

# House Study Bill 201

## Bill Text

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1 1 Section 1. INTENT. It is the intent of the general  
1 2 assembly to create a student achievement program that  
1 3 acknowledges that outstanding teachers are a key component in  
1 4 student success. This Act establishes a student achievement  
1 5 and teacher quality program that includes a career path for  
1 6 teachers, with compensation levels that strengthen Iowa's  
1 7 ability to attract and retain quality teachers. This Act also  
1 8 establishes a team-based variable pay plan that rewards  
1 9 teachers when student achievement reaches or exceeds academic  
1 10 performance goals. The total comprehensive education  
1 11 improvement plan set forth in this Act also includes  
1 12 provisions for beginning teacher mentoring and induction  
1 13 programs and for professional development designed to directly  
1 14 improve teacher skills and knowledge.

1 15 Sec. 2. NEW SECTION. 284.1 STUDENT ACHIEVEMENT AND  
1 16 TEACHER QUALITY PROGRAM.

1 17 A student achievement and teacher quality program is  
1 18 established to promote high student achievement. The program  
1 19 shall consist of the following four major elements:

1 20 1. Mentoring and induction programs that provide support  
1 21 for beginning teachers in accordance with sections 284.5 and  
1 22 284.6.

1 23 2. Career paths with compensation levels that strengthen  
1 24 Iowa's ability to recruit and retain teachers.

1 25 3. Professional development designed to directly support  
1 26 best teaching practices.

1 27 4. Team-based variable pay that provides additional  
1 28 compensation when student performance improves.

1 29 Sec. 3. NEW SECTION. 284.2 DEFINITIONS.

1 30 As used in this chapter, unless the context otherwise  
1 31 requires:

1 32 1. "Beginning teacher" means, except as provided in  
1 33 section 272.28, an individual serving under a provisional, or  
1 34 a conditional license as defined in section 272.1, subsection  
1 35 3A, issued by the board of educational examiners under chapter  
2 1 272, who is assuming a position as a classroom teacher.

2 2 2. "Classroom teacher" means an individual who holds a  
2 3 valid practitioner's license and who is employed under a  
2 4 teaching contract with a school district or area education  
2 5 agency in this state to provide classroom instruction to  
2 6 students.

2 7 3. "Department" means the department of education.

2 8 4. "Director" means the director of the department of  
2 9 education.

2 10 5. "Evaluator" means a practitioner who successfully  
2 11 completes an evaluator training program pursuant to section  
2 12 284.10.

2 13 6. "Mentor" means an individual employed by a school  
2 14 district or area education agency as a classroom teacher who  
2 15 holds a valid practitioner's license issued under chapter 272.  
2 16 The individual must have a record of four years of successful  
2 17 teaching practice, must be employed as a classroom teacher on  
2 18 a nonprobationary basis, and must demonstrate professional  
2 19 commitment to both the improvement of teaching and learning  
2 20 and the development of beginning teachers.

2 21 7. "School board" means the board of directors of a school

2 22 district or a collaboration of boards of directors of school  
2 23 districts.

2 24 8. "State board" means the state board of education.

2 25 9. "Teacher" means an individual holding a practitioner's  
2 26 license issued under chapter 272, who is employed as a  
2 27 teacher, librarian, media specialist, or counselor in a  
2 28 nonadministrative position by a school district or area  
2 29 education agency pursuant to a contract issued by a board of  
2 30 directors under section 279.13. A teacher may be employed in  
2 31 both an administrative and a nonadministrative position by a  
2 32 board of directors and shall be considered a part-time teacher  
2 33 for the portion of time that the teacher is employed in a  
2 34 nonadministrative position. "Teacher" includes a licensed  
2 35 individual employed on a less than full-time basis by a school  
3 1 district through a contract between the school district and an  
3 2 institution of higher education with a practitioner  
3 3 preparation program in which the licensed teacher is enrolled.

3 4 Sec. 4. NEW SECTION. 284.3 IOWA TEACHING STANDARDS.

3 5 1. For purposes of this chapter and for developing teacher  
3 6 evaluation criteria under chapter 279, the Iowa teaching  
3 7 standards are as follows:

- 3 8 a. Content knowledge.
- 3 9 b. Planning and preparation for instruction.
- 3 10 c. Instructional delivery.
- 3 11 d. Monitoring student learning.
- 3 12 e. Classroom management.
- 3 13 f. Professional responsibilities.

3 14 2. A school board has the responsibility to adopt core  
3 15 knowledge and skill components based upon the standards  
3 16 established in this section and the models developed pursuant  
3 17 to section 256.9, subsection 51, for purposes of creating a  
3 18 professional development program, teacher evaluations under  
3 19 chapter 279, and for performance review, advancement, and  
3 20 licensure of teachers in accordance with chapter 272 and this  
3 21 chapter. Faculty shall be involved in developing the core  
3 22 knowledge and skill components adopted by the school board.

3 23 Sec. 5. NEW SECTION. 284.4 PARTICIPATION.

3 24 It is the intent of the general assembly that all school  
3 25 districts participate in the student achievement and teacher  
3 26 quality program. A school district is eligible to receive  
3 27 moneys appropriated for purposes specified in this chapter if  
3 28 the school board applies to the department to participate in  
3 29 the student achievement and teacher quality program and  
3 30 submits a written statement declaring the school district's  
3 31 commitment to do all of the following:

3 32 1. Commit and expend local moneys to improve student  
3 33 achievement and teacher quality.

3 34 2. Implement a beginning teacher mentoring and induction  
3 35 program as provided in this chapter.

4 1 3. Provide two more contract days than provided in the  
4 2 school year beginning July 1, 2001, and two more contract days  
4 3 than provided in the school year beginning July 1, 2002, and  
4 4 to remain at no less than that number of contract days for  
4 5 each succeeding school year, to provide additional time for  
4 6 teachers to engage in research-based professional development  
4 7 that aligns with student learning and teacher development  
4 8 needs in order to achieve attendance center and districtwide  
4 9 student achievement goals outlined in the district  
4 10 comprehensive school improvement plan. The department shall  
4 11 provide school districts with strategies for restructuring the  
4 12 school calendar to provide for the most effective professional  
4 13 development.

4 14 4. Adopt teacher career paths based upon demonstrated  
4 15 knowledge and skills in accordance with this chapter.

4 16 5. Adopt a team-based variable pay plan, based upon a  
4 17 statewide model. The pay plan shall reward attendance level  
4 18 success.

4 19 Sec. 6. NEW SECTION. 284.5 BEGINNING TEACHER MENTORING  
4 20 AND INDUCTION PROGRAM ESTABLISHED.

