, Legislative  
Education Accountability and Oversight Committee

FROM: Judy A. Jeffrey, Director  
Department of Education

SUBJ: Annual Report – Student Achievement and Accountability Report, 2006

As required by Iowa Code Section 284.12 (1), the Department of Education transmits to you the annual legislative report on Student Achievement and Accountability.

Sincerely,

A handwritten signature in black ink that reads "Judy A. Jeffrey". The signature is written in a cursive, flowing style.

Judy A. Jeffrey  
Director

Encl.

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*Helping Communities Meet the Learning Needs of All Their Children and Adults*

# **Student Achievement and Accountability**

## **Annual Report**

**RECEIVED**  
JAN 27 2006  
HOUSE OF REPRESENTATIVES

**Iowa Code Section 284.12(1)**

**Iowa Department of Education  
Grimes State Office Building  
Des Moines, IA 50319**

**January 2006**

State of Iowa  
Department of Education  
Grimes State Office Building  
Des Moines, Iowa  
50319-0146

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**Iowa Department of Education  
Annual Report 2006  
As Required by Iowa Code Section 284.12(1)  
Student Achievement and Teacher Quality Program**

Legislation passed during the 2001 Iowa legislative session established the Student Achievement and Teacher Quality Program, Iowa Code Section 284.12(1). This legislation requires the Iowa Department of Education (DE) to annually report the statewide progress on the following: Student achievement scores in mathematics and reading at the fourth and eighth grade levels on a district-by-district basis; evaluator training program; team-based variable pay for student achievement; and changes and improvements in the evaluation of teachers under the Iowa Teaching Standards. The report is being made available to the chairpersons and ranking members of the senate and house committees on education, the legislative education accountability and oversight committee, the deans of the colleges of education at approved practitioner preparation institutions in this state, the State Board of Education, the Governor, and school districts.

**Student Achievement Scores in Mathematics and Reading at the Fourth and Eighth Grade Levels on a District-by-District Basis**

**2004-2005 Annual Data  
Adequate Yearly Progress Report  
Percentage of Students Proficient  
(Iowa School Districts)**

*Blank = Not Applicable (Whole Grade Sharing)*

*\*\*\* = Fewer than 10 students*

District	4 <sup>th</sup> Grade Mathematics	4 <sup>th</sup> Grade Reading	8 <sup>th</sup> Grade Mathematics	8 <sup>th</sup> Grade Reading
AGWSR	83	70	84	68
Adair-Casey	85	70	83	86
Adel-DeSoto-Minburn	91	92	88	89
Akron Westfield	79	67	79	72
Albert City-Truesdale	>99	>99		
Albia	83	83	62	64
Alburnett	91	88	81	81
Alden	92	75		
Algona	82	80	89	89
Allamakee	86	77	79	88
Allison-Bristow	84	80	84	68
Alta	89	82	88	79
Ames	91	93	88	82
Anamosa	79	82	79	71
Andrew	95	80	79	42
Anita	89	89		
Ankeny	89	91	86	86
Anthon-Oto	91	95	70	77
Aplington-Parkersburg	73	76	80	78
Armstrong-Ringsted	72	80	82	86
Ar-We-Va	82	88	84	84
Atlantic	80	76	69	64
Audubon	93	87	90	75
Aurelia	93	87	83	78
A-H-S-T	85	72	86	83

