



January 15, 2009

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Dear General Assembly, State Board of Education, and Board of Regents, State of Iowa:

Per Senate File 2307, passed by the Iowa General Assembly and signed by Governor Chester Culver in 2008, we respectfully submit the report to formulate plans for a state research and development prekindergarten through grade twelve school.

We are pleased to submit this report, and we are grateful for the work completed by the two committees. We look forward to your response from this report, and we would be pleased to address any questions regarding the report.

Respectfully,

A handwritten signature in cursive script that reads "Judy Jeffrey".

Judy Jeffrey  
Director  
Iowa Department of Education

A handwritten signature in cursive script that reads "Benjamin J. Allen".

Benjamin J. Allen  
President  
University of Northern Iowa

Enclosures: R & D Report  
Appendixes A, B, C  
Executive Summary of R & D Report

cc: The Honorable Chester J. Culver, Governor  
Bob Donley, Executive Director, Board of Regents, State of Iowa

**Executive Summary**  
**January 15, 2009**  
**Findings and Recommendations: Senate File 2307**  
**Formulate Plans for a State Research and Development**  
**Prekindergarten through Grade Twelve School**

A Finance and Funding Committee and Implementation Committee worked collaboratively to write a report expanding the Price Laboratory School as a state of Iowa research, development, demonstration, and dissemination school, referred to as an R & D school. This executive summary briefly states each committee's recommendations.

The following principles guided the work of the two committees.

1. Raise and sustain the level of all Iowa PK-12 students' educational attainment and personal development through innovative and promising practices. [PK-12 Focused]
2. Enhance the preparation and professional competence of Iowa educators through collaborative inquiry and exchange of professional knowledge in teaching and learning. [Educator Focused]
3. Focus on research which transforms practice to meet the changing needs of Iowa's educational system. [Evidence Based]

**Finance & Funding Committee Recommendations**

The Finance and Funding Committee developed a plan for sustained operational and capital funding by identifying new funding sources and restructuring existing funding sources for the school. The committee also recommended a method to evaluate the condition of the current Price Lab School facility. An analysis is needed to determine whether to renovate the existing building or if construction of a new building is a more feasible and cost-effective approach for carrying out the functions of the R & D school.

**Sustained Operational Funding**

It is recommended that the R & D school shall become an entity eligible for the school foundation aid formula. The R & D school shall maintain a basic geographic boundary line agreement with the Cedar Falls Community School District. Students residing outside of the boundary line agreement who want to attend the R & D school will be counted in their district of residence and the resident district shall pay the R & D school in the same manner as open enrollment guidelines govern. Provisions will be built into the legislation allowing for phased-out per pupil funding relief in certain circumstances.

**Research, Development, Demonstration, and Dissemination Funding**

Once state foundation aid funding is established to support ongoing school operations, UNI shall be encouraged to reallocate funding that it is currently spending on operations to then support the research, development, demonstration, and dissemination functions of the R & D school. If additional funding for research beyond that provided by UNI is needed, the School Budget Review Committee (SBRC) should be given legislative authority to grant supplemental weighting.

**Capital Funding**

It is recommended that renovation or rebuilding of the Price Lab School shall be funded from a direct appropriation to the University of Northern Iowa from a source such as the Rebuild Iowa Infrastructure Fund (RIIF). The R & D school shall also be eligible to receive infrastructure dollars from the statewide one cent sales tax increase.

The legislature shall appropriate \$35,000 to fund a contract with a design firm to evaluate the condition of the current Price Lab School facility. The firm is to determine an approximate cost of both renovation and new construction, and make a recommendation as to which is more feasible. LEED certification shall be sought for either a renovated or a new building, and the school shall serve as a statewide demonstration site in energy efficiency and design.

**Implementation Committee Recommendations**

The Implementation Committee developed a detailed transition plan for expanding the Price Lab School as a state of Iowa research, development, demonstration, and dissemination school. The R & D school shall establish a detailed governance structure that creates an effective and sustainable school with development, demonstration, and dissemination methods that translate research into practice in all accredited public and nonpublic prekindergarten through grade twelve schools in Iowa.

The R & D school shall serve as the place where integration of the applied research, the development of best practices, and the demonstration of effective teaching and learning can be disseminated to all schools in the state through a network supported by the Iowa Department of Education, the University of Northern Iowa, and the Area Education Agencies in partnership with all the Regent Institutions and state PK-12 schools.

Briefly, the four primary functions of the R & D school include:

**Research:** study and test new innovative teaching and learning practices

**Demonstration:** model effective teaching practices

**Development:** determine effective pedagogical practices

**Dissemination:** share effective instructional practices

### Governance Structure

UNI and the Iowa Department of Education shall be professional partners to operate the R & D school. UNI shall be the governing entity of the school and have responsibility for faculty, building, grounds, and staffing. The Iowa Department of Education shall be the accreditation agency, and serve as the authority on teacher qualification requirements and waiver provisions.

A ten-member advisory board will be jointly recommended by the UNI President and the Iowa Department of Education Director for approval by the Board of Regents and the State Board of Education. The Advisory Board shall review and evaluate the process and results of the R & D school, and provide annual reports to the President of UNI, the Director of the Department of Education, the Board of Regents, and the State Board of Education.

An eight-member Standing Institutional Research Committee appointed by the UNI President and the Iowa Department of Education Director shall serve as the clearinghouse for the investigative and applied research at the R & D school. They shall create research protocols, approve proposals, review quality and results of the performed research, and provide support for dissemination efforts.

### Teaching/Learning Environment

The educational program shall focus on the state of Iowa's educational priorities such as the Iowa Core Curriculum, and innovative and promising instructional practices while supporting the research and development needed by Iowa's students and practicing teachers. The PK-12 student population shall mirror Iowa schools as much as possible and the target enrollment is two classrooms at each grade level.

The school facility shall be designed for 21<sup>st</sup> century learning with a state-of-the-art technology infrastructure that supports and enhances teaching and learning. The technology is integral to the demonstration and dissemination functions, and shall be used for communicating to off-site universities, agencies, and schools.

### Outreach/Dissemination

The primary audiences for the dissemination function of the school are PK-12 teachers and administrators, AEA educators, facilitators, consultants, university faculty, and pre-service teachers. The AEA network shall be used to disseminate information, and PK-12 school hubs throughout the state shall be identified to share information from the R & D school. The Professional Development model for pre-service teachers shall also serve as another conduit to disseminate effective teaching and learning practices. State resources such as IPTV, the ICN, and the Iowa Online Learning program may also be utilized.

### Transition Plan

A three-year timeline is proposed to give UNI, in collaboration with the Iowa Department of Education, time to develop a detailed plan to expand the Price Lab School operations into a fully functioning R & D school that serves the state of Iowa. A Transition Team appointed by the President of the University of Northern Iowa and the Director of the Iowa Department of Education shall write and implement specific transition plans that need to begin in year one and continue to occur over a three-year period to have a fully functioning R & D school. The team shall report quarterly to the UNI President and to the Department of Education Director. UNI and the Department of Education shall cooperatively provide resources the Transition Team needs to complete their work.

**January 15, 2009**

**Findings and Recommendations:  
Senate File 2307**

**Formulate Plans for a State Research and Development  
Prekindergarten through Grade Twelve School**

**Background**

Senate File 2307, passed by the Iowa General Assembly and signed by Governor Chester Culver in 2008 required the following:

AN ACT ESTABLISHING COMMITTEES TO FORMULATE PLANS FOR A STATE RESEARCH AND DEVELOPMENT PREKINDERGARTEN THROUGH GRADE TWELVE SCHOOL AND PROVIDING AN EFFECTIVE DATE.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

SECTION 1: STATE OF IOWA RESEARCH, DEVELOPMENT, DEMONSTRATION, AND DISSEMINATION SCHOOL==COMMITTEES ESTABLISHED.

The director of the Department of Education and the president of the University of Northern Iowa shall jointly establish a finance and funding committee and an implementation committee to develop detailed plans for expansion of the Price Laboratory School at the University of Northern Iowa as the state of Iowa Research, Development, Demonstration, and Dissemination School. The committees shall file a joint report with the General Assembly, the Governor, the Board of Regents, and the State Board of Education by January 15, 2009. The committees shall collaborate to ensure that their recommendations in the joint report are compatible. The committees shall use the findings and recommendations of the Research and Development Prekindergarten through Grade Twelve School Feasibility Study Committee created in 2007 Iowa Acts, Chapter 215, Section 128, as the basis of each committee's plan.

Members of the Finance and Funding Committee shall include individuals from the University of Northern Iowa, the Department of Education, and educators with expertise in school finance. The committee shall develop a plan for sustained operational and capital funding both through the identification of new funding sources and through the restructuring of existing funding sources for the school. The committee shall evaluate the condition of the current Price Laboratory School facility and determine whether renovation, including new construction, is recommended, and, in particular, renovation or new construction that would result in the Price Laboratory School serving as a demonstration site in energy efficiency and energy efficient design.