4 21 1. The department shall coordinate a beginning teacher  
4 22 mentoring and induction program to promote excellence in  
4 23 teaching, build a supportive environment within school  
4 24 districts, increase the retention of promising beginning  
4 25 teachers, and promote the personal and professional well-being  
4 26 of teachers. By July 1, 2002, a school board shall provide  
4 27 for an approved two-year beginning teacher mentoring and  
4 28 induction program.

4 29 2. The state board shall adopt rules providing for an  
4 30 approval process for beginning teacher mentoring and induction  
4 31 program plans submitted in accordance with section 284.6. The  
4 32 department may disapprove a plan submitted by a school board  
4 33 if the plan does not meet the minimum criteria set forth in  
4 34 section 284.6. However, if the department disapproves the  
4 35 plan, the department shall provide the school board with  
5 1 recommendations for plan improvements and allow the school  
5 2 district to resubmit the plan for consideration. It is the  
5 3 intent of the general assembly that the department approve  
5 4 plans that incorporate local innovation and take into  
5 5 consideration local needs.

5 6 Sec. 7. NEW SECTION. 284.6 BEGINNING TEACHER MENTORING  
5 7 AND INDUCTION PROGRAM PLANS.

5 8 1. Each participating school district shall develop and  
5 9 submit to the department a beginning teacher mentoring and  
5 10 induction program plan which shall, at a minimum, provide the  
5 11 process for the selection of and the number of mentors; the  
5 12 mentor training process; the timetable by which the plan shall  
5 13 be implemented; placement of mentors and beginning teachers;  
5 14 release time for mentors and beginning teachers for planning,  
5 15 demonstration, observation, feedback, and workshops;  
5 16 additional compensation for mentors; the process for  
5 17 dissolving mentor and beginning teacher partnerships; the  
5 18 programs utilized to train mentors and evaluators; and the  
5 19 process for measuring the results of the program.

5 20 2. Prior to the start of each school year, the school  
5 21 district shall prepare, in consultation with a mentor and  
5 22 beginning teacher, that teacher's mentoring and induction  
5 23 program plan and shall inform the teacher of the criteria upon  
5 24 which the teacher will be evaluated.

5 25 Sec. 8. NEW SECTION. 284.7 TEACHER CAREER DEVELOPMENT.

5 26 1. The department shall coordinate a statewide network of  
5 27 professional development programs that, at a minimum, shall:

5 28 a. Support individual teacher improvement based upon the  
5 29 Iowa teaching standards.

5 30 b. Align with district and attendance center student  
5 31 achievement goals as outlined in the district's comprehensive  
5 32 school improvement plan.

5 33 c. Provide teachers with research-based strategies in  
5 34 teaching, learning, and leadership.

5 35 d. Contain an evaluation component to determine the  
6 1 changes in teacher instructional practices that impact on  
6 2 student learning.

6 3 2. The state board shall prescribe standards and  
6 4 procedures for the approval of professional development  
6 5 programs and providers. Professional development offered  
6 6 under this chapter may be provided by an approved public or  
6 7 private entity.

6 8 3. A participating school district shall establish and  
6 9 maintain a district teacher career development plan that is  
6 10 linked to the Iowa teaching standards, the core knowledge and  
6 11 skill components adopted by the school board, and the  
6 12 comprehensive school improvement plan submitted to the  
6 13 department in accordance with section 256.7, subsection 21.  
6 14 In addition, at a minimum, the district teacher career  
6 15 development plan shall:

6 16 a. Focus teaching practices on the academic indicators and  
6 17 goals specified in the comprehensive school improvement plan.

6 18 b. Provide a comprehensive professional development plan  
6 19 for teachers that meets the needs of the district and the  
6 20 individual teachers.

6 21 4. The school district shall provide access by teachers to  
6 22 professional development, through public and private providers  
6 23 approved by the state board, that meets the criteria set forth  
6 24 in subsection 1.

6 25 5. In cooperation with the teacher's supervisor, the  
6 26 teacher employed by a participating school district shall  
6 27 develop an individual teacher career development plan. The  
6 28 individual plan shall be based, at a minimum, on the Iowa  
6 29 teaching standards, the needs of the teacher, the students,  
6 30 the attendance center, and the school district as outlined in  
6 31 the comprehensive school improvement plan. The individual  
6 32 plan shall be reviewed at the teacher's annual evaluation.

6 33 Sec. 9. NEW SECTION. 284.8 IOWA TEACHER CAREER PATH.

6 34 To promote continuous improvement in Iowa's quality  
6 35 teaching workforce and to give Iowa teachers the opportunity  
7 1 for career recognition that reflects the various roles  
7 2 teachers play as educational leaders, an Iowa teacher career  
7 3 path is established for teachers employed by participating  
7 4 school districts.

7 5 1. PROVISIONAL TEACHER. A provisional teacher is a  
7 6 teacher who meets the following requirements:

7 7 a. Successfully completed an approved practitioner  
7 8 preparation program as defined in section 272.1.

7 9 b. Holds a provisional teacher license issued by the board  
7 10 of educational examiners.

7 11 c. Participates in the beginning teacher mentoring and  
7 12 induction program as provided in this chapter.

7 13 2. CAREER I TEACHER. A career I teacher is a teacher who  
7 14 meets the following requirements:

7 15 a. Successfully completed the beginning teacher mentoring  
7 16 and induction program as provided in this chapter.

7 17 b. Is evaluated by the school district as demonstrating  
7 18 the competencies of a career teacher.

7 19 c. Holds a career teacher license issued by the board of  
7 20 educational examiners.

7 21 d. Participates in teacher career development as set forth  
7 22 in this chapter and demonstrates continuous improvement in  
7 23 teaching.

7 24 3. CAREER II TEACHER. A career II teacher is a teacher  
7 25 who meets the requirements of subsection 2, paragraphs "a",  
7 26 "c", and "d", and who has met endorsement requirements  
7 27 established by the school district that employs the teacher,  
7 28 and who is evaluated by the school district as demonstrating  
7 29 the competencies of a career II teacher.

7 30 4. ADVANCED TEACHER. An advanced teacher is a teacher who  
7 31 meets the following requirements:

7 32 a. Is evaluated by the school district as demonstrating  
7 33 the competencies of an advanced teacher.

7 34 b. Successfully completed the comprehensive evaluation to  
7 35 be classified as an advanced teacher.

8 1 c. Holds an advanced teacher license from the board of  
8 2 educational examiners.

8 3 d. Participates in teacher career development as outlined  
8 4 in this chapter and demonstrates continuous improvement in  
8 5 teaching.

