

# House File 215 - Introduced

HOUSE FILE 215  
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO HSB 4)

## A BILL FOR

1 An Act relating to and providing for education reform involving  
2 student, teacher, and administrator programs and activities  
3 under the purview of the department of education, the state  
4 board of education, the college student aid commission,  
5 school districts, and accredited nonpublic schools; making  
6 appropriations and providing for the establishment and  
7 retention of certain fees; and including transition and  
8 effective date provisions.

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

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DIVISION I

IOWA LEARNING ONLINE INITIATIVE — FEES AND APPROPRIATIONS

Section 1. Section 256.42, Code 2013, is amended by adding the following new subsections:

NEW SUBSECTION. 8. The department shall establish fees payable by school districts and accredited nonpublic schools participating in the initiative. Fees collected pursuant to this subsection are appropriated to the department to be used only for the purpose of administering this section and shall be established so as not to exceed the budgeted cost of administering this section to the extent not covered by the moneys appropriated in subsection 9. Providing professional development necessary to prepare teachers to participate in the initiative shall be considered a cost of administering this section. Notwithstanding section 8.33, fees collected by the department that remain unencumbered or unobligated at the close of the fiscal year shall not revert but shall remain available for expenditure for the purpose of expanding coursework offered under the initiative in subsequent fiscal years.

NEW SUBSECTION. 9. There is appropriated from the general fund of the state to the department, for the following fiscal years, the following amounts, to be used for administering this section and for not more than three full-time equivalent positions:

*a.* For the fiscal year beginning July 1, 2013, and ending June 30, 2014, the sum of one million five hundred thousand dollars.

*b.* For the fiscal year beginning July 1, 2014, and ending June 30, 2015, the sum of one million five hundred thousand dollars.

*c.* For the fiscal year beginning July 1, 2015, and ending June 30, 2016, the sum of one million five hundred thousand dollars.

DIVISION II

TRAINING AND EMPLOYMENT OF TEACHERS

1     Sec. 2. NEW SECTION.   **256.95 Teach Iowa marketing and public**  
2 **outreach initiative.**

3     Subject to an appropriation of sufficient funds by the  
4 general assembly, the department shall develop and implement a  
5 teach Iowa marketing and public outreach initiative by January  
6 1, 2014. The initiative shall have the following goals:

7     1. To motivate high-performing high school and college  
8 students to enter teacher preparation programs and to enter the  
9 teaching profession in Iowa upon successful completion of such  
10 programs.

11    2. To motivate teacher candidates, especially those in  
12 science, technology, engineering, and mathematics fields, to  
13 enter teacher preparation programs and to enter the teaching  
14 profession in Iowa upon successful completion of such programs.

15    3. To recruit high-caliber teacher candidates to pursue  
16 teaching careers in Iowa.

17    4. To encourage teacher candidates to pursue teaching  
18 careers in rural Iowa.

19    5. To inform the public of the value of the teaching  
20 profession and of the importance of Iowa's education system to  
21 the future of Iowa.

22     Sec. 3. NEW SECTION.   **256.96 Online state job posting**  
23 **system.**

24    1. The department shall provide for the operation of an  
25 online state job posting system. The system shall be designed  
26 and implemented for the online posting of job openings offered  
27 by school districts, charter schools, area education agencies,  
28 the department, and accredited nonpublic schools. The system  
29 shall be accessible via the department's internet site. The  
30 system shall include a mechanism for the electronic submission  
31 of job openings for posting on the system as provided in  
32 subsection 2. The department may contract for, or partner  
33 with another entity for, the use of an existing internet  
34 site to operate the online state job posting system if the  
35 existing internet site is more effective and economical than

1 the department's internet site.

2 2. A school district, charter school, or area education  
3 agency shall submit all of its job openings to the department  
4 for posting on the system. The department shall post all of  
5 its job openings on the system. An accredited nonpublic school  
6 may submit job openings to the department for posting on the  
7 system.

8 3. This section shall not be construed to do any of the  
9 following:

10 a. Prohibit any employer from advertising job openings and  
11 recruiting employees independently of the system.

12 b. Prohibit any employer from using another method of  
13 advertising job openings or another applicant tracking system  
14 in addition to the system.

15 c. Provide the department with any regulatory authority in  
16 the hiring process or hiring decisions of any employer other  
17 than the department.

18 Sec. 4. NEW SECTION. 256.98 Teach Iowa student teaching  
19 pilot project.

20 1. Subject to an appropriation of sufficient funds by  
21 the general assembly, the department shall establish a teach  
22 Iowa student teaching pilot project in collaboration with  
23 two institutions of higher education which offer teacher  
24 preparation programs approved by the state board of education  
25 pursuant to section 256.7, subsection 3. The two institutions  
26 of higher education shall include one institution of higher  
27 education under the control of the state board of regents and  
28 one accredited private institution as defined in section 261.9.

29 2. The teach Iowa student teaching pilot project shall  
30 provide students in teacher preparation programs with a  
31 one-year student teaching experience. A student teaching  
32 experience provided under the pilot project must include all  
33 of the following requirements:

34 a. A participating institution of higher education  
35 shall work with one or more school districts individually

1 or collaboratively to place groups of students in a  
2 student teaching experience for an entire academic year. A  
3 participating institution of higher education shall take into  
4 consideration geographic diversity in the selection of school  
5 districts for participation in the pilot project.

6 *b.* A participating institution of higher education shall  
7 supervise the student teachers in the classroom and shall  
8 provide the students with weekly on-site instruction in  
9 pedagogy in the participating school districts.

10 3. The state board shall adopt rules pursuant to chapter 17A  
11 to administer this section.

12 Sec. 5. Section 261.2, subsection 8, Code 2013, is amended  
13 to read as follows:

14 8. Submit by January 15 annually a report to the general  
15 assembly which provides, by program, the number of individuals  
16 who received loan forgiveness in the previous fiscal year, the  
17 amount paid to individuals under sections 261.23, and 261.73,  
18 ~~and 261.112,~~ and the institutions from which individuals  
19 graduated, and that includes any proposed statutory changes and  
20 the commission's findings and recommendations.

21 Sec. 6. NEW SECTION. 261.110 **Teach Iowa scholar program.**

22 1. A teach Iowa scholar program is established to provide  
23 teach Iowa scholar grants to selected high-caliber teachers.  
24 The commission shall administer the program in collaboration  
25 with the department of education.

26 2. An Iowa resident or nonresident applicant shall be  
27 eligible for a teach Iowa scholar grant if the applicant  
28 meets all of the criteria specified under, or established in  
29 accordance with, subsection 3.

30 3. Criteria for eligibility shall be established by the  
31 commission and shall include but are not limited to the  
32 following:

33 *a.* The applicant was in the top twenty-five percent  
34 academically of students exiting a teacher preparation program  
35 approved by the state board of education pursuant to section

1 256.7, subsection 3, or a similar teacher preparation program  
2 in another state, or had earned other comparable academic  
3 credentials.

4 *b.* The applicant is preparing to teach in fields including  
5 but not limited to science, technology, engineering, or  
6 mathematics; or is preparing to teach in a hard-to-staff  
7 subject as identified by the department. The department shall  
8 annually identify and designate hard-to-staff subjects for the  
9 purpose of this paragraph.

10 4. A selected applicant who meets all of the eligibility  
11 requirements of this section shall be eligible for a teach Iowa  
12 scholar grant for each year of full-time employment completed  
13 in this state as a teacher for a school district, charter  
14 school, area education agency, or accredited nonpublic school.  
15 A teach Iowa scholar grant shall not exceed four thousand  
16 dollars per year per recipient. Grants awarded under this  
17 section shall not exceed a total of twenty thousand dollars per  
18 recipient over a five-year period.

19 5. The commission, in collaboration with the department  
20 of education, shall adopt rules pursuant to chapter 17A to  
21 administer this section. The rules shall include but shall not  
22 be limited to a process for use by the commission to determine  
23 which eligible applicants will receive teach Iowa scholar  
24 grants.

25 6. A teach Iowa scholar fund is established in the state  
26 treasury. The fund shall be administered by the commission and  
27 shall consist of moneys appropriated by the general assembly  
28 and any other moneys received by the commission for deposit  
29 in the fund. The moneys in the fund are appropriated to the  
30 commission for the teach Iowa scholar program. Notwithstanding  
31 section 8.33, moneys in the fund at the close of the fiscal  
32 year shall not revert to the general fund of the state but  
33 shall remain available for expenditure for the teach Iowa  
34 scholar program for subsequent fiscal years. Notwithstanding  
35 section 12C.7, subsection 2, interest or earnings on moneys in

1 the fund shall be credited to the fund.

2 Sec. 7. DEPARTMENT OF EDUCATION — TEACH IOWA FY  
3 2013-2014. There is appropriated from the general fund of  
4 the state to the department of education for the fiscal year  
5 beginning July 1, 2013, and ending June 30, 2014, the following  
6 amounts, or so much thereof as is necessary, to be used for the  
7 purposes designated:

8 1. TEACH IOWA MARKETING AND PUBLIC OUTREACH INITIATIVE

9 For purposes of developing and implementing the teach Iowa  
10 marketing and public outreach initiative pursuant to section  
11 256.95, if enacted, and for not more than the following  
12 full-time equivalent positions:

13 ..... \$ 1,000,000  
14 ..... FTEs 3.00

15 Notwithstanding section 8.33, moneys appropriated in this  
16 subsection that remain unencumbered or unobligated at the close  
17 of the fiscal year for which they were appropriated shall  
18 not revert but shall be transferred to the college student  
19 aid commission for deposit in the teach Iowa scholar fund  
20 established pursuant to section 261.110, if enacted.

21 2. TEACH IOWA STUDENT TEACHING PILOT PROJECT

22 For purposes of developing and implementing the teach Iowa  
23 student teaching pilot project pursuant to section 256.98,  
24 if enacted, and for not more than the following full-time  
25 equivalent positions:

26 ..... \$ 2,000,000  
27 ..... FTEs 2.00

28 Sec. 8. DEPARTMENT OF EDUCATION — TEACH IOWA FY

29 2014-2015. There is appropriated from the general fund of  
30 the state to the department of education for the fiscal year  
31 beginning July 1, 2014, and ending June 30, 2015, the following  
32 amounts, or so much thereof as is necessary, to be used for the  
33 purposes designated:

34 1. TEACH IOWA MARKETING AND PUBLIC OUTREACH INITIATIVE

35 For purposes of developing and implementing the teach Iowa

1 marketing and public outreach initiative pursuant to section  
2 256.95, if enacted, and for not more than the following  
3 full-time equivalent positions:

4 ..... \$ 1,000,000  
5 ..... FTEs 3.00

6 Notwithstanding section 8.33, moneys appropriated in this  
7 subsection that remain unencumbered or unobligated at the close  
8 of the fiscal year for which they were appropriated shall  
9 not revert but shall be transferred to the college student  
10 aid commission for deposit in the teach Iowa scholar fund  
11 established pursuant to section 261.110, if enacted.

12 2. TEACH IOWA STUDENT TEACHING PILOT PROJECT

13 For purposes of developing and implementing the teach Iowa  
14 student teaching pilot project pursuant to section 256.98,  
15 if enacted, and for not more than the following full-time  
16 equivalent positions:

17 ..... \$ 2,000,000  
18 ..... FTEs 2.00

19 Sec. 9. REPEAL. Section 261.112, Code 2013, is repealed.

20 Sec. 10. TRANSITION FUNDING PROVISIONS. On July 1, 2014,  
21 any unobligated and unencumbered moneys in the teacher shortage  
22 loan forgiveness repayment fund shall revert to the general  
23 fund of the state. Any remaining obligations of the teacher  
24 shortage loan forgiveness program continuing on or after July  
25 1, 2014, shall be met with moneys in the teach Iowa scholar  
26 fund established by section 261.110.

27 Sec. 11. EFFECTIVE DATE. The following provisions of this  
28 division of this Act take effect July 1, 2014:

29 1. The section of this division of this Act amending section  
30 261.2.

31 2. The section of this division of this Act repealing  
32 section 261.112.

33 DIVISION III

34 ASSESSMENTS — IOWA CERTIFICATE OF DISTINCTION PROGRAM

35 Sec. 12. Section 256.7, subsection 21, paragraph b, Code



1 2013, is amended to read as follows:

2     *b.* A set of core academic indicators in mathematics and  
3 reading in grades four, eight, and eleven, a set of core  
4 academic indicators in science in grades eight and eleven, and  
5 another set of core indicators that includes but is not limited  
6 to graduation rate, postsecondary education, and successful  
7 employment in Iowa. Annually, the department shall report  
8 state data for each indicator in the condition of education  
9 report. Rules adopted pursuant to this subsection shall  
10 specify that the approved district-wide assessment of student  
11 progress administered for purposes of this paragraph shall be  
12 the assessment utilized by school districts statewide in the  
13 school year beginning July 1, 2011, or a successor assessment  
14 administered by the same assessment provider. However, at a  
15 time determined by the director during the spring of the school  
16 year beginning July 1, 2014, subject to an appropriation from  
17 the general assembly for such purpose, the rules shall provide  
18 that all students enrolled in school districts in grades  
19 three through eight and grade eleven, prior to advancement  
20 to the next grade, shall be administered an assessment that  
21 is aligned to the Iowa common core standards in both content  
22 and rigor; accurately describes student achievement and  
23 growth for purposes of the school, the school district, and  
24 state accountability systems; and provides valid, reliable,  
25 and fair measures of student progress toward college or  
26 career readiness. The state board may submit to the general  
27 assembly recommendations the state board deems appropriate for  
28 modifications of assessments of student progress administered  
29 for purposes of this paragraph.

30     Sec. 13. NEW SECTION. 256.27 Iowa certificate of  
31 distinction program and council.

32     1. An Iowa certificate of distinction program is  
33 established within the department. The program shall be  
34 designed by the director, in collaboration with local education  
35 agencies and accredited higher education institutions, to

1 accomplish the following objectives if implemented by a school  
2 district or accredited nonpublic school:

3     *a.* To define college- and career-ready performance  
4 expectations that are aligned to national and international  
5 college- and career-ready standards.

6     *b.* To compel stronger alignment of curriculum, instruction,  
7 and assessment with the knowledge, skills, and abilities most  
8 predictive of student success in secondary and postsecondary  
9 education programs, and in careers.

10    *c.* To identify students who upon graduation from high school  
11 demonstrate specific competencies aligned with college and  
12 career readiness.

13    *d.* To validate that students have met specific expectations  
14 and demonstrated essential competencies or skills identified  
15 by the department as important across a range of education and  
16 career opportunities.

17    *e.* To recognize students by awarding a certificate of  
18 distinction associated with specific subjects or areas of  
19 accomplishment.

20    *f.* (1) To encourage institutions of higher education  
21 governed by the state board of regents and accredited private  
22 institutions as defined in section 261.9 to consider the  
23 certificate of distinction in assessing whether an applicant  
24 meets the institution's requirements for admission.