Ballard	90	88	89	84
Battle Creek-Ida Grove	90	95	82	74
Baxter	89	93	79	79
BCLUW	87	87	89	90
Bedford	89	86	80	65
Belle Plaine	74	74	76	72
Bellevue	88	88	66	74
Belmond-Klemme	85	81	63	65
Bennett	***	***	93	71
Benton	94	90	67	75
Bettendorf	84	83	87	81
Eddyville-Blakesburg	71	68	71	59
Bondurant-Farrar	84	80	81	68
Boone	86	83	83	74
Boyden-Hull	92	95	69	59
West Hancock	93	78	76	65
Brooklyn-Guernsey-Malcom	80	80	72	72
North Iowa	93	85	77	69
Burlington	78	79	68	66
C and M	***	***	77	82
CAL	>99	91		
Calamus-Wheatland	96	88	89	89
Camanche	76	68	63	60
Cardinal	63	73	73	60
Carlisle	78	86	74	59
Carroll	84	82	81	77
Cedar Falls	90	85	85	80
Cedar Rapids	77	74	74	74
Center Point-Urbana	62	69	81	80
Centerville	89	82	69	74
Central Lee	79	78	79	64
Central	88	81	74	61
Central Clinton	98	86	83	86
Central City	65	74	74	71
Central Decatur	81	81	84	78
Central Lyon	82	88	83	83
Chariton	78	82	87	68
Charles City	78	83	76	74
Charter Oak-Ute	78	78	77	62
Cherokee	78	80	76	72
Clarinda	76	76	82	81
Clarion-Goldfield	86	91	86	82
Clarke	82	77	60	61
Clarksville	83	83	65	61
Clay Central-Everly	82	82	83	93
Clear Creek Amana	83	77	73	71
Clearfield	***	***		
Clear Lake	79	77	76	76
Clinton	85	80	73	65
Colfax-Mingo	89	87	76	74
College	88	82	79	72
Collins-Maxwell	77	87	79	74
Colo-Nesco	82	85	71	66
Columbus	72	59	56	43
Coon Rapids-Bayard	90	67	79	77
Corning	97	95	84	82
Corwith-Wesley	94	82		

Council Bluffs	74	69	65	65
Creston	78	71	71	67
Dallas Center-Grimes	94	93	91	85
Danville	82	77	70	70
Davenport	77	73	57	58
Davis County	78	84	87	83
Decorah	90	87	82	82
Deep River-Millersburg	78	78		
Delwood	85	80		
Denison	73	72	79	72
Denver	79	73	92	80
Des Moines Independent	73	67	57	56
Diagonal	***	***	***	***
Dike-New Hartford	95	83	87	66
Dows	***	***	62	52
Dubuque	75	78	77	72
Dunkerton	86	86	69	58
Boyer Valley	75	71	66	73
Durant	79	80	76	86
Eagle Grove	92	82	81	80
Earlham	79	68	79	69
East Buchanan	82	76	79	63
East Central	>99	96	75	66
East Greene	59	59	57	55
East Marshall	87	89	76	61
East Union	83	83	63	66
Eastern Allamakee	80	87	91	77
River Valley	84	68	78	81
Edgewood-Colesburg	90	76	84	78
Eldora-New Providence	80	78	67	67
Elk Horn-Kimballton	>99	94	88	84
Emmetsburg	95	88	61	65
English Valleys	86	82	75	70
Essex	57	64	59	68
Estherville Lincoln Central	71	81	73	69
Exira	75	81	80	67
Fairfield	78	82	71	72
Farragut	74	84	57	76
Forest City	91	89	79	73
Fort Dodge	74	72	66	67
Fort Madison	91	86	78	68
Fredericksburg	92	80	88	72
Fremont	***	***	77	38
Fremont-Mills	77	68	62	38
Galva-Holstein	85	85	78	78
Garnavillo	87	87	65	58
Garner-Hayfield	80	66	82	85
George-Little Rock	88	85	85	79
Gilbert	90	90	90	89
Gilmore City-Bradgate	>99	90	79	67
Gladbrook-Reinbeck	83	73	74	74
Glenwood	82	82	79	75
Glidden-Ralston	86	71	67	54
Graettinger	94	81	***	***
Greene	86	67		
Nodaway Valley	80	73	82	81
GMG	69	81	85	76