Members of the Implementation Committee shall include Price Laboratory School faculty, University of Northern Iowa faculty, and Department of Education staff. The committee shall develop a detailed transition plan for expanding the Price Laboratory School as a state of Iowa research, development, demonstration, and dissemination school and shall develop a detailed governance structure that outlines the specific roles and responsibilities of the University of Northern Iowa, the Department of Education, and the other individuals, boards, committees, and groups involved with the school. The committee shall focus on making recommendations regarding governance structure that result in creating the type of environment that must exist for a research, development, demonstration, and dissemination school to be effective, including the methods by which research will be translated into practice in all accredited public and nonpublic prekindergarten through grade twelve schools.

To comply with Senate File 2307, in summer of 2008 Iowa Department of Education Director Judy Jeffrey and University of Northern Iowa President Ben Allen convened two committees to address financing, funding, and implementing the expansion of the Price Laboratory School at the University of Northern Iowa as the state of Iowa research, development, demonstration, and dissemination school. The two committees worked collaboratively to ensure their recommendations were in alignment and supported each committee's findings.

### **Committee Work**

In addition to the charge for each committee that is outlined in the legislation above, the committees also addressed:

- The need for a research and development school to be used by Iowa educators, colleges, and universities for the study and implementation of innovative and promising practices.
- The expansion of the role of the UNI Price Laboratory School to serve as the state of Iowa research, development, demonstration, and dissemination school.
- The appointment of an advisory board to provide oversight and direction, and to review and evaluate the processes and results of the school. The advisory board should consist of no more than 11 members.
- The appointment of a standing institutional research committee by the President of the University of Northern Iowa in collaboration with the Director of the Iowa Department of Education to approve proposals for the school, to review the quality of the research, and to provide support for the dissemination efforts.
- The funding of the school in a manner similar to other public school districts in Iowa, specifically:
  - A funding formula for ongoing operations.
  - Capital expenditures for renovations and/or new construction with a focus on “green” practices.
  - An overall long-term plan for the school facility.
  - Priority funding for the school's functions.
- The dissemination of innovative and promising practices to be shared statewide, including:
  - PK-12 educators in public and non-public schools.
  - AEAs.
  - Deans, administrators, and faculty at all of Iowa's teacher preparation colleges/universities.
  - Shared communication using existing and emerging technologies.
  - Involvement of business and industry.
  - Exchange programs with PK-12 schools and university faculty.

**Finance Committee Members; Implementation Committee Members; Meeting Dates:**  
**Appendix A**

**Guiding Principles**

The work of the committees was guided by the following principles, which were established by the 2007 Fall/Winter Task Force, for the design and purpose of the state of Iowa research, development, demonstration, and dissemination school, referred to as an R & D school.

The R & D school is to:

1. Raise and sustain the level of all Iowa PK-12 students' educational attainment and personal development through innovative and promising practices. (PK-12 Focused)
2. Enhance the preparation and professional competence of Iowa educators through collaborative inquiry and exchange of professional knowledge in teaching and learning. (Educator Focused)
3. Focus on research which transforms practice to meet the changing needs of Iowa's educational system. (Evidence Based)

**Recommendations: Finance and Funding Committee**

I. Funding

a. Sustained Operational Funding

The state of Iowa R & D school shall become an entity eligible for the school foundation aid formula, as Price Lab School (PLS) once was pursuant to Iowa Code section 265.6. Either PLS, as denoted in Chapter 265, or its functional reference as an Early Childhood Development Center in Chapter 262.71, should serve as the statutory construct for inclusion of the R & D school in the formula.

- An attendance line boundary shall be established for the R & D school that is consistent with the current geographic boundary line agreement between Price Lab School and the Cedar Falls Community School District. The R & D school shall count students within that boundary and receive school foundation aid directly for those pupils.
- For students from outside the attendance line boundary who attend the R & D school, the pupils will be counted in the resident district. The resident district shall then pay the R & D school the same as open enrollment guidelines govern for purposes of providing pupil education. Likewise, for students residing within the R & D boundary who choose to attend a school outside of the R & D boundary, the R & D school shall pay the appropriate district the same as open enrollment guidelines govern.
- For those districts that are not currently counting pupils from the PLS school as part of their official certified enrollment (Cedar Falls and Waterloo Community School Districts), they shall count these pupils starting October 1, the year prior to commencement of operations at the R & D school. These funds shall then be remitted to the R & D school as per the governance of open enrollment guidelines.

- The state shall provide these districts with phased-out per pupil funding relief for those pupils that have not been counted for a period of 5 years for the increased property taxes attributable to the regular program district costs (RPDC) to hold the districts harmless. For the additional pupils counted in the base year, the state would provide 100% of the additional property taxes for year one; 80% for year two; 60% for year three; 40% for year four; and 20% for year five. In year six these districts would be treated the same as all other districts where pupils open enroll.
  - Per Chapter 282.15(18), certain districts have been counting pupils for open enrollment and retaining these funds within their districts. Starting with the commencement of operations at the R & D school, funds generated shall be remitted to the R & D school as their open enrollment payment.
    - For school districts where these pupils generate funds that account for at least 0.3% of their general fund budget, the year prior to commencement of operations at the R & D school, the state shall provide those districts with phased-out per pupil funding relief for a period of 2 years. This financial support shall offset the lost revenue to their general fund, since the school district will no longer be able to retain the open enrollment funds. The state would provide 100% of the open enrollment funds these pupils generate for year one and 50% for year two.
    - For school districts where these funds account for less than 0.3% of their general fund budget, the year prior to commencement of operations at the R & D school, they shall not be held harmless for these pupils.
  - The R & D school shall annually bill the resident district for the actual cost of special education pupils' education in the same manner as other districts.
  - Funds originally provided by UNI to support operational expenses at PLS shall be redirected to support the research component at the R & D school.

b. Research, Development, Demonstration, and Dissemination Funding

UNI shall be encouraged to reallocate an amount equal to what the R & D school receives from the state foundation funding formula to specifically support funding the research, development, demonstration, and dissemination functions of the R & D school. This is set forth as a goal, recognizing that the Regent's allocation to UNI fluctuates and must be appropriated annually.

If additional funding beyond that provided by UNI is needed for research, supplemental weighting should be provided to support the research, development, demonstration, and dissemination functions through the School Budget Review Committee (SBRC). This authority must be provided through legislation.

c. Capital funding

- Renovation or rebuilding of the PLS school for the R & D school shall be funded from a direct appropriation to the University of Northern Iowa from a funding source such as the Rebuild Iowa Infrastructure Fund (RIIF).
- The R & D school shall also be eligible to receive infrastructure dollars from the statewide one cent sales tax increase in Iowa Code section 423F.2. The amount shall be based upon the October 1 certified enrollment count, the year prior to commencement of operations.

II. Price Laboratory School Facility

The committee recognizes it does not possess the professional expertise necessary to evaluate the structural propriety of the existing building. The committee recommends that a design professional evaluate the structural integrity and assess whether it is adequate to meet the educational objectives of the R & D school.

- a. The legislature shall appropriate funding of \$35,000 to UNI to contract with a design firm to evaluate the condition of the current PLS facility, determine an approximate cost of both renovation and new construction, and make a recommendation as to which is more feasible. The firm shall be asked to consider the multiple functions of the R & D school such as PK-12 education, teacher preparation, research, development, demonstration, and dissemination. Cost estimates shall be prepared that take into consideration facility needs dictated by the plans of the Implementation Committee and features for energy efficiency.
- b. In evaluating the existing PLS facility, the design professional shall collect data to measure and report on the following property elements:
  - i. Site: grounds, utilities, and paving systems
  - ii. Exterior systems: roof, walls, windows, exterior doors, and structural components
  - iii. Interior systems: walls, doors, floors, and ceilings
  - iv. Fire/life safety issues
  - v. Readily achievable ADA requirements
  - vi. Heating, ventilation, and air conditioning including controls
  - vii. Electrical and electrical distribution systems
  - viii. Plumbing
  - ix. Fire protection
  - x. Elevators
  - xi. Special construction
- c. Based upon the data collected in evaluating PLS, the design professional shall identify any deficient conditions, prioritize the deficiencies, and estimate the cost and detail of the work required to remedy the deficiency. The total cost necessary to resolve the deficiencies will be used to help evaluate the cost effectiveness of renovating the existing PLS school or constructing a new school to achieve the R & D school's objectives. The report shall be made available within the next fiscal year to the University of Northern Iowa President, the Director of the Department of Education, and the Transition Team.



- d. Leadership in Energy and Environmental Design (LEED) certification shall be sought at the highest level for construction of a new building or renovation. In addition, sustainable practices should be utilized throughout building operations.