8 6 e. Possesses the skills and qualifications to assume  
8 7 leadership roles.

8 8 Sec. 10. NEW SECTION. 284.9 EVALUATION REQUIREMENTS  
8 9 PANEL.

8 10 1. a. The principal at an attendance center shall  
8 11 annually evaluate the teachers employed at the attendance  
8 12 center. The principal may designate another evaluator to

8 13 conduct the annual evaluation of a teacher. The evaluation  
8 14 shall include classroom observation of the teacher and may  
8 15 include supporting documentation from other supervisors,  
8 16 parents, and students.

8 17 b. A teacher may be comprehensively evaluated for purposes  
8 18 of performance review, advancement, or licensure. A teacher  
8 19 shall be comprehensively evaluated at least once every five  
8 20 years or each time advancement to a higher career path level  
8 21 is contemplated. Comprehensive evaluations shall be conducted  
8 22 by the principal of the attendance center that employs the  
8 23 teacher or by another evaluator designated by the principal or  
8 24 by the principal's designee and one additional evaluator  
8 25 chosen from a pool of evaluators available to the school  
8 26 district. A school district may collaborate with one or more  
8 27 other school districts and with one or more area education  
8 28 agencies to establish a pool of evaluators.

8 29 c. If a comprehensive evaluation conducted for a teacher  
8 30 does not include a recommendation for advancement, a  
8 31 comprehensive evaluation shall be conducted for the teacher no  
8 32 sooner than one year from the date of the last comprehensive  
8 33 evaluation.

8 34 2. The director, in consultation with representatives of  
8 35 classroom teachers, national board-certified teachers,  
9 1 administrators, school board members, the two largest  
9 2 organizations representing teachers in the state, and  
9 3 institutions of higher education, shall appoint a review panel  
9 4 consisting of seven individuals knowledgeable in making a  
9 5 determination of whether the evidence submitted by a teacher  
9 6 demonstrates that a teacher has superior teaching skills. A  
9 7 panel member shall serve a three-year term with the terms of  
9 8 panel members staggered. A panel member may serve two terms  
9 9 on a review panel. A panel shall convene as necessary and the  
9 10 department of education shall provide staff support for the  
9 11 review panels. The purpose of the panel is to perform random  
9 12 audits of the comprehensive evaluations conducted by  
9 13 evaluators throughout the state.

9 14 3. The state board shall adopt rules to administer this  
9 15 section.

9 16 Sec. 11. NEW SECTION. 284.10 EVALUATOR TRAINING PROGRAM.

9 17 1. The department shall establish an evaluator training  
9 18 program to improve the skills of school district evaluators in  
9 19 making employment decisions, making recommendations for  
9 20 licensure, and moving teachers through a career path as  
9 21 established under this chapter. The department shall consult  
9 22 with persons representing classroom teachers, national board-  
9 23 certified teachers, administrators, school boards, higher  
9 24 education institutions with approved practitioner and  
9 25 administrator preparation programs, the two largest  
9 26 organizations representing teachers in this state, and with  
9 27 persons from the private sector knowledgeable in employment  
9 28 evaluation and evaluator training in order to develop  
9 29 standards and requirements for the program. Evaluator  
9 30 training programs offered pursuant to this chapter may be  
9 31 provided by an approved public or private entity.

9 32 2. A practitioner licensed under chapter 272 who conducts  
9 33 evaluations of teachers for purposes of this chapter shall  
9 34 complete the evaluator training program. Upon successful  
9 35 completion, the provider shall provide evidence to the board  
10 1 of educational examiners that the practitioner is qualified to  
10 2 conduct evaluations for employment, make recommendations for  
10 3 licensure, and make recommendations that a teacher is  
10 4 qualified to advance from one career path level to the next  
10 5 career path level pursuant to this chapter. Certification by  
10 6 the board of educational examiners is for a period of five  
10 7 years and may be renewed.

10 8 3. Effective until July 1, 2004, a school district shall  
10 9 pay an award, from moneys allocated pursuant to section

10 10 284.14, subsection 2, paragraph "c", in the amount of one  
10 11 thousand dollars to each individual who is licensed as a  
10 12 practitioner under chapter 272 on or after July 1, 2001, and  
10 13 who has been certified in accordance with this section. By  
10 14 July 1 annually, the school district shall notify the  
10 15 department of education of the number of individuals who have  
10 16 achieved certification in accordance with this section, and  
10 17 shall submit any documentation requested by the department.

10 18 4. The department shall establish statewide  
10 19 recommendations for the number of evaluators each district  
10 20 should have available based on the enrollment of the district.  
10 21 A school district may collaborate with other school districts  
10 22 to meet the recommended number of evaluators.

10 23 5. By July 1, 2002, a higher education institution  
10 24 approved by the state board to provide an administrator  
10 25 preparation program shall incorporate the evaluator training  
10 26 program into the program offered by the institution.

10 27 6. Beginning July 1, 2004, the board of educational  
10 28 examiners shall require certification as a condition of  
10 29 issuing or renewing an administrator's license.

10 30 Sec. 12. NEW SECTION. 284.11 CAREER PATH COMPENSATION.

10 31 1. A participating school district shall use funding  
10 32 allocated under section 284.14, subsection 3, to do the  
10 33 following:

10 34 a. Raise the district's minimum salary for a first-year  
10 35 beginning teacher by at least one thousand dollars above the  
11 1 salary paid to beginning teachers in the previous fiscal year.  
11 2 However, a district is not required to raise the minimum  
11 3 salary if the district's average beginning teacher salary is  
11 4 twenty-five thousand dollars or more.

11 5 b. Raise the salary of a second-year beginning teacher by  
11 6 at least one thousand dollars above the salary paid to a  
11 7 first-year beginning teacher in the previous fiscal year.  
11 8 However, a district is not required to raise the salary of a  
11 9 second-year beginning teacher as provided in this subsection  
11 10 if the district's average beginning teacher salary is twenty-  
11 11 six thousand dollars or more.

11 12 c. Provide a two thousand dollar difference between the  
11 13 maximum beginning teacher salary and the minimum career I  
11 14 teacher salary. After receiving a salary as a career I  
11 15 teacher for five years, a career I teacher shall not be  
11 16 eligible for a cost-of-living increase negotiated pursuant to  
11 17 chapter 20 until the teacher successfully advances to the  
11 18 level of career II teacher.

11 19 d. Establish, not later than July 1, 2002, or one fiscal  
11 20 year after becoming a participating district, a minimum salary  
11 21 for an advanced teacher that is at least fifteen thousand  
11 22 dollars greater than the minimum career I teacher salary.