25       (2) To encourage community colleges to exempt students  
26 awarded a certificate of distinction by meeting college-  
27 or career-readiness standards from additional placement or  
28 readiness testing.

29       (3) To integrate the Iowa certificate of distinction in  
30 career-readiness and college-readiness program with the I have  
31 a plan Iowa program administered by the college student aid  
32 commission, the Iowa core implementation plan, competency-based  
33 education, the skilled Iowa program administered by the  
34 department of workforce development, the economic development  
35 authority's targeted industries program, the Iowa science,

1 technology, engineering, and mathematics advisory council, and  
2 other statewide workforce initiatives as appropriate.

3 g. To encourage business and industry to realize the  
4 benefits of the certificate of distinction program.

5 2. The certificate of distinction program council is  
6 created within the department to regularly advise and make  
7 recommendations to the director and the state board on the  
8 operation of the certificate of distinction program. The  
9 governor shall appoint the council's members.

10 a. The council shall submit its findings and recommendations  
11 periodically and at least annually in a report to the governor,  
12 the director, and the state board. The council shall do the  
13 following:

14 (1) Recommend specific academic or skill areas for which  
15 an certificate of distinction may be awarded, including but  
16 not limited to certificates related to college-readiness,  
17 specialized academic pathways, and specialized career and  
18 technical pathways including fields related to science,  
19 technology, engineering, and mathematics.

20 (2) Recommend standards for certificates of distinction  
21 that reflect the high quality of work a student must complete  
22 throughout a significant portion of the student's secondary  
23 education, and not merely during a single year.

24 (3) Recommend specific requirements and criteria for  
25 awarding a certificate of distinction in each subject or area  
26 of accomplishment. The requirements shall include but not be  
27 limited to the demonstration of competencies in both content  
28 and universal constructs through the following:

29 (a) A core course of study.

30 (b) A specialized course of study related to each area for  
31 which a certificate of distinction may be awarded.

32 (c) Multiple assessments and demonstrations of competency  
33 in a variety of formats including but not limited to at least  
34 one standardized measure of college readiness and the national  
35 career readiness certificate.

1 (d) A capstone project portfolio demonstrating academic and  
2 nonacademic skills and abilities associated with postsecondary  
3 academic success. The recommendation shall include the content  
4 areas in which a capstone project may be completed and an  
5 optional capstone project focusing on entrepreneurship or  
6 entrepreneurial education.

7 (4) Recommend, as necessary, adjustments to types or  
8 categories of certificates of distinction available for award  
9 based on criteria to be determined by the state board.

10 (5) Recommend a tiered implementation schedule that  
11 begins July 1, 2014, has a goal of making some certificates of  
12 distinction available for award to the 2015 graduating class,  
13 and results in full implementation of the program by July 1,  
14 2017.

15 (6) Recommend a strategy to meet the objective established  
16 in subsection 1, paragraph "f".

17 (7) Recommend a strategy to encourage participating Iowa  
18 businesses and industries to establish hiring preferences to  
19 an applicant who was awarded a certificate of distinction,  
20 including but not limited to a certificate that requires  
21 attainment of a national career readiness certificate and other  
22 readiness criteria.

23 *b.* The council shall be comprised of at least twenty  
24 voting members representing the elementary and secondary  
25 education community, the postsecondary education community,  
26 small business employers, medium-size business employers, large  
27 business employers, local government, state government, and  
28 economic development entities. Members shall be appointed  
29 to reflect a balance between educators and noneducators. In  
30 selecting individuals for appointment to the council, the  
31 governor shall seek nominations from the following entities:

- 32 (1) The Iowa business council.
- 33 (2) The Iowa association of business and industry.
- 34 (3) The Iowa chamber alliance.
- 35 (4) The professional developers of Iowa.

- 1 (5) The department of workforce development.
  - 2 (6) The economic development authority.
  - 3 (7) An association representing individuals providing Iowa  
4 career and technical education.
  - 5 (8) An association comprised of Iowa school counselors.
  - 6 (9) A statewide organization representing Iowa  
7 municipalities.
  - 8 (10) The Iowa council of governments.
  - 9 (11) The state board of regents, which shall submit  
10 nominations for at least three prospective members.
  - 11 (12) An association representing accredited private  
12 institutions as defined in section 261.9.
  - 13 (13) A statewide association representing Iowa's community  
14 college presidents.
  - 15 (14) A statewide association representing Iowa school  
16 administrators licensed under chapter 272.
  - 17 (15) A statewide association representing the boards of  
18 directors of Iowa school districts.
  - 19 (16) A statewide association representing Iowa's accredited  
20 nonpublic schools.
  - 21 (17) A statewide organization made up of the Iowa school  
22 districts with the largest enrollments.
  - 23 (18) A statewide organization representing teachers  
24 licensed under chapter 272.
- 25 *c.* Four members of the general assembly shall serve as ex  
26 officio, nonvoting members of the council, with one member to  
27 be appointed by each of the following: the majority leader of  
28 the senate, the minority leader of the senate, the speaker of  
29 the house of representatives, and the minority leader of the  
30 house of representatives. A legislative member serves for a  
31 term as provided in section 69.16B and is eligible for per diem  
32 and expenses as provided in section 2.10.
- 33 3. The state board shall adopt, and may amend, standards,  
34 requirements, and criteria for awarding a certificate of  
35 distinction, which shall be made available to school districts

1 and participating accredited nonpublic schools not later than  
2 July 1, 2014.

3 4. By June 1, 2014, the state board shall adopt rules  
4 pursuant to chapter 17A for the administration of this section,  
5 including but not limited to rules establishing the minimum  
6 components of the certificate of distinction program that  
7 are part of the educational standards under section 256.11,  
8 subsection 5. The rules shall require participating school  
9 districts to note achievement of a certificate of distinction  
10 on a qualifying student's high school transcript.

11 5. The authorities in charge of an accredited nonpublic  
12 school may elect to participate in the certificate of  
13 distinction program, and may offer students enrolled in the  
14 school the opportunity to participate in the program.

15 Sec. 14. DEPARTMENT OF EDUCATION — CERTIFICATE OF  
16 DISTINCTION PROGRAM. There is appropriated from the  
17 general fund of the state to the department of education  
18 for the following fiscal years the following amounts, or so  
19 much thereof as is necessary, to be used for the purposes  
20 designated:

21 For purposes of developing and implementing the certificate  
22 of distinction program pursuant to section 256.27, if enacted:  
23 FY 2013-2014..... \$ 200,000

24 DIVISION IV

25 TEACHER AND ADMINISTRATOR DEVELOPMENT SYSTEM

26 Sec. 15. Section 256.7, Code 2013, is amended by adding the  
27 following new subsection:

28 NEW SUBSECTION. 33. Adopt rules establishing a statewide  
29 system of evaluation and performance review requirements for  
30 teachers and a statewide system of evaluation requirements for  
31 administrators. The systems shall align with Iowa teaching  
32 standards or the Iowa standards for school administrators, as  
33 appropriate, and shall use clear and concise evaluation and  
34 performance review criteria and descriptors; provide for a  
35 fair and balanced use of student outcome measures, comprised

1 of objective, reliable measurers of student growth, classroom  
2 observations and student surveys; include a tiered evaluation  
3 or performance review system that differentiates at least  
4 three levels of teacher performance; and be applicable to  
5 all teachers and school administrators, as appropriate, in a  
6 charter school, school district, or area education agency.

7 Sec. 16. Section 256.9, subsections 46 and 51, Code 2013,  
8 are amended to read as follows:

9 46. Develop core knowledge and skill criteria, ~~based upon~~  
10 significantly shaped by the Iowa teaching standards and the  
11 interstate teacher assessment and support consortium's model  
12 core teaching standards, for the evaluation, the advancement,  
13 and for teacher career development purposes pursuant to chapter  
14 284. The criteria shall further define the characteristics of  
15 quality teaching as established by the Iowa teaching standards  
16 and the interstate teacher assessment and support consortium's  
17 model core teaching standards. The director, in consultation  
18 with the board of educational examiners, shall also develop a  
19 transition plan for implementation of the career development  
20 standards developed pursuant to section 256.7, subsection 25,  
21 with regard to licensure renewal requirements. The plan shall  
22 include a requirement that practitioners be allowed credit for  
23 career development completed prior to implementation of the  
24 career development standards developed pursuant to section  
25 256.7, subsection 25.

26 51. Develop, and periodically review and revise as  
27 necessary, Iowa standards for school administrators, including  
28 knowledge and skill criteria, and develop, based on the  
29 Iowa standards for administrators, mentoring and induction,  
30 evaluation processes, and professional development plans  
31 pursuant to chapter 284A. The criteria shall further define  
32 the characteristics of quality administrators as established by  
33 the Iowa standards for school administrators.

34 Sec. 17. Section 256.9, Code 2013, is amended by adding the  
35 following new subsection:

1     NEW SUBSECTION. 63. Do all of the following by July 1,  
2 2015, in order to develop and implement an Iowa educator  
3 development system:

4     *a.* (1) Develop by July 1, 2015, additional Iowa teaching  
5 standards designed specifically for purposes of chapters 279  
6 and 284. The additional standards shall align with nationally  
7 accepted teaching standards. Based upon the standards  
8 developed pursuant to this paragraph, the director shall  
9 develop core knowledge and skill criteria for the evaluation  
10 and advancement of teachers, and for teacher career development  
11 purposes pursuant to chapter 284. The criteria shall further  
12 define the characteristics of quality teaching as significantly  
13 shaped by the Iowa teaching standards and the interstate  
14 teacher assessment and support consortium's model core teaching  
15 standards.

16     (2) The Iowa teaching standards developed pursuant to  
17 subparagraph (1) shall be based on significant input from the  
18 council on educator development established and convened by the  
19 director. By October 15, 2015, the director shall submit to  
20 the state board and to the general assembly recommendations  
21 for changes in policy or statute necessary to implement the  
22 Iowa teaching standards developed pursuant to subparagraph (1).  
23 This subparagraph is repealed July 1, 2016.

24     *b.* Develop and implement Iowa standards for school  
25 administrators designed specifically for purposes of chapters  
26 272 and 284A. The standards shall be based on significant  
27 input from Iowa administrators and align with nationally  
28 accepted school administrator standards.

29     *c.* Review and, where necessary, revise the standards and  
30 requirements for the evaluator training program established  
31 pursuant to section 284.10.

32     *d.* Develop and implement a coaching and support system for  
33 teachers aligned with the Iowa teacher career paths, leadership  
34 roles, and compensation framework established pursuant to  
35 section 284.15, if enacted.



1 e. Develop and implement a coaching and support system  
2 for administrators aligned with the beginning administrator  
3 mentoring and induction program created pursuant to section  
4 284A.5.

5 Sec. 18. Section 272.9A, subsection 1, Code 2013, is amended  
6 to read as follows:

7 1. ~~Beginning July 1, 2007, requirements~~ Requirements for  
8 administrator licensure beyond an initial license shall include  
9 completion of a beginning administrator mentoring and induction  
10 program and demonstration of competence on the ~~administrator~~  
11 Iowa standards for school administrators adopted pursuant to  
12 section ~~284A.3~~ 256.7, subsection 27.

13 Sec. 19. Section 279.14, subsection 1, Code 2013, is amended  
14 to read as follows:

15 1. The board shall establish written evaluation criteria  
16 and shall establish and annually implement evaluation  
17 procedures. The evaluation criteria and procedures shall be  
18 consistent with the statewide system of performance review  
19 requirements established by the state board pursuant to section  
20 256.7, subsection 33, and the provisions of chapter 284. If  
21 an exclusive bargaining representative has been certified, the  
22 board shall negotiate in good faith with respect to evaluation  
23 procedures pursuant to chapter 20.

24 Sec. 20. Section 279.23A, Code 2013, is amended to read as  
25 follows:

26 **279.23A Evaluation criteria and procedures.**

27 The board shall establish written evaluation criteria and  
28 shall establish and annually implement evaluation procedures.  
29 The evaluation criteria and procedures shall be consistent  
30 with the statewide system of evaluation requirements for  
31 administrators established by the state board pursuant to  
32 section 256.7, subsection 33, and with the provisions of  
33 chapter 284A. The board shall also establish written job  
34 descriptions for all supervisory positions.

35 Sec. 21. Section 284.3, subsections 2 and 3, Code 2013, are

1 amended to read as follows:

2 2. A school board shall provide for the following:

3 a. For purposes of comprehensive evaluations for beginning  
4 teachers required to allow beginning teachers to progress to  
5 career teachers, standards and criteria that are the Iowa  
6 teaching standards specified in subsection 1 and the criteria  
7 for the Iowa teaching standards developed by the ~~department in~~  
8 ~~accordance with section 256.9, subsection 46~~ director. These  
9 standards and criteria shall be set forth in an instrument  
10 provided by the department. The comprehensive evaluation  
11 and instrument are not subject to negotiations or grievance  
12 procedures pursuant to chapter 20 or determinations made by the  
13 board of directors under section 279.14. A local school board  
14 and its certified bargaining representative may negotiate,  
15 pursuant to chapter 20, evaluation and grievance procedures for  
16 beginning teachers that are not in conflict with this chapter.  
17 If, in accordance with section 279.19, a beginning teacher  
18 appeals the determination of a school board to an adjudicator  
19 under section 279.17, the adjudicator selected shall have  
20 successfully completed training related to the Iowa teacher  
21 standards, the criteria adopted by the state board of education  
22 in accordance with subsection 3, and any additional training  
23 required under rules adopted by the public employment relations  
24 board in cooperation with the state board of education.

25 b. For purposes of performance reviews for teachers other  
26 than beginning teachers, evaluations that contain, at a  
27 minimum, the Iowa teaching standards ~~specified in subsection 1~~  
28 and the interstate teacher assessment and support consortium's  
29 model core teaching standards, as well as ~~the criteria for the~~  
30 ~~Iowa additional~~ teaching standards developed by the department  
31 ~~in accordance with section 256.9, subsection 46~~ director,  
32 and a balanced use of student outcome measurers, comprised  
33 of objective, reliable measures of student growth, classroom  
34 observation, and student surveys. A local school board and its  
35 certified bargaining representative may negotiate, pursuant

1 to chapter 20, additional teaching standards and criteria. A  
2 local school board and its certified bargaining representative  
3 shall negotiate, pursuant to chapter 20, evaluation and  
4 grievance procedures for teachers other than beginning teachers  
5 that are not in conflict with this chapter.

6 3. The state board shall adopt by rule pursuant to chapter  
7 17A the criteria developed by the ~~department in accordance with~~  
8 ~~section 256.9, subsection 46~~ director.

9 Sec. 22. Section 284.8, subsection 2, Code 2013, is amended  
10 to read as follows:

11 2. If a supervisor or an evaluator determines, at any  
12 time, as a result of a teacher's performance that the teacher  
13 is not meeting district expectations under the Iowa teaching  
14 standards ~~specified in section 284.3, subsection 1, paragraphs~~  
15 ~~"a" through "h"~~, the criteria for the Iowa teaching standards  
16 developed by the ~~department in accordance with section 256.9,~~  
17 ~~subsection 46~~ director, and any other standards or criteria  
18 established in the collective bargaining agreement, the  
19 evaluator shall, at the direction of the teacher's supervisor,  
20 recommend to the district that the teacher participate in an  
21 intensive assistance program. The intensive assistance program  
22 and its implementation are subject to negotiation and grievance  
23 procedures established pursuant to chapter 20. All school  
24 districts shall be prepared to offer an intensive assistance  
25 program.