## **Recommendations: Implementation Committee**

The functions of the R & D school are as follows:

- Research – the study and testing of innovative practices and analysis of data on the efficacy of instructional practices on both teaching and learning as applied in the classroom.
- Development – the organization and delivery of effective pedagogical practices that improve instruction.
- Demonstration – the modeling and presenting of effective practices in various observational formats within the school’s classrooms that can be applied to other instructional scenarios.
- Dissemination – the process by which effective instructional practices that have been developed and demonstrated are shared with professionals for the purpose of replication in Iowa’s classrooms.

The school shall serve as the place where integration of the applied research, the development of best practices, and the demonstration of teaching for learning can be disseminated to all of the schools in the state through a network supported by the Iowa Department of Education, the University of Northern Iowa, and the Area Education Agencies in partnership with all of the Regent Institutions and the PK-12 schools of the state.

The recommendations address three major areas for the R & D school: 1) the governance structure including an Advisory Board and a Standing Institutional Research Committee; 2) the teaching and learning environment, including the students, teaching faculty, the educational program, technology, outreach, and dissemination; and 3) transition plans that include a three- year timeline with basic objectives.

### **Governance Structure – Appendix B**

#### 1. Detailed Governance Structure: Specific Roles and Responsibilities of the Following Entities

##### a. University of Northern Iowa

- The University of Northern Iowa, a professional partner, shall continue to be the governing entity of the school and will have responsibility for faculty, building, grounds, and staffing. UNI shall have responsibility for being a partial funding source. UNI will continue to report to the Board of Regents on the progress of the R & D school.

##### b. Iowa Department of Education

- The Iowa Department of Education as a professional partner shall be the accreditation agency. The school shall meet the programmatic and teacher qualification requirements of the state with waiver provisions for innovative practices provided by the Director of the Department of Education. The reporting responsibilities to the Department will focus on

the primary functions of the school: research, development, demonstration, and dissemination as they relate to state initiatives such as the Iowa Core Curriculum and innovative and promising practices. The state, through the K-12 funding formula, will be a source for partial funding.

c. Advisory Board

- To be composed of ten members, including representation of the following:
  - i. Director of the School (ex-officio)
  - ii. Director of the Iowa Department of Education
  - iii. President of the University of Northern Iowa
  - iv. PK-12: One Teacher
  - v. PK-12: One Administrator
  - vi. AEAs
  - vii. Iowa State University
  - viii. University of Iowa
  - ix. Parent
  - x. Business/Industry
- The Advisory Board member appointments shall represent balance in geographic distribution and length of term. At least one of the Advisory Board members should have expertise in technology. Recommendations for appointment to the Advisory Board will be made jointly by the President of the University of Northern Iowa and the Director of the Iowa Department of Education to the Board of Regents and the State Board of Education for approval.
- The role of the Advisory Board is to ensure the success of the school's mission and vision through oversight of the three major purposes and four major functions, the state of Iowa's major educational initiatives such as the Iowa Core Curriculum, and the implementation of innovative instruction and promising practices. The Advisory Board will be responsible for reviewing and evaluating the process and results of the school, and it will provide annual reports to the President of the University of Northern Iowa, the Director of the Iowa Department of Education, the Board of Regents, and the State Board of Education.

d. Standing Institutional Research Committee

- To be composed of eight members, including:
  - i. Director of Research (or person with designated responsibility)
  - ii. One Representative each from UNI, ISU, UofI
  - iii. Business/Industry Representative
  - iv. PK-12 Representative
  - v. Political Community Representative
  - vi. Iowa Department of Education Representative
- The Standing Institutional Research Committee (SIRC) shall be a clearinghouse for the investigative and applied research occurring at Iowa's Regent Universities as the research applies to and promotes innovative educational practices and student learning at the school. As a clearinghouse, the SIRC will be a resource for providing matching opportunities between researchers, and appropriate venues for coordinating communication between and

among researchers, the school, and Iowa's classrooms. It will be responsible for creating the research protocols for the school, approving proposals for the school, reviewing quality and results of the performed research, and providing support for dissemination efforts. Members of the committee shall be appointed by the President of the University of Northern Iowa in collaboration with the Director of the Iowa Department of Education for term lengths to be determined that give continuity to the long-range functioning of the committee.

- Partnerships – Partnerships shall be a key element in the school's sustainability of practice. The purpose for fostering partnerships is to enhance and sustain learning and teaching, expand budgetary resources, and increase awareness of the mission, vision, and practices of the school. Partnerships shall be mutually beneficial both in the short term through development of practice applications, and in the long term through economic and workforce development. Partnership outcomes include exposure to transformative practices, platforms for researching applications, and demonstrations of innovative and promising practice.

## 2. Operational Changes

### a. Teaching/Learning Environment

- The educational program shall provide greater emphasis on the state of Iowa's educational priorities such as the Iowa Core Curriculum, and innovative and promising instructional practices while supporting the research and professional development needed by Iowa's students and practicing teachers. Development of the program is to be a collaborative effort among the school faculty and staff, the University of Northern Iowa, and the Iowa Department of Education.
- The PK-12 student population shall mirror Iowa schools as much as possible. Diversity in the student body should include but not be limited to different cultures and ethnicity, English language learners, low socio-economic status, gifted and talented students, and students with Individualized Educational Plans (IEPs). The target enrollment for the R & D school is two sections or classrooms at each grade level.
- Teaching faculty shall meet Iowa teacher licensing requirements for teaching and preferably possess National Board Teacher Certification. The Transition Team shall recommend to the President of the University of Northern Iowa the degree requirements of teachers and staff. It is recommended that teachers in leadership roles shall have an advanced degree, and consideration shall be given for differentiated staffing patterns at the R & D school. Teaching faculty must demonstrate effective professional development skills, and, like the student body, bring diversity to the teaching/learning equation. There shall be a sufficient number of staff to accommodate the outreach activities. When appropriate, teachers new to the profession may participate in a ten month residency program at the school as a teacher practitioner, perhaps while working on an advanced degree.
- The school facility shall be designed for 21<sup>st</sup> century learning. The spaces for teaching and learning shall be designed to allow for the flow of students, faculty, staff, college students, and visiting educators to observe, interact, and learn without interrupting the education of the PK-12 students. Required teaching and learning areas should include: collaborative areas for project based learning, inquiry based learning, interdisciplinary teaching, authentic intellectual work, differentiation, co-teaching, and modern laboratory facilities.

Because the school also serves pre-service teachers as well as practicing teachers, larger or different areas such as observatories, lecture halls, and adult classrooms with supporting technology shall be included in the design.

- The quality and currency of the technology shall support and enhance learning and teaching and must demonstrate the state-of-the-art practice and utilization of technology for students and teachers. Technology infrastructure shall accommodate enough bandwidth for online learning, video streaming, audio/video communication, online assessment systems, and use of the ICN. In addition to teaching and learning, the technology should be used for collaboration and communication to off-site classrooms and schools and shall be considered integral to the outreach function of dissemination.
  
- b. Outreach/Dissemination: Translation of Research into Practice in PK-12 Schools – Dissemination/Outreach Chart - Appendix C
  - Audience – The primary audiences for the dissemination function of the school shall be university faculty, PK-12 teachers and administrators, and AEA educators, facilitators, and consultants, as well as pre-service teachers. University and college faculty and instructors who prepare pre-service teachers are also integral to outreach efforts.
  
  - Research Network – Through the Standing Institutional Research Committee (SIRC), educational research on innovative practices and student learning conducted at the Regent Universities should be matched to appropriate venues at the school. Once the off-site locations or hubs are established, the SIRC could also make match opportunities available in PK-12 schools.
  
  - Hubs or Off-Site Locations – As the dissemination function develops, hubs or off-site locations throughout the state will need to be identified and staff trained. On-site dissemination can occur through demonstration teaching and supporting professional development.
  
  - Residency and Exchange Programs - Combination on-site/off-site dissemination can happen through faculty-teacher exchanges between the school and a hub site. Besides residency programs on-site for new teaching professionals, faculty from the school could be ‘in resident’ at PK-12 hub schools.
  
  - Outreach/Dissemination Director - Because of the complexity of dissemination, skilled staff is critical for providing organization, management, communication, and marketing of the research, development, and demonstration functions of the school. The school should give strong consideration to a distinct staff position for outreach and dissemination. The person filling the position would also need to be fluent in technology, marketing, and public relations.
  
  - Dissemination Through AEAs - An important part of outreach and dissemination work is the development of networks and partners. The AEA system already exists as a dissemination network, providing a ready-made system for an outreach and dissemination director.
  
  - PK-12 School Hubs - The next tier of outreach, the PK-12 school hubs, can be served by utilizing the AEAs or a similar system. Other key players in the outreach/dissemination system besides the faculty and staff of the school and the AEAs are the Iowa Department of

Education, and faculty at the University of Northern Iowa, University of Iowa, and Iowa State University. In addition to the applied research matches through the SIRC, partnerships with each of the Regent Universities and the education faculties, especially in their areas of expertise, would continue to build quality practice at the PK-12 level and at the colleges of education.