11 23 2. A teacher employed in a participating district shall  
11 24 not receive less compensation in that participating district  
11 25 than the teacher received in the school year starting July 1,  
11 26 2001, due to implementation of this chapter.

11 27 Sec. 13. NEW SECTION. 284.12 TEAM-BASED VARIABLE PAY FOR  
11 28 STUDENT ACHIEVEMENT.

11 29 1. The state shall, by July 1, 2003, develop and implement  
11 30 a team-based variable pay plan that will utilize valid and  
11 31 reliable assessments to accurately measure the growth in  
11 32 performance of Iowa students. The pay plan shall do the  
11 33 following:

11 34 a. Focus on student performance in kindergarten through  
11 35 grade twelve with the emphasis at the elementary and middle  
12 1 school level placed on student performance in the core  
12 2 courses, including but not limited to reading and mathematics.

12 3 b. Provide for incentive awards to those school attendance  
12 4 centers that achieve annual performance standards.

12 5 2. A school district shall use moneys appropriated for  
12 6 purposes of this section to provide a cash award to all of the

12 7 licensed practitioners at an attendance center that meets or  
12 8 exceeds annual standards of performance. The school district  
12 9 may extend cash awards to other staff employed at the  
12 10 attendance center. The cash award shall not be included  
12 11 within an employee's base pay.

12 12 3. A performance fund is established in the office of the  
12 13 treasurer of state under the control of the department.  
12 14 Notwithstanding section 8.33, moneys in the fund shall not  
12 15 revert and shall be available for expenditure for purposes of  
12 16 team-based variable pay in accordance with this section.

12 17 4. Moneys received under this section by a school district  
12 18 shall not be used for payment of any collective bargaining  
12 19 agreement or arbitrator's decision negotiated or awarded under  
12 20 chapter 20.

12 21 Sec. 14. NEW SECTION. 284.13 REPORT.

12 22 1. The department shall annually report the statewide  
12 23 progress on the following:

12 24 a. Beginning teacher mentoring and induction program.

12 25 b. Improvement in teacher compensation.

12 26 c. Evaluator training program.

12 27 d. Changes and improvements in the evaluation of teachers  
12 28 under the Iowa teaching standards.

12 29 e. Team-based variable pay for student achievement.

12 30 f. Impact on attracting and retaining teachers in the  
12 31 profession.

12 32 2. The report shall be made available to the chairpersons  
12 33 and ranking members of the senate and house committees on  
12 34 education, the state board, and school districts by January 1.  
12 35 School districts shall provide information as required by the  
13 1 department for the compilation of the report and for  
13 2 accounting and auditing purposes.

13 3 3. The department of education shall annually submit to  
13 4 the chairpersons and ranking members of the senate and house  
13 5 committees on education the findings of the review panel  
13 6 created pursuant to section 284.9.

13 7 4. The board of educational examiners shall compile  
13 8 statistical information from the results of the examinations  
13 9 administered pursuant to section 272.2, subsection 16. The  
13 10 information compiled shall identify the practitioner  
13 11 preparation programs from which the applicants graduated, but  
13 12 shall not identify applicants individually. The statistical  
13 13 information compiled by the board pursuant to this subsection  
13 14 is a public record. The board shall submit a review of the  
13 15 statistical information to the chairpersons and ranking  
13 16 members of the senate and house education committees and the  
13 17 state board by December 1, 2003.

13 18 Sec. 15. NEW SECTION. 284.14 STATE PROGRAM ALLOCATION.

13 19 1. For the fiscal years beginning on or after July 1,  
13 20 2001, the department shall deposit not less than fifteen  
13 21 percent of any moneys appropriated for purposes of this  
13 22 chapter into the performance fund established in section  
13 23 284.12. It is the intent of the general assembly that the  
13 24 percentage of funds provided for purposes of team-based  
13 25 variable pay shall increase annually until the level of thirty  
13 26 percent is reached. Commencing with the fiscal year beginning  
13 27 July 1, 2002, for each fiscal year in which moneys are  
13 28 appropriated by the general assembly for purposes of team-  
13 29 based variable pay pursuant to section 284.12, the amount of  
13 30 moneys allocated to school districts shall be in the  
13 31 proportion that the basic enrollment of a school district  
13 32 bears to the sum of the basic enrollments of all school  
13 33 districts in the state for the budget year.

13 34 2. Except as provided in subsection 1, for each fiscal  
13 35 year in which moneys are appropriated by the general assembly  
14 1 for purposes of the student achievement and teacher quality  
14 2 program, the moneys shall be allocated as follows:

14 3 a. For the fiscal year beginning July 1, 2001, and ending

14 4 June 30, 2002, to the department of education, the amount of  
14 5 one million nine hundred thousand dollars for the issuance of  
14 6 national board certification awards in accordance with section  
14 7 256.44.

14 8 b. For the fiscal year beginning July 1, 2001, and ending  
14 9 June 30, 2002, an amount up to two million four hundred  
14 10 thousand dollars, and for the fiscal year beginning July 1,  
14 11 2002, and ending June 30, 2003, an amount up to four million  
14 12 seven hundred thousand dollars, to the department of education  
14 13 for distribution to school districts for purposes of the  
14 14 beginning teacher mentoring and induction programs, based upon  
14 15 the proportion that the number of beginning teachers employed  
14 16 by a school district during the fiscal year in which moneys  
14 17 are appropriated for the program bears to the total number of  
14 18 beginning teachers employed by all school districts in the  
14 19 state during the fiscal year. Moneys received by a school  
14 20 district pursuant to this paragraph shall be expended to  
14 21 provide each mentor with an award of five hundred dollars per  
14 22 semester, at a minimum, for participation in the school  
14 23 district's beginning teacher mentoring and induction program;  
14 24 to implement the plan; and to pay any applicable costs of the  
14 25 employer's share of contributions to federal social security  
14 26 and the Iowa public employees' retirement system or a pension  
14 27 and annuity retirement system established under chapter 294,  
14 28 for such amounts paid by the district.

14 29 c. For the fiscal year beginning July 1, 2001, and ending  
14 30 June 30, 2002, up to one million five hundred thousand dollars  
14 31 to the department of education for purposes of establishing  
14 32 the evaluator training program, including but not limited to  
14 33 the development of criteria models; an evaluation process; the  
14 34 training of providers; development of a provider approval  
14 35 process; training materials and costs; awards for  
15 1 practitioners under section 284.10, subsection 3, and to pay  
15 2 any applicable costs of the employer's share of contributions  
15 3 to federal social security and the Iowa public employees'  
15 4 retirement system or a pension and annuity retirement system  
15 5 established under chapter 294, for such amounts paid by the  
15 6 district; and for subsidies to school districts for training  
15 7 costs. Moneys distributed to school districts for the  
15 8 purposes of evaluator training programs shall be distributed  
15 9 based upon the proportion that the number of administrators  
15 10 employed by a school district during the fiscal year in which  
15 11 moneys are appropriated for the program bears to the total  
15 12 number of administrators employed by all school districts in  
15 13 the state during the fiscal year.