26 Sec. 23. Section 284A.2, subsection 3, Code 2013, is amended  
27 to read as follows:

28 3. "*Comprehensive evaluation*" means a summative evaluation  
29 of a beginning administrator conducted by an evaluator  
30 in accordance with ~~section 284A.3~~ 284A.4 for purposes of  
31 determining a beginning administrator's level of competency  
32 for recommendation for licensure based on the Iowa standards  
33 for school administrators adopted pursuant to section 256.7,  
34 subsection 27.

35 Sec. 24. Section 284A.3, Code 2013, is amended to read as

1 follows:

2     **284A.3 Iowa standards for school ~~administrators~~ administrator**  
3 **evaluations.**

4     By July 1, 2008, each school board shall provide for  
5 evaluations for administrators under individual professional  
6 development plans developed in accordance with section 279.23A,  
7 and the Iowa standards for school administrators and related  
8 criteria adopted by the state board in accordance with section  
9 256.7, subsection 27. A local school board may establish  
10 additional administrator standards and related criteria. This  
11 section is repealed July 1, 2015.

12     Sec. 25. COUNCIL ON EDUCATOR DEVELOPMENT ESTABLISHED.

13     1. The director of the department of education shall  
14 establish and convene a council on educator development  
15 to review the current teacher and administrator evaluation  
16 requirements and the teacher performance review requirements,  
17 and to make recommendations to the director regarding  
18 improvement to the evaluation and performance review  
19 requirements for teachers and to the evaluation requirements  
20 for administrators.

21     2. The council shall make recommendations to the director  
22 concerning development of the following:

23     a. A holistic vision of teacher and administrator  
24 development and dissemination of this vision to schools, school  
25 districts, and area education agencies.

26     b. Methods designed to foster a culture of continuous  
27 learning and improvement within schools, school districts,  
28 and area education agencies with differentiated supports for  
29 educators.

30     c. Iowa teaching standards and the administrator standards  
31 for school administrators.

32     d. Performance review for teachers and evaluation criteria  
33 for teachers and administrators.

34     e. A method for incorporating a fair and balanced use of  
35 student outcome measures comprised of objective, reliable

1 measures of student growth, classroom observation, and student  
2 surveys, into teacher evaluations.

3 f. A means to differentiate levels of teacher performance.

4 3. The council shall be comprised of at least seventeen  
5 voting members appointed by the director as follows:

6 a. Eight members representing education stakeholders; four  
7 of whom shall be practitioners knowledgeable about the Iowa  
8 core curriculum, and four of whom shall be knowledgeable about  
9 current education research and practice in educator quality.

10 b. One member representing the department of education, who  
11 shall serve as chairperson of the council.

12 c. One member representing the area education agencies.

13 d. One member representing a certified employee  
14 organization representing teachers licensed under chapter 272.

15 e. One member representing a statewide organization  
16 representing school administrators licensed under chapter 272.

17 f. One member representing rural school districts selected  
18 by a statewide organization representing the boards of  
19 directors of school districts.

20 g. One member representing an organization made up of Iowa  
21 school districts with the largest student enrollments.

22 h. One member representing Iowa's approved teacher  
23 preparation programs.

24 i. One member representing Iowa's approved administrator  
25 preparation programs.

26 j. One member representing parents of Iowa elementary or  
27 secondary students.

28 k. Other education stakeholders as determined by the  
29 director.

30 4. Four members of the general assembly shall serve as ex  
31 officio, nonvoting members of the council, with one member to  
32 be appointed by each of the following: the majority leader of  
33 the senate, the minority leader of the senate, the speaker of  
34 the house of representatives, and the minority leader of the  
35 house of representatives.

1 5. The council shall submit its findings and  
2 recommendations to the state board of education, the governor,  
3 and the general assembly by January 1, 2015.

4 6. The director shall consider the findings and  
5 recommendations of the council to revise evaluator training in  
6 accordance with section 256.9, subsection 63; and to develop  
7 a statewide system of performance review requirements for  
8 teachers and a statewide system of evaluation requirements for  
9 administrators which the director shall submit to the state  
10 board of education for approval.

11 Sec. 26. DEPARTMENT OF EDUCATION — EDUCATOR DEVELOPMENT  
12 SYSTEM. There is appropriated from the general fund of the  
13 state to the department of education for the fiscal period  
14 beginning July 1, 2013, and ending June 30, 2015, the following  
15 amounts, or so much thereof as is necessary, to be used for the  
16 purposes designated:

17 For purposes of developing and implementing an Iowa educator  
18 development system pursuant to section 256.9, subsection 63,  
19 if enacted, and establishing a council on educator development  
20 pursuant to this Act:

21	FY 2013-2014.....	\$	500,000
22	FY 2014-2015.....	\$	3,500,000

23 Of the moneys appropriated each fiscal year for purposes of  
24 this section, up to \$300,000 may be used by the department for  
25 administrative purposes and for not more than three full-time  
26 equivalent positions.

27 DIVISION V

28 IOWA TEACHER CAREER AND COMPENSATION MATTERS

29 Sec. 27. Section 257.1, subsection 2, paragraph b, Code  
30 2013, is amended to read as follows:

31 b. For the budget year commencing July 1, 1999, and for each  
32 succeeding budget year the regular program foundation base per  
33 pupil is eighty-seven and five-tenths percent of the regular  
34 program state cost per pupil. For the budget year commencing  
35 July 1, 1991, and for each succeeding budget year the special

1 education support services foundation base is seventy-nine  
2 percent of the special education support services state cost  
3 per pupil. The combined foundation base is the sum of the  
4 regular program foundation base, the special education support  
5 services foundation base, the total teacher salary supplement  
6 district cost, the total professional development supplement  
7 district cost, the total early intervention supplement district  
8 cost, the total teacher leadership supplement district cost,  
9 the total area education agency teacher salary supplement  
10 district cost, and the total area education agency professional  
11 development supplement district cost.

12 Sec. 28. Section 257.1, subsection 3, Code 2013, is amended  
13 to read as follows:

14 3. *Computations rounded.* In making computations and  
15 payments under this chapter, except in the case of computations  
16 relating to funding of special education support services,  
17 media services, and educational services provided through the  
18 area education agencies, and the teacher salary supplement, the  
19 professional development supplement, ~~and~~ the early intervention  
20 supplement, and the teacher leadership supplement, the  
21 department of management shall round amounts to the nearest  
22 whole dollar.

23 Sec. 29. Section 257.4, subsection 1, paragraph a, Code  
24 2013, is amended by adding the following new subparagraph:

25 NEW SUBPARAGRAPH. (8) The total teacher leadership  
26 supplement district cost.

27 Sec. 30. Section 257.8, subsection 2, Code 2013, is amended  
28 to read as follows:

29 2. *Categorical state percent of growth.* The categorical  
30 state percent of growth for the budget year beginning July 1,  
31 2010, is two percent. The categorical state percent of growth  
32 for the budget year beginning July 1, 2012, is two percent.  
33 The categorical state percent of growth for each budget year  
34 shall be established by statute which shall be enacted within  
35 thirty days of the submission in the year preceding the

1 base year of the governor's budget under section 8.21. The  
2 establishment of the categorical state percent of growth for a  
3 budget year shall be the only subject matter of the bill which  
4 enacts the categorical state percent of growth for a budget  
5 year. The categorical state percent of growth may include  
6 state percents of growth for the teacher salary supplement, the  
7 professional development supplement, ~~and~~ the early intervention  
8 supplement, and the teacher leadership supplement.

9 Sec. 31. Section 257.9, Code 2013, is amended by adding the  
10 following new subsection:

11 NEW SUBSECTION. 11. *Teacher leadership supplement state cost*  
12 *per pupil.* The teacher leadership supplement state cost per  
13 pupil amount for the budget year beginning July 1, 2014, shall  
14 be calculated by the department of management by dividing the  
15 allocation amount for the budget year beginning July 1, 2014,  
16 in section 284.13, subsection 1, paragraph "0e", subparagraph  
17 (5), by one-third of the statewide total budget enrollment for  
18 the fiscal year beginning July 1, 2014. The teacher leadership  
19 supplement state cost per pupil for the budget year beginning  
20 July 1, 2015, and succeeding budget years, shall be the teacher  
21 leadership supplement state cost per pupil for the base year  
22 plus an allowable growth amount that is equal to the teacher  
23 leadership supplement categorical state percent of growth,  
24 pursuant to section 257.8, subsection 2, for the budget year,  
25 multiplied by the teacher leadership supplement state cost per  
26 pupil for the base year.

27 Sec. 32. Section 257.10, subsection 8, paragraph a, Code  
28 2013, is amended to read as follows:

29 a. Combined district cost is the sum of the regular program  
30 district cost per pupil multiplied by the weighted enrollment,  
31 the special education support services district cost, the total  
32 teacher salary supplement district cost, the total professional  
33 development supplement district cost, ~~and~~ the total early  
34 intervention supplement district cost, and the total teacher  
35 leadership supplement district cost, plus the sum of the



1 additional district cost allocated to the district to fund  
2 media services and educational services provided through the  
3 area education agency, the area education agency total teacher  
4 salary supplement district cost and the area education agency  
5 total professional development supplement district cost.

6 Sec. 33. Section 257.10, Code 2013, is amended by adding the  
7 following new subsection:

8 NEW SUBSECTION. 12. *Teacher leadership supplement cost per*  
9 *pupil and district cost.*

10 a. The teacher leadership supplement district cost per  
11 pupil amount for the budget year beginning July 1, 2014, shall  
12 be calculated by the department of management by dividing the  
13 allocation amount for the budget year beginning July 1, 2014,  
14 in section 284.13, subsection 1, paragraph "0e", subparagraph  
15 (5), by one-third of the statewide total budget enrollment  
16 for the fiscal year beginning July 1, 2014. For the budget  
17 year beginning July 1, 2015, and succeeding budget years, the  
18 teacher leadership supplement district cost per pupil for each  
19 school district for a budget year is the teacher leadership  
20 supplement program district cost per pupil for the base year  
21 plus the teacher leadership supplement state allowable growth  
22 amount for the budget year.

23 b. For the budget year beginning July 1, 2015, and  
24 succeeding budget years, if the department of management  
25 determines that the unadjusted teacher leadership supplement  
26 district cost of a school district for a budget year is less  
27 than one hundred percent of the unadjusted teacher leadership  
28 supplement district cost for the base year for the school  
29 district, the school district shall receive a budget adjustment  
30 for that budget year equal to the difference.

31 c. (1) The unadjusted teacher leadership supplement  
32 district cost is the teacher leadership supplement district  
33 cost per pupil for each school district for a budget year  
34 multiplied by the budget enrollment for that school district.

35 (2) The total teacher leadership supplement district cost

1 is the sum of the unadjusted teacher leadership supplement  
2 district cost plus the budget adjustment for that budget year.

3 *d.* For the budget year beginning July 1, 2014, and  
4 succeeding budget years, the use of the funds calculated under  
5 this subsection shall comply with the requirements of chapter  
6 284 and shall be distributed to teachers pursuant to section  
7 284.15. The funds shall be used only to increase the stipend  
8 payment for a model, mentor, or lead teacher; to increase the  
9 percentages of model, mentor, or lead teachers; to increase the  
10 minimum teacher starting salary to thirty-two thousand dollars;  
11 or to cover the costs for the time mentor and lead teachers are  
12 not providing instruction to students in a classroom.

13 Sec. 34. Section 257.16, subsection 4, Code 2013, is amended  
14 to read as follows:

15 4. Notwithstanding any provision to the contrary, if  
16 the governor orders budget reductions in accordance with  
17 section 8.31, the teacher salary supplement district cost,  
18 the professional development supplement district cost, ~~and~~  
19 the early intervention supplement district cost, and the  
20 teacher leadership supplement district cost as calculated  
21 under section 257.10, subsections 9, 10, ~~and~~ 11, and 12, and  
22 the area education agency teacher salary supplement district  
23 cost and the area education agency professional development  
24 supplement district cost as calculated under section 257.37A,  
25 subsections 1 and 2, shall be paid in full as calculated and  
26 the reductions in the appropriations provided in accordance  
27 with this section shall be reduced from the remaining moneys  
28 appropriated pursuant to this section and shall be distributed  
29 on a per pupil basis calculated with the weighted enrollment  
30 determined in accordance with section 257.6, subsection 5.

31 Sec. 35. Section 282.18, subsection 7, Code 2013, is amended  
32 to read as follows:

33 7. A pupil participating in open enrollment shall be  
34 counted, for state school foundation aid purposes, in the  
35 pupil's district of residence. A pupil's residence, for

1 purposes of this section, means a residence under section  
 2 282.1. The board of directors of the district of residence  
 3 shall pay to the receiving district the state cost per  
 4 pupil for the previous school year, the teacher leadership  
 5 supplement district cost per pupil for the previous fiscal  
 6 year as provided in section 257.10, and the teacher leadership  
 7 supplement state cost per pupil for the previous fiscal year  
 8 as provided in section 257.9, plus any moneys received for  
 9 the pupil as a result of the non-English speaking weighting  
 10 under section 280.4, subsection 3, for the previous school  
 11 year multiplied by the state cost per pupil for the previous  
 12 year. If the pupil participating in open enrollment is also  
 13 an eligible pupil under section 261E.6, the receiving district  
 14 shall pay the tuition reimbursement amount to an eligible  
 15 postsecondary institution as provided in section 261E.7.

16 Sec. 36. Section 284.2, subsections 1, 7, and 8, Code 2013,  
 17 are amended to read as follows:

18 1. "*Beginning teacher*" means an individual serving under an  
 19 initial or intern license, ~~issued by the board of educational~~  
 20 ~~examiners~~ under chapter 272, who is assuming a position as a  
 21 teacher. "*Beginning teacher*" includes an individual who is  
 22 an initial teacher. For purposes of the beginning teacher  
 23 mentoring and induction program created pursuant to section  
 24 284.5, "*beginning teacher*" also includes preschool teachers  
 25 who are licensed ~~by the board of educational examiners~~ under  
 26 chapter 272 and are employed by a school district or area  
 27 education agency. "*Beginning teacher*" does not include a  
 28 teacher whose employment with a school district or area  
 29 education agency is probationary unless the teacher is serving  
 30 under an initial or teacher intern license ~~issued by the board~~  
 31 ~~of educational examiners~~ under chapter 272.

32 7. "*Mentor*" means an individual employed by a school  
 33 district or area education agency as a teacher or a retired  
 34 teacher who holds a valid license issued under chapter  
 35 272. The individual must have a record of ~~four~~ two years

1 of successful teaching practice, must be employed on a  
2 nonprobationary basis, and must demonstrate professional  
3 commitment to both the improvement of teaching and learning and  
4 the development of beginning teachers.