- c. Just as the Iowa Core Curriculum is fundamental to the school's educational program, the Iowa Professional Development Model is critical to a meaningful outreach and dissemination program. Developing partnerships and using available resources such as Iowa Public Television (IPTV), the ICN, and Iowa Online Learning also enhance the outreach/dissemination efforts.

### 3. Transition Plans for the Expansion of PLS as an R & D School

The following three-year timeline is proposed to give the University of Northern Iowa, in collaboration with the Iowa Department of Education, time and resources to develop a detailed plan incorporating the elements of the recommendation into a fully functioning school that will serve the students and educators of Iowa. It is also designed to allow the highest quality of education for the students of PLS while the school transforms itself fully into the envisioned R & D school of the future.

The details of the transition plan shall be designed and implemented by a Transition Team whose members have been jointly selected by the President of the University of Northern Iowa and the Director of the Iowa Department of Education.

The Transition Team is responsible for establishing a timeline for the change and determining an appropriate name for the R & D school. It is critical to the transition that the planned activities and benchmarks be continually evaluated for progress and that the Transition Team report quarterly to both the President of the University of Northern Iowa and the Director of the Department of Education on their progress.

#### a. Year One

Establish a Transition Team to make decisions within the parameters of both the Implementation and Finance and Funding Committees' recommendations subject to final review by the President of the University of Northern Iowa and the Director of the Iowa Department of Education. The team must be deeply knowledgeable and empowered to make decisions and allocate funding. It is their responsibility to:

- Work with those involved with the facility study.
- Establish student enrollment procedures reflecting a balanced student body in collaboration with surrounding districts to be approved by the Iowa Department of Education.
- Redefine faculty/administrative roles and responsibilities within guidelines of the University and the Department of Education.
- Establish a management model that implements the school functions.
- Develop a strategic plan with progress monitoring that includes the Iowa Core Curriculum implementation plan.
- Define roles/responsibilities for partnerships (AEAs, Institutions of Higher Education, and other Iowa schools).

- Report progress quarterly to the President of the University of Northern Iowa and the Director of the Iowa Department of Education who will then report to the Board of Regents and the State Board of Education.
- Establish reciprocal relationships with surrounding school districts.

b. Year Two

- Determine tools and processes for demonstration and dissemination.
- Operation of the Advisory Board begins and they act on Year One recommendations.
- Implement Year One recommendations.
- Seek additional funding from grants and other funding opportunities.
- Report progress quarterly to the President of the University of Northern Iowa and the Director of the Iowa Department of Education who will then report to the Board of Regents and the State Board of Education.

c. Year Three

- Standing Institutional Research Committee (SIRC) prepares research plans and processes (PLS, UNI, ISU, UI, DE).
- Engage in ongoing implementation and evaluation.
- Report progress quarterly to the President of the University of Northern Iowa and the Director of the Iowa Department of Education who will then report to the Board of Regents and the State Board of Education.

4. Needed Resources

In addition to time from faculty and staff, the Transition Team will need financial support for meeting its goals and objectives. There will be meeting and travel expenses for various committees and leaders as they conduct research, develop detailed plans, and need to purchase consultant services, print materials, and secretarial support. It is critical that an appropriate investment be made to ensure that the foundation for the R & D school is well grounded, and that evaluations of the process to develop the school and monitor progress are well defined and supported. The University of Northern Iowa and the Iowa Department of Education will cooperatively support the Transition Team's efforts by providing the needed financial resources.

**Summary:**

The recommendations of the two committees focus on creating a school that serves the students and educators of the state of Iowa, and is sustainable based on the interdependence of the involved entities with the leadership of the University of Northern Iowa and the Iowa Department of Education. In balancing all of the needs and keeping foremost the future of PK-12 education in the state of Iowa while nurturing professional respect for the work of educators to date, the committees feel strongly that this R & D school is essential to all of Iowa's next generations and the vitality of the state of Iowa.

**January 15, 2009**

**Findings and Recommendations:  
Senate File 2307**

**Formulate Plans for a State Research and Development  
Prekindergarten through Grade Twelve School**

**Background**

Senate File 2307, passed by the Iowa General Assembly and signed by Governor Chester Culver in 2008 required the following:

AN ACT ESTABLISHING COMMITTEES TO FORMULATE PLANS FOR A STATE RESEARCH AND DEVELOPMENT PREKINDERGARTEN THROUGH GRADE TWELVE SCHOOL AND PROVIDING AN EFFECTIVE DATE.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

SECTION 1: STATE OF IOWA RESEARCH, DEVELOPMENT, DEMONSTRATION, AND DISSEMINATION SCHOOL==COMMITTEES ESTABLISHED.

The director of the Department of Education and the president of the University of Northern Iowa shall jointly establish a finance and funding committee and an implementation committee to develop detailed plans for expansion of the Price Laboratory School at the University of Northern Iowa as the state of Iowa Research, Development, Demonstration, and Dissemination School. The committees shall file a joint report with the General Assembly, the Governor, the Board of Regents, and the State Board of Education by January 15, 2009. The committees shall collaborate to ensure that their recommendations in the joint report are compatible. The committees shall use the findings and recommendations of the Research and Development Prekindergarten through Grade Twelve School Feasibility Study Committee created in 2007 Iowa Acts, Chapter 215, Section 128, as the basis of each committee's plan.

Members of the Finance and Funding Committee shall include individuals from the University of Northern Iowa, the Department of Education, and educators with expertise in school finance. The committee shall develop a plan for sustained operational and capital funding both through the identification of new funding sources and through the restructuring of existing funding sources for the school. The committee shall evaluate the condition of the current Price Laboratory School facility and determine whether renovation, including new construction, is recommended, and, in particular, renovation or new construction that would result in the Price Laboratory School serving as a demonstration site in energy efficiency and energy efficient design.

Members of the Implementation Committee shall include Price Laboratory School faculty, University of Northern Iowa faculty, and Department of Education staff. The committee shall develop a detailed transition plan for expanding the Price Laboratory School as a state of Iowa research, development, demonstration, and dissemination school and shall develop a detailed governance structure that outlines the specific roles and responsibilities of the University of Northern Iowa, the Department of Education, and the other individuals, boards, committees, and groups involved with the school. The committee shall focus on making recommendations regarding governance structure that result in creating the type of environment that must exist for a research, development, demonstration, and dissemination school to be effective, including the methods by which research will be translated into practice in all accredited public and nonpublic prekindergarten through grade twelve schools.

To comply with Senate File 2307, in summer of 2008 Iowa Department of Education Director Judy Jeffrey and University of Northern Iowa President Ben Allen convened two committees to address financing, funding, and implementing the expansion of the Price Laboratory School at the University of Northern Iowa as the state of Iowa research, development, demonstration, and dissemination school. The two committees worked collaboratively to ensure their recommendations were in alignment and supported each committee's findings.

### **Committee Work**

In addition to the charge for each committee that is outlined in the legislation above, the committees also addressed:

- The need for a research and development school to be used by Iowa educators, colleges, and universities for the study and implementation of innovative and promising practices.
- The expansion of the role of the UNI Price Laboratory School to serve as the state of Iowa research, development, demonstration, and dissemination school.
- The appointment of an advisory board to provide oversight and direction, and to review and evaluate the processes and results of the school. The advisory board should consist of no more than 11 members.
- The appointment of a standing institutional research committee by the President of the University of Northern Iowa in collaboration with the Director of the Iowa Department of Education to approve proposals for the school, to review the quality of the research, and to provide support for the dissemination efforts.
- The funding of the school in a manner similar to other public school districts in Iowa, specifically:
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- The dissemination of innovative and promising practices to be shared statewide, including:
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  - Exchange programs with PK-12 schools and university faculty.



**Finance Committee Members; Implementation Committee Members; Meeting Dates:**  
**Appendix A**

**Guiding Principles**

The work of the committees was guided by the following principles, which were established by the 2007 Fall/Winter Task Force, for the design and purpose of the state of Iowa research, development, demonstration, and dissemination school, referred to as an R & D school.

The R & D school is to:

1. Raise and sustain the level of all Iowa PK-12 students' educational attainment and personal development through innovative and promising practices. (PK-12 Focused)
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The state of Iowa R & D school shall become an entity eligible for the school foundation aid formula, as Price Lab School (PLS) once was pursuant to Iowa Code section 265.6. Either PLS, as denoted in Chapter 265, or its functional reference as an Early Childhood Development Center in Chapter 262.71, should serve as the statutory construct for inclusion of the R & D school in the formula.