15 14 d. For the fiscal year beginning July 1, 2001, and ending  
15 15 June 30, 2002, up to one million dollars to the department of  
15 16 education for purposes of implementing the professional  
15 17 development program requirements of section 284.7, and the  
15 18 review panel requirements of section 284.9.

15 19 e. For each fiscal year in the fiscal period beginning  
15 20 July 1, 2001, and ending June 30, 2003, up to five hundred  
15 21 thousand dollars to the board of educational examiners for the  
15 22 fees and costs incurred in administering the Praxis II  
15 23 examination in accordance with section 272.2, subsection 16.

15 24 3. For the fiscal year beginning July 1, 2001, and ending  
15 25 June 30, 2002, the amount of moneys remaining after  
15 26 distribution as provided in subsection 2, shall be allocated  
15 27 to school districts in accordance with the following formula:

15 28 a. Fifty percent of the allocation shall be in the  
15 29 proportion that the basic enrollment of a school district  
15 30 bears to the sum of the basic enrollments of all school  
15 31 districts in the state for the budget year.

15 32 b. Fifty percent of the allocation shall be based upon the  
15 33 proportion that the number of full-time equivalent teachers  
15 34 employed by a school district bears to the sum of the number  
15 35 of full-time equivalent teachers who are employed by all

16 1 school districts in the state for the base year.  
16 2 4. If a school district does not choose to participate in  
16 3 the student achievement and teacher quality program during the  
16 4 school year beginning July 1, 2001, the amount of moneys to be  
16 5 allocated to the school district pursuant to subsection 3  
16 6 shall be held for the school district by the department until  
16 7 June 30, 2003, or until the school district participates in  
16 8 the program, whichever occurs earlier. Notwithstanding  
16 9 section 8.33, unencumbered or unobligated funds remaining on  
16 10 June 30, 2002, shall not revert but shall be available for  
16 11 expenditure for the following fiscal year for the purposes of  
16 12 this chapter.

16 13 5. Moneys received by a school district under this chapter  
16 14 are miscellaneous income for purposes of chapter 257 or are  
16 15 considered encumbered. A school district shall maintain a  
16 16 separate listing within its budget for payments received and  
16 17 expenditures made pursuant to this section.

16 18 Sec. 16. Section [256.7](#), Code 2001, is amended by adding  
16 19 the following new subsection:

16 20 NEW SUBSECTION. 25. Prescribe standards and procedures  
16 21 for the approval of a nontraditional practitioner preparation  
16 22 instruction program to be offered by practitioner preparation  
16 23 institutions in this state in accordance with section 272.2,  
16 24 subsection 13.

16 25 Sec. 17. Section [256.9](#), Code 2001, is amended by adding  
16 26 the following new subsections:

16 27 NEW SUBSECTION. 51. Develop models of core knowledge and  
16 28 skill components, based upon the Iowa teaching standards, for  
16 29 the evaluation, the advancement, and for teacher career  
16 30 development purposes pursuant to chapter 284. The components  
16 31 shall further define the characteristics of quality teaching  
16 32 as established by the Iowa teaching standards.

16 33 NEW SUBSECTION. 52. Establish an evaluator training  
16 34 program to train evaluators on the process and procedures and  
16 35 content of an evaluation based upon the Iowa teaching  
17 1 standards.

17 2 Sec. 18. Section [256.16](#), Code 2001, is amended by adding  
17 3 the following new subsection:

17 4 NEW SUBSECTION. 3. Pursuant to section 256.7, subsection  
17 5 25, the state board shall adopt rules for higher education  
17 6 institutions providing practitioner preparation to develop and  
17 7 offer a nontraditional practitioner preparation instruction  
17 8 program for persons preparing to teach at the secondary level  
17 9 that, at a minimum, meets the requirements established  
17 10 pursuant to section 256.7, subsection 25. The program shall  
17 11 include coursework in education theory, instructional methods,  
17 12 classroom management, and practice teaching. The program  
17 13 shall consist of two twelve-week courses of study, the first  
17 14 of which a student shall successfully complete prior to  
17 15 receiving a conditional license pursuant to section 272.2,  
17 16 subsection 13, paragraphs "a" and "b". Prior to licensure as  
17 17 an administrator or a provisional teacher, a student shall  
17 18 successfully complete the second twelve-week course of study  
17 19 in accordance with section 272.2, subsection 13. The  
17 20 institution that delivers the coursework to a practitioner  
17 21 pursuant to this subsection shall, in consultation with the  
17 22 practitioner's evaluator at the school district or accredited  
17 23 nonpublic school of employment, submit to the board of  
17 24 educational examiners a comprehensive evaluation of the  
17 25 practitioner's performance by July 1 following the  
17 26 practitioner's year of employment under a conditional license.

17 27 Sec. 19. Section [272.1](#), Code 2001, is amended by adding  
17 28 the following new subsection:

17 29 NEW SUBSECTION. 3A. "Conditional license" means the  
17 30 authority that is given to allow a person to legally serve as  
17 31 a practitioner on a temporary basis while the person completes  
17 32 a nontraditional practitioner preparation program.

17 33 Sec. 20. Section [272.2](#), subsection 1, Code 2001, is  
17 34 amended to read as follows:

17 35 1. a. License practitioners

~~—~~  
- who do not hold or receive a  
18 1 license from another professional licensing board

~~—, and~~

~~—~~  
18 2

~~— professional development programs, except for programs~~

~~—~~  
18 3

~~— developed and offered by practitioner preparation institutions~~

~~—~~  
18 4

~~— or area education agencies and approved by the state board of~~

~~—~~  
18 5

~~— education~~

- Licensing authority includes the authority to  
18 6 establish criteria for the licenses,

~~— including but not limited~~

~~—~~  
18 7

~~— to,~~

- establish issuance and renewal requirements,

~~— creation of~~

~~—~~  
18 8 create application and renewal forms,

~~— creation of~~

~~— create~~

18 9 licenses that authorize different instructional functions or  
18 10 specialties,

~~— development of~~

- develop a code of professional

18 11 rights and responsibilities, practice, and ethics, and

~~— the~~

~~—~~  
18 12

~~— authority to~~

- develop any other classifications, distinctions,

18 13 and procedures which may be necessary to exercise licensing

18 14 duties in this chapter. A code of professional rights and

18 15 responsibilities, practice, and ethics shall address but not

18 16 be limited to the

~~— habitual~~

- failure of a practitioner to

18 17 fulfill contractual obligations under section 279.13.