5 8. "Performance review" means a summative evaluation of  
6 a teacher other than a beginning teacher ~~and that is used~~  
7 to determine whether the teacher's practice meets school  
8 district expectations and the Iowa teaching standards, ~~and to~~  
9 ~~determine whether the teacher's practice meets school district~~  
10 ~~expectations for career advancement~~ in accordance with section  
11 ~~284.7~~ 284.8.

12 Sec. 37. Section 284.3, subsection 2, paragraph a, Code  
13 2013, is amended to read as follows:

14 a. For purposes of comprehensive evaluations ~~for, standards~~  
15 ~~and criteria which measure a beginning teachers required to~~  
16 ~~allow beginning teachers to progress to career teachers,~~  
17 ~~standards and criteria that are~~ teacher's performance against  
18 the Iowa teaching standards specified in subsection 1, and  
19 the criteria for the Iowa teaching standards developed by the  
20 department in accordance with section 256.9, ~~subsection 46 to~~  
21 determine whether the teacher's practice meets the requirements  
22 specified for a career teacher. These standards and criteria  
23 shall be set forth in an instrument provided by the department.  
24 The comprehensive evaluation and instrument are not subject to  
25 negotiations or grievance procedures pursuant to chapter 20 or  
26 determinations made by the board of directors under section  
27 279.14. A local school board and its certified bargaining  
28 representative may negotiate, pursuant to chapter 20,  
29 evaluation and grievance procedures for beginning teachers that  
30 are not in conflict with this chapter. If, in accordance with  
31 section 279.19, a beginning teacher appeals the determination  
32 of a school board to an adjudicator under section 279.17, the  
33 adjudicator selected shall have successfully completed training  
34 related to the Iowa teacher standards, the criteria adopted by  
35 the state board ~~of education~~ in accordance with subsection 3,

1 and any additional training required under rules adopted by the  
2 public employment relations board in cooperation with the state  
3 board of ~~education~~.

4 Sec. 38. Section 284.3A, subsection 2, paragraph a, Code  
5 2013, is amended to read as follows:

6 a. For the school budget year beginning July 1, 2010,  
7 and each succeeding school year, school districts and area  
8 education agencies shall combine payments made to teachers  
9 under sections 257.10 and 257.37A with regular wages to  
10 create a combined salary. The teacher contract issued under  
11 section 279.13 must include the combined salary. If a school  
12 district or area education agency uses a salary schedule, a  
13 combined salary schedule shall be used for regular wages and  
14 for distribution of payments under sections 257.10 and 257.37A,  
15 incorporating the salary minimums required in section 284.7  
16 or 284.15. The combined salary schedule must use only the  
17 combined salary and cannot differentiate regular salaries and  
18 distribution of payments under sections 257.10 and 257.37A.

19 Sec. 39. Section 284.5, subsection 2, Code 2013, is amended  
20 by striking the subsection.

21 Sec. 40. Section 284.5, subsection 4, Code 2013, is amended  
22 to read as follows:

23 4. Each school district and area education agency shall  
24 ~~develop an initial beginning teacher mentoring and induction~~  
25 a plan for the program. A school district shall include its  
26 plan in the school district's comprehensive school improvement  
27 plan submitted pursuant to section 256.7, subsection 21. The  
28 ~~beginning teacher mentoring and induction~~ plan shall, at a  
29 minimum, provide for a two-year sequence of induction program  
30 content and activities to support the Iowa teaching standards  
31 and beginning teacher professional and personal needs; mentor  
32 training that includes, at a minimum, skills of classroom  
33 demonstration and coaching, and district expectations for  
34 beginning teacher competence on Iowa teaching standards;  
35 placement of mentors and beginning teachers; the process for

1 dissolving mentor and beginning teacher partnerships; district  
2 organizational support for release time for mentors and  
3 beginning teachers to plan, provide demonstration of classroom  
4 practices, observe teaching, and provide feedback; structure  
5 for mentor selection and assignment of mentors to beginning  
6 teachers; a district facilitator; and program evaluation.

7 Sec. 41. Section 284.6, subsections 6 and 8, Code 2013, are  
8 amended to read as follows:

9 6. School districts, a consortium of school districts,  
10 area education agencies, higher education institutions,  
11 and other public or private entities including professional  
12 associations may be approved by the state board to provide  
13 teacher professional development. The professional development  
14 program or offering shall, at minimum, meet the requirements  
15 of subsection 1. ~~The state board shall adopt rules for the~~  
16 ~~approval of professional development providers and standards~~  
17 ~~for the district development plan.~~

18 8. For each year in which a school district receives funds  
19 calculated and paid to school districts for professional  
20 development pursuant to section 257.10, subsection 10, or  
21 section 257.37A, subsection 2, the school district shall create  
22 quality professional development opportunities. Not less than  
23 thirty-six hours in the school calendar, held outside of the  
24 minimum school day, shall be set aside during nonpreparation  
25 time or designated professional development time to allow  
26 practitioners to collaborate with each other to deliver  
27 educational programs and assess student learning, ~~or to engage~~  
28 ~~in peer review pursuant to section 284.8, subsection 1.~~ The  
29 ~~goal for the use of the funds is to provide one additional~~  
30 ~~contract day or the equivalent thereof for professional~~  
31 ~~development, and Priority for use of the funds is shall be~~  
32 ~~to implement the professional development provisions of the~~  
33 ~~teacher career paths and leadership roles specified in section~~  
34 ~~284.7 or 284.15, including but not limited to providing~~  
35 professional development to teachers, including additional

1 salaries for time beyond the normal negotiated agreement; pay  
2 for substitute teachers, professional development materials,  
3 speakers, and professional development content; and costs  
4 associated with implementing the individual professional  
5 development plans. The use of the funds shall be balanced  
6 between school district, attendance center, and individual  
7 professional development plans, making every reasonable effort  
8 to provide equal access to all teachers.

9 Sec. 42. Section 284.7, Code 2013, is amended by adding the  
10 following new subsection:

11 NEW SUBSECTION. 6. This section is repealed July 1, 2016.

12 Sec. 43. Section 284.8, subsection 1, Code 2013, is amended  
13 to read as follows:

14 1. A school district shall provide for an annual review of  
15 each teacher's performance for purposes of assisting teachers  
16 in making continuous improvement, documenting continued  
17 competence in the Iowa teaching standards, or identifying  
18 teachers in need of improvement, ~~or to determine whether the~~  
19 ~~teacher's practice meets school district expectations for~~  
20 ~~career advancement in accordance with section 284.7.~~ The  
21 review shall include, at minimum, classroom observation  
22 of the teacher, a balanced use of student outcome measures  
23 comprised of objective, reliable measures of student growth,  
24 student surveys, the teacher's progress, and implementation  
25 of the teacher's individual professional development plan,  
26 ~~subject to the level of resources provided to implement~~  
27 ~~the plan;~~ and shall include supporting documentation from  
28 parents, students, and other teachers. The first year of  
29 review shall be a performance review and the second year and  
30 third years of review shall be ~~conducted by a peer group of~~  
31 teachers focused on the professional development plan developed  
32 pursuant to section 284.6. ~~The peer group shall review~~  
33 ~~all of the peer group members. Peer group reviews shall be~~  
34 ~~formative and shall be conducted on an informal, collaborative~~  
35 ~~basis that is focused on assisting each peer group member in~~

1 ~~achieving the goals of the teacher's individual professional~~  
2 ~~development plan. Peer group reviews shall not be the basis~~  
3 ~~for recommending that a teacher participate in an intensive~~  
4 ~~assistance program, and shall not be used to determine the~~  
5 ~~compensation, promotion, layoff, or termination of a teacher,~~  
6 ~~or any other determination affecting a teacher's employment~~  
7 ~~status. However, as a result of a peer group review, a teacher~~  
8 ~~may elect to participate in an intensive assistance program.~~  
9 ~~Members of the peer group shall be reviewed every third year~~  
10 ~~by at least one evaluator certified in accordance with section~~  
11 ~~284.10.~~

12 Sec. 44. Section 284.8, subsection 3, Code 2013, is amended  
13 by striking the subsection.

14 Sec. 45. Section 284.9, subsection 4, Code 2013, is amended  
15 to read as follows:

16 4. A teacher who does not receive a recommendation from a  
17 review panel may appeal that denial to an administrative law  
18 judge located in the department of inspections and appeals.  
19 The state shall not be liable for a teacher's attorney fees,  
20 costs, or damages that may result from an appeal of a review  
21 panel's decision. ~~The state board shall adopt rules to~~  
22 ~~administer this section.~~

23 Sec. 46. Section 284.9, Code 2013, is amended by adding the  
24 following new subsection:

25 NEW SUBSECTION. 5. This section is repealed July 1, 2016.

26 Sec. 47. NEW SECTION. **284.11 State supplemental assistance**  
27 **for high-need schools.**

28 1. *Findings and intent.* The general assembly finds that  
29 students whose first language is not English, who have special  
30 needs, or who come from low-income backgrounds face potential  
31 obstacles to learning. Schools across Iowa, both urban and  
32 rural, have increasing numbers of students who face these  
33 challenges. Therefore, it is the intent of the general  
34 assembly to provide supplemental assistance to the highest-need  
35 schools in Iowa to address these challenges. This section



1 provides for state assistance to allow school districts to  
2 develop extended learning time programs, hire instructional  
3 support staff, provide additional professional development, or  
4 supplement the salary of teachers in the identified schools.

5     2. *Department's responsibilities.* The department shall do  
6 the following:

7     a. Collect relevant data and establish a list of high-need  
8 schools eligible for state supplemental assistance. The  
9 department shall establish a process and criteria to determine  
10 which schools are placed on the list and the department shall  
11 revise the list annually. Criteria for the determination of  
12 which high-need schools shall be placed on the list shall be  
13 based upon factors that include but are not limited to the  
14 socioeconomic status of the students enrolled in the school,  
15 the percentage of the school's student body who are limited  
16 English proficient students, student academic growth, certified  
17 instructional staff attrition, and geographic balance. The  
18 department may approve or disapprove requests for revision  
19 of the list, which a school district submits pursuant to  
20 subsection 3.

21     b. Develop a standardized process for distributing moneys  
22 appropriated for supplemental assistance for teachers in  
23 high-need schools under section 284.13, subsection 1, paragraph  
24 "00e", to school districts. In determining the process  
25 for distribution of such moneys, the department shall take  
26 into consideration the amount of moneys appropriated for  
27 supplemental assistance in high-need schools for the given  
28 year and the minimal amount of moneys needed to increase the  
29 academic achievement of students. A school district receiving  
30 moneys pursuant to this section shall certify annually to the  
31 department how the moneys distributed to the school district  
32 pursuant to this section were used by the school district.

33     c. Review the use and effectiveness of the funds distributed  
34 to school districts for supplemental assistance in high-need  
35 schools under this section, and consider the findings and

1 recommendations of the commission on educator leadership  
2 and compensation submitted pursuant to section 284.15,  
3 subsection 11, relating to the use and effectiveness of the  
4 funds distributed to school districts under this section. The  
5 department shall submit its findings and recommendations in a  
6 report to the general assembly by January 15 annually.

7     3. *School district request for approval.* A school district  
8 may request on an annual basis approval from the department  
9 for additions to the list of high-need schools the department  
10 maintains pursuant to subsection 2 based upon the unique local  
11 conditions and needs of the school district. The criteria used  
12 to determine the placement of high-need schools on the list in  
13 accordance with subsection 2, does not restrict the department  
14 from adding a high-need school to the list as requested by a  
15 school district on the basis of unique local conditions and  
16 needs pursuant to this subsection.

17     4. *Moneys received and miscellaneous income.* The  
18 distribution of moneys allocated pursuant to section 284.13,  
19 subsection 1, paragraph "00e", to a school district shall be  
20 made in one payment on or about October 15 of the fiscal year  
21 for which the appropriation is made, taking into consideration  
22 the relative budget and cash position of the state resources.  
23 Such moneys shall not be commingled with state aid payments  
24 made under section 257.16 to a school district and shall be  
25 accounted for by the local school district separately from  
26 state aid payments. Payments made to school districts under  
27 this section are miscellaneous income for purposes of chapter  
28 257. A school district shall maintain a separate listing  
29 within its budget for payments received and expenditures made  
30 pursuant to this section.

31     5. *Moneys received to supplement salaries.* Moneys received  
32 by a school district pursuant to section 284.13, subsection 1,  
33 paragraph "00e", shall be used to supplement and not supplant  
34 the salary being received by a teacher in a high-need school,  
35 and shall not be considered under chapter 20 by an arbitrator

1 or other third party in determining a comparison of the wages  
2 of teachers in that high-need school with the wages of teachers  
3 in other buildings or in another school district.

4 Sec. 48. Section 284.13, subsection 1, Code 2013, is amended  
5 by adding the following new paragraphs:

6 NEW PARAGRAPH. *0e.* (1) For the following years, to the  
7 department of education, for purposes of teacher leadership  
8 supplemental aid payments to school districts for implementing  
9 the career paths, leadership roles, and compensation framework  
10 or comparable system approved in accordance with section  
11 284.15, the following amounts:

12 (a) For the fiscal year beginning July 1, 2013, and ending  
13 June 30, 2014, five million dollars.

14 (b) For the fiscal year beginning July 1, 2014, and ending  
15 June 30, 2015, fifty million dollars.

16 (c) For the fiscal year beginning July 1, 2015, and ending  
17 June 30, 2016, fifty million dollars.

18 (d) For the fiscal year beginning July 1, 2016, and ending  
19 June 30, 2017, fifty million dollars.

20 (e) For the fiscal year beginning July 1, 2017, and for  
21 each succeeding fiscal year, one million five hundred thousand  
22 dollars.

23 (2) (a) For the initial school year for which a school  
24 district receives department approval for and implements a  
25 system in accordance with section 284.15, subsection 8, teacher  
26 leadership supplement foundation aid payable to that school  
27 district shall be paid from the allocation made in subparagraph  
28 (1) for that school year. For that school year, the teacher  
29 leadership supplement foundation aid payable to the school  
30 district is the product of the teacher leadership district  
31 cost per pupil for the school year multiplied by the school  
32 district's budget enrollment.

33 (b) For budget years subsequent to the initial school year  
34 for which a school district implemented a system and received  
35 funding pursuant to subparagraph division (a), the teacher

1 leadership supplement foundation aid payable to that school  
2 district shall be paid from the appropriation made in section  
3 257.16.

4 (3) Of the moneys allocated to the department for the  
5 purposes of this paragraph "0e", not more than one million  
6 dollars shall be used by the department for the development of  
7 a delivery system implementing the career paths and leadership  
8 roles specified in section 284.15 including but not limited  
9 to planning grants to districts and area education agencies,  
10 technical assistance for the department, technical assistance  
11 for districts and area education agencies, training and staff  
12 development, and the contracting of external expertise and  
13 services. A portion of the moneys allocated annually to the  
14 department for purposes of this subparagraph (3) may be used  
15 by the department for administrative purposes and for not more  
16 than five full-time equivalent positions.