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c. Capital funding

- Renovation or rebuilding of the PLS school for the R & D school shall be funded from a direct appropriation to the University of Northern Iowa from a funding source such as the Rebuild Iowa Infrastructure Fund (RIIF).
- The R & D school shall also be eligible to receive infrastructure dollars from the statewide one cent sales tax increase in Iowa Code section 423F.2. The amount shall be based upon the October 1 certified enrollment count, the year prior to commencement of operations.

II. Price Laboratory School Facility

The committee recognizes it does not possess the professional expertise necessary to evaluate the structural propriety of the existing building. The committee recommends that a design professional evaluate the structural integrity and assess whether it is adequate to meet the educational objectives of the R & D school.

- a. The legislature shall appropriate funding of \$35,000 to UNI to contract with a design firm to evaluate the condition of the current PLS facility, determine an approximate cost of both renovation and new construction, and make a recommendation as to which is more feasible. The firm shall be asked to consider the multiple functions of the R & D school such as PK-12 education, teacher preparation, research, development, demonstration, and dissemination. Cost estimates shall be prepared that take into consideration facility needs dictated by the plans of the Implementation Committee and features for energy efficiency.
- b. In evaluating the existing PLS facility, the design professional shall collect data to measure and report on the following property elements:
  - i. Site: grounds, utilities, and paving systems
  - ii. Exterior systems: roof, walls, windows, exterior doors, and structural components
  - iii. Interior systems: walls, doors, floors, and ceilings
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  - vi. Heating, ventilation, and air conditioning including controls
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  - ix. Fire protection
  - x. Elevators
  - xi. Special construction
- c. Based upon the data collected in evaluating PLS, the design professional shall identify any deficient conditions, prioritize the deficiencies, and estimate the cost and detail of the work required to remedy the deficiency. The total cost necessary to resolve the deficiencies will be used to help evaluate the cost effectiveness of renovating the existing PLS school or constructing a new school to achieve the R & D school's objectives. The report shall be made available within the next fiscal year to the University of Northern Iowa President, the Director of the Department of Education, and the Transition Team.

- d. Leadership in Energy and Environmental Design (LEED) certification shall be sought at the highest level for construction of a new building or renovation. In addition, sustainable practices should be utilized throughout building operations.

## **Recommendations: Implementation Committee**

The functions of the R & D school are as follows:

- Research – the study and testing of innovative practices and analysis of data on the efficacy of instructional practices on both teaching and learning as applied in the classroom.
- Development – the organization and delivery of effective pedagogical practices that improve instruction.
- Demonstration – the modeling and presenting of effective practices in various observational formats within the school’s classrooms that can be applied to other instructional scenarios.
- Dissemination – the process by which effective instructional practices that have been developed and demonstrated are shared with professionals for the purpose of replication in Iowa’s classrooms.

The school shall serve as the place where integration of the applied research, the development of best practices, and the demonstration of teaching for learning can be disseminated to all of the schools in the state through a network supported by the Iowa Department of Education, the University of Northern Iowa, and the Area Education Agencies in partnership with all of the Regent Institutions and the PK-12 schools of the state.

The recommendations address three major areas for the R & D school: 1) the governance structure including an Advisory Board and a Standing Institutional Research Committee; 2) the teaching and learning environment, including the students, teaching faculty, the educational program, technology, outreach, and dissemination; and 3) transition plans that include a three- year timeline with basic objectives.

### **Governance Structure – Appendix B**

#### 1. Detailed Governance Structure: Specific Roles and Responsibilities of the Following Entities

##### a. University of Northern Iowa

- The University of Northern Iowa, a professional partner, shall continue to be the governing entity of the school and will have responsibility for faculty, building, grounds, and staffing. UNI shall have responsibility for being a partial funding source. UNI will continue to report to the Board of Regents on the progress of the R & D school.

##### b. Iowa Department of Education

- The Iowa Department of Education as a professional partner shall be the accreditation agency. The school shall meet the programmatic and teacher qualification requirements of the state with waiver provisions for innovative practices provided by the Director of the Department of Education. The reporting responsibilities to the Department will focus on

the primary functions of the school: research, development, demonstration, and dissemination as they relate to state initiatives such as the Iowa Core Curriculum and innovative and promising practices. The state, through the K-12 funding formula, will be a source for partial funding.

c. Advisory Board

- To be composed of ten members, including representation of the following:
  - i. Director of the School (ex-officio)
  - ii. Director of the Iowa Department of Education
  - iii. President of the University of Northern Iowa
  - iv. PK-12: One Teacher
  - v. PK-12: One Administrator
  - vi. AEAs
  - vii. Iowa State University
  - viii. University of Iowa
  - ix. Parent
  - x. Business/Industry
- The Advisory Board member appointments shall represent balance in geographic distribution and length of term. At least one of the Advisory Board members should have expertise in technology. Recommendations for appointment to the Advisory Board will be made jointly by the President of the University of Northern Iowa and the Director of the Iowa Department of Education to the Board of Regents and the State Board of Education for approval.
- The role of the Advisory Board is to ensure the success of the school's mission and vision through oversight of the three major purposes and four major functions, the state of Iowa's major educational initiatives such as the Iowa Core Curriculum, and the implementation of innovative instruction and promising practices. The Advisory Board will be responsible for reviewing and evaluating the process and results of the school, and it will provide annual reports to the President of the University of Northern Iowa, the Director of the Iowa Department of Education, the Board of Regents, and the State Board of Education.

d. Standing Institutional Research Committee

- To be composed of eight members, including:
  - i. Director of Research (or person with designated responsibility)
  - ii. One Representative each from UNI, ISU, UofI
  - iii. Business/Industry Representative
  - iv. PK-12 Representative
  - v. Political Community Representative
  - vi. Iowa Department of Education Representative
- The Standing Institutional Research Committee (SIRC) shall be a clearinghouse for the investigative and applied research occurring at Iowa's Regent Universities as the research applies to and promotes innovative educational practices and student learning at the school. As a clearinghouse, the SIRC will be a resource for providing matching opportunities between researchers, and appropriate venues for coordinating communication between and

among researchers, the school, and Iowa's classrooms. It will be responsible for creating the research protocols for the school, approving proposals for the school, reviewing quality and results of the performed research, and providing support for dissemination efforts. Members of the committee shall be appointed by the President of the University of Northern Iowa in collaboration with the Director of the Iowa Department of Education for term lengths to be determined that give continuity to the long-range functioning of the committee.

- Partnerships – Partnerships shall be a key element in the school's sustainability of practice. The purpose for fostering partnerships is to enhance and sustain learning and teaching, expand budgetary resources, and increase awareness of the mission, vision, and practices of the school. Partnerships shall be mutually beneficial both in the short term through development of practice applications, and in the long term through economic and workforce development. Partnership outcomes include exposure to transformative practices, platforms for researching applications, and demonstrations of innovative and promising practice.

## 2. Operational Changes

### a. Teaching/Learning Environment

- The educational program shall provide greater emphasis on the state of Iowa's educational priorities such as the Iowa Core Curriculum, and innovative and promising instructional practices while supporting the research and professional development needed by Iowa's students and practicing teachers. Development of the program is to be a collaborative effort among the school faculty and staff, the University of Northern Iowa, and the Iowa Department of Education.
- The PK-12 student population shall mirror Iowa schools as much as possible. Diversity in the student body should include but not be limited to different cultures and ethnicity, English language learners, low socio-economic status, gifted and talented students, and students with Individualized Educational Plans (IEPs). The target enrollment for the R & D school is two sections or classrooms at each grade level.
- Teaching faculty shall meet Iowa teacher licensing requirements for teaching and preferably possess National Board Teacher Certification. The Transition Team shall recommend to the President of the University of Northern Iowa the degree requirements of teachers and staff. It is recommended that teachers in leadership roles shall have an advanced degree, and consideration shall be given for differentiated staffing patterns at the R & D school. Teaching faculty must demonstrate effective professional development skills, and, like the student body, bring diversity to the teaching/learning equation. There shall be a sufficient number of staff to accommodate the outreach activities. When appropriate, teachers new to the profession may participate in a ten month residency program at the school as a teacher practitioner, perhaps while working on an advanced degree.
- The school facility shall be designed for 21<sup>st</sup> century learning. The spaces for teaching and learning shall be designed to allow for the flow of students, faculty, staff, college students, and visiting educators to observe, interact, and learn without interrupting the education of the PK-12 students. Required teaching and learning areas should include: collaborative areas for project based learning, inquiry based learning, interdisciplinary teaching, authentic intellectual work, differentiation, co-teaching, and modern laboratory facilities.

Because the school also serves pre-service teachers as well as practicing teachers, larger or different areas such as observatories, lecture halls, and adult classrooms with supporting technology shall be included in the design.