18 18 b. License teachers employed by a school district as

18 19 provided in paragraph "a" and in accordance with the

18 20 requirements of section 284.8, as provisional, career, and

18 21 advanced teachers. A school district shall submit in a timely

18 22 manner, on forms provided by the board, evidence that a

18 23 teacher employed by the district has met the career path  
18 24 requirements of section 284.8. A license issued to a career  
18 25 or advanced teacher, pursuant to this paragraph, shall be  
18 26 valid for five years.

18 27 c. Notwithstanding section 272.28, subsection 1, a teacher  
18 28 shall be licensed in accordance with rules adopted pursuant to  
18 29 chapter 272, Code 2001, if the teacher successfully completes  
18 30 a beginning teacher mentoring program approved pursuant to  
18 31 chapter 256E on or before June 30, 2002, or is employed by a  
18 32 school district that does not offer a beginning teacher  
18 33 mentoring and induction program approved in accordance with  
18 34 this chapter during the school year beginning July 1, 2001.

18 35 d. Notwithstanding section 272.28, subsection 1, a teacher  
19 1 shall be licensed as a career teacher if the teacher meets the  
19 2 licensing requirements of chapter 272 and, prior to July 1,  
19 3 2003, successfully completes a two-year beginning teacher  
19 4 mentoring and induction program approved pursuant to this  
19 5 chapter.

19 6 Sec. 21. Section 272.2, subsection 13, Code 2001, is  
19 7 amended to read as follows:

19 8 13. Adopt rules to provide for nontraditional preparation  
19 9 and licensing options for licensing persons who hold, at a  
19 10 minimum, a bachelor's degree from an accredited college or  
19 11 university, but who do not meet other requirements for  
19 12 licensure. At a minimum, the rules shall provide for the  
19 13 following:

19 14 a. An individual who possesses at least a master's degree  
19 15 in business administration, public administration, or a  
19 16 comparable degree or who possesses at least a bachelor's  
19 17 degree from an accredited postsecondary institution, and life  
19 18 experience equivalent to a master's degree in a management  
19 19 field as determined by rule, and who has been employed for at  
19 20 least ten consecutive years in a management position, may be  
19 21 issued a one-year, nonrenewable conditional administrator's  
19 22 license if the individual successfully completes an evaluator  
19 23 training program pursuant to section 284.10, and a twelve-  
19 24 week, nontraditional practitioner preparation instruction  
19 25 program, in accordance with section 256.7, subsection 25. An  
19 26 individual may be issued an administrator's license if the  
19 27 individual successfully completes one year of employment as an  
19 28 administrator under a conditional license and successfully  
19 29 completes the second twelve-week course of study set forth in  
19 30 section 256.16, subsection 3.

19 31 b. An individual who possesses at least a bachelor's  
19 32 degree from an accredited postsecondary institution, and who  
19 33 has been employed for at least five consecutive years in an  
19 34 area requiring knowledge and practical application of the  
19 35 individual's postsecondary academic background, may be issued  
20 1 a one-year, nonrenewable conditional license to teach at the  
20 2 secondary level in the field or subject area for which the  
20 3 degree was issued if the individual successfully completes a  
20 4 twelve-week, nontraditional practitioner preparation  
20 5 instruction program, in accordance with section 256.7,  
20 6 subsection 25. An individual may be issued a provisional  
20 7 license to teach at the secondary level in the field or  
20 8 subject area for which the degree was issued if the individual  
20 9 successfully completes one year of teaching under a  
20 10 conditional license and successfully completes the second  
20 11 twelve-week course of study set forth in section 256.16,  
20 12 subsection 3. A person issued a conditional or provisional  
20 13 teaching license pursuant to this paragraph shall successfully  
20 14 complete, at a minimum, a two-year beginning teacher mentoring  
20 15 and induction program in accordance with sections 284.5 and  
20 16 284.6.

20 17 Sec. 22. Section 272.2, Code 2001, is amended by adding  
20 18 the following new subsections:

20 19 NEW SUBSECTION. 16. a. Administer the Praxis II

20 20 examination for knowledge of pedagogies and for not more than  
20 21 one content area in which the applicant intends to teach to  
20 22 each applicant for a provisional license prior to issuance of  
20 23 the license. Examination fees for the examination required  
20 24 under this subsection shall be paid from moneys appropriated  
20 25 to the board for this purpose. Cost incurred for additional  
20 26 content area examinations shall be paid by the applicant.

20 27 b. This subsection is repealed effective June 30, 2003.  
20 28 NEW SUBSECTION. 17. Certify practitioners who are  
20 29 licensed pursuant to this chapter and who have successfully  
20 30 completed an evaluator training program in accordance with  
20 31 section 284.10. Certification authority includes, but is not  
20 32 limited to, issuance and renewal requirements, creation of  
20 33 application and renewal forms, and to the establishment,  
20 34 collection, and refunding of fees for a certificate.

20 35 Sec. 23. NEW SECTION. 272.28 MENTORING AND INDUCTION  
21 1 REQUIREMENT.

21 2 1. Effective July 1, 2003, requirements for teacher  
21 3 licensure beyond a provisional license shall include  
21 4 successful completion of a beginning teacher mentoring and  
21 5 induction program approved by the state board of education.

21 6 2. A teacher from an accredited nonpublic school or  
21 7 another state or country is exempt from the requirement of  
21 8 subsection 1 if the teacher can document two years of  
21 9 successful teaching experience within the past four years and  
21 10 meet or exceed the requirements contained in rules adopted  
21 11 under this chapter for endorsement and licensure.

21 12 Sec. 24. Section [279.14](#), subsection 2, Code 2001, is  
21 13 amended to read as follows:

21 14 2. The determination of standards of performance expected  
21 15 of school district personnel and of evaluation criteria  
21 16 pursuant to section 284.3 shall be reserved as an exclusive  
21 17 management right of the school board and shall not be subject  
21 18 to mandatory negotiations under chapter 20. Notwithstanding  
21 19 chapter 20, objections to the procedures, use, or content of  
21 20 an evaluation in a teacher termination proceeding brought  
21 21 before the school board in a hearing held in accordance with  
21 22 section 279.16 or 279.27 shall not be subject to the grievance  
21 23 procedures negotiated in accordance with chapter 20. A school  
21 24 district shall not be obligated to process any evaluation  
21 25 grievance after service of a notice and recommendation to  
21 26 terminate an individual's continuing teaching contract in  
21 27 accordance with chapter 279.

