

Senate Study Bill 1228 - Introduced

SENATE FILE _____
BY (PROPOSED COMMITTEE
ON EDUCATION BILL BY
CHAIRPERSON QUIRMBACH)

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, college student aid commission, school
5 districts and accredited nonpublic schools; establishing a
6 fee; and including effective date provisions.
7 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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DIVISION I
INSTRUCTIONAL HOURS

Section 1. Section 256.7, subsection 19, Code 2013, is amended to read as follows:

19. ~~Define the minimum school day as a day consisting of five and one-half hours of instructional time for grades one through twelve. The minimum hours as time spent with a licensed teacher that shall be exclusive of the lunch period, but may include passing time between classes. Time spent on parent-teacher conferences shall be considered instructional time. A school or school district may record a day of school with less than the minimum instructional hours as a minimum school day if any of the following apply:~~

~~a. If emergency health or safety factors require the late arrival or early dismissal of students on a specific day.~~

~~b. If the total hours of instructional school time for grades one through twelve for any five consecutive school days equal a minimum of twenty-seven and one-half hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the professional instructional staff or because parent-teacher conferences have been scheduled beyond the regular school day. Furthermore, if the total hours of instructional time for the first four consecutive days equal at least twenty-seven and one-half hours because parent-teacher conferences have been scheduled beyond the regular school day, a school or school district may record zero hours of instructional time on the fifth consecutive school day as a minimum school day.~~

Sec. 2. Section 256F.4, subsection 5, Code 2013, is amended to read as follows:

5. A charter school or innovation zone school shall provide instruction for at least the number of days hours required by section 279.10, subsection 1, ~~or shall provide at least the equivalent number of total hours.~~

Sec. 3. Section 279.10, subsection 1, Code 2013, is amended

1 to read as follows:

2 1. The school year for each school district and accredited
3 nonpublic school shall begin on the first day of July 1 and
4 each regularly established elementary and secondary school
5 shall begin no sooner than a day during the calendar week
6 in which the first day of September falls but no later than
7 the first Monday in December. However, if the first day of
8 September falls on a Sunday, school may begin on a day during
9 the calendar week which immediately precedes the first day of
10 September. ~~School shall continue for at least one hundred~~
11 ~~eighty days, except as provided in subsection 3, and may be~~
12 ~~maintained~~ The school calendar shall include not less than one
13 thousand eighty hours of instruction during the entire calendar
14 year. However, if The board of directors of a school district
15 and the authorities in charge of an accredited nonpublic
16 school shall set the number of hours of required attendance
17 for the school year as provided in section 299.1, subsection
18 2, but the board of directors of a school district shall
19 hold a public hearing on any proposed school calendar prior
20 to adopting the school calendar. If the board of directors
21 of a district or the authorities in charge of an accredited
22 nonpublic school extends the school calendar because inclement
23 weather caused the school district or accredited nonpublic
24 school to temporarily close school during the regular school
25 calendar, the school district or accredited nonpublic school
26 may excuse a graduating senior who has met district or school
27 requirements for graduation from attendance during the extended
28 school calendar. A school corporation may begin employment
29 of personnel for in-service training and development purposes
30 before the date to begin elementary and secondary school.

31 Sec. 4. Section 279.10, subsection 2, Code 2013, is amended
32 to read as follows:

33 2. The board of directors shall hold a public hearing on any
34 proposal relating to the school calendar prior to submitting it
35 to the department of education for approval.

1 Sec. 5. Section 279.10, subsection 3, Code 2013, is amended
2 by striking the subsection.

3 Sec. 6. Section 299.1, subsection 2, Code 2013, is amended
4 to read as follows:

5 2. The board of directors of a public school district or
6 the governing body of an accredited nonpublic school shall set
7 the number of ~~days~~ hours of required attendance for the schools
8 under its control. The board of directors of a public school
9 district or the governing body of an accredited nonpublic
10 school may, by resolution, require attendance for the entire
11 time when the schools are in session in any school year and
12 adopt a policy or rules relating to the reasons considered to
13 be valid or acceptable excuses for absence from school.

14 Sec. 7. Section 299.4, subsection 1, Code 2013, is amended
15 to read as follows:

16 1. The parent, guardian, or legal custodian of a child who
17 is of compulsory attendance age, who places the child under
18 competent private instruction under either section 299A.2 or
19 299A.3, not in an accredited school or a home school assistance
20 program operated by a school district or accredited nonpublic
21 school, shall furnish a report in duplicate on forms provided
22 by the public school district, to the district by ~~the earliest~~
23 ~~starting date specified in section 279.10, subsection 1~~
24 September 1 of the school year in which the child will be under
25 competent private instruction. The secretary shall retain and
26 file one copy and forward the other copy to the district's
27 area education agency. The report shall state the name and
28 age of the child, the period of time during which the child
29 has been or will be under competent private instruction for
30 the year, an outline of the course of study, texts used, and
31 the name and address of the instructor. The parent, guardian,
32 or legal custodian of a child, who is placing the child under
33 competent private instruction for the first time, shall also
34 provide the district with evidence that the child has had the
35 immunizations required under section 139A.8, and, if the child

1 is elementary school age, a blood lead test in accordance with
2 section 135.105D. The term "outline of course of study" shall
3 include subjects covered, lesson plans, and time spent on the
4 areas of study.

5 Sec. 8. EFFECTIVE DATE. This division of this Act takes
6 effect July 1, 2014.

7 DIVISION II

8 IOWA ONLINE INITIATIVE — FEES

9 Sec. 9. Section 256.42, Code 2013, is amended by adding the
10 following new subsection:

11 NEW SUBSECTION. 8. a. The department shall establish fees
12 payable by school districts and accredited nonpublic schools
13 participating in the initiative. Fees collected pursuant to
14 this subsection shall be considered repayment receipts to be
15 used only for the purpose of administering this section and
16 the fees shall be established so as not to exceed the cost of
17 administering this section.

18 b. Costs of administering this section include the
19 costs of providing professional development necessary to
20 prepare teachers to participate in the initiative, providing
21 supervision of usage of the initiative by licensed teachers,
22 acquiring and maintaining equipment and services necessary for
23 use of the initiative, facilitating access to the initiative
24 by school districts and accredited nonpublic schools, and
25 necessary recordkeeping and accounting. Costs of administering
26 this section do not include any of the following:

27 (1) Costs of course development.

28 (2) Costs of purchasing access to course materials unless
29 such costs are charged on the basis of usage.

30 DIVISION III

31 TRAINING AND EMPLOYMENT OF TEACHERS

32 Sec. 10. NEW SECTION. 256.96 Online state job posting
33 system.

34 1. The department shall provide for the operation of an
35 online state job posting system. The system shall be designed

1 and implemented for the online posting of job openings offered
2 by school districts, charter schools, area education agencies,
3 the department, and accredited nonpublic schools. The system
4 shall be accessible via the department's internet site. The
5 system shall include a mechanism for the electronic submission
6 of job openings for posting on the system as provided in
7 subsection 2. The system and each job posting on the system
8 shall include a statement that an employer submitting a job
9 opening for posting on the system will not discriminate in
10 hiring on the basis of race, ethnicity, national origin,
11 gender, age, physical disability, sexual orientation, gender
12 identity, religion, marital status, or status as a veteran.
13 The department may contract for, or partner with another entity
14 for, the use of an existing internet site to operate the online
15 state job posting system if the existing internet site is more
16 effective and economical than the department's internet site.

17 2. A school district, charter school, or area education
18 agency shall submit all of its job openings to the department
19 for posting on the system. The department shall post all of
20 its job openings on the system. An accredited nonpublic school
21 may submit job openings to the department for posting on the
22 system.

23 3. This section shall not be construed to do any of the
24 following:

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

27 b. Prohibit any employer from using another method of
28 advertising job openings or another applicant tracking system
29 in addition to the system.

30 c. Provide the department with any regulatory authority in
31 the hiring process or hiring decisions of any employer other
32 than the department.

33 Sec. 11. NEW SECTION. 261.110 Teach Iowa scholar program.

34 1. Subject to an appropriation of sufficient funds by the
35 general assembly, a teach Iowa scholar program is established

1 to provide teach Iowa scholar grants to selected high-caliber
2 teachers. The commission shall administer the program in
3 consultation with the department of education.

4 2. An Iowa resident or nonresident applicant shall be
5 eligible for a teach Iowa scholar grant if the applicant
6 meets all of the criteria specified under, or established in
7 accordance with, subsection 3.

8 3. Criteria for eligibility shall be established by the
9 commission and shall include but are not limited to the
10 following:

11 a. The applicant was in the top twenty-five percent
12 academically of students exiting a teacher preparation
13 program approved by the state board of education pursuant to
14 section 256.7, subsection 3, or a similar teacher preparation
15 program in another state, had earned other comparable academic
16 credentials, or had achieved comparable assessment scores.

17 b. The applicant is preparing to teach in fields including
18 but not limited to science, technology, engineering, or
19 mathematics; English as a second language or special education
20 instruction; or is preparing to teach in a hard-to-staff
21 subject as identified by the department. The department shall
22 take into account the varying regional needs in the state for
23 teachers in these subject areas when applying the criterion
24 of this paragraph. The department shall annually identify
25 and designate hard-to-staff subjects for the purpose of this
26 paragraph.

27 4. A selected applicant who meets all of the eligibility
28 requirements of this section shall be eligible for a teach Iowa
29 scholar grant for each year of full-time employment completed
30 in this state as a teacher for a school district, charter
31 school, area education agency, or accredited nonpublic school.
32 A teach Iowa scholar grant shall not exceed four thousand
33 dollars per year per recipient. Grants awarded under this
34 section shall not exceed a total of twenty thousand dollars per
35 recipient over a five-year period.

1 5. The commission shall adopt rules pursuant to chapter
2 17A to administer this section. The rules shall include but
3 shall not be limited to a process for use by the commission to
4 determine which eligible applicants will receive teach Iowa
5 scholar grants.

6 6. A teach Iowa scholar fund is established in the state
7 treasury. The fund shall be administered by the commission and
8 shall consist of moneys appropriated by the general assembly
9 and any other moneys received by the commission for deposit in
10 the fund. Notwithstanding section 8.33, moneys in the fund at
11 the close of the fiscal year shall not revert to the general
12 fund of the state but shall remain available for expenditure
13 for the teach Iowa scholar program for subsequent fiscal years.
14 Notwithstanding section 12C.7, subsection 2, interest or
15 earnings on moneys in the fund shall be credited to the fund.

16 DIVISION IV

17 TEACHER AND ADMINISTRATOR MATTERS

18 Sec. 12. Section 256.9, subsection 51, Code 2013, is amended
19 to read as follows:

20 51. Develop, and periodically review and revise as
21 necessary, with significant input from Iowa administrators,
22 Iowa standards for school administrators, including knowledge
23 and skill criteria, and develop, based on the Iowa standards
24 for administrators, mentoring and induction, evaluation
25 processes, and professional development plans pursuant to
26 chapter 284A. The standards shall align with nationally
27 accepted school administrator standards, and be designed
28 specifically for purposes of chapters 272 and 284A. The
29 criteria shall further define the characteristics of quality
30 administrators as established by the Iowa standards for school
31 administrators.

32 Sec. 13. Section 256.9, Code 2013, is amended by adding the
33 following new subsection:

34 NEW SUBSECTION. 63. a. Develop and implement a coaching
35 and support system for teachers aligned with the Iowa teacher

1 career paths, leadership roles, and compensation framework
2 established pursuant to section 284.15, if enacted.

3 *b.* Develop and implement a coaching and support system
4 for administrators aligned with the beginning administrator
5 mentoring and induction program created pursuant to section
6 284A.5.

7 Sec. 14. Section 279.23A, Code 2013, is amended to read as
8 follows:

9 **279.23A Evaluation criteria and procedures.**

10 The board shall establish written evaluation criteria and
11 shall establish and annually implement evaluation procedures,
12 including written criteria and evaluation procedures for peer
13 review of administrators. The board shall also establish
14 written job descriptions for all supervisory positions.

15 Sec. 15. Section 284.8, subsection 1, Code 2013, is amended
16 to read as follows:

17 1. *a.* A school district shall provide for an annual
18 review of each teacher's performance for purposes of assisting
19 teachers in making continuous improvement, developing skills
20 to enrich a teacher's professional life while increasing
21 student learning, documenting continued competence in the
22 Iowa teaching standards, identifying teachers in need of
23 improvement, or ~~to determine~~ determining whether the teacher's
24 practice meets school district expectations for career
25 advancement in accordance with section 284.7. The review shall
26 include, at minimum, classroom observation of the teacher,
27 the teacher's progress, and implementation of the teacher's
28 individual professional development plan, subject to the level
29 of resources provided to implement the plan; and shall include
30 supporting documentation from parents, students, and other
31 teachers.