17 (4) Of the moneys allocated to the department for the  
18 purposes of this paragraph "0e", not more than five hundred  
19 thousand dollars annually shall be used by the department to  
20 provide technical assistance to school districts and area  
21 education agencies in the design and implementation of the  
22 teacher career paths, leadership roles, and compensation  
23 framework established pursuant to section 284.15, and  
24 for not more than two full-time equivalent positions. In  
25 allocating and expending moneys appropriated pursuant to this  
26 subparagraph, the department shall give priority to school  
27 districts with certified enrollments of fewer than six hundred  
28 students.

29 (5) Of the moneys allocated to the department for purposes  
30 of this paragraph "0e", for each fiscal year of the fiscal  
31 period beginning July 1, 2014, and ending June 30, 2017, the  
32 amount remaining after the allocations in subparagraphs (3)  
33 and (4) shall be payable to the school districts that have  
34 an approved career path, leadership roles, and compensation  
35 framework or approved comparable system as provided in section

1 284.15.

2 (6) For each fiscal year of the fiscal period beginning  
3 July 1, 2013, and ending June 30, 2017, moneys received by a  
4 school district pursuant to this paragraph "0e" shall not be  
5 considered under chapter 20 by an arbitrator or other third  
6 party in determining a comparison of the wages of teachers in  
7 that school district with the wages of teachers in another  
8 school district.

9 (7) The receipt of funding by a school district for the  
10 purposes of this paragraph "0e", and the need for additional  
11 funding for the purposes of this paragraph "0e", or the  
12 enrollment count of eligible students under this chapter,  
13 shall not be considered to be unusual circumstances, create an  
14 unusual need for additional funds, or qualify under any other  
15 circumstances that may be used by the school budget review  
16 committee to grant supplemental aid to or establish modified  
17 allowable growth for a school district under section 257.31.

18 NEW PARAGRAPH. 00e. For the fiscal year beginning July 1,  
19 2014, and for each subsequent fiscal year, to the department  
20 of education, ten million dollars for purposes of implementing  
21 the supplemental assistance for high-need schools provisions  
22 of section 284.11. Annually, of the moneys allocated to  
23 the department for purposes of this paragraph, up to one  
24 hundred thousand dollars may be used by the department for  
25 administrative purposes and for not more than one full-time  
26 equivalent position.

27 Sec. 49. Section 284.13, subsection 1, paragraph e, Code  
28 2013, is amended to read as follows:

29 e. Notwithstanding section 8.33, any moneys remaining  
30 unencumbered or unobligated from the moneys allocated for  
31 purposes of ~~paragraph~~ paragraphs "a", "b", or "c" through "00e"  
32 shall not revert but shall remain available in the succeeding  
33 fiscal year for expenditure for the purposes designated.  
34 The provisions of section 8.39 shall not apply to the funds  
35 appropriated pursuant to this subsection.

1     Sec. 50. Section 284.13, Code 2013, is amended by adding the  
2 following new subsection:

3     NEW SUBSECTION. 3. The state board may adopt rules which  
4 assure the allocation of resources under this section in a  
5 manner that optimizes the fulfillment of the purposes specified  
6 in sections 284.11 and 284.15.

7     Sec. 51. NEW SECTION. **284.15 Iowa teacher career paths,**  
8 **leadership roles, and compensation framework.**

9     1. To promote continuous improvement in Iowa's quality  
10 teaching workforce and to give Iowa teachers the opportunity  
11 for career recognition that reflects the various roles teachers  
12 play as educational leaders, a framework for Iowa teacher  
13 career paths, leadership roles, and compensation is established  
14 for teachers employed by school districts. A teacher employed  
15 by an area education agency may be included in a framework  
16 established by a school district if the area education agency  
17 and the school district enter into a contract for such purpose.  
18 The framework is designed to accomplish the following goals:

19     *a.* To attract able and promising new teachers by offering  
20 competitive starting salaries and offering short-term  
21 and long-term professional development and leadership  
22 opportunities.

23     *b.* To retain effective teachers by providing enhanced career  
24 opportunities.

25     *c.* To promote collaboration by developing and supporting  
26 opportunities for teachers in schools and school districts  
27 statewide to learn from each other.

28     *d.* To reward professional growth and effective teaching  
29 by providing pathways for career opportunities that come with  
30 increased leadership responsibilities and involve increased  
31 compensation.

32     *e.* To improve student achievement by strengthening  
33 instruction.

34     2. The Iowa teacher career paths, leadership roles, and  
35 compensation requirements under the framework shall be as

1 follows:

2     *a.* Initial teacher.

3       (1) The salary for an initial teacher who has successfully  
4 completed an approved practitioner preparation program as  
5 defined in section 272.1 or holds an initial or intern teacher  
6 license issued under chapter 272, and who participates in the  
7 initial teacher mentoring and induction program as provided in  
8 this chapter, shall be at least thirty-two thousand dollars,  
9 which shall also constitute the minimum salary for an Iowa  
10 teacher.

11       (2) An initial teacher shall complete a teacher residency  
12 during the first year of employment that has all of the  
13 following characteristics:

14       (a) Intensive supervision or mentoring by a mentor teacher  
15 or lead teacher.

16       (b) Sufficient collaboration time for the initial teacher  
17 in the residency year to be able to observe and learn from  
18 model teachers, mentor teachers, and lead teachers employed by  
19 school districts located in this state.

20       (c) A teaching contract issued under section 279.13 that  
21 establishes an employment period which is five days longer  
22 than that required for career teachers employed by the school  
23 district of employment. The five additional contract days  
24 shall be used to strengthen instructional leadership in  
25 accordance with this subsection.

26       (d) Frequent observation, evaluation, and professional  
27 development opportunities.

28     *b.* Career teacher. A career teacher is a teacher who holds  
29 a statement of professional recognition issued under chapter  
30 272 or who meets all of the following requirements:

31       (1) Has successfully completed the initial teacher  
32 mentoring and induction program and has successfully completed  
33 a comprehensive evaluation.

34       (2) Has demonstrated the competencies of a career teacher as  
35 determined under the school district's comprehensive evaluation

1 of the initial teacher.

2 (3) Holds a valid license issued under chapter 272.

3 (4) Participates in teacher professional development as set  
4 forth in this chapter and demonstrates continuous improvement  
5 in teaching.

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

25 *d.* Mentor teacher. A mentor teacher is a teacher who  
26 is evaluated by the school district as demonstrating the  
27 competencies and superior teaching skills of a mentor teacher,  
28 and has been recommended for a one-year assignment as a mentor  
29 teacher by a site-based review council appointed pursuant  
30 to subsection 4. In addition, a mentor teacher shall hold  
31 a valid license issued under chapter 272, participate in  
32 teacher professional development as outlined in this chapter,  
33 demonstrate continuous improvement in teaching, and possess  
34 the skills and qualifications to assume leadership roles. A  
35 mentor teacher shall have a teaching load of not more than



1 seventy-five percent student instruction to allow the teacher  
2 to mentor other teachers. A school district shall designate  
3 at least ten percent of its teachers as mentor teachers,  
4 though the district may enter into an agreement with one or  
5 more other districts or an area education agency to meet this  
6 requirement through a collaborative arrangement. The terms  
7 of the teaching contracts issued under section 279.13 to  
8 mentor teachers shall exceed by ten days the terms of teaching  
9 contracts issued under section 279.13 to career teachers, and  
10 the ten additional contract days shall be used to strengthen  
11 instructional leadership in accordance with this subsection. A  
12 mentor teacher shall receive annually a salary supplement of  
13 at least five thousand dollars.

14 e. Lead teacher. A lead teacher is a teacher who holds a  
15 valid license issued under chapter 272 and has been recommended  
16 for a one-year assignment as a lead teacher by a site-based  
17 review council appointed pursuant to subsection 4. The  
18 recommendation from the council must assert that the teacher  
19 possesses superior teaching skills and the ability to lead  
20 adult learners. A lead teacher shall assume leadership  
21 roles that may include but are not limited to the planning  
22 and delivery of professional development activities designed  
23 to improve instructional strategies; the facilitation of  
24 an instructional leadership team within the lead teacher's  
25 building, school district, or other school districts;  
26 the mentoring of other teachers; and participation in the  
27 evaluation of student teachers. A lead teacher shall have  
28 a teaching load of not more than fifty percent student  
29 instruction to allow the lead teacher to spend time on  
30 co-teaching; co-planning; peer reviews; observing career  
31 teachers, model teachers, and mentor teachers; and other  
32 duties mutually agreed upon by the superintendent and the lead  
33 teacher. A school district shall designate at least five  
34 percent of its teachers as lead teachers, though the district  
35 may enter into an agreement with one or more other districts

1 or an area education agency to meet this requirement through a  
2 collaborative arrangement. The terms of the teaching contracts  
3 issued under section 279.13 to lead teachers shall exceed by  
4 fifteen days the terms of teaching contracts issued under  
5 section 279.13 to career teachers, and the fifteen additional  
6 contract days shall be used to strengthen instructional  
7 leadership in accordance with this subsection. A lead teacher  
8 shall receive annually a salary supplement of at least ten  
9 thousand dollars.

10 3. The salary supplement received by model, mentor, and lead  
11 teachers shall fully cover the salary costs of the additional  
12 contract days required of teachers in those leadership roles.  
13 Notwithstanding any provision of law to the contrary, the  
14 determinations of salary supplements paid pursuant to this  
15 section are not subject to appeal.

16 4. The school board shall appoint a site-based review  
17 council for the district's attendance centers. Attendance  
18 centers may share a site-based review council if the  
19 appointments meet the requirements specified in paragraph "a".

20 a. Each council shall be comprised of equal numbers of  
21 teachers, administrators, and parents or guardians of students  
22 enrolled in the attendance center.

23 b. The council shall accept and review applications  
24 submitted to the school's or the school district's  
25 administration for assignment or reassignment as a model,  
26 mentor, or lead teacher, and shall make recommendations  
27 regarding the applications to the superintendent of the school  
28 district. In developing recommendations, the council shall  
29 utilize measures of teacher effectiveness and professional  
30 growth, consider the needs of the school district, and review  
31 the performance and professional development of the applicants.  
32 Any teacher recommended for assignment or reassignment as a  
33 model, mentor, or lead teacher shall have demonstrated to  
34 the council's satisfaction competency on the Iowa teaching  
35 standards as set forth in section 284.3.

1     *c.* An assignment as a model teacher, mentor teacher, or  
2 lead teacher pursuant to this section shall be subject to  
3 review by the school's or the school district's administration  
4 at least annually. The review shall include peer feedback  
5 on the effectiveness of the teacher's performance of duty  
6 specific to the teacher's career path. A teacher who completes  
7 the time period of assignment as a model, mentor, or lead  
8 teacher may apply to the school's or the school district's  
9 administration for assignment in a new role if appropriate or  
10 for reassignment.

11     5. A teacher employed in a school district shall not receive  
12 less compensation in that district than the teacher received  
13 in the school year preceding participation, as set forth in  
14 section 284.4, due to implementation of this Act. A teacher  
15 who achieves national board for professional teaching standards  
16 certification and meets the requirements of section 256.44  
17 shall continue to receive the award as specified in section  
18 256.44 in addition to the compensation set forth in this  
19 section.

20     6. *a.* A school district may apply to the department for  
21 approval to implement the career paths, leadership roles,  
22 and compensation framework specified in subsection 2, or a  
23 comparable system of career paths and compensation for teachers  
24 that contains differentiated multiple leadership roles.

25     *b.* By March 1 of the school year preceding implementation,  
26 a school district that has been approved to implement the  
27 framework or a comparable system pursuant to this subsection  
28 may opt out of implementation of the framework or comparable  
29 system by notifying the department of its intent to withdraw  
30 from implementation. The department shall notify the  
31 department of management that the school district is no longer  
32 approved to implement the framework or comparable system and  
33 is not eligible to receive teacher leadership supplement  
34 foundation aid under chapter 257 or this chapter.

35     7. The department shall establish criteria and a process

1 for application and approval of the framework established  
2 under subsection 1, and for comparable systems, which a school  
3 district may implement pursuant to subsection 6 in order to  
4 receive teacher leadership supplement foundation aid calculated  
5 under section 257.10, subsection 12.

6 8. A school district is encouraged to utilize appropriately  
7 licensed teachers emeritus in the implementation of this  
8 section.

9 9. The framework or comparable system approved and  
10 implemented by a school district in accordance with this  
11 section shall be applicable to teachers in every attendance  
12 center operated by the school district.

13 10. Subject to an appropriation by the general assembly for  
14 purposes of this subsection, a school district may apply to the  
15 department for a planning grant to design an implementation  
16 strategy for the framework established pursuant to subsection  
17 1 or a comparable system of career paths and compensation for  
18 teachers that contains differentiated multiple leadership  
19 roles. The planning grant shall be used to facilitate a  
20 local decision-making process that includes representation  
21 of administrators, teachers, and parents and guardians of  
22 students. The department shall establish and make available an  
23 application for the awarding of planning grants for purposes  
24 of this subsection.

25 11. The department shall establish, and provide staffing  
26 and administrative support for a commission on educator  
27 leadership and compensation. The commission shall monitor  
28 with fidelity the implementation of the framework established  
29 by school districts pursuant to subsection 1. The commission  
30 shall also evaluate and make recommendations to the department  
31 on applications for approval of a comparable system submitted  
32 to the department pursuant to subsection 6, and on the  
33 expenditure of moneys appropriated for purposes of this  
34 section. In addition, the commission shall review the use and  
35 effectiveness of the funds distributed to school districts for

1 supplemental assistance to teachers in high-need schools under  
2 section 284.11.

3     *a.* The commission shall be comprised of teachers, parents  
4 and guardians of children enrolled in Iowa's school districts,  
5 school administrators, school board members, postsecondary  
6 faculty, designees representing education-related professional  
7 organizations, and business and community leaders.

8     *b.* Members shall be appointed by the governor, subject to  
9 confirmation by the senate, to staggered three-year terms which  
10 begin and end as provided in section 69.19. Appointments shall  
11 comply with sections 69.16, 69.16A, and 69.16C. Vacancies  
12 on the commission shall be filled in the same manner as the  
13 original appointment. A person appointed to fill a vacancy  
14 shall serve only for the unexpired portion of the term.

15 Members are entitled to reimbursement of actual expenses  
16 incurred in performance of their official duties.

17     *c.* By December 15 annually, the commission shall submit its  
18 findings and any recommendations, including but not limited to  
19 any recommendations for changes to the framework established  
20 in subsection 1 and for changes to section 284.11 relating to  
21 state supplemental assistance to high-need schools, in a report  
22 to the director, the state board, the governor, and the general  
23 assembly.

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

28     *b.* Notwithstanding section 284.3A, teacher leadership  
29 supplement foundation aid shall not be combined with regular  
30 wages to create a combined salary.