21 28 Sec. 25. Section [279.19](#), unnumbered paragraphs 1 and 2,  
21 29 Code 2001, are amended to read as follows:

21 30 The first

~~three~~

- ~~two~~ consecutive years of employment of a

21 31 teacher in the same school district are a probationary period.  
21 32 However, if the teacher has successfully completed a  
21 33 probationary period of employment for another school district  
21 34 located in Iowa, the probationary period in the current  
21 35 district of employment shall not exceed one year. A board of  
22 1 directors may waive the probationary period for any teacher  
22 2 who previously has served a probationary period in another  
22 3 school district and the board may extend the probationary  
22 4 period for an additional year with the consent of the teacher.  
22 5 In the case of the termination of a probationary teacher's  
22 6 contract, the provisions of sections 279.15 and 279.16 shall  
22 7 apply.

22 8 Sec. 26. LEGISLATIVE IMPLEMENTATION COMMITTEE. The  
22 9 legislative council is requested to establish a two-year  
22 10 legislative implementation committee to conduct a  
22 11 comprehensive study of team-based variable pay and make  
22 12 recommendations for the implementation of a team-based  
22 13 variable pay plan component of the student achievement and

22 14 teacher quality program. The legislative council is also  
22 15 requested to authorize up to \$75,000 for the expenses of the  
22 16 committee.

22 17 The committee shall establish the manner in which standards  
22 18 of performance are to be determined, the level of expected  
22 19 growth, the development of a student academic database, the  
22 20 timeline and procedure for the collection of student  
22 21 achievement data, identification of the structures of a team  
22 22 for purposes of equitable operation of the plan, and a  
22 23 timeline for implementation of the plan.

22 24 The committee shall recommend a means of evaluation  
22 25 designed to determine the effect of the student achievement  
22 26 and teacher quality plan on raising student achievement. The  
22 27 committee shall submit preliminary recommendations to the  
22 28 general assembly by December 15, 2001, and shall make its  
22 29 final recommendations to the general assembly by December 15,  
22 30 2002.

22 31 The committee shall be composed of six members representing  
22 32 both political parties and both houses of the general  
22 33 assembly. Three members shall be appointed by the president  
22 34 of the senate, after consultation with the majority leader of  
22 35 the senate and the minority leader of the senate. The  
23 1 remaining three members shall be appointed by the speaker of  
23 2 the house of representatives after consultation with the  
23 3 majority and minority leaders of the house of representatives.

23 4 Sec. 27. Chapter 256E, Code 2001, is repealed.

23 5 Sec. 28. Section [272.33](#), Code 2001, is repealed effective  
23 6 July 1, 2002.

23 7 Sec. 29. STATE MANDATE FUNDING SPECIFIED. In accordance  
23 8 with section 25B.2, subsection 3, the state cost of requiring  
23 9 compliance with any state mandate included in this Act shall  
23 10 be paid by a school district from state school foundation aid  
23 11 received by the school district under section 257.16. This  
23 12 specification of the payment of the state cost shall be deemed  
23 13 to meet all the state funding-related requirements of section  
23 14 25B.2, subsection 3, and no additional state funding shall be  
23 15 necessary for the full implementation of this Act by and  
23 16 enforcement of this Act against all affected school districts.

#### 23 17 EXPLANATION

23 18 This bill establishes a student achievement and teacher  
23 19 quality program to improve student achievement and teacher  
23 20 quality in Iowa. The program has four major elements:  
23 21 providing teachers with a career path, a team-based variable  
23 22 pay plan that rewards teachers when student performance  
23 23 improves, professional development designed to support best  
23 24 teaching practices, and beginning teacher mentoring and  
23 25 induction programs.

23 26 SCHOOL DISTRICT RESPONSIBILITIES. A school district is  
23 27 eligible for state program assistance only if the district  
23 28 applies to the department of education and agrees to commit  
23 29 and expend local moneys, implement a beginning teacher  
23 30 mentoring and induction program, provide more contract days  
23 31 for professional development, adopt teacher career paths, and  
23 32 to adopt a team-based variable pay plan, once a statewide  
23 33 model is established, to reward attendance center success in  
23 34 improving student achievement.

23 35 The bill requires a school district to establish and  
24 1 maintain a district teacher career development plan linked to  
24 2 Iowa's teaching standards, the core knowledge and skill  
24 3 components its school board adopts, and the district's  
24 4 comprehensive school improvement plan. The district plan is  
24 5 to focus teaching practices on the indicators and goals  
24 6 specified in the comprehensive school improvement plan and  
24 7 focus on an individual teacher's professional development  
24 8 plan. The district must provide access to staff development.  
24 9 The bill reduces a teacher's required probationary period to  
24 10 two years.

24 11 MENTORING AND INDUCTION. The bill repeals Code chapter  
24 12 256E but provides for the statewide expansion of the program  
24 13 it established. The bill extends the one-year program to two  
24 14 years and requires that all school districts provide a  
24 15 mentoring and induction program for beginning teachers by July  
24 16 1, 2002.

24 17 The bill provides for the development of the mentoring and  
24 18 induction plan by the school district. The mentoring and  
24 19 induction plan, under the bill, must identify the programs  
24 20 utilized to train mentors and evaluators.

24 21 The bill allows beginning teachers who complete a one-year  
24 22 program prior to July 1, 2002, to be licensed as a regular  
24 23 teacher. The bill also provides that those who successfully  
24 24 complete a program prior to July 1, 2003, will be licensed as  
24 25 career teachers.

24 26 STATE BOARD AND DEPARTMENT DUTIES. The bill directs the  
24 27 department of education to establish an evaluation training  
24 28 program and models of core teaching knowledge and skills. The  
24 29 department must also provide school districts with strategies  
24 30 for restructuring the school day for professional development  
24 31 purposes.

24 32 Each school district must also prepare an individual  
24 33 mentoring and induction program plan for each beginning  
24 34 teacher and inform the beginning teacher of its evaluation  
24 35 criteria.

25 1 The bill provides that the person who evaluates each  
25 2 beginning teacher against the core teaching knowledge and  
25 3 skills standards must successfully complete evaluator  
25 4 training. The bill directs the department to approve  
25 5 providers of evaluator training. Providers can include an  
25 6 approved public or private entity.