Grinnell-Newburg	85	86	74	75
Griswold	90	90	82	82
Grundy Center	84	84	75	80
Guthrie Center	85	71	78	80
Guttenberg	80	80		
H-L-V	91	91	93	81
Hamburg	73	73	63	74
Hampton-Dumont	81	80	72	71
Harlan	82	81	88	88
Harmony	91	91	63	66
Harris-Lake Park	88	88	95	84
Hartley-Melvin-Sanborn	79	79	82	67
Highland	83	80	58	54
Hinton	94	78	93	89
Howard-Winneshek	80	79	74	68
Hubbard-Radcliffe	84	88	65	70
Hudson	90	76	86	82
Humboldt	83	92	76	74
Independence	84	81	63	56
Indianola	88	91	89	81
Interstate 35	81	81	77	72
Iowa City	79	80	83	75
Iowa Falls	84	84	79	71
Iowa Valley	83	83	75	51
IKM	71	86	77	77
Janesville	84	95	86	95
Jefferson-Scranton	89	89	75	83
Jesup	74	76	73	75
Johnston	94	94	88	88
Keokuk	79	79	60	65
Keota	90	90	82	82
Kingsley-Pierson	85	95	88	80
Knoxville	89	83	75	67
Lake Mills	88	86	87	94
Lamoni	84	74	84	84
Laurens-Marathon	87	81	86	75
Lawton-Bronson	79	74	89	82
Le Mars	84	84	81	77
Lenox	67	67	77	59
Lewis Central	70	73	57	57
North Cedar	84	79	84	76
Lineville-Clio	***	***	***	***
Linn-Mar	85	87	83	81
Lisbon	79	75	72	59
Logan-Magnolia	86	84	81	75
Lone Tree	84	82	65	68
Louisa-Muscatine	75	70	56	53
LuVerne			75	79
Lynnville-Sully	74	74	84	76
Madrid	86	88	81	81
Malvern	71	76	56	67
Manning	92	97	84	86
Manson Northwest Webster	85	85	87	81
Maple Valley	90	93		
Maquoketa	85	83	69	68
Maquoketa Valley	93	97	85	80
Marcus-Meriden-Cleghorn	90	92	97	81

Marion Independent	85	80	85	71
Marshalltown	65	65	57	57
Martensdale-St Marys	85	71	76	70
Mason City	79	76	72	75
MOC-Floyd Valley	93	92	87	80
Mediapolis	94	93	74	74
Melcher-Dallas	71	65	60	43
Meservey-Thornton	92	54	70	68
Midland	67	67	85	71
Mid-Prairie	76	77	82	77
Missouri Valley	73	74	78	78
MFL MarMac	85	92	69	66
Montezuma	75	71	86	80
Monticello	87	88	89	79
Moravia	76	90	70	85
Mormon Trail	73	87	50	69
Morning Sun	94	81		
Moulton-Udell	>99	95	63	84
Mount Ayr	92	82	74	76
Mount Pleasant	78	84	71	72
Mount Vernon	89	88	89	90
Murray	78	87	55	80
Muscatine	88	90	76	77
Nashua-Plainfield	88	88	88	78
Nevada	85	84	80	86
Newell-Fonda	88	83	73	83
New Hampton	86	84	83	67
New London	66	54	71	62
New Market	54	46	***	***
Newton	76	76	59	60
Nishna Valley	76	76	54	38
Nora Springs-Rock Falls	93	89	86	91
North Central	***	72	88	70
Northeast	84	78	94	98
North Fayette	81	86	79	71
Northeast Hamilton	87	>99	58	74
North Mahaska	81	81	76	74
North Linn	88	79	83	67
North Kossuth	94	83	78	70
North Polk	91	85	88	82
North Scott	93	94	81	77
North Tama County	88	80	77	77
North Winneshiek	76	62	75	67
Northwood-Kensett	88	83	88	76
Norwalk	84	79	86	79
Odebolt-Arthur	93	85	86	92
Oelwein	81	84	80	68
Ogden	85	89	79	74
Okoboji	89	79	69	79
Olin Consolidated	94	82	54	50
Orient-Macksburg	67	87	63	59
Osage	78	85	71	77
Oskaloosa	86	77	73	70
Ottumwa	75	73	70	69
Panorama	90	96	79	84
Paton-Churdan	>99	>99	***	***
PCM	85	86	82	76