32 *b.* The first and second year of review shall be conducted
33 by a peer group of at least three but not more than six
34 teachers selected by the building principal in consultation
35 with teachers and the building's certified bargaining

1 representative, if any. Each teacher shall be assigned to
2 a peer group and shall receive adequate training prior to
3 conducting a peer group review. A teacher who participates
4 in a peer group review shall be provided release time for
5 the training and for the time spent in conducting the peer
6 group review. If the process requires that a participating
7 teacher work beyond regular hours, the teacher shall be
8 paid the teacher's per diem rate. All persons who meet the
9 definition of teacher for purposes of this chapter shall be
10 eligible to participate in a peer group review process. The
11 peer group shall be established to reflect common grade level,
12 subject matter expertise, curriculum, and proximity or other
13 previously established grouping of individuals employed to
14 provide instruction to students. The peer group shall review
15 all of the peer group members. Peer group reviews shall be
16 supportive and formative and shall be conducted on an informal,
17 confidential, collaborative basis that is focused on assisting
18 each peer group member in achieving the goals of the teacher's
19 individual professional development plan. If a conflict
20 develops between persons participating in a peer group review,
21 an effort shall be made to mediate the conflict.

22 c. Peer group reviews shall not be the basis for
23 recommending that a teacher participate in an intensive
24 assistance program, and shall not be used to determine the
25 compensation, promotion, layoff, or termination of a teacher,
26 or any other determination affecting a teacher's employment
27 status. However, as a result of a peer group review, a teacher
28 may elect to participate in an intensive assistance program.

29 d. Members of the peer group shall be reviewed every third
30 year by at least one evaluator certified in accordance with
31 section 284.10.

32 e. The teacher who is the subject of a peer review shall
33 have exclusive right to all documentation created as a result
34 of the peer group review process. Content of a peer group
35 review shall not be incorporated into a summative evaluation.

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DIVISION V

IOWA TEACHER CAREER AND COMPENSATION MATTERS

Sec. 16. Section 257.1, subsection 2, paragraph b, Code 2013, is amended to read as follows:

b. For the budget year commencing July 1, 1999, and for each succeeding budget year the regular program foundation base per pupil is eighty-seven and five-tenths percent of the regular program state cost per pupil. For the budget year commencing July 1, 1991, and for each succeeding budget year the special education support services foundation base is seventy-nine percent of the special education support services state cost per pupil. The combined foundation base is the sum of the regular program foundation base, the special education support services foundation base, the total teacher salary supplement district cost, the total professional development supplement district cost, the total early intervention supplement district cost, the total teacher leadership supplement district cost, the total area education agency teacher salary supplement district cost, and the total area education agency professional development supplement district cost.

Sec. 17. Section 257.1, subsection 3, Code 2013, is amended to read as follows:

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

Sec. 18. Section 257.4, subsection 1, paragraph a, Code 2013, is amended by adding the following new subparagraph:

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

1 Sec. 19. Section 257.8, subsection 2, Code 2013, is amended
2 to read as follows:

3 2. *Categorical state percent of growth.* The categorical
4 state percent of growth for the budget year beginning July 1,
5 2010, is two percent. The categorical state percent of growth
6 for the budget year beginning July 1, 2012, is two percent.
7 The categorical state percent of growth for each budget year
8 shall be established by statute which shall be enacted within
9 thirty days of the submission in the year preceding the
10 base year of the governor's budget under section 8.21. The
11 establishment of the categorical state percent of growth for a
12 budget year shall be the only subject matter of the bill which
13 enacts the categorical state percent of growth for a budget
14 year. The categorical state percent of growth may include
15 state percents of growth for the teacher salary supplement, the
16 professional development supplement, ~~and~~ the early intervention
17 supplement, and the teacher leadership supplement.

18 Sec. 20. Section 257.9, Code 2013, is amended by adding the
19 following new subsection:

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

1 Sec. 21. Section 257.10, subsection 8, paragraph a, Code
2 2013, is amended to read as follows:

3 a. Combined district cost is the sum of the regular program
4 district cost per pupil multiplied by the weighted enrollment,
5 the special education support services district cost, the total
6 teacher salary supplement district cost, the total professional
7 development supplement district cost, ~~and~~ the total early
8 intervention supplement district cost, and the total teacher
9 leadership supplement district cost, plus the sum of the
10 additional district cost allocated to the district to fund
11 media services and educational services provided through the
12 area education agency, the area education agency total teacher
13 salary supplement district cost and the area education agency
14 total professional development supplement district cost.

15 Sec. 22. Section 257.10, Code 2013, is amended by adding the
16 following new subsection:

17 NEW SUBSECTION. 12. *Teacher leadership supplement cost per*
18 *pupil and district cost.*

19 a. The teacher leadership supplement district cost per
20 pupil amount for the budget year beginning July 1, 2014, shall
21 be calculated by the department of management by dividing the
22 allocation amount for the budget year beginning July 1, 2014,
23 in section 284.13, subsection 1, paragraph "0e", subparagraph
24 (5), by one-third of the statewide total budget enrollment
25 for the fiscal year beginning July 1, 2014. For the budget
26 year beginning July 1, 2015, and succeeding budget years, the
27 teacher leadership supplement district cost per pupil for each
28 school district for a budget year is the teacher leadership
29 supplement program district cost per pupil for the base year
30 plus the teacher leadership supplement state allowable growth
31 amount for the budget year.

32 b. For the budget year beginning July 1, 2015, and
33 succeeding budget years, if the department of management
34 determines that the unadjusted teacher leadership supplement
35 district cost of a school district for a budget year is less

1 than one hundred percent of the unadjusted teacher leadership
2 supplement district cost for the base year for the school
3 district, the school district shall receive a budget adjustment
4 for that budget year equal to the difference.

5 *c.* (1) The unadjusted teacher leadership supplement
6 district cost is the teacher leadership supplement district
7 cost per pupil for each school district for a budget year
8 multiplied by the budget enrollment for that school district.

9 (2) The total teacher leadership supplement district cost
10 is the sum of the unadjusted teacher leadership supplement
11 district cost plus the budget adjustment for that budget year.

12 *d.* For the budget year beginning July 1, 2014, and
13 succeeding budget years, the use of the funds calculated under
14 this subsection shall comply with the requirements of chapter
15 284 and shall be distributed to teachers pursuant to section
16 284.15.

17 Sec. 23. Section 257.16, subsection 4, Code 2013, is amended
18 to read as follows:

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

35 Sec. 24. Section 284.2, subsection 1, Code 2013, is amended

1 to read as follows:

2 1. "*Beginning teacher*" means an individual serving under an
3 initial or intern license, ~~issued by the board of educational~~
4 ~~examiners~~ under chapter 272, who is assuming a position as a
5 teacher. "*Beginning teacher*" includes an individual who is
6 an initial teacher. For purposes of the beginning teacher
7 mentoring and induction program created pursuant to section
8 284.5, "*beginning teacher*" also includes preschool teachers
9 who are licensed ~~by the board of educational examiners~~ under
10 chapter 272 and are employed by a school district or area
11 education agency. "*Beginning teacher*" does not include a
12 teacher whose employment with a school district or area
13 education agency is probationary unless the teacher is serving
14 under an initial or teacher intern license issued ~~by the board~~
15 ~~of educational examiners~~ under chapter 272.

16 Sec. 25. Section 284.3, subsection 2, paragraph a, Code
17 2013, is amended to read as follows:

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

1 of a school board to an adjudicator under section 279.17, the
2 adjudicator selected shall have successfully completed training
3 related to the Iowa teacher standards, the criteria adopted by
4 the state board of ~~education~~ in accordance with subsection 3,
5 and any additional training required under rules adopted by the
6 public employment relations board in cooperation with the state
7 board of ~~education~~.

8 Sec. 26. Section 284.3A, subsection 2, paragraph a, Code
9 2013, is amended to read as follows:

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

23 Sec. 27. Section 284.5, subsection 4, Code 2013, is amended
24 to read as follows:

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

1 beginning teacher competence on Iowa teaching standards;
2 placement of mentors and beginning teachers; the process for
3 dissolving mentor and beginning teacher partnerships; district
4 organizational support for release time for mentors and
5 beginning teachers to plan, provide demonstration of classroom
6 practices, observe teaching, and provide feedback; structure
7 for mentor selection and assignment of mentors to beginning
8 teachers; a district facilitator; and program evaluation. In
9 addition, for beginning prekindergarten through grade three
10 teachers, the plan shall provide that such a teacher shall be
11 mentored in the teacher's classroom by a skilled mentor, and
12 the plan for mentoring such teachers shall incorporate any
13 recommendations offered by the Iowa reading research center
14 established pursuant to section 256.9, subsection 53, paragraph
15 "c".

16 Sec. 28. Section 284.6, subsection 8, Code 2013, is amended
17 to read as follows:

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
22 create quality professional development opportunities. Not
23 less than thirty-six hours in the school calendar, held
24 outside of the minimum school day, shall be set aside during
25 nonpreparation time or designated professional development
26 time to allow practitioners to collaborate with each other
27 to deliver educational programs and assess student learning,
28 or to engage in peer group review pursuant to section 284.8,
29 subsection 1. ~~The goal for the use of the funds is to provide~~
30 ~~one additional contract day or the equivalent thereof for~~
31 ~~professional development, and~~ Priority for use of the funds is
32 shall be to implement the professional development provisions
33 of the teacher career paths and leadership roles specified in
34 section 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. 29. Section 284.7, Code 2013, is amended to read as
10 follows:

11 **284.7 Iowa teacher career path.**

12 To promote continuous improvement in Iowa's quality teaching
13 workforce and to give Iowa teachers the opportunity for career
14 recognition that reflects the various roles teachers play as
15 educational leaders, an Iowa teacher career path is established
16 for teachers employed by school districts. A school district
17 shall use funding calculated and paid pursuant to section
18 257.10, subsection 9, to raise teacher salaries to meet the
19 requirements of this section. If a school district is not
20 granted approval to implement the framework or a comparable
21 system pursuant to section 284.15, the school district shall
22 comply with the provisions of this section. The Iowa teacher
23 career path and salary minimums are as follows:

24 1. The following career path levels are established and
25 shall be implemented in accordance with this chapter:

26 *a. Beginning teacher.*

27 (1) A beginning teacher is a teacher who meets the following
28 requirements:

29 (a) Has successfully completed an approved practitioner
30 preparation program as defined in section 272.1 or holds an
31 intern teacher license issued by the board of educational
32 examiners under chapter 272.

33 (b) Holds an initial or intern teacher license issued by the
34 board of educational examiners.

35 (c) Participates in the beginning teacher mentoring and

1 induction program as provided in this chapter.

2 (2) Beginning July 1, ~~2008~~ 2014, the minimum salary for a
3 beginning teacher shall be ~~twenty-eight~~ thirty-five thousand
4 dollars.

5 *b. Career teacher.*

6 (1) A career teacher is a teacher who holds a statement of
7 professional recognition issued by the board of educational
8 examiners under chapter 272 or who meets the following
9 requirements:

10 (a) Has successfully completed the beginning teacher
11 mentoring and induction program and has successfully completed
12 a comprehensive evaluation as provided in this chapter.

13 (b) Is reviewed by the school district as demonstrating the
14 competencies of a career teacher.

15 (c) Holds a valid license issued by the board of educational
16 examiners.

17 (d) Participates in teacher professional development as set
18 forth in this chapter and demonstrates continuous improvement
19 in teaching.

20 (2) Beginning July 1, ~~2008~~ 2014, the minimum salary for a
21 first-year career teacher shall be ~~thirty~~ thirty-seven thousand
22 dollars.

23 ~~2. It is the intent of the general assembly to establish
24 and require the implementation of and provide for the
25 implementation of the following additional career path levels:~~

26 ~~a.~~ c. *Career II teacher.*

27 (1) A career II teacher is a teacher who meets the
28 requirements of subsection 1, paragraph "b", has met the
29 requirements established by the school district that employs
30 the teacher, and is evaluated by the school district as
31 demonstrating the competencies of a career II teacher. The
32 teacher shall have successfully completed a performance review
33 in order to be classified as a career II teacher.

34 (2) ~~It is the intent of the general assembly that the
35 participating district shall establish a minimum salary for~~

1 ~~a career II teacher that is at least five thousand dollars~~
2 ~~greater than the minimum career teacher salary. It is further~~
3 ~~intended that the district shall adopt a plan that facilitates~~
4 ~~the transition of a career teacher to a career II level.~~
5 Beginning July 1, 2014, the minimum salary for a first-year
6 career II teacher shall be forty-two thousand dollars.

7 (3) The contract term for a career II teacher shall exceed
8 the contract term issued to a career teacher under section
9 279.13 by an additional five days. Approximately twenty-five
10 percent of the career II teacher's total contract time shall be
11 spent on noninstructional duties, which may include but not be
12 limited to time spent mentoring beginning and career teachers
13 and supervising student teachers who are participating in a
14 field experience pursuant to section 272.25. Allocation of the
15 career II teacher's time shall be mutually agreed to by the
16 teacher and the school district.