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

34     13. The provisions of this chapter shall be subject to  
35 legislative review at least every three years. The review

1 shall be based upon a status report from the commission  
 2 on educator leadership and compensation, which shall be  
 3 prepared with the assistance of the departments of education,  
 4 management, and revenue. The status report shall review and  
 5 report on the department's assignment and utilization of  
 6 full-time equivalent positions, and shall include information  
 7 on teacher retention, teacher compensation, academic quality  
 8 of beginning teachers, teacher evaluation results, student  
 9 achievement trend and comparative data, and recommendations  
 10 for changes to the teacher leadership supplement foundation  
 11 aid and the framework or comparable systems approved pursuant  
 12 to this section. The first status report shall be submitted  
 13 to the general assembly by January 15, 2017, with subsequent  
 14 status reports prepared and submitted to the general assembly  
 15 by January 15 at least every third year thereafter.

16 Sec. 52. ATTENDANCE CENTER PERFORMANCE RANKINGS —  
 17 PERFORMANCE INDEX.

18 1. The department of education shall develop criteria and  
 19 a process for school districts to use to establish specific  
 20 performance goals and to evaluate the performance of each  
 21 attendance center operated by the district in order to arrive  
 22 at an overall performance index for each attendance center.

23 The criteria shall include but not be limited to student  
 24 academic growth, parent involvement, student attendance,  
 25 employee turnover, and community activities and involvement.

26 2. The department shall develop an achievement score that  
 27 calculates aggregate growth as well as aggregate proficiency  
 28 of students which when combined with other academic indicators  
 29 results in an overall school performance index for each  
 30 attendance center in the school district. The performance  
 31 index shall be used as one measure to rank and classify schools  
 32 into six different performance categories: exceptional,  
 33 high performing, commendable, acceptable, needs improvement,  
 34 and priority. The categories may be used to define support  
 35 and specialized assistance to schools classified as needs

1 improvement or priority as well as to recognize schools  
2 designated exceptional or high performing. Additionally,  
3 a closing gap score shall be calculated as another measure  
4 to determine subgroup performance and to rank and classify  
5 attendance centers. Other academic indicators shall be defined  
6 as criterion referenced variables that will be utilized in  
7 the calculation of the performance index. Other academic  
8 indicators shall include but not be limited to graduation  
9 rates, attendance rates, and college-readiness rates.  
10 Additional indicators of academic success and progress may  
11 include post-graduation data, suspension and expulsion rates,  
12 levels of student engagement, parent satisfaction, parent  
13 engagement, and staff working conditions.

14 3. The department shall submit its findings and  
15 recommendations in a report to the state board of education,  
16 the governor, and the general assembly by November 15, 2013.

17 Sec. 53. PILOT PROGRAM FOR EXTENDED LEARNING OPPORTUNITIES  
18 FOR STUDENTS IN NEED — DEPARTMENT OF EDUCATION. The  
19 department of education shall develop a pilot program plan  
20 in collaboration with three school districts, utilizing  
21 evidence-based best practices, to provide students in need with  
22 extended learning opportunities. The department shall present  
23 the plan and any findings and recommendations in a report to  
24 the state board of education, the governor, and the general  
25 assembly by December 16, 2013.

26 Sec. 54. CODE EDITOR DIRECTIVE. The Code editor shall  
27 delete references in the Code, and Code language directly  
28 related to the references, to sections and subsections of the  
29 Code repealed by this division of this Act effective July 1,  
30 2016.

31 Sec. 55. EFFECTIVE DATE. The following provision or  
32 provisions of this division of this Act take effect July 1,  
33 2014:

34 1. The section of this division of this Act amending section  
35 282.18.

DIVISION VI

COMPETENCY-BASED INSTRUCTION TASK FORCE

1  
2  
3 Sec. 56. 2012 Iowa Acts, chapter 1119, section 2, subsection  
4 2, is amended by adding the following new paragraph:

5 NEW PARAGRAPH. *f.* Develop a draft strategic plan  
6 and proposed timeline for statewide implementation of  
7 competency-based learning for consideration by the general  
8 assembly.

9 Sec. 57. EFFECTIVE UPON ENACTMENT. This division of this  
10 Act, being deemed of immediate importance, takes effect upon  
11 enactment.

DIVISION VII

12 EXTENDED LEARNING TIME PILOT PROJECT MODEL — APPROPRIATION

13 Sec. 58. EXTENDED LEARNING TIME PILOT PROJECT MODEL.

14 1. The department of education shall develop a proposed  
15 model for an extended learning time pilot project. In  
16 developing the model, the department shall consider the  
17 recommendations submitted in the final report of the  
18 instructional time task force, as well as existing, successful  
19 extended time learning opportunities offered within and  
20 outside of the state. Three program proposals representing  
21 school districts of varied sizes, geographical locations,  
22 and socio-economic status shall be included in the model.  
23 Component measures, criteria, and associated benchmarks for  
24 selecting participants and gauging success for the model shall  
25 include but not be limited to the following considerations:  
26 impact on student achievement; overall cost; governance  
27 structure; transportation issues; recommended age of students;  
28 potential use of teacher preparation candidates; 21st  
29 century learning center guidelines as applicable; potential  
30 collaboration with area education agencies and other public  
31 and private partners for cost effectiveness, efficiency,  
32 and community involvement; recommended staffing levels;  
33 licensure for staff; involvement of nonprofit organizations;  
34 collaboration with the staff in the existing school district;  
35



1 whether all of some students in a district should participate;  
2 and use of best practices and latest research in the field.  
3 The department shall also recommend potential funding sources  
4 for the full implementation of the proposed model for extended  
5 learning time pilot projects and of future sustained extended  
6 time learning efforts.

7 2. The department shall submit the proposed model and  
8 the department's findings and recommendations in a report to  
9 the state board of education, the governor, and the general  
10 assembly by December 16, 2013.

11 Sec. 59. EXTENDED LEARNING TIME PILOT PROJECT MODEL —  
12 APPROPRIATION. There is appropriated from the general fund of  
13 the state to the department of education for the fiscal year  
14 beginning July 1, 2013, and ending June 30, 2014, the following  
15 amount, or so much thereof as is necessary, to be used for the  
16 purposes designated:

17 For purposes of developing an extended learning time pilot  
18 project model in accordance with this division of this Act, if  
19 enacted:

20 ..... \$ 40,000

21 EXPLANATION

22 This bill relates to programs and activities under the  
23 purview of the department of education, the state board  
24 of education, the college student aid commission, school  
25 districts, and accredited nonpublic schools. The bill makes  
26 appropriations and provides for establishment and retention  
27 of certain fees and includes transition and effective date  
28 provisions.

29 DIVISION I — IOWA LEARNING ONLINE INITIATIVE — FEES  
30 AND APPROPRIATIONS. The bill directs the department of  
31 education to establish fees payable by school districts and  
32 accredited nonpublic schools participating in the Iowa learning  
33 online initiative established by Code section 256.42. The  
34 bill provides that fees collected pursuant to the bill are  
35 appropriated to the department to be used only for the purpose

1 of administering the initiative and cannot exceed the budgeted  
2 cost of administering the initiative to the extent not covered  
3 by other moneys appropriated in the bill. The bill specifies  
4 that providing professional development necessary to prepare  
5 teachers to participate in the initiative is to be considered  
6 such a cost. The bill provides that unused fees do not revert  
7 but remain available in subsequent fiscal years to expand  
8 coursework offered under the initiative.

9 The bill appropriates \$1,500,000 per year from the state  
10 general fund for fiscal years 2013-2014, 2014-2015, and  
11 2015-2016, to the department to be used for administering the  
12 Iowa learning online initiative and for not more than three  
13 full-time equivalent positions.

14 DIVISION II — TRAINING AND EMPLOYMENT OF TEACHERS. The bill  
15 directs the department of education to develop and implement  
16 a teach Iowa marketing and public outreach initiative by  
17 January 1, 2014, and appropriates \$3 million from the general  
18 fund of the state to the department for each of FY 2013-2014  
19 and FY 2014-2015 for teach Iowa marketing, a public outreach  
20 initiative, and a student teacher pilot project.

21 The bill provides five goals for the initiative: to motivate  
22 high performing students to enter teacher preparation programs  
23 and to enter the teaching profession in Iowa; to motivate  
24 teacher candidates, especially those in science, technology,  
25 engineering, and mathematics fields, to enter teacher  
26 preparation programs and to enter the teaching profession in  
27 Iowa; to recruit high-caliber teacher candidates to pursue  
28 teaching careers in Iowa; to encourage teacher candidates to  
29 pursue teaching careers in rural Iowa; and to inform the public  
30 of the value of the teaching profession and of the importance  
31 of Iowa's education system to the future of Iowa.

32 The bill directs the department of education to establish an  
33 online state job posting system. The system must be accessible  
34 via the department's internet site, although the department  
35 may contract for or partner with another entity for use of

1 an existing internet site, and must include a mechanism for  
2 the electronic submission of job openings for posting on the  
3 system.

4 The bill requires school districts, charter schools, and  
5 area education agencies to submit all of their job openings to  
6 the department of education for posting on the system. The  
7 bill requires the department to post all of its job openings  
8 on the system. The bill provides that accredited nonpublic  
9 schools may, but are not required to, submit job openings to  
10 the department for posting on the system.

11 The establishment of the online state job posting system is  
12 not to be construed to prohibit any employer from advertising  
13 job openings and recruiting employees independently of the  
14 system, to prohibit any employer from using another method of  
15 advertising job openings or another applicant tracking system  
16 in addition to the system, or to provide the department of  
17 education with any regulatory authority in the hiring process  
18 or hiring decisions of any employer other than the department  
19 itself.

20 The bill establishes a teach Iowa scholar program within the  
21 college student aid commission to provide teach Iowa scholar  
22 grants to selected high-caliber teachers. The commission is  
23 required to administer the program in collaboration with the  
24 department.

25 The bill directs the commission to establish eligibility  
26 criteria for teach Iowa scholar grants that at a minimum  
27 requires that an applicant must have been in the top 25 percent  
28 academically of students exiting a state-approved teacher  
29 preparation program, or have earned other comparable academic  
30 credentials; and be preparing to teach in fields including but  
31 not limited to science, technology, engineering, mathematics,  
32 or a hard-to-staff subject as identified annually by the  
33 department.

34 A selected applicant who has successfully completed an  
35 approved practitioner preparation program is eligible for a

1 teach Iowa scholar grant for each year of full-time employment  
2 completed in Iowa as a teacher for a school district, charter  
3 school, area education agency, or accredited nonpublic school.  
4 The bill provides that a teach Iowa scholar grant cannot exceed  
5 \$4,000 per year per recipient, and cannot exceed \$20,000 total  
6 per recipient over a five-year period.

7 The bill directs the commission, in collaboration with  
8 the department, to adopt rules for the teach Iowa scholar  
9 program. The rules are to include a process for the commission  
10 to determine which eligible applicants will receive teach Iowa  
11 scholar grants.

12 The bill establishes a teach Iowa scholar fund in the state  
13 treasury to be administered by the commission and to consist  
14 of moneys appropriated by the general assembly and any other  
15 moneys received by the commission for deposit in the fund. The  
16 bill appropriates moneys in the fund to the commission for the  
17 program.

18 The bill directs the department of education to establish  
19 a teach Iowa student teaching pilot project subject to an  
20 appropriation of sufficient funds by the general assembly.  
21 The department is required to establish the pilot project in  
22 collaboration with two institutions of higher education which  
23 offer state-approved teacher preparation programs. The two  
24 institutions must include one regents institution and one  
25 accredited private institution.

26 The pilot project will provide students in teacher  
27 preparation programs with a one-year student teaching  
28 experience. A participating institution of higher education  
29 must work with school districts to place groups of students  
30 in a student teaching experience for an entire academic  
31 year, taking geographic diversity into consideration in the  
32 selection of school districts. A participating institution  
33 of higher education must also supervise the student teachers  
34 in the classroom and provide the students with weekly on-site  
35 instruction in pedagogy.

1 The bill repeals the teacher shortage loan forgiveness  
2 program as of July 1, 2014. Unobligated and unencumbered  
3 moneys in the teacher shortage loan forgiveness repayment  
4 fund revert to the state general fund on July 1, 2014. Any  
5 remaining obligations of the teacher shortage loan forgiveness  
6 program continuing on or after July 1, 2014, will be met with  
7 moneys in the teach Iowa scholar fund established by the bill.

8 DIVISION III — ASSESSMENTS — IOWA CERTIFICATE OF  
9 DISTINCTION PROGRAM. The bill relates to student achievement,  
10 including the administration of assessments to measure student  
11 achievement and the establishment and implementation of  
12 the Iowa certificate of distinction program for qualifying  
13 graduating high school students. The bill appropriates  
14 \$200,000 from the general fund of the state to the department  
15 of education for FY 2013-2014 to pay for the costs of  
16 developing and implementing the Iowa certificate of distinction  
17 program.

18 Under current law, the state board of education is required  
19 to specify by rule that the district-wide assessment of student  
20 progress that school districts must administer shall be the  
21 assessment utilized by school districts statewide in the school  
22 year beginning July 1, 2011. The bill amends the provision  
23 that the requirement may be met using a successor assessment  
24 administered by the same assessment provider, but also adds  
25 that, beginning July 1, 2014, subject to an appropriation by  
26 the general assembly, all students enrolled in grades 3-8 and  
27 11 in a school district must, in the spring, be administered an  
28 assessment that is aligned to the Iowa common core standards,  
29 accurately describes student achievement and growth, and  
30 provides valid, reliable, and fair measures of student progress  
31 toward college or career readiness.

32 The bill establishes an Iowa certificate of distinction  
33 program within the department of education. The program  
34 must be designed by the director of the department to define  
35 college- and career-ready performance expectations that are

1 aligned to national and international college- and career-ready  
2 standards; compel stronger alignment of curriculum,  
3 instruction, and assessment with the knowledge, skills, and  
4 abilities most predictive of student success in secondary and  
5 postsecondary education programs, and in careers; identify high  
6 school graduates who demonstrate specific competencies aligned  
7 with college and career readiness; validate that students  
8 have met specific expectations and demonstrated essential  
9 competencies or skills identified by the department as  
10 important across a range of education and career opportunities;  
11 recognize students by awarding a certificate associated  
12 with specific subjects or areas of accomplishment; encourage  
13 participating Iowa colleges and universities to consider the  
14 certificate when assessing whether an applicant meets the  
15 institution's admission requirements; encourage business and  
16 industry to realize the program's benefits; and to integrate  
17 the program with related initiatives offered by other state  
18 agencies.

19 The bill also creates within the department an Iowa  
20 certificate of distinction program council to regularly advise  
21 and make recommendations to the director of the department and  
22 the state board on the operation of the program. The governor  
23 is charged with appointing the council's members.

