

Senate File 2284 - Reprinted

SENATE FILE 2284
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO SSB 3171)

(As Amended and Passed by the Senate April 9, 2012)

A BILL FOR

1 An Act relating to programs and activities under the purview of
2 the department of education, the state board of education,
3 the board of educational examiners, the state board of
4 regents, school districts, and accredited nonpublic schools,
5 and including effective date provisions.
6 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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DIVISION I

COMPETENCY-BASED INSTRUCTION

Section 1. Section 256.7, subsection 26, paragraph a, Code Supplement 2011, is amended by adding the following new subparagraph:

NEW SUBPARAGRAPH. (02) The rules shall allow a school district or accredited nonpublic school to award high school credit to an enrolled student upon the demonstration of required competencies for a course or content area, as approved by an appropriately licensed teacher. The school district or accredited nonpublic school shall determine the assessment methods by which a student demonstrates sufficient evidence of the required competencies.

Sec. 2. Section 256.11, subsection 5, unnumbered paragraph 1, Code 2011, is amended to read as follows:

~~In grades nine through twelve, a unit of credit consists of a course or equivalent related components or partial units taught throughout the academic year.~~ The minimum program to be offered and taught for grades nine through twelve is:

Sec. 3. Section 256.11, Code 2011, is amended by adding the following new subsection:

NEW SUBSECTION. 5A. a. As used in subsection 5, "unit" means a course which meets one of the following criteria:

(1) The course is taught for at least two hundred minutes per week for thirty-six weeks.

(2) The course is taught for the equivalent of one hundred twenty hours of instruction.

b. A student shall receive a unit of credit or a partial unit of credit upon successful completion of a course which meets one of the criteria in paragraph "a" or related components equivalent to a course which meets one of the criteria in paragraph "a". A partial unit of credit shall be calculated in a manner consistent with this subsection. A student may receive credit on a performance basis through the administration of an assessment, provided the assessment covers

1 the competencies ordinarily included in the regular course.

2 Sec. 4. COMPETENCY-BASED INSTRUCTION TASK FORCE.

3 1. The superintendents of the school districts that have
4 been approved by the department of education to implement
5 competency-based instruction shall appoint a task force
6 to conduct a study regarding competency-based instruction
7 standards and options and the integration of competency-based
8 instruction with the Iowa core curriculum, and to develop
9 related assessment models and professional development focused
10 on competency-based instruction.

11 2. At a minimum, the task force shall do all of the
12 following:

- 13 a. Redefine the Carnegie unit into competencies.
- 14 b. Construct personal learning plans and templates.
- 15 c. Develop student-centered accountability and assessment
16 models.
- 17 d. Empower learning through technology.
- 18 e. Develop supports and professional development for
19 educators to transition to a competency-based system.

20 3. The task force shall be comprised of at least twelve
21 members, nine of whom shall represent education stakeholders
22 and practitioners knowledgeable about the Iowa core curriculum;
23 one of whom shall be the deputy director and administrator
24 of the division of learning and results of the department of
25 education or the deputy director's designee; one of whom shall
26 represent the area education agencies; and one of whom shall
27 represent the Iowa state education association.

28 4. The person representing the area education agency shall
29 convene the initial meeting. The task force shall elect one
30 of its members as chairperson. After the initial meeting, the
31 task force shall meet at the time and place specified by call
32 of the chairperson. The department of education shall provide
33 staffing services for the task force.

34 5. a. The task force shall submit a preliminary report that
35 includes but is not limited to its findings and recommendations

1 relating to subsection 2, paragraphs "b", "d", and "e", by
2 January 15, 2013.

3 b. The task force shall submit its plan, findings, models,
4 and recommendations in a final report to the state board of
5 education, the governor, and the general assembly by November
6 15, 2013.

7 Sec. 5. EFFECTIVE UPON ENACTMENT. The section of this
8 division of this Act relating to a competency-based task
9 force, being deemed of immediate importance, takes effect upon
10 enactment.

11 DIVISION II

12 CORE CURRICULUM FRAMEWORK AND CORE CONTENT STANDARDS

13 Sec. 6. Section 256.7, subsection 21, paragraph b, Code
14 Supplement 2011, is amended to read as follows:

15 b. A set of core academic indicators in mathematics and
16 reading in grades four, eight, and eleven, a set of core
17 academic indicators in science in grades eight and eleven,
18 and another set of core indicators that includes, but is not
19 limited to, graduation rate, postsecondary education, and
20 successful employment in Iowa. Rules adopted pursuant to
21 this subsection shall specify that the approved district-wide
22 assessment of student progress administered for purposes of
23 this paragraph shall be the assessment utilized by school
24 districts statewide in the school year beginning July 1, 2011.
25 Annually, the department shall report state data for each
26 indicator in the condition of education report.