- The quality and currency of the technology shall support and enhance learning and teaching and must demonstrate the state-of-the-art practice and utilization of technology for students and teachers. Technology infrastructure shall accommodate enough bandwidth for online learning, video streaming, audio/video communication, online assessment systems, and use of the ICN. In addition to teaching and learning, the technology should be used for collaboration and communication to off-site classrooms and schools and shall be considered integral to the outreach function of dissemination.
- b. Outreach/Dissemination: Translation of Research into Practice in PK-12 Schools – Dissemination/Outreach Chart - Appendix C
  - Audience – The primary audiences for the dissemination function of the school shall be university faculty, PK-12 teachers and administrators, and AEA educators, facilitators, and consultants, as well as pre-service teachers. University and college faculty and instructors who prepare pre-service teachers are also integral to outreach efforts.
  - Research Network – Through the Standing Institutional Research Committee (SIRC), educational research on innovative practices and student learning conducted at the Regent Universities should be matched to appropriate venues at the school. Once the off-site locations or hubs are established, the SIRC could also make match opportunities available in PK-12 schools.
  - Hubs or Off-Site Locations – As the dissemination function develops, hubs or off-site locations throughout the state will need to be identified and staff trained. On-site dissemination can occur through demonstration teaching and supporting professional development.
  - Residency and Exchange Programs - Combination on-site/off-site dissemination can happen through faculty-teacher exchanges between the school and a hub site. Besides residency programs on-site for new teaching professionals, faculty from the school could be ‘in resident’ at PK-12 hub schools.
  - Outreach/Dissemination Director - Because of the complexity of dissemination, skilled staff is critical for providing organization, management, communication, and marketing of the research, development, and demonstration functions of the school. The school should give strong consideration to a distinct staff position for outreach and dissemination. The person filling the position would also need to be fluent in technology, marketing, and public relations.
  - Dissemination Through AEAs - An important part of outreach and dissemination work is the development of networks and partners. The AEA system already exists as a dissemination network, providing a ready-made system for an outreach and dissemination director.
  - PK-12 School Hubs - The next tier of outreach, the PK-12 school hubs, can be served by utilizing the AEAs or a similar system. Other key players in the outreach/dissemination system besides the faculty and staff of the school and the AEAs are the Iowa Department of

Education, and faculty at the University of Northern Iowa, University of Iowa, and Iowa State University. In addition to the applied research matches through the SIRC, partnerships with each of the Regent Universities and the education faculties, especially in their areas of expertise, would continue to build quality practice at the PK-12 level and at the colleges of education.

- c. Just as the Iowa Core Curriculum is fundamental to the school's educational program, the Iowa Professional Development Model is critical to a meaningful outreach and dissemination program. Developing partnerships and using available resources such as Iowa Public Television (IPTV), the ICN, and Iowa Online Learning also enhance the outreach/dissemination efforts.

### 3. Transition Plans for the Expansion of PLS as an R & D School

The following three-year timeline is proposed to give the University of Northern Iowa, in collaboration with the Iowa Department of Education, time and resources to develop a detailed plan incorporating the elements of the recommendation into a fully functioning school that will serve the students and educators of Iowa. It is also designed to allow the highest quality of education for the students of PLS while the school transforms itself fully into the envisioned R & D school of the future.

The details of the transition plan shall be designed and implemented by a Transition Team whose members have been jointly selected by the President of the University of Northern Iowa and the Director of the Iowa Department of Education.

The Transition Team is responsible for establishing a timeline for the change and determining an appropriate name for the R & D school. It is critical to the transition that the planned activities and benchmarks be continually evaluated for progress and that the Transition Team report quarterly to both the President of the University of Northern Iowa and the Director of the Department of Education on their progress.

#### a. Year One

Establish a Transition Team to make decisions within the parameters of both the Implementation and Finance and Funding Committees' recommendations subject to final review by the President of the University of Northern Iowa and the Director of the Iowa Department of Education. The team must be deeply knowledgeable and empowered to make decisions and allocate funding. It is their responsibility to:

- Work with those involved with the facility study.
- Establish student enrollment procedures reflecting a balanced student body in collaboration with surrounding districts to be approved by the Iowa Department of Education.
- Redefine faculty/administrative roles and responsibilities within guidelines of the University and the Department of Education.
- Establish a management model that implements the school functions.
- Develop a strategic plan with progress monitoring that includes the Iowa Core Curriculum implementation plan.
- Define roles/responsibilities for partnerships (AEAs, Institutions of Higher Education, and other Iowa schools).



- Report progress quarterly to the President of the University of Northern Iowa and the Director of the Iowa Department of Education who will then report to the Board of Regents and the State Board of Education.
- Establish reciprocal relationships with surrounding school districts.

b. Year Two

- Determine tools and processes for demonstration and dissemination.
- Operation of the Advisory Board begins and they act on Year One recommendations.
- Implement Year One recommendations.
- Seek additional funding from grants and other funding opportunities.
- Report progress quarterly to the President of the University of Northern Iowa and the Director of the Iowa Department of Education who will then report to the Board of Regents and the State Board of Education.

c. Year Three

- Standing Institutional Research Committee (SIRC) prepares research plans and processes (PLS, UNI, ISU, UI, DE).
- Engage in ongoing implementation and evaluation.
- Report progress quarterly to the President of the University of Northern Iowa and the Director of the Iowa Department of Education who will then report to the Board of Regents and the State Board of Education.

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  - xi. Special construction
- c. Based upon the data collected in evaluating PLS, the design professional shall identify any deficient conditions, prioritize the deficiencies, and estimate the cost and detail of the work required to remedy the deficiency. The total cost necessary to resolve the deficiencies will be used to help evaluate the cost effectiveness of renovating the existing PLS school or constructing a new school to achieve the R & D school's objectives. The report shall be made available within the next fiscal year to the University of Northern Iowa President, the Director of the Department of Education, and the Transition Team.

- d. Leadership in Energy and Environmental Design (LEED) certification shall be sought at the highest level for construction of a new building or renovation. In addition, sustainable practices should be utilized throughout building operations.

## **Recommendations: Implementation Committee**

The functions of the R & D school are as follows:

- Research – the study and testing of innovative practices and analysis of data on the efficacy of instructional practices on both teaching and learning as applied in the classroom.
- Development – the organization and delivery of effective pedagogical practices that improve instruction.
- Demonstration – the modeling and presenting of effective practices in various observational formats within the school’s classrooms that can be applied to other instructional scenarios.
- Dissemination – the process by which effective instructional practices that have been developed and demonstrated are shared with professionals for the purpose of replication in Iowa’s classrooms.

The school shall serve as the place where integration of the applied research, the development of best practices, and the demonstration of teaching for learning can be disseminated to all of the schools in the state through a network supported by the Iowa Department of Education, the University of Northern Iowa, and the Area Education Agencies in partnership with all of the Regent Institutions and the PK-12 schools of the state.

The recommendations address three major areas for the R & D school: 1) the governance structure including an Advisory Board and a Standing Institutional Research Committee; 2) the teaching and learning environment, including the students, teaching faculty, the educational program, technology, outreach, and dissemination; and 3) transition plans that include a three- year timeline with basic objectives.

### **Governance Structure – Appendix B**

#### 1. Detailed Governance Structure: Specific Roles and Responsibilities of the Following Entities

##### a. University of Northern Iowa

- The University of Northern Iowa, a professional partner, shall continue to be the governing entity of the school and will have responsibility for faculty, building, grounds, and staffing. UNI shall have responsibility for being a partial funding source. UNI will continue to report to the Board of Regents on the progress of the R & D school.

##### b. Iowa Department of Education

- The Iowa Department of Education as a professional partner shall be the accreditation agency. The school shall meet the programmatic and teacher qualification requirements of the state with waiver provisions for innovative practices provided by the Director of the Department of Education. The reporting responsibilities to the Department will focus on

the primary functions of the school: research, development, demonstration, and dissemination as they relate to state initiatives such as the Iowa Core Curriculum and innovative and promising practices. The state, through the K-12 funding formula, will be a source for partial funding.

c. Advisory Board

- To be composed of ten members, including representation of the following:
  - i. Director of the School (ex-officio)
  - ii. Director of the Iowa Department of Education
  - iii. President of the University of Northern Iowa
  - iv. PK-12: One Teacher
  - v. PK-12: One Administrator
  - vi. AEAs
  - vii. Iowa State University
  - viii. University of Iowa
  - ix. Parent
  - x. Business/Industry
- The Advisory Board member appointments shall represent balance in geographic distribution and length of term. At least one of the Advisory Board members should have expertise in technology. Recommendations for appointment to the Advisory Board will be made jointly by the President of the University of Northern Iowa and the Director of the Iowa Department of Education to the Board of Regents and the State Board of Education for approval.
- The role of the Advisory Board is to ensure the success of the school's mission and vision through oversight of the three major purposes and four major functions, the state of Iowa's major educational initiatives such as the Iowa Core Curriculum, and the implementation of innovative instruction and promising practices. The Advisory Board will be responsible for reviewing and evaluating the process and results of the school, and it will provide annual reports to the President of the University of Northern Iowa, the Director of the Iowa Department of Education, the Board of Regents, and the State Board of Education.

d. Standing Institutional Research Committee

- To be composed of eight members, including:
  - i. Director of Research (or person with designated responsibility)
  - ii. One Representative each from UNI, ISU, UofI
  - iii. Business/Industry Representative
  - iv. PK-12 Representative
  - v. Political Community Representative
  - vi. Iowa Department of Education Representative
- The Standing Institutional Research Committee (SIRC) shall be a clearinghouse for the investigative and applied research occurring at Iowa's Regent Universities as the research applies to and promotes innovative educational practices and student learning at the school. As a clearinghouse, the SIRC will be a resource for providing matching opportunities between researchers, and appropriate venues for coordinating communication between and



among researchers, the school, and Iowa's classrooms. It will be responsible for creating the research protocols for the school, approving proposals for the school, reviewing quality and results of the performed research, and providing support for dissemination efforts. Members of the committee shall be appointed by the President of the University of Northern Iowa in collaboration with the Director of the Iowa Department of Education for term lengths to be determined that give continuity to the long-range functioning of the committee.