24 The council shall submit its findings and recommendations  
25 periodically and at least annually in a report to the governor,  
26 the director, and the state board. The council is responsible  
27 for recommending specific academic or skill areas for which a  
28 certificate may be awarded; standards that reflect the high  
29 quality of work a student must complete; specific requirements  
30 and criteria for awarding a certificate; adjustments to types  
31 or categories of certificates available for award; a tiered  
32 implementation schedule that begins July 1, 2014, and results  
33 in full implementation of the program by July 1, 2017; and  
34 strategies to encourage Iowa colleges and universities to  
35 consider the certificate during the admissions process and

1 to encourage participating Iowa businesses and industries to  
2 establish hiring preferences to an applicant who was awarded  
3 a certificate.

4 The council shall be comprised of at least 20 voting  
5 members representing the secondary education community; the  
6 postsecondary education community; small, medium, or large  
7 business employers; local government; state government; and  
8 economic development entities. Members shall be appointed  
9 to reflect a balance between educators and noneducators. In  
10 selecting individuals for appointment to the council, the  
11 governor must seek nominations from a number of business,  
12 industry, and educational associations, alliances, and  
13 councils; postsecondary institutions; and certain state  
14 agencies.

15 Four members of the general assembly shall serve as ex  
16 officio, nonvoting members of the council, and are eligible for  
17 per diem and expenses.

18 The state board shall adopt, and may amend, standards,  
19 requirements, and criteria for awarding a certificate, which  
20 shall be made available to school districts and participating  
21 accredited nonpublic schools not later than July 1, 2014; and  
22 shall, by that date, adopt rules for the administration of the  
23 program, including rules establishing the minimum components  
24 of the program that are part of the educational standards for  
25 grades 9 through 12, and requiring school districts to note  
26 achievement of a certificate on a qualifying student's high  
27 school transcript.

28 Accredited nonpublic schools may participate in the program  
29 and offer students the opportunity to participate.

30 DIVISION IV — TEACHER AND ADMINISTRATOR DEVELOPMENT  
31 SYSTEM. The bill provides for additions to the Iowa teaching  
32 standards, subject to any change in statute by the general  
33 assembly, and modification of the Iowa standards for school  
34 administrators, for the establishment of statewide systems  
35 of evaluation for teachers and administrators and for

1 performance review requirements for teachers, and establishes  
2 a council on educator development charged with reviewing  
3 the current teacher and administrator evaluation systems  
4 and current performance review requirements, and to make  
5 recommendations to the director regarding improvement to the  
6 evaluation and performance review requirements for teachers and  
7 administrators, as appropriate. The bill appropriates \$500,000  
8 from the general fund of the state to the department of  
9 education for FY 2013-2014, and \$3.5 million for FY 2014-2015  
10 for developing and implementing an Iowa educator development  
11 system and for the council.

12 EVALUATION AND PERFORMANCE REVIEW. The bill directs  
13 the state board of education to adopt rules establishing  
14 a statewide system of evaluation and performance review  
15 requirements for teachers and a statewide system of evaluation  
16 requirements for administrators. The statewide systems of  
17 evaluation and performance for teachers and the statewide  
18 system of evaluation for administrators shall align with  
19 Iowa teaching standards or the Iowa standards for school  
20 administrators, as appropriate, and shall use clear and concise  
21 evaluation and performance review criteria and descriptors;  
22 provide for a fair and balanced use of student outcome  
23 measures; include a tiered evaluation or performance review  
24 system that differentiates at least three levels of teacher  
25 performance; and be applicable to all teachers and school  
26 administrators, as appropriate, in a charter school, school  
27 district, or area education agency (AEA).

28 DIRECTOR'S DUTIES. Current law directs the director of the  
29 department of education to develop Iowa standards for school  
30 administrators, which the bill amends to charge the director  
31 with also reviewing and revising the standards as necessary.

32 The bill also charges the director with developing, for  
33 implementation by July 1, 2015, additional Iowa teaching  
34 standards and Iowa standards for school administrators designed  
35 specifically for purposes of Code chapters 279, 284, and 284A.



1 The standards must be based on significant input from the  
2 council on educator development and Iowa educators must align  
3 with nationally accepted teaching and administrator standards.

4 The director is also charged with reviewing and, where  
5 necessary, revising the standards and requirements for the  
6 evaluator training program that is established in Code section  
7 284.10; developing and implementing a coaching and support  
8 system for teachers aligned with the Iowa teacher career  
9 paths, leadership roles, and compensation framework proposed  
10 by the department; and with developing and implementing a  
11 coaching and support system for administrators aligned with the  
12 beginning administrator mentoring and induction program that is  
13 established in Code section 284A.5.

14 SCHOOL BOARD RESPONSIBILITIES. School boards are directed  
15 to establish written evaluation criteria and to implement  
16 annually evaluation procedures that are consistent with the  
17 statewide system of evaluation for teachers and administrators  
18 and with the performance review requirements for teachers  
19 established by the state board, and with the requirements  
20 established under the student achievement and teacher quality  
21 program or the administrator quality program, as appropriate.

22 The bill provides for the repeal, effective July 1, 2015,  
23 of language in Code section 284A.3 that requires school boards  
24 to provide for evaluations for administrators under individual  
25 professional development plans and which authorizes school  
26 boards to establish additional administrator standards and  
27 related criteria.

28 COUNCIL ON EDUCATOR DEVELOPMENT. The director is required  
29 to convene a council on educator development. The council must  
30 make recommendations to the director concerning development  
31 of a holistic vision of teacher and administrator development  
32 and dissemination of this vision to schools, school districts,  
33 and AEAs; methods designed to foster a culture of continuous  
34 learning and improvement within schools, school districts, and  
35 AEAs with differentiated supports for educators; Iowa teaching

1 standards and the Iowa standards for school administrators;  
2 performance review criteria for teachers and evaluation  
3 criteria for teachers and administrators; a method for  
4 establishing a fair and balanced use of student outcome  
5 measures; and a means to differentiate levels of teacher  
6 performance.

7     The council shall be comprised of at least 17 voting  
8 members appointed by the director: Eight members representing  
9 education stakeholders, four of whom shall be practitioners  
10 knowledgeable about the Iowa core curriculum, and four of  
11 whom shall be knowledgeable about current education research  
12 and practice in educator quality; one member representing the  
13 department of education and who will serve as chairperson of  
14 the council; one member representing the AEAs; one member  
15 representing a certified employee organization representing  
16 teachers; one member representing a statewide organization  
17 representing school administrators; one member representing  
18 rural school districts selected by a statewide organization  
19 representing school boards; one member representing an  
20 organization made up of Iowa school districts with the largest  
21 student enrollments; one member representing Iowa's approved  
22 teacher preparation programs; one member representing Iowa's  
23 approved administrator preparation programs; and one member  
24 representing parents of Iowa elementary or secondary students.  
25 The director may appoint additional education stakeholders.  
26 Four members of the general assembly shall serve as ex officio,  
27 nonvoting members of the council.

28     The council shall submit its findings and recommendations  
29 to the state board of education, the governor, and the general  
30 assembly by January 1, 2015.

31     The director shall consider the findings and recommendations  
32 of the council to revise evaluator training in accordance with  
33 Code section 256.9, subsection 63; and to develop a statewide  
34 evaluation system and performance review requirements for  
35 teachers and a statewide system of evaluation requirements for

1 administrators, which the director shall submit to the state  
2 board of education for approval.

3 APPROPRIATIONS. From the appropriations made to the  
4 department for fiscal years 2013-2014 and 2014-2015, the  
5 department may use up to \$300,000 each year for administrative  
6 purposes and for three full-time equivalent positions.

7 The bill also makes a number of technical changes.

8 DIVISION V — IOWA TEACHER CAREER AND COMPENSATION MATTERS.

9 This bill establishes a framework for Iowa teacher career  
10 paths, leadership roles, and compensation for school districts,  
11 and repeals the provision establishing the current Iowa teacher  
12 career path and salary minimums effective July 1, 2016; amends  
13 the state school foundation program to provide a teacher  
14 leadership supplement to school districts; provides for an  
15 annual appropriation to the department of education so that  
16 it may provide technical assistance to school districts and  
17 area education agencies (AEAs) for design and implementation of  
18 the framework; provides for the establishment of a commission  
19 on educator leadership and compensation; and provides for  
20 allocations under the student achievement and teacher quality  
21 program, and makes other related changes to Code chapter 284,  
22 which establishes the program.

23 TEACHER LEADERSHIP SUPPLEMENT. Code section 257.1,  
24 providing for the state school foundation program, is amended  
25 to add the teacher leadership supplement to the combined  
26 foundation base to provide that the district cost for total  
27 teacher leadership supplement is funded entirely through state  
28 aid, and to add the teacher leadership supplement to the  
29 funding sources whose amounts should not be rounded to the  
30 nearest whole dollar when computations are made.

31 Code section 257.9 is amended to establish a state cost per  
32 pupil beginning with the school budget year beginning July  
33 1, 2014, for the teacher leadership. Code section 257.10 is  
34 amended to provide that the district cost of the total teacher  
35 leadership supplement shall be added to a school district's

1 combined district cost.

2 For the budget year beginning July 1, 2014, the teacher  
3 leadership supplement district cost per pupil shall be  
4 calculated by the department of management considering  
5 the annual allocation of teacher leadership supplemental  
6 aid and statewide student enrollment. For the budget year  
7 beginning July 1, 2015, and succeeding budget years, the  
8 teacher leadership supplement district cost per pupil for each  
9 school district for a budget year is the teacher leadership  
10 supplement program district cost per pupil for the base year  
11 plus the teacher leadership supplement state allowable growth  
12 amount for the budget year. Beginning July 1, 2015, if the  
13 department of management determines that the unadjusted teacher  
14 leadership supplement district cost of a school district for  
15 a budget year is less than 100 percent of the unadjusted  
16 teacher leadership supplement district cost for the base year  
17 for the school district, the school district shall receive a  
18 budget adjustment for that budget year equal to the difference.  
19 The bill also provides that the use of the funds calculated  
20 for the supplement shall comply with the requirements of the  
21 student achievement and teacher quality program and shall be  
22 distributed to teachers pursuant to the Code section which  
23 establishes the framework.

24 By March 1 of the school year preceding implementation,  
25 a school district that has been approved to implement the  
26 framework or a comparable system may opt out of implementation  
27 of the framework or comparable system by notifying the  
28 department of its intent to withdraw from implementation. The  
29 department shall notify the department of management that  
30 the school district is no longer eligible to receive teacher  
31 leadership supplement foundation aid.

32 Effective July 1, 2014, teacher leadership supplement  
33 foundation aid for students participating in open enrollment  
34 must be paid by a sending district to a receiving district.

35 **FRAMEWORK AND TECHNICAL ASSISTANCE.** School districts may

1 apply to the department for approval to implement frameworks  
2 or comparable systems of career paths and compensation  
3 that contain differentiated multiple leadership roles. The  
4 department is directed to establish criteria and a process  
5 for application and approval of the framework and comparable  
6 systems. The bill appropriates \$500,000 from the general fund  
7 of the state annually to the department to provide technical  
8 assistance with not more than two full-time equivalent  
9 positions to school districts and AEAs in the design and  
10 implementation of the framework. In distributing and expending  
11 these moneys, the department must give priority to school  
12 districts with enrollments of fewer than 600 students. A  
13 teacher employed by an AEA may be included in a framework  
14 established by a school district if the AEA and the school  
15 district enter into a contract for such purpose.

16 PLANNING GRANTS. A school district may also apply to the  
17 department for a planning grant to design an implementation  
18 strategy to establish the framework established or a comparable  
19 system. The application submitted to the department must  
20 reflect a local decision-making process that includes  
21 representation of administrators, teachers, and parents and  
22 guardians of students. The department is directed to establish  
23 an application for the awarding of planning grants.

24 FRAMEWORK DESIGN. The framework is designed to attract able  
25 and promising new teachers by offering competitive starting  
26 salaries and offering short-term and long-term professional  
27 development and leadership opportunities, retain effective  
28 teachers by providing enhanced career opportunities, promote  
29 collaboration by developing and supporting opportunities for  
30 teachers in schools and school districts statewide to learn  
31 from each other, reward professional growth and effective  
32 teaching by providing pathways for career opportunities that  
33 involve increased leadership responsibilities and increased  
34 compensation, and improve student achievement by strengthening  
35 instruction.

1 CAREER AND LEADERSHIP ROLES AND COMPENSATION. The framework  
2 includes five career or leadership roles for teachers. The  
3 salary established in the bill for an initial teacher who meets  
4 the requirements specified in the bill is at least \$32,000,  
5 which amount also constitutes the minimum teacher salary for  
6 the state. An initial teacher must meet the current definition  
7 in the Code for a beginning teacher, but the initial teacher  
8 must also complete a teacher residency during the first year  
9 of employment that includes intensive supervision or mentoring  
10 by a mentor teacher or lead teacher; sufficient collaboration  
11 time to be able to observe and learn from model, mentor,  
12 and lead teachers; a teaching contract that establishes an  
13 employment period which is five days longer than that required  
14 for career teachers; and for frequent observation, evaluation,  
15 and professional development opportunities.

16 The second role, career teacher, requires the same  
17 conditions as that specified in the current Iowa teacher career  
18 path, but the compensation level for the career teacher is  
19 unspecified in the bill.

20 The third role, model teacher, is a career teacher who  
21 is evaluated by the school district as demonstrating the  
22 competencies of a model teacher, has participated in a rigorous  
23 review process, and has been recommended for a one-year  
24 assignment as a model teacher by a site-based review council.  
25 The term of the model teacher's teaching contract shall exceed  
26 by five days the terms of career teachers' teaching contracts.  
27 A model teacher shall receive annually a salary supplement of  
28 at least \$2,000.

29 The fourth role, mentor teacher, is a teacher who is  
30 evaluated by the school district as demonstrating the  
31 competencies and superior teaching skills of a mentor teacher,  
32 and has been recommended for a one-year assignment as a mentor  
33 teacher by a site-based review council. The mentor teacher  
34 must also participate in teacher professional development,  
35 demonstrate continuous improvement in teaching, and possess the

1 skills and qualifications to assume leadership roles. A mentor  
2 teacher shall have a teaching load of not more than 75 percent  
3 student instruction to allow the teacher to mentor other  
4 teachers. The mentor teacher's teaching contract shall exceed  
5 by 10 days the terms of career teachers' teaching contracts. A  
6 mentor teacher shall receive annually a salary supplement of at  
7 least \$5,000.

8 The fifth role, lead teacher, is a teacher who has been  
9 recommended for a one-year assignment as a lead teacher by a  
10 site-based review council. The recommendation from the council  
11 must assert that the teacher possesses superior teaching skills  
12 and the ability to lead adult learners. A lead teacher must  
13 assume leadership roles that may include but are not limited  
14 to the planning and delivery of professional development  
15 activities; the facilitation of an instructional leadership  
16 team within the lead teacher's building, school district, or  
17 other school districts; the mentoring of other teachers; and  
18 participation in the evaluation of student teachers. A lead  
19 teacher shall have a teaching load of not more than 50 percent  
20 student instruction to allow the lead teacher to spend time  
21 on co-teaching; co-planning; peer reviews; observing career  
22 teachers, model teachers, and mentor teachers; and other  
23 duties mutually agreed upon by the superintendent and the lead  
24 teacher. The term of the lead teacher's teaching contract  
25 must exceed by 15 days the terms of career teachers' teaching  
26 contracts. A lead teacher shall receive annually a salary  
27 supplement of at least \$10,000.