27 Sec. 7. Section 256.7, subsection 26, paragraph a, Code
28 Supplement 2011, is amended to read as follows:

29 a. Adopt rules that establish a core curriculum and high
30 school graduation requirements for all students in school
31 districts and accredited nonpublic schools that include at a
32 minimum satisfactory completion of four years of English and
33 language arts, three years of mathematics, three years of
34 science, and three years of social studies.

35 (1) The rules establishing high school graduation

1 requirements shall authorize a school district or
2 accredited nonpublic school to consider that any student who
3 satisfactorily completes a high school-level unit ~~of English~~
4 ~~or language arts, mathematics, science, or social studies~~ has
5 satisfactorily completed a unit of the high school graduation
6 requirements for that area as specified in this lettered
7 paragraph "a", and shall authorize the school district or
8 accredited nonpublic school to issue high school credit for the
9 unit to the student.

10 (2) The rules establishing a core curriculum shall address
11 the core content standards in subsection 28 and the skills and
12 knowledge students need to be successful in the twenty-first
13 century. ~~The core curriculum shall include, including but not~~
14 limited to English and language arts, mathematics, science,
15 social studies and twenty-first century learning skills
16 ~~which include but are not limited to, music and other fine~~
17 arts, applied arts, foreign languages, physical education,
18 entrepreneurship education, civic literacy, health literacy,
19 technology literacy, financial literacy, and employability
20 skills; and shall address the curricular needs of students
21 in kindergarten through grade twelve in those areas. The
22 department shall further define the twenty-first century
23 learning skills components by rule.

24 (3) The provisions of section 256.18 shall be considered by
25 the state board in developing the core curriculum requirements.

26 Sec. 8. Section 256.9, subsection 53, Code Supplement 2011,
27 is amended to read as follows:

28 53. a. Develop and distribute, in collaboration with the
29 area education agencies, core curriculum technical assistance
30 and implementation strategies that school districts and
31 accredited nonpublic schools shall utilize, including but
32 not limited to the development and delivery of formative and
33 end-of-course model assessments classroom teachers may use
34 to measure student progress on the core curriculum adopted
35 pursuant to section 256.7, subsection 26. ~~The department~~

1 ~~shall, in collaboration with the advisory group convened in~~
2 ~~accordance with paragraph "b" and educational assessment~~
3 ~~providers, identify and make available to school districts~~
4 ~~end-of-course and additional model end-of-course and additional~~
5 ~~assessments to align with the expectations included in the Iowa~~
6 ~~core curriculum.~~ The model assessments shall be suitable to
7 meet the multiple assessment measures requirement specified in
8 section 256.7, subsection 21, paragraph "c".

9 b. Convene an a core curriculum framework and core content
10 standards advisory group comprised council.

11 (1) The council shall be comprised of education
12 stakeholders including but not limited to school district and
13 accredited nonpublic school teachers, school administrators,
14 higher education faculty who teach in the subjects for which
15 the curriculum is being adopted, private sector employers,
16 members of the boards of directors of school districts, and
17 individuals representing the educational assessment providers.
18 The council shall elect a chairperson from among its members
19 and adopt rules of procedure. The members of the council shall
20 serve without compensation, but may be reimbursed for actual
21 expenses incurred in carrying out their duties. The department
22 shall provide staff support to the council.

23 (2) The ~~task force~~ advisory council shall review the
24 national assessment of educational progress standards and
25 assessments used by other states, and shall consider standards
26 identified as best practices in the field of study by the
27 ~~national councils of teachers of English and mathematics,~~
28 ~~the national council for the social studies, the national~~
29 ~~science teachers association~~ nationally recognized entities
30 representing teachers of core curriculum subject areas, and
31 other recognized experts; and shall review the core curriculum
32 and core content standards adopted pursuant to section 256.7,
33 subsections 26 and 28. In making recommendations, the advisory
34 council's goal shall be to increase student achievement and
35 academic growth under the core curriculum and core content

1 standards and to achieve or identify measures to achieve any
2 related objectives established in law. The advisory council
3 shall submit its findings and recommendations annually in a
4 report to the general assembly by November 1.