Pekin	93	77	59	67
Pella	92	94	92	85
Perry	71	65	65	68
Pleasant Valley	89	91	83	78
Pleasantville	95	92	64	61
Pocahontas	97	83	83	71
Pomeroy-Palmer	68	79	81	94
Postville	76	80	65	57
Prairie Valley	91	94	85	90
Prescott	***	***		
Preston	90	85	83	87
Red Oak	79	76	63	58
Remsen-Union	72	84	70	63
Riceville	96	91	65	63
Riverside	97	84	83	82
Rock Valley	78	83	75	61
Rockwell-Swaledale	69	76	70	67
Rockwell City-Lytton	84	76	86	86
Roland-Story	83	82	79	70
Rudd-Rockford-Marble Rk	90	90	79	66
Russell	46	46	***	***
Ruthven-Ayrshire	>99	93	85	77
Sac	68	79	84	86
St Ansgar	81	83	74	68
Saydel	74	68	65	76
Schaller-Crestland	78	78	54	57
Schleswig	>99	95	82	73
Sentral	92	>99	64	71
Sergeant Bluff-Luton	78	83	73	68
Seymour	70	74	86	59
Sheffield-Chapin	87	87		
Sheldon	90	86	84	76
Shenandoah	60	63	65	59
Sibley-Ocheyedan	89	81	95	93
Sidney	93	89	88	64
Sigourney	85	80	49	55
Sioux Center	87	88	88	72
Sioux Central	79	75	82	64
Sioux City	70	67	64	62
Southern Cal	74	85	71	63
South Clay	***	***		
Solon	83	90	78	79
Southeast Warren	84	74	72	68
South Hamilton	95	81	87	78
Southeast Webster	76	78	73	63
South Page	93	>99	70	67
South Tama County	59	65	76	66
South O'Brien	71	80	80	72
South Winneshiek	86	86	69	72
Southeast Polk	87	86	77	76
Spencer	85	88	81	70
Spirit Lake	91	90	82	84
Springville	77	80	71	76
Stanton	89	89	85	88
Starmont	78	73	77	81
Storm Lake	65	66	73	56
Stratford	87	87		

West Central Valley	80	82	76	69
Sumner	83	79		
Terril	***	***	67	69
Tipton	81	83	83	79
Titonka Consolidated	71	79	78	76
Treynor	88	86	89	87
Tri-Center	75	82	80	75
Tri-County	91	77	81	85
Tripoli	83	92	80	67
Turkey Valley	76	71	97	90
Twin Cedars	73	80	67	63
Twin Rivers	>99	77		
Underwood	87	82	77	77
Union	80	88	83	78
United	80	80		
Urbandale	91	92	90	80
Valley	77	82	79	81
Van Buren	88	69	65	69
Van Meter	82	88	83	77
Ventura	90	97	82	82
Villisca	86	86	94	94
Vinton-Shellsburg	73	73	78	69
Waco	87	87	83	77
Wall Lake View Auburn	70	67	83	81
Walnut	***	***	73	82
Wapello	72	74	57	57
Wapsie Valley	86	80	68	67
Washington	75	71	73	69
Waterloo	61	62	58	58
Waukee	88	91	86	89
Waverly-Shell Rock	85	88	85	87
Wayne	67	67	83	83
Webster City	82	81	81	79
West Bend-Mallard	>99	>99	82	64
West Branch	87	85	77	71
West Burlington Independent	77	80	74	68
West Central	82	86	76	76
West Delaware County	74	78	81	74
West Des Moines	90	87	87	86
Western Dubuque	76	79	77	74
West Harrison	73	70	80	80
West Liberty	78	73	81	71
West Lyon	92	86	82	86
West Marshall	85	90	77	80
West Monona	71	75	66	57
West Sioux	89	89	60	62
Westwood	69	82	77	83
Whiting	>99	>99	85	69
Williamsburg	94	92	81	69
Wilton	80	73	75	72
Winfield-Mt Union	84	80	67	58
Winterset	75	83	74	88
Woden-Crystal Lake	50	58		
Woodbine	85	79	71	71
Woodbury Central	96	91	83	76
Woodward-Granger	92	92	85	74

## **Evaluator Training Program and Changes and Improvements in the Evaluation of Teachers Under the Iowa Teaching Standards**

**Iowa Evaluator Approval Training Program (IEATP)** - The DE released a request for proposal for the IEATP. This proposal was awarded to the area education agencies (AEAs), the School Administrators of Iowa, the University of Northern Iowa, and the Southeast Regional Laboratory (SERVE). This group, in cooperation with DE personnel, worked with Dr. Barbara Howard from SERVE to develop the instructional materials and development processes for the trainers and the participants in the evaluator approval program. A statewide application process for potential trainers was implemented. Applications were accepted from any interested personnel.