- Partnerships – Partnerships shall be a key element in the school's sustainability of practice. The purpose for fostering partnerships is to enhance and sustain learning and teaching, expand budgetary resources, and increase awareness of the mission, vision, and practices of the school. Partnerships shall be mutually beneficial both in the short term through development of practice applications, and in the long term through economic and workforce development. Partnership outcomes include exposure to transformative practices, platforms for researching applications, and demonstrations of innovative and promising practice.

## 2. Operational Changes

### a. Teaching/Learning Environment

- The educational program shall provide greater emphasis on the state of Iowa's educational priorities such as the Iowa Core Curriculum, and innovative and promising instructional practices while supporting the research and professional development needed by Iowa's students and practicing teachers. Development of the program is to be a collaborative effort among the school faculty and staff, the University of Northern Iowa, and the Iowa Department of Education.
- The PK-12 student population shall mirror Iowa schools as much as possible. Diversity in the student body should include but not be limited to different cultures and ethnicity, English language learners, low socio-economic status, gifted and talented students, and students with Individualized Educational Plans (IEPs). The target enrollment for the R & D school is two sections or classrooms at each grade level.
- Teaching faculty shall meet Iowa teacher licensing requirements for teaching and preferably possess National Board Teacher Certification. The Transition Team shall recommend to the President of the University of Northern Iowa the degree requirements of teachers and staff. It is recommended that teachers in leadership roles shall have an advanced degree, and consideration shall be given for differentiated staffing patterns at the R & D school. Teaching faculty must demonstrate effective professional development skills, and, like the student body, bring diversity to the teaching/learning equation. There shall be a sufficient number of staff to accommodate the outreach activities. When appropriate, teachers new to the profession may participate in a ten month residency program at the school as a teacher practitioner, perhaps while working on an advanced degree.
- The school facility shall be designed for 21<sup>st</sup> century learning. The spaces for teaching and learning shall be designed to allow for the flow of students, faculty, staff, college students, and visiting educators to observe, interact, and learn without interrupting the education of the PK-12 students. Required teaching and learning areas should include: collaborative areas for project based learning, inquiry based learning, interdisciplinary teaching, authentic intellectual work, differentiation, co-teaching, and modern laboratory facilities.

Because the school also serves pre-service teachers as well as practicing teachers, larger or different areas such as observatories, lecture halls, and adult classrooms with supporting technology shall be included in the design.

- The quality and currency of the technology shall support and enhance learning and teaching and must demonstrate the state-of-the-art practice and utilization of technology for students and teachers. Technology infrastructure shall accommodate enough bandwidth for online learning, video streaming, audio/video communication, online assessment systems, and use of the ICN. In addition to teaching and learning, the technology should be used for collaboration and communication to off-site classrooms and schools and shall be considered integral to the outreach function of dissemination.
  
- b. Outreach/Dissemination: Translation of Research into Practice in PK-12 Schools – Dissemination/Outreach Chart - Appendix C
  - Audience – The primary audiences for the dissemination function of the school shall be university faculty, PK-12 teachers and administrators, and AEA educators, facilitators, and consultants, as well as pre-service teachers. University and college faculty and instructors who prepare pre-service teachers are also integral to outreach efforts.
  
  - Research Network – Through the Standing Institutional Research Committee (SIRC), educational research on innovative practices and student learning conducted at the Regent Universities should be matched to appropriate venues at the school. Once the off-site locations or hubs are established, the SIRC could also make match opportunities available in PK-12 schools.
  
  - Hubs or Off-Site Locations – As the dissemination function develops, hubs or off-site locations throughout the state will need to be identified and staff trained. On-site dissemination can occur through demonstration teaching and supporting professional development.
  
  - Residency and Exchange Programs - Combination on-site/off-site dissemination can happen through faculty-teacher exchanges between the school and a hub site. Besides residency programs on-site for new teaching professionals, faculty from the school could be ‘in resident’ at PK-12 hub schools.
  
  - Outreach/Dissemination Director - Because of the complexity of dissemination, skilled staff is critical for providing organization, management, communication, and marketing of the research, development, and demonstration functions of the school. The school should give strong consideration to a distinct staff position for outreach and dissemination. The person filling the position would also need to be fluent in technology, marketing, and public relations.
  
  - Dissemination Through AEAs - An important part of outreach and dissemination work is the development of networks and partners. The AEA system already exists as a dissemination network, providing a ready-made system for an outreach and dissemination director.
  
  - PK-12 School Hubs - The next tier of outreach, the PK-12 school hubs, can be served by utilizing the AEAs or a similar system. Other key players in the outreach/dissemination system besides the faculty and staff of the school and the AEAs are the Iowa Department of

Education, and faculty at the University of Northern Iowa, University of Iowa, and Iowa State University. In addition to the applied research matches through the SIRC, partnerships with each of the Regent Universities and the education faculties, especially in their areas of expertise, would continue to build quality practice at the PK-12 level and at the colleges of education.

- c. Just as the Iowa Core Curriculum is fundamental to the school's educational program, the Iowa Professional Development Model is critical to a meaningful outreach and dissemination program. Developing partnerships and using available resources such as Iowa Public Television (IPTV), the ICN, and Iowa Online Learning also enhance the outreach/dissemination efforts.

### 3. Transition Plans for the Expansion of PLS as an R & D School

The following three-year timeline is proposed to give the University of Northern Iowa, in collaboration with the Iowa Department of Education, time and resources to develop a detailed plan incorporating the elements of the recommendation into a fully functioning school that will serve the students and educators of Iowa. It is also designed to allow the highest quality of education for the students of PLS while the school transforms itself fully into the envisioned R & D school of the future.

The details of the transition plan shall be designed and implemented by a Transition Team whose members have been jointly selected by the President of the University of Northern Iowa and the Director of the Iowa Department of Education.

The Transition Team is responsible for establishing a timeline for the change and determining an appropriate name for the R & D school. It is critical to the transition that the planned activities and benchmarks be continually evaluated for progress and that the Transition Team report quarterly to both the President of the University of Northern Iowa and the Director of the Department of Education on their progress.

#### a. Year One

Establish a Transition Team to make decisions within the parameters of both the Implementation and Finance and Funding Committees' recommendations subject to final review by the President of the University of Northern Iowa and the Director of the Iowa Department of Education. The team must be deeply knowledgeable and empowered to make decisions and allocate funding. It is their responsibility to:

- Work with those involved with the facility study.
- Establish student enrollment procedures reflecting a balanced student body in collaboration with surrounding districts to be approved by the Iowa Department of Education.
- Redefine faculty/administrative roles and responsibilities within guidelines of the University and the Department of Education.
- Establish a management model that implements the school functions.
- Develop a strategic plan with progress monitoring that includes the Iowa Core Curriculum implementation plan.
- Define roles/responsibilities for partnerships (AEAs, Institutions of Higher Education, and other Iowa schools).

- Report progress quarterly to the President of the University of Northern Iowa and the Director of the Iowa Department of Education who will then report to the Board of Regents and the State Board of Education.
- Establish reciprocal relationships with surrounding school districts.

b. Year Two

- Determine tools and processes for demonstration and dissemination.
- Operation of the Advisory Board begins and they act on Year One recommendations.
- Implement Year One recommendations.
- Seek additional funding from grants and other funding opportunities.
- Report progress quarterly to the President of the University of Northern Iowa and the Director of the Iowa Department of Education who will then report to the Board of Regents and the State Board of Education.

c. Year Three

- Standing Institutional Research Committee (SIRC) prepares research plans and processes (PLS, UNI, ISU, UI, DE).
- Engage in ongoing implementation and evaluation.
- Report progress quarterly to the President of the University of Northern Iowa and the Director of the Iowa Department of Education who will then report to the Board of Regents and the State Board of Education.