17 (4) A career II teacher who engages in peer coaching for
18 at least five hours per week shall receive a stipend of eight
19 thousand dollars annually in addition to the teacher's salary
20 as a career II teacher. For purposes of this subparagraph,
21 "peer coaching" means additional guidance in one or more aspects
22 of the teaching profession provided to a teacher participating
23 in an intensive assistance program. Assignment as a peer
24 coach shall be based on either a request from a principal or
25 from an individual teacher upon approval of a principal. Peer
26 coaching shall include detailed preliminary discussions as to
27 areas in which the teacher being coached desires to improve;
28 formulation of an action plan to bring about such improvement;
29 in-class supervision by the peer coach; postclass discussion of
30 strengths, weaknesses, and strategies for improvement; dialogue
31 between the peer coach and students and school officials
32 regarding the teacher being coached; and documentation of
33 progress of the peer coaching. A peer coach shall coordinate
34 peer coaching activities relating to training and professional
35 development with an area education agency where appropriate.

1 ~~b-~~ d. Advanced teacher.

2 (1) An advanced teacher is a teacher who meets the following
3 requirements:

4 (a) Receives the recommendation of the review panel that the
5 teacher possesses superior teaching skills and that the teacher
6 should be classified as an advanced teacher.

7 (b) Holds a valid license from the board of educational
8 examiners.

9 (c) Participates in teacher professional development
10 as outlined in this chapter and demonstrates continuous
11 improvement in teaching.

12 (d) Possesses the skills and qualifications to assume
13 leadership roles.

14 ~~(2) It is the intent of the general assembly that the~~
15 ~~participating district shall establish a minimum salary for~~
16 ~~an advanced teacher that is at least thirteen thousand five~~
17 ~~hundred dollars greater than the minimum career teacher~~
18 ~~salary. Beginning July 1, 2014, the minimum salary for a~~
19 ~~first-year advanced teacher shall be fifty thousand five~~
20 ~~hundred dollars.~~ In conjunction with the development of the
21 review panel pursuant to section 284.9, the department shall
22 make recommendations to the general assembly by January 1,
23 ~~2002~~ 2015, regarding the appropriate district-to-district
24 recognition for advanced teachers and methods that facilitate
25 the transition of a teacher to the advanced level.

26 (3) The contract term for an advanced teacher shall exceed
27 the contract term issued to a career teacher under section
28 279.13 by an additional ten days. At least fifty percent of
29 the advanced teacher's total contract time shall be spent on
30 noninstructional duties, which may include but not be limited
31 to time spent mentoring beginning and career teachers and
32 supervising student teachers who are participating in a field
33 experience pursuant to section 272.25; developing, planning,
34 and organizing professional development; organizing peer review
35 groups; and selecting course materials. Allocation of the

1 advanced teacher's time shall be mutually agreed to by the
2 teacher and the school district.

3 (4) An advanced teacher may engage in peer coaching under
4 the conditions specified in paragraph "c", and if so, shall
5 receive the stipend set out in paragraph "c".

6 2. Each school district in compliance with this section
7 shall meet the following staffing goals:

8 a. Employ at least one career II teacher in each elementary
9 school.

10 b. Employ at least one advanced teacher for every three
11 career II teachers employed.

12 c. Employ at least one career II teacher for each of the
13 following subject areas taught in grades seven through twelve:
14 English, mathematics, science, and social studies.

15 3. A teacher shall be promoted one level at a time and a
16 teacher promoted to the next career level shall remain at that
17 level for at least one year before requesting promotion to the
18 next career level.

19 4. A teacher employed in a district shall not receive less
20 compensation in that district than the teacher received in the
21 school year preceding ~~participation, as set forth in section~~
22 ~~284.4 due to implementation of~~ the first year of compliance
23 with this chapter section occurring on or after July 1, 2014.

24 A teacher who achieves national board for professional teaching
25 standards certification and meets the requirements of section
26 256.44 shall continue to receive the award as specified in
27 section 256.44 in addition to the compensation set forth in
28 this section.

29 5. A school district that is unable to meet the provisions
30 of ~~subsection~~ subsections 1 and 2 with funds calculated
31 and paid to the school district pursuant to section 257.10,
32 subsection 9, may request a waiver from the department to use
33 funds calculated and paid under section 257.10, subsection 11,
34 to meet the provisions of ~~subsection~~ subsections 1 and 2 if
35 the difference between the funds calculated and paid pursuant

1 to section 257.10, subsection 9, and the amount required to
2 comply with ~~subsection~~ subsections 1 and 2 is not less than ten
3 thousand dollars. The department shall consider the average
4 class size of the school district, the school district's
5 actual unspent balance from the preceding year, and the school
6 district's current financial position.

7 Sec. 30. NEW SECTION. **284.11 State supplemental assistance**
8 **for teachers in high-need schools.**

9 1. *Findings and intent.* The general assembly finds that
10 Iowa school districts need to be more competitive in recruiting
11 and retaining talented teachers to teach in high-need schools.
12 Therefore, it is the intent of the general assembly to
13 encourage school districts to provide supplemental assistance
14 to teachers to teach in high-need schools. This section
15 provides for state assistance to allow school districts to
16 provide supplemental assistance to motivate teachers to teach
17 in high-need schools.

18 2. *Department's responsibilities.* Subject to an
19 appropriation of sufficient funds by the general assembly, the
20 department shall do the following:

21 a. Collect relevant data and establish a list of high-need
22 schools eligible for state supplemental assistance. The
23 department shall establish a process and criteria to determine
24 which schools are placed on the list and the department shall
25 revise the list annually. Criteria for the determination of
26 which high-need schools shall be placed on the list shall be
27 based upon factors that include but are not limited to the
28 socioeconomic status of the students enrolled in the school,
29 the percentage of the school's student body who are limited
30 English proficient students, student academic growth, certified
31 instructional staff attrition, and geographic balance. The
32 department may approve or disapprove requests for revision
33 of the list, which a school district submits pursuant to
34 subsection 3.

35 b. Develop a standardized process for distributing any

1 moneys appropriated for supplemental assistance for high-need
2 schools. In determining the process for distribution of such
3 moneys, the department shall take into consideration the amount
4 of moneys appropriated for supplemental assistance for teachers
5 in high-need schools for the given year and the minimal amount
6 of moneys needed per teacher to provide an incentive for a
7 teacher to accept a teaching position in a high-need school. A
8 school district receiving moneys pursuant to this section shall
9 certify annually to the department how the moneys distributed
10 to the school district pursuant to this section were used by
11 the school district.

12 c. Review the use and effectiveness of the funds distributed
13 to school districts for supplemental assistance for teachers
14 in high-need schools under this section. The department shall
15 submit its findings and recommendations in a report to the
16 general assembly by January 15 annually.

17 3. *School district request for approval.* A school district
18 may request on an annual basis approval from the department
19 for additions to the list of high-need schools the department
20 maintains pursuant to subsection 2 based upon the unique local
21 conditions and needs of the school district. The criteria used
22 to determine the placement of high-need schools on the list in
23 accordance with subsection 2, does not restrict the department
24 from adding a high-need school to the list as requested by a
25 school district on the basis of unique local conditions and
26 needs pursuant to this subsection.

27 4. *Eligibility.* Teachers of all subjects taught in a school
28 included in the department's list of high-need schools shall
29 be eligible to receive supplemental assistance offered in
30 accordance with this section. Notwithstanding any provision of
31 law to the contrary, the department's determination of state
32 supplemental assistance for teachers in high-need schools is
33 not subject to appeal.

34 Sec. 31. Section 284.13, subsection 1, Code 2013, is amended
35 by adding the following new paragraphs:

1 NEW PARAGRAPH. *0e.* (1) For the following years, to the
2 department of education, for purposes of teacher leadership
3 supplemental aid payments to school districts for implementing
4 the career paths, leadership roles, and compensation framework
5 or comparable system approved in accordance with section
6 284.15, or for implementing section 284.7 on or after July 1,
7 2014, the following amounts:

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

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

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

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

16 (e) For the fiscal year beginning July 1, 2017, and for
17 each succeeding fiscal year, one million five hundred thousand
18 dollars.

19 (2) (a) For the initial school year for which a school
20 district implements the Iowa teacher career paths pursuant to
21 section 284.7 on or after July 1, 2014, or receives department
22 approval for and implements a system in accordance with section
23 284.15, teacher leadership supplement foundation aid payable to
24 that school district shall be paid from the allocation made in
25 subparagraph (1) for that school year. For that school year,
26 the teacher leadership supplement foundation aid payable to
27 the school district is the product of the teacher leadership
28 district cost per pupil for the school year multiplied by the
29 school district's budget enrollment.

30 (b) For budget years subsequent to the initial school year
31 for which a school district implemented a system and received
32 funding pursuant to subparagraph division (a), the teacher
33 leadership supplement foundation aid payable to that school
34 district shall be paid from the appropriation made in section
35 257.16.

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

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

25 (5) Of the moneys allocated to the department for purposes
26 of this paragraph "0e", for each fiscal year of the fiscal
27 period beginning July 1, 2014, and ending June 30, 2017, the
28 amount remaining after the allocations in subparagraphs (3)
29 and (4) shall be payable to the school districts that have
30 an approved career path, leadership roles, and compensation
31 framework or approved comparable system as provided in section
32 284.15.

33 (6) For each fiscal year of the fiscal period beginning
34 July 1, 2013, and ending June 30, 2017, moneys received by a
35 school district pursuant to this paragraph "0e" shall not be

1 considered under chapter 20 by an arbitrator or other third
2 party in determining a comparison of the wages of teachers in
3 that school district with the wages of teachers in another
4 school district.

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

14 Sec. 32. Section 284.13, subsection 1, paragraph e, Code
15 2013, is amended to read as follows:

16 e. Notwithstanding section 8.33, any moneys remaining
17 unencumbered or unobligated from the moneys allocated for
18 purposes of ~~paragraph~~ paragraphs "a", "b", or "c" through "0e"
19 shall not revert but shall remain available in the succeeding
20 fiscal year for expenditure for the purposes designated.
21 The provisions of section 8.39 shall not apply to the funds
22 appropriated pursuant to this subsection.

23 Sec. 33. Section 284.13, Code 2013, is amended by adding the
24 following new subsection:

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

29 Sec. 34. NEW SECTION. 284.15 **Comparable systems of career**
30 **paths and compensation — Iowa teacher career paths, leadership**
31 **roles, and compensation framework.**

32 1. *Comparable systems of career paths and compensation for*
33 *teachers.* A comparable system of career paths and compensation
34 for teachers may be developed and implemented by a school
35 district upon receiving approval from the department pursuant

1 to this section.

2 *a.* The department shall approve an application for a
3 comparable system referred to in subsection 3 or 4 that
4 includes, at a minimum, the following components:

5 (1) A minimum salary and a teacher residency as provided in
6 subsection 2, paragraph "b", subparagraph (1).

7 (2) Additional levels of compensation for differentiated
8 teacher roles, which shall not be less than the per diem rate
9 established for regular teaching duties at the specified level
10 prior to implementation of the comparable system.

11 (3) Multiple, differentiated teacher leadership roles
12 beyond the initial teacher and career teacher levels, which
13 shall be available to at least twenty-five percent of the
14 teacher workforce. Compensation at the differentiated levels
15 shall be commensurate with the additional responsibilities of
16 teachers who accept leadership roles.

17 (4) A rigorous selection process that involves teachers in
18 determining placement in, and retention of, teacher leadership
19 positions. The process shall include the following components:

20 (a) Site-based selection committees.

21 (b) A requirement that a teacher chosen for a leadership
22 role have not less than three years of experience in the school
23 district.

24 (c) A requirement that a teacher performing in a leadership
25 role be exempt from performing supervisory duties.

26 (d) A requirement that teacher leaders be responsible
27 for modeling best instructional practice, mentoring initial
28 teachers, acting as liaisons with families, and helping
29 colleagues prepare for peer group reviews and evaluations
30 conducted pursuant to section 284.8. Teacher leaders shall not
31 be responsible for purely administrative duties.

32 (e) Authorization for teacher leaders to participate in a
33 peer group review under section 284.8.

34 (5) A professional development system facilitated by
35 teachers and aligned with the Iowa professional development

1 model adopted by the state board.

2 (6) Hiring permanent substitute teachers, including but not
3 limited to retired teachers, at competitive rates, in order for
4 an attendance center or school district to give teacher leaders
5 time to focus on leadership duties.

6 b. The department may approve a comparable system referred
7 to in subsection 3 or 4 that includes, at a minimum, the
8 following components:

9 (1) The beginning teacher and career teacher levels
10 specified in section 284.7, subsection 1, paragraphs "a" and
11 "b".