Sixty-five trainers were selected through a statewide application process and they were trained during the summer and fall of 2002. Each trainer must demonstrate the ability to not only train but also certify the skills needed by each member of the cohort group. Cohort groups are trained across the state with a maximum ratio of 30 to 1. Training is provided in five regions organized by AEA:

- South (AEAs 13, 14, 15, 16)
- Central (AEA 11)
- Northwest (AEAs 4, 8, 12)
- East (AEAs 9, 10)
- Northeast (AEAs 1, 267)

Each region has a minimum of 13 trainers plus a regional coordinator and is responsible for the delivery of training in that region as a whole as coordinated through the DE. The first cohort of training began in September 2002 and continued through December 2002. A second cohort ran from January through June of 2003. The third cohort was conducted in the fall of 2003 and the fourth cohort was conducted during the spring of 2004. A minimum of 2,100 participants were trained by the end of the 2003-2004 year.

During the 2004-2005 school year, an additional 250 participants statewide completed the training by March 2005. Each region has conducted one to five cohorts depending upon the continuing demand.

Priority enrollment continues to be given to administrators who are required to evaluate second year beginning teachers, career teachers, and coaches as part of their responsibility for the public school district.

The IEATP is intended to develop four basic skill sets in potential evaluators: 1) knowledge and understanding of the Iowa Teaching Standards and Criteria; 2) data collection and management skills; 3) feedback and conferencing skills; and 4) data based decision-making is developed with all participants.

The training for evaluator approval includes theory, demonstration, practice and application of learning. Participants are expected to demonstrate basic knowledge and to apply learning to school context situations. This application activity is observed by the trainers to ensure that evaluators are proficient in the desired skills required under these new expectations.

The higher education institutions offering approved administrator preparation programs have integrated this new evaluator training into their pre-service school administration programs. Each college or university has qualified trainers using the approved training curriculum to ensure that graduates from these programs are certified upon graduation to evaluate Iowa teachers.

All administrators are required to successfully complete this training in order to obtain the new evaluator license and renew their administrative endorsement and the corresponding general administrative endorsement. The cost of continuing the in-service training program is supported through registration fees.

As a result of the 2002 legislative requirement, the Iowa Teaching Standards and Criteria became the statewide expectation for all teachers. The DE has developed and shared a model evaluation process and the summative evaluation instrument to be used at the culmination of the comprehensive performance review <http://www.state.ia.us/educate/ecese/tqt/tc/teacheval.html>. Dr. Tom McGreal collaborated with the DE in the development of the evaluation model. The evaluator training program outlined above includes these statewide models as part of the training materials.

**Evaluation Model** - The DE, in collaboration with Dr. Tom McGreal, developed a model for a local evaluation system. This model was made available to the public in August 2002 at <http://www.state.ia.us/educate/ecese/tqt/tc/doc/evalmodv2.pdf>. This document provides local Iowa school districts with a basic evaluation model that can be used to shape a standards-based teacher evaluation system that will meet all the expectations of the Iowa Teacher Quality Program. This model encourages a range of sources of data and information to document that teachers meet the Iowa Teaching Standards. The model also incorporates the requirements for evaluation that are included in the Teacher Quality legislation.

**Model Descriptors** - The DE worked with a cadre of educational experts led by Dr. Vickie Trent, University of Northern Iowa; Dr. Charlotte Danielson, Outcomes Associates; Dr. Tom McGreal, Professor Emeritus, University of Illinois; Dr. Beverly Showers, Staff Development Consultant; and Dr. Barbara Howard, SERVE; to develop model descriptors to support the criteria for the Iowa Teaching Standards. These model descriptors are intended to help districts further define, in operational or behavioral terms, expectations under the Iowa Teaching Standards and Criteria. These model descriptors can be located at <http://www.state.ia.us/educate/ecese/tqt/tc/documents.html>.

**Comprehensive Evaluation Instrument** - The DE worked with legal representatives from School Administrators of Iowa, the Iowa State Education Association, and the Iowa Association of School Boards on the development of the summative Comprehensive Evaluation Instrument for second year teachers. This instrument is a mandated part of a local evaluation system that is required for use in the final evaluation of second year teachers. This instrument was included in the Evaluation Model issued by the DE and in IEATP training materials for participants in evaluator approval training.