28 A school district shall designate at least 10 percent of its  
29 teachers as model teachers, 10 percent as mentor teachers, and  
30 5 percent as lead teachers, though a district may enter into  
31 an agreement with one or more other districts or an AEA to meet  
32 these requirements through a collaborative arrangement.

33 Additional contract days must be used to strengthen  
34 instructional leadership. The salary supplement received by  
35 model, mentor, and lead teachers shall fully cover the salary

1 costs of the additional contract days. The determinations of  
2 salary supplements are not subject to appeal.

3 An assignment is subject to review by the school's or the  
4 school district's administration at least annually. The  
5 review must include peer feedback. A teacher who completes  
6 the time period of assignment as a model, mentor, or lead  
7 teacher may apply to the school's or the school district's  
8 administration for assignment in a new role if appropriate or  
9 for reassignment.

10 SITE-BASED REVIEW COUNCIL. Each school board must appoint  
11 a site-based review council for the district's attendance  
12 centers that is comprised of equal numbers of teachers,  
13 administrators, and parents or guardians of students enrolled  
14 in the attendance center. Attendance centers may share  
15 a site-based review council. The council must accept and  
16 review applications submitted to the school's or the school  
17 district's administration for assignment as a model, mentor,  
18 or lead teacher, and make recommendations regarding the  
19 applications to the school district superintendent. In  
20 developing recommendations, the council must utilize measures  
21 of teacher effectiveness and professional growth, consider  
22 the needs of the school district, and review the performance  
23 and professional development of the applicants. Any teacher  
24 recommended for assignment as a model, mentor, or lead  
25 teacher shall have demonstrated to the council's satisfaction  
26 competency on the Iowa teaching standards.

27 FRAMEWORK IMPLEMENTATION. The bill repeals Code section  
28 284.7 and a related provision in Code section 284.8, and Code  
29 section 284.9, relating to establishment of a review panel for  
30 advancement under the Iowa teacher career path, effective July  
31 1, 2016.

32 APPROPRIATION ALLOCATIONS. From moneys that the general  
33 assembly appropriates for purposes of teacher leadership  
34 supplemental aid payments to school districts for the student  
35 achievement and teacher quality program, the bill allocates



1 to the department, for purposes of implementing frameworks  
2 or comparable systems approved by the department, \$5 million  
3 for FY 2013-2014; \$50 million for FY 2014-2015, FY 2015-2016,  
4 and FY 2016-2017; and \$1.5 million for FY 2017-2018 and each  
5 subsequent fiscal year.

6 Of the moneys allocated, not more than \$1 million shall be  
7 used by the department for the development of a delivery system  
8 implementing the career paths and leadership roles, including  
9 but not limited to planning grants to districts and AEAs,  
10 technical assistance for the department, technical assistance  
11 for districts and AEAs, training and staff development, and the  
12 contracting of external expertise and services. Annually, of  
13 these funds, the department may use not more than \$500,000 for  
14 administrative purposes and for not more than five full-time  
15 equivalent positions.

16 For the initial school year for which a school district  
17 implements an approved system, teacher leadership supplement  
18 foundation aid payable to that school district shall be paid  
19 from the allocation made for such purposes for that school  
20 year. For that school year, the teacher leadership supplement  
21 foundation aid payable to the school district is the product of  
22 the teacher leadership district cost per pupil for the school  
23 year multiplied by the school district's budget enrollment.

24 For budget years subsequent to the initial school year for  
25 which a school district implemented a system and received  
26 funding, the teacher leadership supplement foundation aid  
27 payable to that school district shall be paid from the standing  
28 unlimited appropriation for state foundation aid in Code  
29 section 257.16.

30 The bill establishes that the receipt of funding by a  
31 school district for the purposes implementing career paths and  
32 leadership roles, the need for additional funding for such  
33 purposes, or the enrollment of eligible students under this  
34 chapter, shall not be considered to be unusual circumstances,  
35 create an unusual need for additional funds, or qualify under

1 any other circumstances that may be used by the school budget  
2 review committee to grant supplemental aid to or establish  
3 modified allowable growth for a school district.

4 The bill exempts teacher leadership supplement foundation  
5 aid from a requirement that state aid for teacher compensation  
6 be combined with regular wages to create a combined salary.

7 The teacher leadership supplement district cost is not  
8 subject to a uniform reduction that may be implemented when  
9 the governor determines that estimated budget resources for a  
10 fiscal year are insufficient to pay all appropriations in full.

11 The state board is directed to adopt rules that assure  
12 the allocation of resources in a manner that optimizes the  
13 fulfillment of the purposes of providing state assistance  
14 for high-need schools and for purposes of implementing the  
15 framework or a comparable system.

16 COLLECTIVE BARGAINING CONSIDERATIONS. The bill prohibits,  
17 from July 1, 2013, to June 30, 2017, the consideration of  
18 moneys received by a school district for implementation of  
19 the framework by an arbitrator or other third party under  
20 collective bargaining in determining a comparison of the wages  
21 of the teachers in that district with the wages of teachers in  
22 another district.

23 REVERSIONS AND TRANSFERS OF MONEYS. The bill establishes  
24 that moneys allocated for the student achievement and teacher  
25 quality program shall not revert but shall remain available in  
26 the succeeding fiscal year for expenditure for the purposes  
27 designated. Such moneys may not be transferred by the  
28 department for another purpose. Currently, moneys allocated  
29 for the establishment of teacher development academies that  
30 remain unexpended at the end of the fiscal year shall revert  
31 and may be transferred for other purposes.

32 COMMISSION ON EDUCATOR LEADERSHIP AND COMPENSATION. The  
33 governor shall appoint members to, and the department shall  
34 provide staffing and administrative support for, a commission  
35 on educator leadership and compensation. The commission shall

1 monitor with fidelity the implementation of the framework  
2 by school districts. The commission shall also evaluate  
3 and make recommendations to the department on applications  
4 submitted to the department for approval of comparable systems,  
5 and on the expenditure of moneys appropriated for teacher  
6 salary supplement and for planning grants. In addition, the  
7 commission must review the use and effectiveness of state  
8 assistance distributed to school districts for high-need  
9 schools and, by December 15 annually, shall submit all of its  
10 findings and any recommendations in a report to the director of  
11 the department of education, the state board of education, the  
12 governor, and the general assembly.

13 RULES. The bill directs the state board to adopt rules  
14 for the administration of Code chapter 284, and makes related  
15 changes. The bill includes "initial teacher" within the  
16 definition of "beginning teacher".

17 MENTOR TEACHER EXPERIENCE. A teacher assigned to mentor  
18 a beginning teacher through the beginning teacher mentoring  
19 and induction program must under the bill have two years,  
20 rather than the current requirement of four years of successful  
21 teaching practice.

22 PERFORMANCE REVIEWS/PEER REVIEW GROUPS. From provisions  
23 related to the performance review, which is a summative  
24 evaluation of a teacher other than a beginning teacher, the  
25 bill eliminates Code language that states that the review is  
26 also used for purposes of career advancement. The bill also  
27 eliminates a requirement that the second and third year of a  
28 teacher's evaluation cycle be conducted by a peer review group.  
29 The second and third year of review shall be focused on the  
30 individual teacher professional development plan.

31 PROFESSIONAL DEVELOPMENT FUNDING PRIORITIES. Currently,  
32 school districts and AEAs must have as a goal for the use  
33 of state professional development funds the provision of one  
34 additional contract day or the equivalent for professional  
35 development. The bill strikes and replaces that language with

1 a requirement that districts and agencies make implementation  
2 of the professional development provisions of the teacher  
3 career paths and leadership roles the priority for the use of  
4 the funds.

5 STATE SUPPLEMENTAL ASSISTANCE FOR HIGH-NEED SCHOOLS.

6 The bill provides for state assistance to encourage school  
7 districts to provide supplemental assistance to high-need  
8 schools.

9 The bill requires the department to collect relevant data  
10 and establish a list of high-need schools which shall be  
11 eligible for state supplemental assistance. The department  
12 must establish a process and criteria to determine which  
13 schools are placed on the lists and must revise the lists  
14 annually. Criteria for the determination of which high-need  
15 schools shall be placed on the list shall be based upon factors  
16 that include but are not limited to the socioeconomic status  
17 of the students enrolled in the school, the percentage of  
18 the school's student body who are limited English proficient  
19 students, and geographic balance.

20 The department's determination of state supplemental  
21 assistance for high-need schools is not subject to appeal.  
22 Moneys received by a school district for such purpose shall be  
23 used to supplement and not supplant the salary being received  
24 by a teacher in a high-need school, and shall not be considered  
25 under Code chapter 20 by an arbitrator or other third party  
26 in determining a comparison of the wages of teachers in that  
27 high-need school with the wages of teachers in other buildings  
28 or in another school district.

29 APPROPRIATION ALLOCATION. Also from moneys that the  
30 general assembly appropriates for purposes of the student  
31 achievement and teacher quality program, the bill allocates to  
32 the department for the fiscal year beginning July 1, 2014, and  
33 for each subsequent fiscal year, \$10 million for purposes of  
34 implementing the state supplemental assistance for high-need  
35 schools provisions. The department may use a portion of the

1 funds for administrative purposes. The department is directed  
2 to develop a standardized process for distributing the moneys  
3 to school districts, and in determining the process for  
4 distribution of the moneys, must take into consideration the  
5 amount of money appropriated for the given year and the minimal  
6 amount of money needed to increase the academic achievement of  
7 students. A school district receiving moneys for incentives  
8 must certify annually to the department how the moneys were  
9 used by the school district.

10 REVIEW AND REPORT. The department must review the use and  
11 effectiveness of the funds distributed to school districts  
12 for supplemental assistance for high-need schools, and  
13 must consider the commission on educator leadership and  
14 compensation's findings and recommendations. The department  
15 shall submit its findings and recommendations in a report to  
16 the general assembly by January 15 annually.

17 UNIQUE LOCAL CONDITIONS AND NEEDS. A school district may  
18 request on an annual basis approval from the department for  
19 the addition of high-need schools based upon the unique local  
20 conditions and needs of the school district. The criteria the  
21 department uses to determine the placement of high-need schools  
22 on its list does not restrict the department from adding a  
23 high-need school as requested by a school district on the basis  
24 of unique local conditions and needs.

25 LEGISLATIVE REVIEW. The provisions of Code chapter 284  
26 shall be subject to legislative review at least every three  
27 years. The review shall be based upon a status report from  
28 the commission on educator leadership and compensation, which  
29 shall be prepared with the assistance of the departments  
30 of education, management, and revenue. The status report  
31 shall review and report on the department's assignment and  
32 utilization of full-time equivalent positions, and shall  
33 include information on teacher retention, teacher compensation,  
34 academic quality of beginning teachers, teacher evaluation  
35 results, student achievement trend and comparative data,

1 and recommendations for changes to the teacher leadership  
2 supplement foundation aid and the framework or comparable  
3 systems approved pursuant to this section. The first status  
4 report shall be submitted to the general assembly by January  
5 15, 2017, with subsequent status reports prepared and submitted  
6 to the general assembly by January 15 at least every third year  
7 thereafter.

8 ATTENDANCE CENTER PERFORMANCE RANKINGS — PERFORMANCE INDEX.

9 The department must develop criteria and a process for school  
10 districts to use to establish specific performance goals and to  
11 evaluate the performance of each attendance center operated by  
12 the district in order to arrive at an overall performance index  
13 for each attendance center. The criteria shall include student  
14 academic growth, parent involvement, student attendance,  
15 employee turnover, and community activities and involvement.

16 The department shall also develop an achievement score that  
17 calculates aggregate growth as well as aggregate proficiency  
18 of students which when combined with other academic indicators  
19 results in an overall school performance index for each  
20 attendance center in the school district. The performance  
21 index shall be used as one measure to rank and classify schools  
22 into six different performance categories: exceptional,  
23 high performing, commendable, acceptable, needs improvement,  
24 and priority. The categories may be used to define support  
25 and specialized assistance to schools classified as needs  
26 improvement or priority as well as to recognize schools  
27 designated exceptional or high performing.

28 Additionally, a closing gap score shall be calculated as  
29 another measure to determine subgroup performance and to rank  
30 and classify attendance centers. Other academic indicators  
31 shall be defined as criterion referenced variables that will be  
32 utilized in the calculation of the performance index. Other  
33 academic indicators shall include graduation rates, attendance  
34 rates, and college-readiness rates. Additional indicators of  
35 academic success and progress may include post-graduation data,

1 suspension and expulsion rates, levels of student engagement,  
2 parent satisfaction, parent engagement, and staff working  
3 conditions.

4 The department shall submit its findings and recommendations  
5 in a report to the state board of education, the governor, and  
6 the general assembly by November 15, 2013.

7 PILOT PROGRAM FOR EXTENDED LEARNING OPPORTUNITIES FOR  
8 STUDENTS IN NEED. The department of education must develop  
9 a pilot program plan in collaboration with three school  
10 districts, utilizing evidence-based best practices, to provide  
11 students in need with extended learning opportunities. The  
12 department shall present the plan and any findings and  
13 recommendations in a report to the state board of education,  
14 the governor, and the general assembly by December 16, 2013.

15 CODE EDITOR DIRECTIVE. The bill directs the Code editor  
16 to delete Code references in the bill with respect to future  
17 repeals of Code provisions.

18 DIVISION VI — COMPETENCY-BASED INSTRUCTION TASK FORCE. The  
19 bill adds to the duties of the competency-based instruction  
20 task force established by the general assembly in 2012  
21 by requiring the task force to develop a draft strategic  
22 plan and proposed timeline for statewide implementation of  
23 competency-based learning for consideration by the general  
24 assembly. The provision takes effect upon enactment.

25 DIVISION VII — EXTENDED LEARNING TIME PILOT PROJECT MODEL  
26 — APPROPRIATION. The department of education is directed to  
27 develop a proposed model for an extended learning time pilot  
28 project and the bill appropriates \$40,000 from the general  
29 fund of the state for FY 2013-2014 for purposes of developing  
30 the model. In developing the model, the department shall  
31 consider the recommendations submitted in the final report  
32 of the instructional time task force, as well as existing,  
33 successful extended time learning opportunities offered within  
34 and outside of the state. Three program proposals representing  
35 school districts of varied sizes, geographical locations,

1 and socio-economic status shall be included in the model.  
2 Component measures, criteria, and associated benchmarks for  
3 selecting participants and gauging success for the model are  
4 specified in the bill. The department shall also recommend  
5 potential funding sources for the full implementation of the  
6 proposed model for extended learning time pilot projects and  
7 of future sustained extended time learning efforts. The  
8 department shall submit the proposed model and the department's  
9 findings and recommendations in a report to the state board of  
10 education, the governor, and the general assembly by December  
11 16, 2013.