12 (2) An instructional coach, who at a minimum meets the
13 requirements specified for a career teacher in section 284.7,
14 subsection 1, paragraph "b", and who engages full-time in
15 instructional coaching. For purposes of this subparagraph,
16 "*instructional coaching*" means additional guidance in one or
17 more aspects of the teaching profession provided to teachers
18 participating in intensive assistance programs. Assignment
19 as an instructional coach shall be based on either a request
20 from a principal or from an individual teacher upon approval
21 of a principal. Instructional coaching shall include detailed
22 preliminary discussions as to areas in which the teacher
23 being coached desires to improve; formulation of an action
24 plan to bring about such improvement; in-class supervision by
25 the instructional coach; postclass discussion of strengths,
26 weaknesses, and strategies for improvement; dialogue between
27 the instructional coach and students and school officials
28 regarding the teacher being coached; and documentation of
29 progress of the instructional coaching. An instructional coach
30 shall coordinate instructional coaching activities relating to
31 training and professional development with an area education
32 agency where appropriate. An instructional coach shall receive
33 a stipend of not less than five thousand nor more than seven
34 thousand dollars annually in addition to the teacher's salary
35 as a career teacher. A school district in compliance with

1 this paragraph "b" shall employ one instructional coach at
2 each attendance center or at least one instructional coach for
3 every five hundred students enrolled in an attendance center,
4 whichever number is greater.

5 (3) A curriculum and professional development leader,
6 who at a minimum meets the requirements specified for a
7 model teacher in subsection 2, paragraph "b", shall receive
8 additional training at the expense of the school district,
9 during the summer. While receiving training pursuant to this
10 subparagraph (3), the teacher shall be paid an additional
11 salary amount for time beyond the school district's normal
12 teaching contract. The contract term for a curriculum and
13 professional development leader shall exceed the contract term
14 issued to a model teacher under section 279.13 by an additional
15 fifteen days, and the curriculum and professional development
16 leader shall receive a stipend of not less than ten thousand
17 nor more than twelve thousand dollars annually in addition to
18 the teacher's salary as a model teacher. A curriculum and
19 professional development leader shall do the following:

20 (a) Provide and demonstrate teaching on an ongoing basis.

21 (b) Routinely work strategically with teachers in planning,
22 monitoring, reviewing, and implementing best instructional
23 practices.

24 (c) Daily observe and coach teachers in effective
25 instructional practices.

26 (d) Plan, facilitate, and routinely schedule literacy team
27 meetings, professional study groups, and staff development
28 sessions in best instructional practices.

29 (e) Routinely use sustained coaching cycles to support
30 teacher growth and reflective practices.

31 (f) Work with and train classroom teachers to provide
32 interventions aligned by subject area.

33 (g) If assigned by the district, work in a new model
34 classroom, or provide daily support to existing model classroom
35 teachers' implementation efforts.

1 (h) Assist the building principal in developing and
2 implementing a professional development plan.

3 (i) Meet weekly with the building principal and the
4 building's guidance counselors.

5 (j) Support instruction and learning through the use of
6 technology.

7 (k) Actively participate in collaborative problem solving
8 and reflective practices which include but are not limited
9 to professional study groups, peer observations, grade level
10 planning, and weekly team meetings.

11 2. *Framework.*

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

22 (1) To attract able and promising new teachers by offering
23 competitive starting salaries and offering short-term
24 and long-term professional development and leadership
25 opportunities.

26 (2) To retain effective teachers by providing enhanced
27 career opportunities.

28 (3) To promote collaboration by developing and supporting
29 opportunities for teachers in schools and school districts
30 statewide to learn from each other.

31 (4) To reward professional growth and effective teaching
32 by providing pathways for career opportunities that come with
33 increased leadership responsibilities and involve increased
34 compensation.

35 (5) To improve student achievement by strengthening

1 instruction.

2 *b.* The Iowa teacher career paths, leadership roles, and
3 compensation requirements under the framework shall be as
4 follows:

5 (1) Initial teacher.

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

14 (b) An initial teacher shall complete a teacher residency
15 during the first year of employment that has all of the
16 following characteristics:

17 (i) Intensive supervision or mentoring by a mentor teacher
18 or lead teacher.

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

23 (iii) A teaching load of not more than seventy-five percent
24 student instruction to allow the initial teacher time for
25 observation and learning.

26 (iv) A teaching contract issued under section 279.13
27 that establishes an employment period which is five days
28 longer than that required for career teachers employed by the
29 school district of employment. The five additional contract
30 days shall be used to strengthen instructional leadership in
31 accordance with this subsection.

32 (v) Frequent observation, evaluation, and professional
33 development opportunities.

34 (2) Career teacher. A career teacher is a teacher who holds
35 a statement of professional recognition issued under chapter

1 272 or who meets all of the following requirements:

2 (a) Has successfully completed the initial teacher
3 mentoring and induction program and has successfully completed
4 a comprehensive evaluation.

5 (b) Has demonstrated the competencies of a career teacher as
6 determined under the school district's comprehensive evaluation
7 of the initial teacher.

8 (c) Holds a valid license issued under chapter 272.

9 (d) Participates in teacher professional development as set
10 forth in this chapter and demonstrates continuous improvement
11 in teaching.

12 (3) Model teacher. A model teacher is a teacher who meets
13 the requirements of subparagraph (2), has met the requirements
14 established by the school district that employs the teacher,
15 is evaluated by the school district as demonstrating the
16 competencies of a model teacher, has participated in a rigorous
17 review process, and has been recommended for a one-year
18 assignment as a model teacher by a site-based review council
19 appointed pursuant to paragraph "d". A school district shall
20 set as a goal the designation of at least ten percent of its
21 teachers as model teachers, though the district may enter
22 into an agreement with one or more other districts or an area
23 education agency to meet this goal through a collaborative
24 arrangement. The terms of the teaching contracts issued under
25 section 279.13 to model teachers shall exceed by five days the
26 terms of teaching contracts issued under section 279.13 to
27 career teachers, and the five additional contract days shall
28 be used to strengthen instructional leadership in accordance
29 with this subsection. A model teacher shall receive annually a
30 salary supplement of at least two thousand dollars.

31 (4) Mentor teacher. A mentor teacher is a teacher who
32 is evaluated by the school district as demonstrating the
33 competencies and superior teaching skills of a mentor teacher,
34 and has been recommended for a one-year assignment as a mentor
35 teacher by a site-based review council appointed pursuant

1 to paragraph "d". In addition, a mentor teacher shall hold
2 a valid license issued under chapter 272, participate in
3 teacher professional development as outlined in this chapter,
4 demonstrate continuous improvement in teaching, and possess
5 the skills and qualifications to assume leadership roles. A
6 mentor teacher shall have a teaching load of not more than
7 seventy-five percent student instruction to allow the teacher
8 to mentor other teachers. A school district shall set as a
9 goal the designation of at least ten percent of its teachers
10 as mentor teachers, though the district may enter into an
11 agreement with one or more other districts or an area education
12 agency to meet this goal through a collaborative arrangement.
13 The terms of the teaching contracts issued under section
14 279.13 to mentor teachers shall exceed by ten days the terms
15 of teaching contracts issued under section 279.13 to career
16 teachers, and the ten additional contract days shall be used
17 to strengthen instructional leadership in accordance with this
18 subsection. A mentor teacher shall receive annually a salary
19 supplement of at least five thousand dollars.

20 (5) Lead teacher. A lead teacher is a teacher who
21 holds a valid license issued under chapter 272 and has been
22 recommended for a one-year assignment as a lead teacher by
23 a site-based review council appointed pursuant to paragraph
24 "d". The recommendation from the council must assert
25 that the teacher possesses superior teaching skills and
26 the ability to lead adult learners. A lead teacher shall
27 assume leadership roles that may include but are not limited
28 to the planning and delivery of professional development
29 activities designed to improve instructional strategies; the
30 facilitation of an instructional leadership team within the
31 lead teacher's building, school district, or other school
32 districts; the mentoring of other teachers; and participation
33 in the evaluation of student teachers. A lead teacher
34 shall have a teaching load of not more than fifty percent
35 student instruction to allow the lead teacher to spend time

1 on co-teaching; co-planning; peer reviews; observing career
2 teachers, model teachers, and mentor teachers; and other
3 duties mutually agreed upon by the superintendent and the lead
4 teacher. A school district shall set as a goal the designation
5 of at least five percent of its teachers as lead teachers,
6 though the district may enter into an agreement with one or
7 more other districts or an area education agency to meet this
8 goal through a collaborative arrangement. The terms of the
9 teaching contracts issued under section 279.13 to lead teachers
10 shall exceed by fifteen days the terms of teaching contracts
11 issued under section 279.13 to career teachers, and the
12 fifteen additional contract days shall be used to strengthen
13 instructional leadership in accordance with this subsection.
14 A lead teacher shall receive annually a salary supplement of
15 at least ten thousand dollars.

16 *c.* The salary supplement received by model, mentor, and lead
17 teachers shall fully cover the salary costs of the additional
18 contract days required of teachers in those leadership roles.
19 Notwithstanding any provision of law to the contrary, the
20 determinations of salary supplements paid pursuant to this
21 section are not subject to appeal.

22 *d.* The school board shall appoint a site-based review
23 council.

24 (1) Each council shall be comprised of equal numbers of
25 teachers and administrators. Teacher members shall include
26 teachers who have been nominated by the certified employee
27 organization that represents the school district's teachers,
28 if such organization exists, or, if such organization does not
29 exist, by a teacher quality committee.

30 (2) The council shall accept and review applications
31 submitted to the school's or the school district's
32 administration for assignment or reassignment as a model,
33 mentor, or lead teacher, and shall make recommendations
34 regarding the applications to the superintendent of the school
35 district. In developing recommendations, the council shall

1 utilize measures of teacher effectiveness and professional
2 growth, consider the needs of the school district, and review
3 the performance and professional development of the applicants.
4 Any teacher recommended for assignment or reassignment as a
5 model, mentor, or lead teacher shall have demonstrated to
6 the council's satisfaction competency on the Iowa teaching
7 standards as set forth in section 284.3.

8 (3) An assignment as a model teacher, mentor teacher,
9 or lead teacher pursuant to this section shall be subject to
10 review by the school's or the school district's administration
11 at least annually. The review shall include peer feedback
12 on the effectiveness of the teacher's performance of duty
13 specific to the teacher's career path. A teacher who completes
14 the time period of assignment as a model, mentor, or lead
15 teacher may apply to the school's or the school district's
16 administration for assignment in a new role if appropriate or
17 for reassignment.

18 e. A teacher employed in a school district shall not receive
19 less compensation in that district than the teacher received
20 in the school year preceding participation, as set forth in
21 section 284.4, due to implementation of this section. A
22 teacher who achieves national board for professional teaching
23 standards certification and meets the requirements of section
24 256.44 shall continue to receive the award as specified in
25 section 256.44 in addition to the compensation set forth in
26 this section.

27 3. *Early implementation.* Prior to July 1, 2016, a school
28 district may apply to the department for early implementation
29 of the career paths, leadership roles, and compensation
30 framework specified in subsection 2, or a comparable system
31 of career paths and compensation for teachers that contains
32 differentiated multiple leadership roles.

33 4. *Implementation.* On or after July 1, 2016, subject to
34 an appropriation of sufficient funds by the general assembly,
35 each school district shall implement career paths, leadership

1 roles, and compensation in accordance with subsection 2, or
2 a comparable system, for which the school district received
3 approval from the department under subsection 6. Compliance
4 with this subsection shall be determined by the accreditation
5 team authorized pursuant to section 256.11.

6 5. *Exemption.* A school district that meets the requirements
7 of section 284.7 is exempt from the provisions of subsections 1
8 through 4.

9 6. *Approval.* The department shall establish criteria
10 and a process for application and approval of the framework
11 established under subsection 2, and for comparable systems,
12 which a school district may implement pursuant to subsection 3,
13 or shall implement in accordance with subsection 4.

14 7. *Teachers emeritus.* A school district is encouraged
15 to utilize appropriately licensed teachers emeritus in the
16 implementation of this section.

17 8. *Attendance center applicability.* The framework or
18 comparable system approved and implemented by a school district
19 in accordance with this section shall be applicable to teachers
20 in every attendance center operated by the school district.

21 9. *Planning grants.* Subject to an appropriation by the
22 general assembly for purposes of this subsection, a school
23 district may apply to the department for a planning grant to
24 design an implementation strategy for the framework established
25 pursuant to subsection 2 or a comparable system of career paths
26 and compensation for teachers that contains differentiated
27 multiple leadership roles. The planning grant shall be used
28 to facilitate a local decision-making process that includes
29 representation of administrators, teachers, and parents and
30 guardians of students. The department shall establish and make
31 available an application for the awarding of planning grants
32 for purposes of this subsection.