**District Evaluation Design** – Beginning July 1, 2005, all districts were required to base their evaluation of all teachers on the Iowa Teaching Standards and Criteria, all career teachers will be evaluated a minimum of every three years and they will annually develop and implement an individual career plan focused on the district's and building's student learning priorities and the district's staff development plan. They must also provide an intensive assistance component designed to support teachers not meeting one or more of the teaching standards. As a support for this work, the DE, in cooperation with the AEAs, conducted a statewide series of ICN sessions focused on teacher evaluation systems providing information and local school examples that have already been developed. The AEAs also have at least one consultant who serves as a liaison to districts as a person who can provide information resources and possible technical support for the district's design effort. In addition, Tom McGreal returned to the state and conducted a statewide workshop on the design of teacher evaluation systems.

The DE continues to provide support to the current evaluation design and staff development model by providing samples of district and building level professional development plans, individual career development plans, and samples of completed career teacher evaluations as support to the work of local districts and various professional organizations in order to illustrate how these components all connect with one another.

Depending on the result of legislative action, it is proposed that beginning July 2007, training to renew the evaluators' license will be offered statewide. Trainers will be selected and trained in time to provide training on a regional basis beginning in September 2007.

### **The Iowa Mentoring and Induction Program: 2004-2005 School Year**

Every new teacher enters into a two-year induction program that addresses the teacher's personal and professional needs and trains him/her on Iowa's standards. A mentor is assigned to each teacher – not to evaluate for employment purposes, but to observe, critique, and provide support and advice on effective teaching practices

Mentors must have at least four years of teaching experience and demonstrated skills in classroom training and coaching. They receive training on district expectations, based on Iowa's eight teaching standards. Mentoring programs can be devised by the district or the local AEA, which provides school improvement services for the local education community. The mentor must follow this program while focusing on the teacher's individual needs. One hundred percent of the public school districts in Iowa have a Mentoring and Induction plan that has been approved by the DE.

After the two-year induction program, the new teacher receives a standard license in most cases. The state fully funds induction for the required two years. If a teacher does not meet the requirements after the two years, a third year in the induction program can be granted by the district, but must be funded by the district. If the teacher does not

successfully complete the program after the third year, that teacher cannot receive a license and cannot continue to teach in the state.

During the 2004-2005 school year, 3,179 new teachers participated in the Iowa Mentoring and Induction Program. This total is comprised of both first and second year teachers in LEAs and AEAs statewide.

### **Iowa Mentoring and Induction Institute**

The second annual statewide Mentoring and Induction Institute was held in Cedar Falls, Iowa April 20-22, 2005. Co-sponsors included the University of Northern Iowa and the Iowa State Education Association. The Institute addressed effective practices to support beginning teachers from the pre-service experience to the classroom. Distinguished keynote speakers/presenters shared current research on leadership, closing the achievement gap and global models/trends in teacher education. Breakout sessions addressed local mentoring and induction programs, e-portfolios, cultural competency and science and math connections in the workplace. Distinguished presenters of national acclaim included Dr. Richard Elmore, Co-director, Consortium for Policy Research in Education, Harvard Graduate School of Education; Dr. Edmund Gordon, Director of the Institute of Urban and Minority Education, Columbia University's Teacher's College and professor emeritus of Columbia and Yale Universities; and Dr. Edward Britton from the National Center for Improving Science Education, WestEd. Dr. Gordon also held a special invitation-only session to discuss closing the achievement gap for minority and low-income students. Dr. Gordon was the chair for the National Task Force on Minority High Achievement.

For the first time, the Mentoring and Induction Institute offered the Mildred Middleton Crystal Key Award for Outstanding Mentoring. The award was provided by the Iowa State Education Association and will be offered annually for both Outstanding Mentor, but also for Outstanding Leadership in a Mentoring and Induction program in the state of Iowa.

### **The Iowa Mentoring and Induction Network**

The Iowa Mentoring and Induction Network is primarily comprised of AEA staff who administer the program in their areas and is led by the administrator of the Iowa Mentoring and Induction program, DE. The network met on Wednesday, October 20 in West Des Moines. The full day Network meeting provided information and technical assistance to AEAs and others in attendance on such topics as licensure issues for new teachers, system support, Iowa mentoring and induction models, and mentoring resources. Network meetings are held annually.

### **Mentoring and Induction Statewide Steering Committee**

This committee meets several times a year and is comprised of representatives of the DE, AEAs, higher education, local school districts, and the Iowa State Education Association. The Committee gives guidance and direction to the DE on program issues and plans and implements the annual Iowa Mentoring and Induction Institute.