25 7 STATEWIDE TEACHING STANDARDS. The bill establishes  
25 8 teaching standards, but allows the school districts to enhance  
25 9 the evaluation models developed by the department, with the  
25 10 involvement of faculty.

25 11 LICENSURE. Under the bill, licensure beyond a provisional  
25 12 license is tied to successful completion of a mentoring and  
25 13 induction program for teachers applying for licensure beyond a  
25 14 provisional license on or after July 1, 2003. The bill  
25 15 exempts teachers from accredited nonpublic schools and other  
25 16 states or countries who can document three recent years of  
25 17 successful teaching experience. The bill requires that the  
25 18 board of educational examiners administer a Praxis II  
25 19 examination to all provisional license applicants. The fees  
25 20 and costs of the basic examination are to be paid from moneys  
25 21 appropriated by the general assembly for that purpose.

25 22 The bill also directs the board of educational examiners to  
25 23 prescribe standards and procedures for two 12-week courses and  
25 24 a nontraditional licensing option for persons who have at  
25 25 least a bachelor's degree but who have not met the board's  
25 26 other licensing requirements. The bill repeals language  
25 27 relating to an evaluator license issued by the board.

25 28 CAREER DEVELOPMENT PLANNING/CAREER PATH. Each teacher,  
25 29 with the cooperation of the teacher's supervisor, must develop  
25 30 an individual teacher career development plan based upon the  
25 31 Iowa teaching standards, the needs of the teacher, students,  
25 32 the attendance center, and the school district as described in  
25 33 the district's comprehensive school improvement plan.

25 34 The bill also sets forth the requirements a teacher must  
25 35 meet along a career path as a beginning, career I, career II,  
26 1 and advanced teacher. The bill directs the board of  
26 2 educational examiners to license teachers at the beginning,  
26 3 career, and advanced levels when a district submits evidence  
26 4 that the teacher has met the requirements.

26 5 The bill also provides for the establishment of a regional  
26 6 review panel charged with determining whether a teacher  
26 7 demonstrates superior teaching skills.

26 8 EVALUATION REQUIREMENTS. The bill requires the principal  
26 9 at an attendance center to annually evaluate the teachers  
26 10 employed at the attendance center. A teacher shall be  
26 11 comprehensively evaluated at least once every five years or  
26 12 each time advancement to a higher career path level is  
26 13 contemplated. Comprehensive evaluations must be conducted by  
26 14 the principal or the principal's designee, or by the designee  
26 15 and one additional evaluator chosen from a pool of evaluators  
26 16 available to the school district. School district and area  
26 17 education agencies may collaborate to establish a pool of  
26 18 evaluators. If a teacher is not recommended for advancement,  
26 19 a comprehensive evaluation shall be conducted no sooner than  
26 20 one year from the date of the last comprehensive evaluation.  
26 21 The bill also provides for the establishment of a review panel  
26 22 to perform audits of the comprehensive evaluations conducted  
26 23 statewide.

26 24 CAREER PATH COMPENSATION. The bill provides that a first-  
26 25 year beginning teacher must be paid \$1,000 more than the  
26 26 previous year's beginning teacher salary, that a second-year  
26 27 beginning teacher will receive another \$1,000 increase in  
26 28 salary, up to limits of \$25,000 and \$26,000, respectively, and  
26 29 that a career teacher will earn a salary at least \$2,000  
26 30 higher than that paid a beginning teacher. Advanced teachers  
26 31 earn \$15,000 more than the minimum career teacher salary.  
26 32 However, no teacher shall receive less under the bill than the  
26 33 teacher receives for the 2001-2002 school year.

26 34 VARIABLE PAY TEAM-BASED PLAN. The bill requires that the  
26 35 state develop and implement, by July 1, 2003, a team-based  
27 1 variable pay plan. The bill permits a participating school  
27 2 district to use any state moneys appropriated for the program  
27 3 to provide a cash award to all of the licensed practitioners  
27 4 employed at an attendance center that has demonstrated  
27 5 exceptional improvement in student achievement. Other staff  
27 6 may also receive a cash award.

27 7 REPORT. The bill requires the department to report  
27 8 statewide program progress to the senate and house education  
27 9 committees, the state board, and the school districts  
27 10 annually.

27 11 PROGRAM ALLOCATION FORMULA. The bill provides for the  
27 12 allocation of any moneys the general assembly would  
27 13 appropriate for purposes set forth in the bill. At least 15  
27 14 percent of any moneys appropriated by the general assembly for  
27 15 purposes of the program are to be used for cash awards under  
27 16 the team-based variable pay plan. Those moneys are to be  
27 17 distributed on a per pupil basis. For FY 2001-2002 and each  
27 18 succeeding fiscal year, \$1.9 million is allocated to the  
27 19 department of education for national board certification  
27 20 awards. For FY 2001-2002, up to \$2.4 million and for FY 2002-  
27 21 2003, up to \$4.7 million is allocated to the department for  
27 22 beginning teacher mentoring and induction programs. For FY  
27 23 2001-2002, up to \$1.5 million is allocated to the department  
27 24 for establishment of an evaluator training program, and \$1  
27 25 million for implementation of the professional development  
27 26 program and the review panel requirements. For FY 2001-2002,  
27 27 up to \$500,000 is allocated to the board of educational  
27 28 examiners for administration of the Praxis II examination to  
27 29 provisional license applicants. Fifty percent of the  
27 30 remaining moneys appropriated by the general assembly for the  
27 31 program are to be allocated on the basis of the number of  
27 32 teachers employed, and the other 50 percent based on  
27 33 enrollment. If a school district chooses not to participate  
27 34 in the first year of the program, its allocations for career  
27 35 path purposes and team-based pay will carry over and be  
28 1 available for allocation to the school district in FY 2002-  
28 2 2003.

28 3 LEGISLATIVE IMPLEMENTATION COMMITTEE. The bill requests  
28 4 that the legislative council establish a two-year legislative

28 5 implementation committee to conduct a comprehensive study of  
28 6 team-based variable pay.  
28 7 STATE MANDATE. The bill may include a state mandate as  
28 8 defined in Code section 25B.3. The bill requires that the  
28 9 state cost of any state mandate included in the bill be paid  
28 10 by a school district from state school foundation aid received  
28 11 by the school district under Code section 257.16. The  
28 12 specification is deemed to constitute state compliance with  
28 13 any state mandate funding-related requirements of Code section  
28 14 25B.2. The inclusion of this specification is intended to  
28 15 reinstate the requirement of political subdivisions to comply  
28 16 with any state mandates included in the bill.  
28 17 LSB 2003YC 79  
28 18 kh/cf/24.1