33 10. *Commission on educator leadership and compensation.* The
34 department shall establish, and provide staffing and
35 administrative support for a commission on educator leadership

1 and compensation. The commission shall monitor with fidelity
2 the implementation of the framework established by school
3 districts pursuant to subsection 2. The commission shall
4 also evaluate and make recommendations to the department on
5 applications for approval of a comparable system submitted to
6 the department pursuant to subsection 3, and on the expenditure
7 of moneys appropriated for purposes of this section. In
8 addition, the commission shall review the use and effectiveness
9 of the funds distributed to school districts for supplemental
10 assistance to teachers in high-need schools under section
11 284.11.

12 *a.* The commission shall be comprised of the following:

13 (1) Five teachers selected by the Iowa state education
14 association.

15 (2) Three administrators selected by the school
16 administrators of Iowa.

17 (3) Two school board members selected by the Iowa
18 association of school boards.

19 (4) Each president or president's designee of the Iowa state
20 education association, the school administrators of Iowa, and
21 the Iowa association of school boards.

22 (5) The director or the director's designee.

23 *b.* Members shall be appointed by the director of the
24 department to three-year terms which are staggered at the
25 discretion of the director and which begin and end as provided
26 in section 69.19. Appointments shall comply with sections
27 69.16, 69.16A, and 69.16C. Vacancies on the commission shall
28 be filled in the same manner as the original appointment.

29 A person appointed to fill a vacancy shall serve only for
30 the unexpired portion of the term. Members are entitled to
31 reimbursement of actual expenses incurred in performance of
32 their official duties.

33 *c.* By December 15 annually, the commission shall submit its
34 findings and any recommendations, including but not limited to
35 any recommendations for changes to the framework established

1 in subsection 2 and for changes to section 284.11 relating to
2 state supplemental assistance to teachers in high-need schools,
3 in a report to the director, the state board, the governor, and
4 the general assembly.

5 11. a. Teacher leadership supplement foundation aid
6 calculated under section 257.10, subsection 12, shall be paid
7 as part of the state aid payments made to school districts in
8 accordance with section 257.16.

9 b. Notwithstanding section 284.3A, teacher leadership
10 supplement foundation aid shall not be combined with regular
11 wages to create a combined salary.

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

15 Sec. 35. EFFECTIVE DATE. The following provision or
16 provisions of this division of this Act take effect July 1,
17 2014:

18 1. The section of this Act amending section 284.7.

19 DIVISION VI

20 MISCELLANEOUS PROVISIONS

21 Sec. 36. Section 256.9, subsection 53, paragraph c,
22 unnumbered paragraph 1, Code 2013, is amended to read as
23 follows:

24 Establish in collaboration with the state board of regents,
25 subject to an appropriation of funds by the general assembly,
26 an Iowa reading research center.

27 Sec. 37. Section 256.9, subsection 53, paragraph c,
28 subparagraph (3), Code 2013, is amended to read as follows:

29 (3) The center shall submit a report of its activities
30 to the general assembly by January 15 annually. By January
31 15, 2015, the annual report shall include but not be limited
32 to recommendations regarding the following measures to
33 support schools in implementing chapter 284 with regard to the
34 prekindergarten through grade three years:

35 (a) Tools and strategies for assessing early elementary

1 school teachers to determine whether they have the skills and
2 abilities to serve as mentor or lead teachers to other early
3 elementary school teachers.

4 (b) Specific training and professional development to
5 support the mentoring responsibilities of mentor teachers and
6 lead teachers.

7 (c) Assessment tools to identify struggling readers and
8 evidence-based measures designed to respond to the needs of
9 such students.

10 (d) Resources, guides, and informational materials which
11 parents and teachers may share to promote early literacy.

12 Sec. 38. NEW SECTION. **256.24 Competency-based education**
13 **grant program.**

14 1. Subject to an appropriation of sufficient funds by
15 the general assembly, the department shall establish a
16 competency-based education grant program to award grants to
17 not more than ten school districts annually for purposes of
18 developing, implementing, and evaluating competency-based
19 education pilot and demonstration projects.

20 2. The department shall develop grant application,
21 selection, and evaluation criteria.

22 3. Each pilot or demonstration project shall be conducted
23 for a minimum of one year, but may be conducted for multiple
24 school years as proposed by the applicant and approved by the
25 department.

26 4. Grant moneys shall be distributed to selected school
27 districts by the department no later than December 1, 2013.
28 Grant amounts shall be distributed as determined by the
29 department.

30 5. The department shall submit progress reports analyzing
31 the status and preliminary findings of the projects to the
32 state board, the governor, and the general assembly by January
33 15 annually. The department shall summarize the projects'
34 findings, including student achievement results, and submit the
35 summary and any recommendations in a final report to the state

1 board, the governor, and the general assembly by January 15,
2 2019.

3 6. This section is repealed effective June 30, 2019.

4 Sec. 39. NEW SECTION. **256.27 Schools in need of assistance**
5 **poverty grant program.**

6 1. Subject to an appropriation of sufficient funds by
7 the general assembly, the department shall establish a
8 schools in need of assistance poverty grant program to award
9 funds to school district attendance centers to create pilot
10 projects designed to meet the needs of prekindergarten through
11 grade twelve students who are not proficient in reading or
12 mathematics and to involve the students' parents in supporting
13 project activities. Pilot project activities may include but
14 are not limited to establishing a longer school day, longer
15 school calendar, summer school, or intensive reading and
16 mathematics programs for such students.

17 2. The department shall develop grant application,
18 selection, and evaluation criteria. The priorities for the
19 grant funds shall include providing project services on a
20 voluntary basis to students deemed at risk of not succeeding
21 in reading or mathematics. The department shall make every
22 reasonable effort to equitably distribute grant funds
23 geographically among rural and urban areas.

24 3. Each pilot project shall be conducted for a minimum of
25 one year, but may be conducted for multiple school years as
26 proposed by the applicant and approved by the department.

27 4. The department shall submit progress reports analyzing
28 the status and preliminary findings of the projects to the
29 state board, the governor, and the general assembly by January
30 15 annually. The department shall summarize the projects'
31 findings, including student achievement results, and submit the
32 summary and any recommendations in a final report to the state
33 board, the governor, and the general assembly by January 15,
34 2019.

35 5. This section is repealed effective June 30, 2018.

1 Sec. 40. NEW SECTION. **256.34 World language education pilot**
2 **project.**

3 1. Subject to an appropriation of sufficient funds by
4 the general assembly, the department shall establish a world
5 language education pilot project to enhance foreign language
6 education in Iowa schools. The department shall administer the
7 pilot project in partnership with the university of northern
8 Iowa and up to three school districts. The department shall
9 establish criteria for the selection of school districts to
10 participate in the pilot project.

11 2. The department shall establish a world language
12 education administrative team to be composed of school
13 administrators from school districts participating in the pilot
14 project. Team members shall conduct fact finding visits to
15 schools in the United States and at least one foreign school
16 that exemplify best practices for world class foreign language
17 education delivery models. Team members shall work with the
18 department and university of northern Iowa to develop standards
19 and benchmarks based on the latest edition of the national
20 standards for foreign language learning, to develop a written
21 and verbal assessment system that measures foreign language
22 competencies, and to support participating school districts in
23 the development of curricula based on the latest edition of the
24 national standards for foreign language learning.

25 3. Each school district participating in the pilot project,
26 in coordination with the department, shall compare on an annual
27 basis its results under the pilot project with state data
28 to determine the outcomes of the pilot project for student
29 learning.

30 4. The world language education administrative team, in
31 coordination with the department and the university of northern
32 Iowa, shall submit its findings and recommendations regarding
33 the pilot project and foreign language education in this state
34 in a report to the general assembly by December 19, 2014.

35 Sec. 41. Section 256C.4, subsection 1, paragraph e, Code

1 2013, is amended to read as follows:

2 e. Preschool foundation aid funding shall not be used for
3 the costs of constructing a facility in connection with an
4 approved local program. Preschool foundation aid funding may
5 be used by approved local programs and community providers
6 for professional development for preschool teachers, for
7 instructional equipment, for material and equipment designed
8 to develop pupils' large and small motor skills, and for other
9 direct costs. Preschool foundation aid funding received by an
10 approved local program that remain unexpended or unobligated
11 at the end of a fiscal year shall be used to build the approved
12 local program's preschool program capacity in the next
13 succeeding fiscal year.

14 Sec. 42. Section 257.11, Code 2013, is amended by adding the
15 following new subsection:

16 NEW SUBSECTION. 7A. *Schools in need of assistance*
17 *competitive grant program.* Pupils who are eligible for free
18 and reduced price meals under the federal National School Lunch
19 Act and the federal Child Nutrition Act of 1966, 42 U.S.C. §
20 1751-1785, and who are enrolled in a school district that is
21 approved to create a pilot project pursuant to section 256.27
22 shall receive a supplemental weighting of one-tenth of one
23 pupil. This subsection is repealed effective June 30, 2018.

24 Sec. 43. Section 272.2, subsection 13, Code 2013, is amended
25 to read as follows:

26 13. Adopt rules to provide for nontraditional preparation
27 options for licensing persons who hold a bachelor's degree
28 from an accredited college or university, ~~who~~ but do not meet
29 other requirements for licensure. However, prior to issuing
30 licenses pursuant to this subsection, the board shall recommend
31 licensing criteria to the general assembly. Licenses shall not
32 be issued under this subsection except pursuant to statutory
33 licensing criteria enacted pursuant to such recommendations.

34 Sec. 44. Section 279.9, Code 2013, is amended to read as
35 follows:

1 **279.9 Use of tobacco, alcoholic beverages, or controlled**
2 **substances.**

3 1. The rules shall prohibit the use of tobacco, including
4 nicotine products, and the use or possession of alcoholic
5 liquor, wine, or beer or any controlled substance as defined in
6 section 124.101, subsection 5, by any student of the schools
7 and the, or by anyone on school grounds, is prohibited. A
8 school board may suspend or expel a student for a violation of
9 a rule under this section. For violation of this section, a
10 school board may remove a person from school grounds and may
11 bar the person's future presence on school grounds.

12 2. As used in this section, "nicotine product" means any
13 product containing nicotine or any other preparation of tobacco
14 not described in section 453A.1, and any product or formulation
15 of matter containing biologically active amounts of nicotine
16 that is manufactured, sold, offered for sale, or otherwise
17 distributed with the expectation that the product or matter
18 will be introduced into the human body. "Nicotine product" does
19 not include any cessation product specifically approved by the
20 United States food and drug administration for use in reducing,
21 treating, or eliminating nicotine or tobacco dependence.

22 Sec. 45. Section 279.60, subsections 1 and 2, Code 2013, are
23 amended to read as follows:

24 1. Each school district shall administer ~~a kindergarten~~
25 ~~readiness~~ the teaching strategies gold early childhood
26 assessment prescribed by the department of education to
27 every resident prekindergarten or four-year-old child whose
28 parent or guardian enrolls the child in the district, and to
29 every kindergarten student enrolled in the district not later
30 than the date specified in section 257.6, subsection 1. The
31 assessment shall be aligned with state early learning standards
32 and preschool programs shall be encouraged to administer the
33 assessment at least at the beginning and end of the preschool
34 program, with the assessment information entered into the
35 statewide longitudinal data system. The department shall work

1 to develop agreements with head start programs to incorporate
2 similar information about four-year-old children served by head
3 start into the statewide longitudinal data system.

4 ~~2. a. Each school district shall administer the dynamic~~
5 ~~indicators of basic early literacy skills kindergarten~~
6 ~~benchmark assessment or other kindergarten benchmark assessment~~
7 ~~adopted by the department of education in consultation with~~
8 ~~the early childhood Iowa state board to every kindergarten~~
9 ~~student enrolled in the district not later than the date~~
10 ~~specified in section 257.6, subsection 1.~~ The school district
11 shall also collect information from each parent, guardian,
12 or legal custodian of a kindergarten student enrolled in the
13 district, including but not limited to whether the student
14 attended preschool, factors identified by the early childhood
15 Iowa office pursuant to section 256I.5, and other demographic
16 factors. Each school district shall report the results of
17 the community strategies employed during the prior school
18 year pursuant to section 279.68, subsection 4, paragraph "a",
19 the assessment administered pursuant to subsection 1, and the
20 preschool information collected to the department of education
21 in the manner prescribed by the department not later than
22 January 1 of that school year. The early childhood Iowa office
23 in the department of management shall have access to the raw
24 data. The department shall review the information submitted
25 pursuant to this section and shall submit its findings and
26 recommendations annually in a report to the governor, the
27 general assembly, the early childhood Iowa state board, and the
28 early childhood Iowa area boards.