### **Teacher Quality Enhancement Grant (TQE)**

In 2005, the DE was awarded a grant from the U.S. Department of Education in the amount of \$6.3 million dollars over three years. This grant is being used to increase the effectiveness of teacher education programs for teacher candidates and will also assist in collecting data on first and second year teachers in Iowa in the future. In the development of the grant application, the funds appropriated for the Iowa Mentoring and Induction program during FY 2005 were used to leverage the federal TQE funds.

## **Professional Development**

This year, the DE has focused on four major functions in the area of professional development:

- 1) **Building capacity to provide technical assistance to local districts in the area of professional development;**
- 2) **Assisting local districts in accessing research based instructional content through the Iowa Teacher Academies**
- 3) **Providing information on research on instructional strategies through the Iowa Content Networks; and**
- 4) **Providing resources to assist local districts in developing District Career Development Plans and Individual Teacher Development Plans.**

**1) Building capacity to provide technical assistance to local districts in the area of professional development**

Capacity building efforts continued to center on preparing AEA consultants to provide technical assistance to local districts. During the 2004-2005 school year, the DE delivered a series of seminars for AEA teams, local education agency (LEA) personnel and other providers. Evaluations for most sessions were questionnaires that included Likert rating scale responses to questions about consumer satisfaction with the training. Written comments were also collected. For this report mean responses will indicate that participants agreed with the questionnaire statements indicating satisfaction with the session. A rating of 4=strongly agree, a rating of 3=agree.

**Iowa Professional Development Model (IPDM) Orientation Session** - November 8-9, 2004: 63 AEA and LEA and Institutions of Higher Education November 8 and 9, 2004, attended by 63 AEA and LEA and higher education faculty. Satisfaction ratings ranged from 3.33 to 3.64.

**The Advanced Professional Development Seminar Series** - January 18, 2005, March 11, 2005, April, 2005: 85 participants including AEA, Urban 8 district consultants, and higher education faculty. For the overall seminar series, the feedback was positive. The mean responses ranged from 3.29 to 3.33.

**Advanced Professional Development and Administrator Training Conference** – June 30, 2005: 268 participants (AEA, LEA, and higher education faculty. Consumer satisfaction ratings ranged from 3.27 – 3.35).

**Winter Institute** - February 2, 2005, in Carroll, February 10, 2005, in West Des Moines, February 16, 2005, in Cedar Rapids, or February 22, 2005 in West Des Moines – 684 participants (superintendents, principals, central office administrators, professional development leadership team members, and AEA staff). This session is sponsored by School Administrators of Iowa and the Iowa Association of Supervision and Curriculum, presented by the Teacher Quality Team. This session addressed the alignment of the District Career Development Plan with Individual Teacher Career Development Plans and teacher evaluation processes.

**School Leaders: Connecting Improved Instruction and Student Learning Through Professional Development Series** - April 8, 12, 13, June 30, and October 3, 5, 6: 213 participants including school administrators and AEA consultants. This professional learning series focused on the leadership actions needed to implement professional development to accomplish gains in student achievement. The mean responses ranged from 3.52 to 3.76.

**Collaboration Workshop**- One-day training event provided by request to AEA 16, AEA 9, and Dubuque Community School District. Approximately 250 educators attended these three events. There are additional sessions planned for 2005-2006.

**2) Assisting local districts in accessing research based instructional content through the Iowa Teacher Academies**

Four Academies were offered in collaboration with the Teacher Quality Team and the Bureau of Instructional Services. Each Academy was conducted twice, once in eastern Iowa and again in central or western Iowa. Each Academy provided from seven to eight days of training distributed through the summer of 2005 and the 2005-2006 school year. The Academies are intended to support and complement existing Teacher Quality Program efforts. This initiative is designed to support the AEA and DE capacity building efforts by adding to the pool of available trainers in Iowa. Each Academy includes the design structures outlined in the IPDM. Trainers shared theory, provided demonstrations, facilitated practice and worked with teams to build in opportunities for peer collaboration in the workplace. Trainer's work with teachers and their administrators to structure collaborative teams, design formative data collection, and assist with analysis strategies for both formative and summative data. Web-based procedures for reporting student results are in place.