4. Needed Resources

In addition to time from faculty and staff, the Transition Team will need financial support for meeting its goals and objectives. There will be meeting and travel expenses for various committees and leaders as they conduct research, develop detailed plans, and need to purchase consultant services, print materials, and secretarial support. It is critical that an appropriate investment be made to ensure that the foundation for the R & D school is well grounded, and that evaluations of the process to develop the school and monitor progress are well defined and supported. The University of Northern Iowa and the Iowa Department of Education will cooperatively support the Transition Team's efforts by providing the needed financial resources.

**Summary:**

The recommendations of the two committees focus on creating a school that serves the students and educators of the state of Iowa, and is sustainable based on the interdependence of the involved entities with the leadership of the University of Northern Iowa and the Iowa Department of Education. In balancing all of the needs and keeping foremost the future of PK-12 education in the state of Iowa while nurturing professional respect for the work of educators to date, the committees feel strongly that this R & D school is essential to all of Iowa's next generations and the vitality of the state of Iowa.

## **APPENDIX A:**

## **Committee Members**

### **Finance and Funding Committee**

#### Members

Connie Maxson, Chief Administrator, Green Valley AEA 14 (Committee Chair)  
Jim Addy, Administrator, Division of School Support and Information, Iowa Department of Education  
Paul Bobek, Business Manager, Iowa City Community School District  
Bill Callahan, Dean & Professor, College of Education, University of Northern Iowa  
Marcus Haack, Clinical Associate Professor, College of Education, University of Iowa  
Patrice Sayre, Chief Business Officer, Board of Regents, State of Iowa  
Gary Shontz, Controller/Secretary/Treasurer & Instructor, University of Northern Iowa  
Larry Sigel, School Finance Director, Iowa Association of School Boards  
Larry D. Williams, Superintendent, Sioux City Community School District (retired)

### **Implementation Committee**

#### Members

Katie Mulholland, Superintendent, Linn-Mar Community School District (Committee Chair)  
Sandra Damico, Dean, College of Education, University of Iowa  
Cyndy Erickson, Consultant, Bureau of Student and Family Support Services, Iowa Department of Education  
Latricia Hylton, Math Coordinator, Academic Learning Center, University of Northern Iowa  
Leann Jacobson, President, Technology Association of Iowa  
Nick Pace, Associate Professor, Ed Leadership, Counseling & Postsecondary Education, UNI  
Jim Reese, Bureau Chief, Bureau of Teaching & Learning Services, Iowa Department of Education  
Jan Reinicke, Executive Director, Iowa State Education Association (retired)  
Christine Schultz, Lecturer/Math 10 Coordinator, Iowa State University  
Bridgette Wagoner, Instructor/Outreach, Prof. Development & Curriculum Alignment Coordinator, Price Lab School  
David Whaley, Associate Dean, Teacher Education Human Sciences, Iowa State University  
Sue Wood, Director, Curriculum, Instruction, and Assessment, Fort Dodge Community School District

#### Ex-Officio Members

Ben Allen, President, University of Northern Iowa  
Judy Jeffrey, Director, Iowa Department of Education

#### Staff

Brenda Buzynski, Executive Assistant to the President, University of Northern Iowa  
Gail Sullivan, Chief of Staff, Office of the Director, Iowa Department of Education

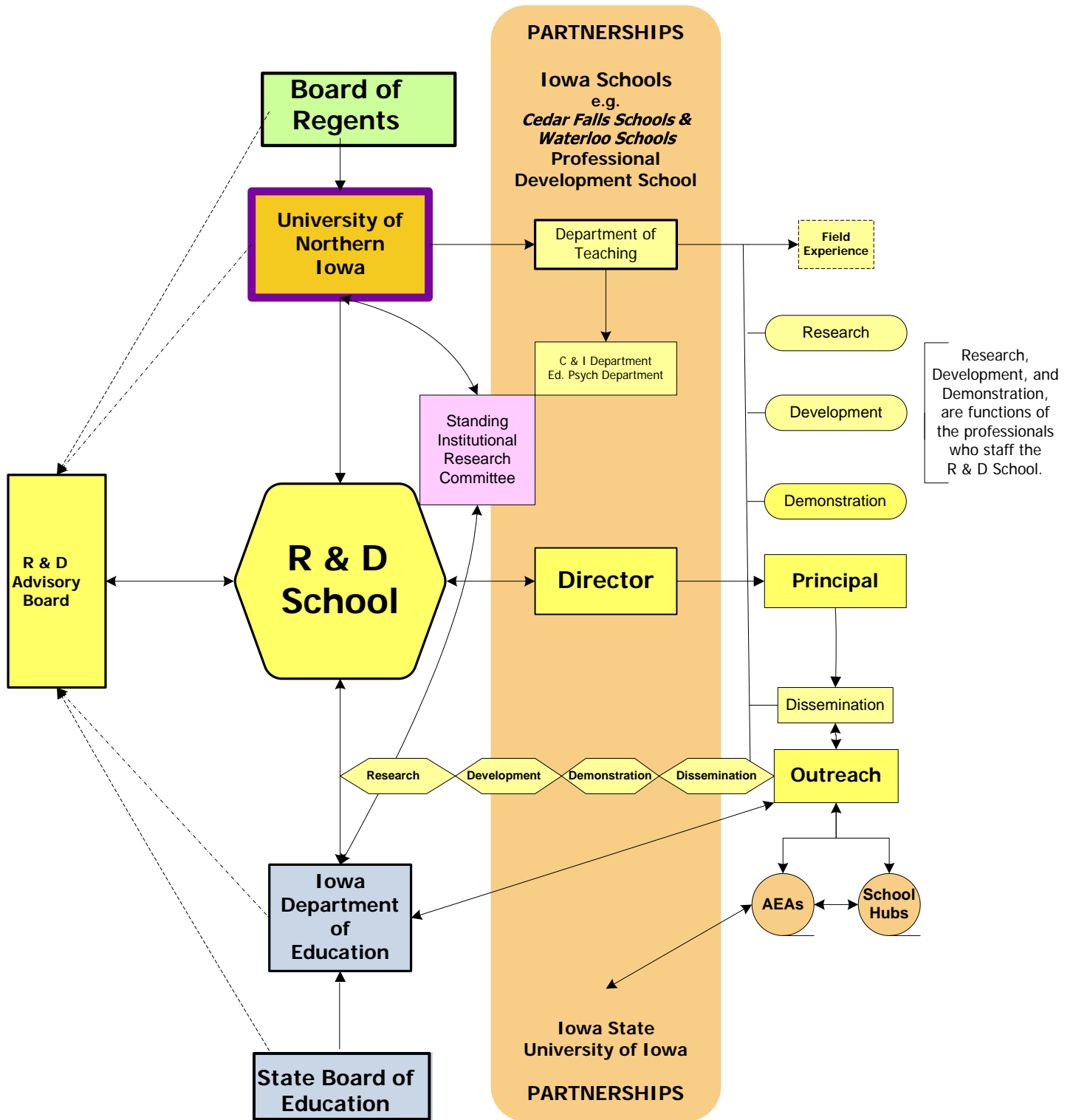
#### 2008 Meeting Dates

August 4 Iowa Department of Education, Des Moines  
September 29 Price Lab School, Cedar Falls, Iowa  
October 22 Iowa City Schools, North Liberty (Van Allen Elementary, North West Junior High)  
Linn-Mar Schools, Marion (Echo Hill Elementary School, Oak Ridge Middle School)  
November 4 Iowa Department of Education, Des Moines  
December 12 Iowa Department of Education, Des Moines

#### 2008 Input/Feedback Meetings with Committee Chair

November 13 Price Lab School: Dave Smith, Bridgette Wagoner, Becky Hawbaker  
November 18 UNI: President Ben Allen, Brenda Buzynski  
November 18 UNI: Dean Bill Callahan  
November 21 Iowa Department of Education: Director Judy Jeffrey  
November 21 Cedar Falls School District: Superintendent Dave Stoakes  
December 11 Waterloo School District: Superintendent Gary Norris

# Appendix B: Proposed Governance Structure: R & D School



**Mission:** Improve teaching and learning for Iowa students and educators.

**Vision:** Through **collaborative partnerships** with post secondary institutions, AEAs, PK-12 schools, and the Iowa Department of Education, the school **serves as a hub** to encourage and demonstrate the **implementation of evidence based practices** in teaching and learning. By **focusing on the changing needs of Iowa's educational system**, the school works to ensure that **each and every Iowa student** is prepared for **life, work and post-secondary pursuits**. The school is a **resource** through which **pre-service through career educators** grow in professional competence through **collaborative inquiry and exchange of professional knowledge**.

NETWORK/  
INPUT

PARTNERS