29 ~~b. This subsection is repealed July 1, 2013.~~

30 Sec. 46. REPEAL. Section 256D.9, Code 2013, is repealed.

31 Sec. 47. COMPETENCY-BASED EDUCATION TASK FORCE
32 RECOMMENDATIONS. Subject to an appropriation of sufficient
33 funds by the department of education shall implement the
34 recommendations of the competency-based education task
35 force established pursuant to 2012 Iowa Acts, chapter 1119,

1 section 2, relating to the development of model competencies,
2 to investigating and providing examples of templates that
3 will effectively and efficiently record and report student
4 achievement in a competency-based environment, to developing
5 the assessment validation rubric and model assessments
6 aligned to the competencies, and to creating opportunities for
7 professional development for preservice and in-service for
8 practitioners.

9 Sec. 48. SCHOOL DISTRICT REPORTING REQUIREMENT TASK FORCE
10 — STATE BOARD OF EDUCATION.

11 1. a. A reporting requirement review task force is
12 established consisting of five members who shall be appointed
13 by the director of the department of education as follows:

14 (1) One member from nominees submitted by an organization
15 representing the boards of Iowa school districts.

16 (2) One member from nominees submitted by an organization
17 representing Iowa school administrators.

18 (3) One member from nominees submitted by the largest
19 statewide certified employee organization representing Iowa
20 teachers.

21 (4) One member representing the department of education.

22 (5) One member representing the general public.

23 b. The member representing the department of education
24 shall convene the initial meeting, at which the members shall
25 elect a chairperson.

26 2. The department of education shall compile a list of
27 reports that school districts are required to submit to the
28 department biennially or more frequently. The department shall
29 submit the list to the reporting requirement review task force
30 by September 3, 2013.

31 3. The task force shall review the list submitted by the
32 department pursuant to subsection 2. For each reporting
33 requirement listed, the task force shall produce written
34 justification for continuing, modifying, or eliminating
35 the requirement. The task force shall compile its written

1 justifications in a report the task force shall submit to
2 the state board of education and to the general assembly by
3 December 2, 2013.

4 4. The state board of education shall review the report
5 submitted pursuant to subsection 3, and shall determine which
6 of the task force recommendations for modifying or eliminating
7 requirements may be accomplished by administrative rule and
8 which must be accomplished by statute. The state board shall
9 submit its findings and recommendations, including plans
10 for board action relating to administrative rules and board
11 recommendations for specific statutory changes, in a report to
12 the general assembly by February 3, 2014.

13 Sec. 49. SCHOOL YEAR-LONG STUDENT TEACHING FIELD EXPERIENCE
14 REQUIREMENT — STUDY.

15 1. a. Each practitioner preparation program offered at an
16 institution of higher learning governed by the state board of
17 regents shall convene a study committee of education faculty
18 members to study the feasibility of establishing professional
19 development schools for preservice teacher candidates in
20 collaboration with school districts, and the feasibility
21 of requiring students enrolled in practitioner preparation
22 programs to complete a field experience lasting one full school
23 year.

24 b. Each study committee shall evaluate for its institution
25 the following issues relating specifically to a proposed
26 professional development school and relating specifically to a
27 proposed full school year of student teaching field experience:

28 (1) The impact on the likelihood a student will graduate
29 within four years, including but not limited to consideration
30 of the cost to a student, student debt load, and class
31 scheduling.

32 (2) The impact on university faculty and the need to employ
33 more faculty, including the need to deliver coursework and
34 supervision to student teachers in the field.

35 (3) The availability of an adequate number of placements in

1 prekindergarten through grade twelve schools and the impact on
2 a school district, including but not limited to the district's
3 cost to compensate cooperating teachers.

4 (4) The likely impact on the abilities and performance of a
5 student teacher and whether the benefits outweigh the costs.

6 (5) The likely impact on student achievement of students in
7 the student teacher's classroom.

8 c. The study committees convened pursuant to paragraph "a"
9 shall submit their findings and recommendations in a report to
10 the state board of regents, the department of education, the
11 board of educational examiners, the governor, and the general
12 assembly by December 2, 2013.

13 2. The Iowa association of independent colleges is
14 encouraged to form study committees similar to those provided
15 for in subsection 1 at its member institutions which offer
16 approved practitioner preparation programs, and to submit any
17 resulting findings and recommendations to the general assembly
18 by December 2, 2013.

19 Sec. 50. EFFECTIVE DATE. The following provision or
20 provisions of this division of this Act take effect June 30,
21 2013:

22 1. The section of this division of this Act amending section
23 279.60, subsection 2, paragraph "b".

24 Sec. 51. EFFECTIVE UPON ENACTMENT. The following provision
25 or provisions of this division of this Act, being deemed of
26 immediate importance, take effect upon enactment:

27 1. The section of this division of this Act repealing
28 section 256D.9.

29 2. The section of this division of this Act amending section
30 272.2.

31 DIVISION VII

32 STATE SCHOOL FOUNDATION PROGRAM

33 Sec. 52. Section 257.8, subsections 1 and 2, Code 2013, are
34 amended to read as follows:

35 1. *State percent of growth.* ~~The state percent of growth~~

1 ~~for the budget year beginning July 1, 2010, is two percent.~~
2 The state percent of growth for the budget year beginning July
3 1, 2012, is two percent. The state percent of growth for the
4 budget year beginning July 1, 2013, is four percent. The
5 state percent of growth for the budget year beginning July 1,
6 2014, is four percent. The state percent of growth for each
7 subsequent budget year shall be established by statute which
8 shall be enacted within thirty days of the submission in the
9 year preceding the base year of the governor's budget under
10 section 8.21. The establishment of the state percent of growth
11 for a budget year shall be the only subject matter of the bill
12 which enacts the state percent of growth for a budget year.

13 2. *Categorical state percent of growth.* ~~The categorical~~
14 ~~state percent of growth for the budget year beginning July 1,~~
15 ~~2010, is two percent.~~ The categorical state percent of growth
16 for the budget year beginning July 1, 2012, is two percent.
17 The categorical state percent of growth for the budget year
18 beginning July 1, 2013, is four percent. The categorical state
19 percent of growth for the budget year beginning July 1, 2014,
20 is four percent. The categorical state percent of growth for
21 each budget year shall be established by statute which shall
22 be enacted within thirty days of the submission in the year
23 preceding the base year of the governor's budget under section
24 8.21. The establishment of the categorical state percent of
25 growth for a budget year shall be the only subject matter of
26 the bill which enacts the categorical state percent of growth
27 for a budget year. The categorical state percent of growth
28 may include state percents of growth for the teacher salary
29 supplement, the professional development supplement, and the
30 early intervention supplement.

31 Sec. 53. CODE SECTION 257.8 — IMPLEMENTATION. The
32 requirements of section 257.8, subsections 1 and 2, regarding
33 the enactment of bills establishing the regular program state
34 percent of growth and the categorical state percent of growth
35 within thirty days of the submission in the year preceding the

1 base year of the governor's budget and regarding the subject
2 matter limitation of such bills do not apply to this division
3 of this Act.

4 Sec. 54. EFFECTIVE UPON ENACTMENT. This division of this
5 Act, being deemed of immediate importance, takes effect upon
6 enactment.

7 Sec. 55. APPLICABILITY. This division of this Act is
8 applicable for computing state aid under the state school
9 foundation program for the school budget years beginning July
10 1, 2013, and July 1, 2014, as appropriate.

11 EXPLANATION

12 DIVISION I — INSTRUCTIONAL HOURS. This bill strikes
13 language requiring accredited schools to provide at least 180
14 instructional days in a school year and specifying what does
15 and what does not constitute instructional time. The bill
16 replaces the language requiring a 180-day school calendar with
17 a requirement that accredited schools provide at least 1,080
18 instructional hours during the school calendar in a school
19 year.

20 The school districts and accredited nonpublic schools set
21 the number of hours of required attendance for the school year,
22 but school districts must hold a public hearing on a proposed
23 school calendar prior to adopting the school calendar.

24 The bill modifies a provision requiring the state board of
25 education to define the minimum school day. Under the bill,
26 instructional time for grades 1 through 12 is still exclusive
27 of the lunch period but may include passing time between
28 classes. The bill strikes language that permits a school
29 or school district to record a day of school with less than
30 the minimum instructional hours as a minimum school day for
31 emergency health or safety factors and for staff development
32 opportunities.

33 The bill makes conforming changes, including giving a
34 parent, whose child is under competent private instruction,
35 until September 1 to furnish a report providing information

1 about the child and the competent private instruction to the
2 school district of residence. The bill strikes or repeals
3 language that permits the department of education to approve an
4 innovative school year pilot program and language that requires
5 the department to establish an extended year school grant
6 program subject to an appropriation.

7 This division of this bill takes effect July 1, 2014.

8 DIVISION II — IOWA LEARNING ONLINE INITIATIVE — FEES.

9 The bill directs the department of education to establish
10 fees payable by school districts and accredited nonpublic
11 schools participating in the Iowa learning online initiative
12 established by Code section 256.42. The bill provides that
13 fees collected pursuant to the bill shall be considered
14 repayment receipts to be used only for the purpose of
15 administering the initiative and cannot exceed the costs of
16 administering the initiative. The bill specifies matters
17 that can and cannot be considered costs of administering the
18 initiative.

19 DIVISION III — TRAINING AND EMPLOYMENT OF TEACHERS. The
20 bill requires the department of education to establish an
21 online state job posting system. The system must be accessible
22 via the department's internet site, although the department
23 may contract for or partner with another entity for use of
24 an existing internet site, and must include a mechanism for
25 the electronic submission of job openings for posting on the
26 system. The system and each job posting on the system must
27 include a statement that an employer submitting a job opening
28 for posting on the system will not engage in discrimination in
29 hiring.

30 The bill requires school districts, charter schools, and
31 area education agencies to submit all of their job openings to
32 the department of education for posting on the system. The
33 bill requires the department to post all of its job openings
34 on the system. The bill provides that accredited nonpublic
35 schools may, but are not required to, submit job openings to

1 the department for posting on the system.

2 The establishment of the online state job posting system is
3 not to be construed to prohibit any employer from advertising
4 job openings and recruiting employees independently of the
5 system, to prohibit any employer from using another method of
6 advertising job openings or another applicant tracking system
7 in addition to the system, or to provide the department of
8 education with any regulatory authority in the hiring process
9 or hiring decisions of any employer other than the department
10 itself.

11 Subject to an appropriation of funds by the general
12 assembly, the bill establishes a teach Iowa scholar program
13 within the college student aid commission to provide teach
14 Iowa scholar grants to selected high-caliber teachers.
15 The commission is required to administer the program in
16 consultation with the department.

17 The bill directs the commission to establish eligibility
18 criteria for teach Iowa scholar grants that at a minimum
19 requires that an applicant must have been in the top 25 percent
20 academically of students exiting a state-approved teacher
21 preparation program, have earned other comparable academic
22 credentials, or have achieved comparable assessment scores;
23 and be preparing to teach in fields including but not limited
24 to science, technology, engineering, mathematics, English
25 as a second language or special education instruction, or a
26 hard-to-staff subject as identified annually by the department.

27 A selected applicant who has successfully completed an
28 approved practitioner preparation program is eligible for a
29 teach Iowa scholar grant for each year of full-time employment
30 completed in Iowa as a teacher for a school district, charter
31 school, area education agency, or accredited nonpublic school.
32 The bill provides that a teach Iowa scholar grant cannot exceed
33 \$4,000 per year per recipient, and cannot exceed \$20,000 total
34 per recipient over a five-year period.

35 The bill establishes a teach Iowa scholar fund in the state

1 treasury to be administered by the commission.

2 DIVISION IV — TEACHER AND ADMINISTRATOR MATTERS. The bill
3 provides for a coaching and support system for teachers, and
4 provides for changes relating to peer group review requirements
5 for teachers and changes relating to administrator standards.

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

10 The director is also charged with developing and
11 implementing a coaching and support system for teachers
12 aligned with the Iowa teacher career paths, leadership roles,
13 and compensation framework established by the bill; and with
14 developing and implementing a coaching and support system
15 for administrators aligned with the beginning administrator
16 mentoring and induction program that is established in Code
17 section 284A.5.

18 SCHOOL BOARD RESPONSIBILITIES. School boards are directed
19 to establish written evaluation criteria and to implement
20 evaluation procedures for peer review of administrators.

21 PEER GROUP REVIEWS. The bill adds to the purposes for
22 which a school district must provide an annual review of a
23 teacher's performance, and provides that a teacher who is the
24 subject of a peer group review has exclusive right to all
25 documentation created in the peer review process. Under the
26 bill, the first and second year of review must be conducted
27 by a peer group of at least three but not more than six
28 teachers who shall be selected by the building principal
29 in consultation with teachers and the building's certified
30 bargaining representative, if any. Each participant must
31 receive adequate training and a per diem if the review process
32 goes beyond normal school hours, and must receive release
33 time for the training and for the time spent in conducting
34 the review. All persons who meet the definition of teacher
35 under the student achievement and teacher quality program are

1 eligible to participate in a peer group review process.