Second Chance Reading	
Teachers	95
AEA	25
Central Office/Principals	30
Concept Oriented Reading Instruction	
Teachers	60
AEA	5
Central Office/Principals	8

Question Answer Relationships	
Teachers	59
AEA	8
Central Office/Principals	9
Cognitively Guided Instruction	
Teachers	57
AEA	12
Central Office/Principals	13

### 3) Refining and Extending the Iowa Content Networks

The DE has added resources to the Iowa Content Networks to make more information about scientifically-based research available to local districts. The Iowa Content Network team members have been reorganized to meet the current needs of educators in Iowa. The DE has provided educators with reviews of the research to help them make professional development decisions. Several new reviews of studies that describe the research conducted on specific instructional strategies and programs have been added to the website. To date, there are 211 reviews of reading studies, 100 math reviews, and 109 science reviews posted on the website. The Content Network members are in the process of developing general summaries of the current research knowledge on specific areas i.e., vocabulary, fluency, inquiry, standards-based math, etc. Educators will be able to view a brief overview on given topics to gain knowledge of what is working and appropriate according to current research. The summaries are scheduled to be posted in the spring of 2006. The Iowa Professional Development Content Network is posted on the DE website at <http://www.state.ia.us/educate/ecese/tqt/tc/prodev.html>

### 4) Providing resources to assist local districts in developing District Career Development Plans and Individual Teacher Development Plans

The *Iowa Professional Development Model Training Manual* provides detailed information for developing District Career Development Plans as well as overviews, recommended steps, tools, and resources for designing, implementing, and evaluating quality professional development. To access the training manual documents go to <http://www.state.ia.us/educate/ecese/tqt/tc/pdmtm/state.htm>. Video clips have been completed and have been added to the professional development website. These clips showcase a national expert and Iowa educators describing how to make professional development a priority in local school districts and suggestions for ensuring full implementation of the IPDM.

The DE conducted follow-up visits to the six case study districts (urban, rural, and suburban schools as well as elementary, middle and high schools are visited during the 2003-2004). During the 2004-2005 school year, a DE staff member and Beverly Showers returned to each school to inquire about progress made and gather information about what it takes for the case study schools to sustain professional development. The follow-up visits included classroom observations, interviews with teachers and administrators, and review of results data. Follow-up summaries will be posted on the web in January. Four new case study schools were visited in the fall of 2005 and will be added to the DE website.

Each LEA submitted their District Career Development Plan (DCDP) as part of their Comprehensive School Improvement Plan (CSIP) in September of 2004. Technical assistance in designing the DCDP was made available to districts by the DE in multiple formats including print materials, web-based materials, ICN sessions, and workshops. Each AEA also provided in-depth technical assistance to local districts. Area education agencies reported that all districts were offered technical assistance. The AEAs described their services as a combination of workshop sessions and on-site technical assistance by consultants.

In the fall of 2004, the DE facilitated a process for studying the DCDP and other professional development documents. Each AEA engaged in one of seven full-day meetings to study district-level plans for professional development and to consider ways to assist local districts in planning and delivering quality professional development. Each AEA received a report that includes information about strengths and needs, a list of the professional development content identified by each local district, and recommendations for technical assistance and support to assist local districts. The DE used this data to design additional statewide technical assistance.

Individual Teacher Career Development Plans have been initiated this fall in each district in Iowa. Technical assistance tools have been distributed to help districts to put the individual plans in place and to align professional development components. Technical assistance products disseminated throughout the state are listed below:

**Workbook for Describing the DCDP** - A tool for use by the district professional development leadership team to study the CSIP and organize the elements of the DCDP into a brief professional development document.

**Building Level Professional Development Plan Workbook** - A tool for implementing the DCDP at the building level. The optional building level plan for professional development is recommended to clarify the actions needed to address student-learning needs and design professional development at the building level.

**District Career Development Plan Analysis** - A tool to assist local districts to conduct a self-analysis of their District Career Development Plans Report. The purpose of this self-study is to improve the quality of the plans to increase the likelihood that professional development will result in increased student achievement.

**Administrator's Guide for Professional Development** - This guidebook provides school district and building level administrators with information and resources to implement quality professional development for the purpose of increasing student achievement. The materials included in this document offer resources and tools needed to use the IPDM to fully implement the required DCDPs, Building Level Plans for professional development, and Individual Teacher Career Development Plans.