2 The peer group must reflect common grade level, subject
3 matter expertise, curriculum, and proximity or other previously
4 established grouping of individuals employed to provide
5 instruction to students. Peer group reviews must be supportive
6 and confidential. If a conflict develops between participants,
7 an effort shall be made to mediate the conflict. The content
8 of a peer review shall not be incorporated into a summative
9 evaluation.

10 DIVISION V — IOWA TEACHER CAREER AND COMPENSATION

11 MATTERS. This bill establishes a framework for Iowa teacher
12 career paths, leadership roles, and compensation for school
13 districts; modifies and establishes new minimum salaries
14 for the Iowa teacher career path; specifies components for
15 comparable systems of career paths and compensation; amends
16 the state school foundation program to provide a teacher
17 leadership supplement to school districts; provides for an
18 annual allocation to the department of education so that it
19 may provide technical assistance to school districts and AEAs
20 for design and implementation of the framework; provides for
21 the establishment of a commission on educator leadership and
22 compensation; provides for allocations under the program
23 and makes other related changes to Code chapter 284, which
24 establishes the student achievement and teacher quality
25 program.

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

34 Code section 257.9 is amended to establish a state cost per
35 pupil beginning with the school budget year beginning July 1,

1 2014, for the teacher leadership supplement. Code section
2 257.10 is amended to provide that the district cost of the
3 total teacher leadership supplement shall be added to a school
4 district's combined district cost.

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

27 MENTORING AND INDUCTION. The school district plan for
28 beginning teacher mentoring and induction shall provide that
29 beginning prekindergarten through grade three teachers shall be
30 mentored in the teacher's classroom by a skilled mentor. The
31 plan shall also incorporate any recommendations offered by the
32 Iowa reading research center.

33 IOWA TEACHER CAREER PATH MODIFICATIONS. If a school
34 district is not granted approval to implement the framework or
35 a comparable system, the school district shall comply with the

1 Iowa teacher career path established in 2001 but modified by
2 the bill. The bill establishes, beginning July 1, 2014, new
3 minimum salaries of \$35,000 for beginning teachers, \$37,000 for
4 a first-year career teacher, \$42,000 for a first-year career
5 II teacher, and \$50,500 for a first-year advanced teacher.
6 However, a teacher shall not receive less compensation in a
7 district than the teacher received in the school year preceding
8 the district's compliance, on or after July 1, 2014, with the
9 Iowa teacher career path.

10 The contract for a career II teacher shall exceed the
11 contract term issued to a career teacher by an additional five
12 days, while the contract for an advanced teacher shall exceed a
13 career teacher contract by 10 days.

14 Approximately 25 percent of the career II teacher's total
15 contract time shall be spent on noninstructional duties, while
16 at least 50 percent of the advanced teacher's total contract
17 time shall be spent on noninstructional duties. The bill
18 specifies the additional duties that career II and advanced
19 teachers may or must engage in, if mutually agreed to by the
20 school district and the teacher.

21 If a career II or advanced teacher engages in peer coaching
22 for at least five hours per week, the teacher shall receive
23 a stipend of \$8,000 annually in addition to the teacher's
24 salary as a career II or advanced teacher. Peer coaching is
25 defined to mean additional guidance in one or more aspects of
26 the teaching profession provided to a teacher participating in
27 an intensive assistance program. Assignment as a peer coach
28 must be approved by a principal but may be requested by an
29 individual teacher. Peer coaching duties are further described
30 in the bill.

31 The bill establishes staffing goals for school districts,
32 including employment of at least one career II teacher in each
33 elementary school; at least one advanced teacher for every
34 three career II teachers employed; and at least one career II
35 teacher for each of four core subject areas taught in grades

1 7-12. A school district that is unable to meet the minimum
2 salary provisions of the Iowa teacher career path or the
3 staffing goals may request a waiver from the department to use
4 funds from the early intervention supplement if the difference
5 between the teacher salary supplement and the amount required
6 to meet the minimum salaries and staffing goals is less than
7 \$10,000.

8 COMPARABLE SYSTEMS OF CAREER PATHS AND COMPENSATION FOR
9 TEACHERS. A comparable system of career paths and compensation
10 for teachers may be developed and implemented by a school
11 district. However, the department is directed to approve an
12 application for a comparable system that at a minimum includes
13 components specified in the bill, including but not limited to
14 a minimum salary and a teacher residency as provided in the
15 framework; additional levels of compensation for differentiated
16 teacher roles; multiple, differentiated teacher leadership
17 roles beyond the initial teacher and career teacher levels,
18 which shall be available to at least 25 percent of the teacher
19 workforce; a rigorous selection process that involves teachers;
20 a professional development system facilitated by teachers and
21 aligned with the Iowa professional development model; and
22 hiring permanent substitute teachers to give teacher leaders
23 time to focus on leadership duties.

24 The department may approve an application for a comparable
25 system that includes, at a minimum, the beginning teacher
26 and career teacher levels specified in the Iowa teacher
27 career path; and an instructional coach and a curriculum and
28 professional development leader, the duties and qualifications
29 for which are specified in the bill.

30 An instructional coach must receive a stipend of between
31 \$5,000 and \$7,000 annually in addition to the teacher's salary
32 as a career teacher, while the curriculum and professional
33 development leader must receive a stipend of between \$10,000
34 and \$12,000 annually in addition to the teacher's salary as a
35 model teacher. The staffing guidelines for this comparable

1 system require a school district to employ one instructional
2 coach at each attendance center or at least one instructional
3 coach for every 500 students enrolled in an attendance center,
4 whichever number is greater.

5 The contract term for a curriculum and professional
6 development leader shall exceed the contract term issued to a
7 model teacher by an additional 15 days.

8 FRAMEWORK AND TECHNICAL ASSISTANCE. Though school districts
9 have until July 1, 2016, to implement approved frameworks
10 or comparable systems of career paths and compensation that
11 contain differentiated multiple leadership roles, school
12 districts may, prior to that date, apply to the department
13 for early implementation of the framework or a comparable
14 system. The department is directed to establish criteria
15 and a process for application and approval of the framework
16 and comparable systems. In distributing and expending these
17 moneys, the department must give priority to school districts
18 with enrollments of fewer than 600 students. A teacher
19 employed by an AEA may be included in a framework established
20 by a school district if the AEA and the school district enter
21 into a contract for such purpose.

22 PLANNING GRANTS. Subject to an appropriation by the general
23 assembly, a school district may also apply to the department
24 for a planning grant to design an implementation strategy to
25 establish the framework established or a comparable system.
26 The application submitted to the department must reflect a
27 local decision-making process that includes representation
28 of administrators, teachers, and parents and guardians
29 of students. The department is directed to establish an
30 application for the awarding of planning grants.

31 FRAMEWORK DESIGN. The framework is designed to attract able
32 and promising new teachers by offering competitive starting
33 salaries and offering short-term and long-term professional
34 development and leadership opportunities, retain effective
35 teachers by providing enhanced career opportunities, promote

1 collaboration by developing and supporting opportunities for
2 teachers in schools and school districts statewide to learn
3 from each other, reward professional growth and effective
4 teaching by providing pathways for career opportunities that
5 involve increased leadership responsibilities and increased
6 compensation, and improve student achievement by strengthening
7 instruction.

8 CAREER AND LEADERSHIP ROLES AND COMPENSATION. The framework
9 includes five career or leadership roles for teachers. The
10 salary established in the bill for an initial teacher who meets
11 the requirements specified in the bill is at least \$35,000,
12 which amount also constitutes the minimum teacher salary for
13 the state. An initial teacher must meet the current definition
14 in the Code for a beginning teacher, but the initial teacher
15 must also complete a teacher residency during the first year
16 of employment that includes intensive supervision or mentoring
17 by a mentor teacher or lead teacher; sufficient collaboration
18 time to be able to observe and learn from model, mentor, and
19 lead teachers; a teaching load of not more than 75 percent
20 student instruction to allow time for observation and learning;
21 a teaching contract that establishes an employment period which
22 is five days longer than that required for career teachers;
23 and for frequent observation, evaluation, and professional
24 development opportunities.

25 The second role, career teacher, requires the same
26 conditions as that specified in the current Iowa teacher career
27 path, but the compensation level for the career teacher is
28 unspecified in the bill.

29 The third role, model teacher, is a career teacher who
30 is evaluated by the school district as demonstrating the
31 competencies of a model teacher, has participated in a rigorous
32 review process, and has been recommended for a one-year
33 assignment as a model teacher by a site-based review council.
34 The term of the model teacher's teaching contract shall exceed
35 by five days the terms of career teachers' teaching contracts.

1 A model teacher shall receive annually a salary supplement of
2 at least \$2,000.

3 The fourth role, mentor teacher, is a teacher who is
4 evaluated by the school district as demonstrating the
5 competencies and superior teaching skills of a mentor teacher,
6 and has been recommended for a one-year assignment as a mentor
7 teacher by a site-based review council. The mentor teacher
8 must also participate in teacher professional development,
9 demonstrate continuous improvement in teaching, and possess the
10 skills and qualifications to assume leadership roles. A mentor
11 teacher shall have a teaching load of not more than 75 percent
12 student instruction to allow the teacher to mentor other
13 teachers. The mentor teacher's teaching contract shall exceed
14 by 10 days the terms of career teachers' teaching contracts. A
15 mentor teacher shall receive annually a salary supplement of at
16 least \$5,000.

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

1 receive annually a salary supplement of at least \$10,000.

2 A school district shall set as a goal the designation of at
3 least 10 percent of its teachers as model teachers, 10 percent
4 as mentor teachers, and 5 percent as lead teachers, though a
5 district may enter into an agreement with one or more other
6 districts or an AEA to meet these goals through a collaborative
7 arrangement.

8 Additional contract days must be used to strengthen
9 instructional leadership. The salary supplement received by
10 model, mentor, and lead teachers shall fully cover the salary
11 costs of the additional contract days. The determinations of
12 salary supplements are not subject to appeal.

13 An assignment is subject to review by the school's or the
14 school district's administration at least annually. The
15 review must include peer feedback. A teacher who completes
16 the time period of assignment as a model, mentor, or lead
17 teacher may apply to the school's or the school district's
18 administration for assignment in a new role if appropriate or
19 for reassignment.

20 SITE-BASED REVIEW COUNCIL. Each school board must appoint a
21 site-based review council that is comprised of equal numbers
22 of teachers and administrators. Teacher members shall include
23 teachers who have been nominated by the collective bargaining
24 organization, if one exists, that represents the teachers. The
25 council must accept and review applications submitted to the
26 school's or the school district's administration for assignment
27 as a model, mentor, or lead teacher, and make recommendations
28 regarding the applications to the school district
29 superintendent. In developing recommendations, the council
30 must utilize measures of teacher effectiveness and professional
31 growth, consider the needs of the school district, and review
32 the performance and professional development of the applicants.
33 Any teacher recommended for assignment as a model, mentor,
34 or lead teacher shall have demonstrated to the council's
35 satisfaction competency on the Iowa teaching standards.

1 MODEL STRUCTURE IMPOSITION. On or after July 1, 2016,
2 subject to an appropriation of sufficient funds by the general
3 assembly, each school district shall implement the framework
4 or a comparable system approved by the department. The
5 department's accreditation team is charged with determining
6 compliance. A school district is encouraged to utilize
7 teachers emeritus.

8 FRAMEWORK IMPLEMENTATION. A school district that meets
9 the requirements of the Iowa teacher career path established
10 in Code section 284.7 is exempt from meeting the framework
11 requirements. The framework implemented shall be applicable to
12 the teachers in every attendance center.

13 APPROPRIATION ALLOCATIONS. From moneys that the general
14 assembly appropriates for purposes of teacher leadership
15 supplemental aid payments to school districts for the student
16 achievement and teacher quality program, the bill allocates
17 to the department, for purposes of implementing frameworks
18 or comparable systems approved by the department, and for
19 implementing the Iowa teacher career paths, \$5 million for
20 FY 2013-2014; \$50 million for FY 2014-2015, FY 2015-2016,
21 and FY 2016-2017; and \$1.5 million for FY 2017-2018 and each
22 subsequent fiscal year.

23 Of the moneys allocated, not more than \$1 million shall be
24 used by the department for the development of a delivery system
25 implementing the career paths and leadership roles, including
26 but not limited to planning grants to districts and AEAs,
27 technical assistance for the department, technical assistance
28 for districts and AEAs, training and staff development, and the
29 contracting of external expertise and services, and for not
30 more than 5.00 full-time equivalent positions. Annually, of
31 these funds, the department may use not more than \$500,000 for
32 administrative purposes and for not more than 2.00 full-time
33 equivalent positions.

34 For the initial school year for which a school district
35 implements an approved system, teacher leadership supplement

1 foundation aid payable to that school district shall be paid
2 from the allocation made for such purposes for that school
3 year. For that school year, the teacher leadership supplement
4 foundation aid payable to the school district is the product of
5 the teacher leadership district cost per pupil for the school
6 year multiplied by the school district's budget enrollment.

7 For budget years subsequent to the initial school year for
8 which a school district implemented a system and received
9 funding, the teacher leadership supplement foundation aid
10 payable to that school district shall be paid from the standing
11 unlimited appropriation for state foundation aid in Code
12 section 257.16.

13 The bill establishes that the receipt of funding by a
14 school district for the purposes implementing career paths and
15 leadership roles, the need for additional funding for such
16 purposes, or the enrollment of eligible students under this
17 chapter, shall not be considered to be unusual circumstances,
18 create an unusual need for additional funds, or qualify under
19 any other circumstances that may be used by the school budget
20 review committee to grant supplemental aid to or establish
21 modified allowable growth for a school district.

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

25 The bill prohibits, from July 1, 2013, to June 30, 2017,
26 the consideration of moneys received by a school district for
27 implementation of the framework by an arbitrator or other third
28 party under collective bargaining in determining a comparison
29 of the wages of the teachers in that district with the wages of
30 teachers in another district.

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

35 The state board is directed to adopt rules that assure

1 the allocation of resources in a manner that optimizes the
2 fulfillment of the purposes of providing state assistance for
3 teachers in high-need schools and for purposes of implementing
4 the framework or a comparable system.

5 REVERSIONS AND TRANSFERS OF MONEYS. The bill establishes
6 that moneys allocated for the student achievement and teacher
7 quality program shall not revert but shall remain available in
8 the succeeding fiscal year for expenditure for the purposes
9 designated. Such moneys may not be transferred by the
10 department for another purpose. Currently, moneys allocated
11 for the establishment of teacher development academies that
12 remain unexpended at the end of the fiscal year shall revert
13 and may be transferred for other purposes.

14 COMMISSION ON EDUCATOR LEADERSHIP AND COMPENSATION. The
15 department is directed to appoint and provide staffing and
16 administrative support for a commission on educator leadership
17 and compensation. The commission shall monitor with fidelity
18 the implementation of the framework by school districts. The
19 commission shall also evaluate and make recommendations to
20 the department on applications submitted to the department
21 for approval of comparable systems, and on the expenditure
22 of moneys appropriated for teacher salary supplement and for
23 planning grants. In addition, the commission must review
24 the use and effectiveness of state assistance distributed to
25 school districts for teachers in high-need schools and, by
26 December 15 annually, shall submit all of its findings and any
27 recommendations in a report to the director of the department
28 of education, the state board of education, the governor, and
29 the general assembly.

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

1 implementation of the professional development provisions of
2 the teacher career paths and leadership roles the priority for
3 the use of the funds.

4 STATE SUPPLEMENTAL ASSISTANCE FOR TEACHERS IN HIGH-NEED
5 SCHOOLS. Subject to an appropriation of sufficient funds by
6 the general assembly, the bill requires the department to
7 collect relevant data and establish a list of high-need schools
8 which shall be eligible for state supplemental assistance. The
9 department must establish a process and criteria to determine
10 which schools are placed on the lists and must revise the lists
11 annually. Criteria for the determination of which high-need
12 schools shall be placed on the list shall be based upon factors
13 that include but are not limited to the socioeconomic status
14 of the students enrolled in the school, the percentage of
15 the school's student body who are limited English proficient
16 students, student academic growth, certified instructional
17 staff attrition, and geographic balance.

18 The department's determination of state supplemental
19 assistance for teachers in high-need schools is not subject to
20 appeal.

21 REVIEW AND REPORT. The department must review the use and
22 effectiveness of the funds distributed to school districts for
23 supplemental assistance for teachers in high-need schools. The
24 department shall submit its findings and recommendations in a
25 report to the general assembly by January 15 annually.

26 UNIQUE LOCAL CONDITIONS AND NEEDS. A school district may
27 request on an annual basis approval from the department for
28 the addition of high-need schools based upon the unique local
29 conditions and needs of the school district. The criteria the
30 department uses to determine the placement of high-need schools
31 on its list does not restrict the department from adding a
32 high-need school as requested by a school district on the basis
33 of unique local conditions and needs.

34 TEACHER ELIGIBILITY FOR INCENTIVES. Teachers of all
35 subjects taught in a school included in the department's

1 list of high-need schools shall be eligible to receive state
2 supplemental assistance for teachers in high-need schools.

3 DIVISION VI — MISCELLANEOUS PROVISIONS.

4 IOWA READING RESEARCH CENTER AT UNI. The bill directs the
5 director of the department of education to collaborate with the
6 state board of regents to establish an Iowa reading research
7 center at the university of northern Iowa. The bill directs
8 the Iowa reading research center to submit a report of its
9 activities to the general assembly by January 15 annually.
10 By January 15, 2015, the annual report shall include but not
11 be limited to recommendations regarding measures to support
12 schools in implementing Code chapter 284 with regard to the
13 prekindergarten through grade three years.

14 SCHOOLS IN NEED OF ASSISTANCE POVERTY GRANT PROGRAM AND
15 FUNDING. Subject to the appropriation of sufficient funds
16 by the general assembly, the bill directs the department to
17 establish a schools in need of assistance grant program to
18 award funds to school district attendance centers to create
19 pilot projects designed to meet the needs of students who are
20 not proficient in reading or mathematics and to involve the
21 students' parents in supporting project activities. The bill
22 provides supplemental weighting of one-tenth of one pupil for
23 the program, based on the number of pupils attending the school
24 who are eligible for free and reduced price meals under the
25 federal school meal programs.

26 Pilot project activities may include but are not limited
27 to establishing a longer school day, longer school calendar,
28 summer school, or intensive reading and mathematics programs
29 for such students.

30 The priorities for the grant funds shall include providing
31 project services on a voluntary basis to students deemed
32 at risk of not succeeding in reading or mathematics. The
33 department shall make every reasonable effort to equitably
34 distribute grant funds geographically among rural and urban
35 areas.

1 Each pilot project shall be conducted for a minimum of
2 one year, but may be conducted for multiple school years as
3 proposed by the applicant and approved by the department. The
4 department shall submit progress reports and a final report
5 to the state board, the governor, and the general assembly by
6 January 15, 2019. The provisions establishing the program and
7 providing for the supplemental weighting are repealed effective
8 June 30, 2018.

9 WORLD LANGUAGE EDUCATION PILOT PROJECT. The bill directs
10 the department to establish a world language education pilot
11 project to enhance foreign language education in Iowa schools,
12 subject to an appropriation by the general assembly. The
13 department shall administer the pilot project in partnership
14 with the university of northern Iowa and up to three school
15 districts. The department shall establish criteria for the
16 selection of school districts to participate in the pilot
17 project.

18 The bill directs the department to establish a world
19 language education administrative team to be composed of school
20 administrators from school districts participating in the
21 pilot project and provides duties for the team, including fact
22 finding visits; development of new standards and benchmarks,
23 an assessment system, and curricula; and a report on the pilot
24 project and foreign language education in this state for
25 submission to the general assembly by December 19, 2014.

26 The bill directs participating school districts to compare
27 on an annual basis results under the pilot project with state
28 data to determine the outcomes of the pilot project.

29 STATEWIDE PRESCHOOL PROGRAM-AID USES. The bill allows
30 preschool foundation aid funding to be used by approved local
31 programs and community providers for professional development
32 for preschool teachers, for instructional equipment, for
33 material and equipment designed to develop pupils' motor
34 skills, and for other direct costs. Aid funding that remains
35 is made available to approved local programs for future fiscal

1 years to build program capacity.

2 ALTERNATIVE LICENSURE LIMITATION. This bill requires the
3 board of educational examiners to submit a licensing criteria
4 recommendation to the general assembly prior to issuing
5 licenses to persons who do not meet the standard practitioner
6 preparation requirements. The board is prohibited from issuing
7 such licenses until such licensing criteria are enacted into
8 statute.

9 TOBACCO PROHIBITED ON SCHOOL GROUNDS. The bill provides
10 that the use of nicotine products by any student, or by anyone
11 on school grounds, is prohibited. For a violation of the
12 provision, the school board may suspend or expel a student, may
13 remove a person, and may bar the person's future presence on
14 school grounds. The bill defines "nicotine product".

15 PREKINDERGARTEN/KINDERGARTEN ASSESSMENT AND REPORTING.
16 Provisions requiring or encouraging the administration of
17 prekindergarten and kindergarten assessments are modified
18 to specify that the assessment instrument school districts
19 must administer must be the teaching strategies gold early
20 childhood assessment. Each school district must report to the
21 department the results of the community strategies employed
22 during the prior fiscal year. The provision relating to
23 the administration of the dynamic indicators of basic early
24 literacy skills (DIBELS) kindergarten benchmark assessment
25 or other kindergarten benchmark assessment adopted by the
26 department of education in consultation with the early
27 childhood Iowa state board, is eliminated by the bill, but the
28 reporting requirements are not. The Code provision, which
29 would have repealed the reporting requirements on July 1, 2013,
30 is eliminated June 30.

31 IOWA EARLY INTERVENTION BLOCK GRANT PROGRAM — SUNSET
32 REPEALED. The bill repeals a provision that specifies a date
33 for the future repeal of Code chapter 256D, the Code chapter
34 which establishes the Iowa early intervention block grant
35 program, and makes the repeal effective upon enactment.

1 COMPETENCY-BASED EDUCATION. Subject to the appropriation of
2 sufficient funds, the bill directs the department of education
3 to implement some of the preliminary recommendations of the
4 competency-based education task force, which was established
5 pursuant to legislation enacted during the 2012 regular session
6 of the 84th general assembly.

7 The recommendations include establishing a competency-based
8 education grant program to award grants to not more than
9 10 school districts annually for purposes of developing,
10 implementing, and evaluating competency-based education
11 pilot and demonstration projects; model competencies; the
12 assessment validation rubric and model assessments; student
13 achievement reporting templates; and professional development
14 for preservice and in-service for practitioners.

15 SCHOOL DISTRICT REPORTING REQUIREMENT TASK FORCE —
16 STATE BOARD OF EDUCATION. The bill establishes a reporting
17 requirement review task force and directs the department of
18 education to compile a list of reports that school districts
19 are required to submit to the department biennially or more
20 frequently. The department must submit the list to the task
21 force by September 3, 2013.

22 The task force consists of five members appointed by the
23 director of the department of education.

24 The task force shall review the list submitted by the
25 department and, for each reporting requirement listed, the
26 task force shall produce written justification for continuing,
27 modifying, or eliminating the requirement. The task force
28 shall compile its written justifications in a report the task
29 force shall submit to the state board of education and the
30 general assembly by December 2, 2013.

31 The state board shall review the report and submit its
32 findings and recommendations in a report to the general
33 assembly by February 3, 2014.

34 SCHOOL YEAR-LONG STUDENT TEACHING FIELD EXPERIENCE
35 REQUIREMENT — STUDY. The bill directs each practitioner

1 preparation program offered at a regents university to convene
2 a study committee of education faculty members to study the
3 feasibility of establishing professional development schools
4 for preservice teacher candidates in collaboration with
5 school districts, and the feasibility of requiring students
6 enrolled in practitioner preparation programs to complete a
7 field experience lasting one full school year. Each study
8 committee shall evaluate for its institution issues relating
9 specifically to a proposed professional development school and
10 relating specifically to the impact of a proposed full school
11 year student teaching field experience on four-year graduation
12 rates, on costs, on class scheduling, on university faculty, on
13 an adequate number of school placements, on the abilities and
14 performance of student teachers, and on student achievement.

15 The study committees must submit their findings and
16 recommendations in a report to the state board of regents, the
17 department of education, the board of educational examiners,
18 the governor, and the general assembly by December 2, 2013.
19 The Iowa association of independent colleges is encouraged
20 to form similar study committees and to submit any resulting
21 findings and recommendations to the general assembly by
22 December 2, 2013.

23 DIVISION VII — STATE SCHOOL FOUNDATION PROGRAM. The
24 bill establishes a state percent of growth and a categorical
25 state percent of growth of 4 percent for purposes of the state
26 school foundation program for the school budget years beginning
27 July 1, 2013, and July 1, 2014. This division of the bill
28 takes effect upon enactment and is applicable for state aid
29 computation under the state school foundation program for the
30 school budget years beginning July 1, 2013, and July 1, 2014,
31 as appropriate.

32 The categorical state percent of growth includes the teacher
33 salary supplement, the professional development supplement,
34 and the early intervention supplement, and under this bill the
35 teacher leadership supplement.

S.F. _____

1 The bill provides that the requirement of Code section 257.8
2 regarding the timing of enactment of a state percent of growth
3 does not apply to the bill.