5 Sec. 9. Section 256.9, subsection 54, Code Supplement 2011,
6 is amended by striking the subsection.

7 DIVISION III

8 TEACHER AND ADMINISTRATOR MATTERS

9 Sec. 10. Section 284.4, subsection 1, paragraph c,
10 unnumbered paragraph 1, Code 2011, is amended to read as
11 follows:

12 Create a teacher quality committee. The committee shall
13 meet at least quarterly and have equal representation of
14 administrators and teachers. The teacher members shall
15 be appointed by the certified employee organization if one
16 exists, and if not, by the school district's or agency's
17 administration. The administrator members shall be appointed
18 by the school board. However, if a school district can
19 demonstrate that an existing professional development,
20 curriculum, or student improvement committee has significant
21 stakeholder involvement and a leadership role in the school
22 district, the appointing authorities may mutually agree to
23 assign to the existing committee the responsibilities set forth
24 in this paragraph "c", to appoint members of the existing
25 committee to the teacher quality committee, or to authorize
26 the existing committee to serve in an advisory capacity to the
27 teacher quality committee. The committee shall do all of the
28 following:

29 Sec. 11. Section 284.4, subsection 1, paragraph c, Code
30 2011, is amended by adding the following new subparagraph:

31 NEW SUBPARAGRAPH. (6) Provide leadership in the
32 development and adoption of professional development plans and
33 activities, and engage in leading knowledgeable and responsive
34 professional development for the school district or area
35 education agency.

1 Sec. 12. Section 284.6, subsection 1, unnumbered paragraph
2 1, Code Supplement 2011, is amended to read as follows:

3 The department shall coordinate a statewide network of
4 professional development for Iowa teachers which, if funds
5 are appropriated by the general assembly, collaborates with
6 teacher quality committees created pursuant to section 284.4,
7 subsection 1, and annually provides the committees and school
8 boards with best practices in professional development that
9 address unique local needs and school district learning
10 goals identified by local school boards, administrators, and
11 teacher quality committees. A school district or professional
12 development provider that offers a professional development
13 program in accordance with section 256.9, subsection 46, shall
14 demonstrate that the program contains the following:

15 Sec. 13. Section 284.6, subsection 8, Code Supplement 2011,
16 is amended to read as follows:

17 8. For each year in which a school district receives funds
18 calculated and paid to school districts for professional
19 development pursuant to section 257.10, subsection 10, or
20 section 257.37A, subsection 2, the school district shall
21 create quality professional development opportunities. Not
22 less than four hours in each month of the school calendar,
23 held outside the minimum school day, shall be set aside during
24 nonpreparation time or designated professional development
25 time to allow practitioners to collaborate with each other to
26 deliver educational programs and assess student learning, or to
27 engage in peer review pursuant to section 284.8, subsection 1.
28 The goal for the use of the funds is to provide one additional
29 contract day or the equivalent thereof for professional
30 development and use of the funds is limited to providing
31 professional development to teachers, including additional
32 salaries for time beyond the normal negotiated agreement; pay
33 for substitute teachers, professional development materials,
34 speakers, and professional development content; and costs
35 associated with implementing the individual professional

1 development plans. The use of the funds shall be balanced
2 between school district, attendance center, and individual
3 professional development plans, making every reasonable effort
4 to provide equal access to all teachers.

5 Sec. 14. Section 284.8, subsection 1, Code 2011, is amended
6 to read as follows:

7 1. A school district shall provide for an annual
8 review a of each teacher's performance at least once every
9 three years for purposes of assisting teachers in making
10 continuous improvement, documenting continued competence in
11 the Iowa teaching standards, identifying teachers in need of
12 improvement, or to determine whether the teacher's practice
13 meets school district expectations for career advancement in
14 accordance with section 284.7. The review shall include, at
15 minimum, classroom observation of the teacher, the teacher's
16 progress, and implementation of the teacher's individual
17 professional development plan, subject to the level of
18 resources provided to implement the plan; and shall include
19 supporting documentation from parents, students, and other
20 teachers. If funds are appropriated by the general assembly,
21 the first and second year of review shall be conducted by
22 a peer group of teachers. The peer group shall review all
23 of the peer group members. Peer group reviews shall be
24 formative and shall be conducted on an informal, collaborative
25 basis that is focused on assisting each peer group member in
26 achieving the goals of the teacher's individual professional
27 development plan. Peer group reviews shall not be the basis
28 for recommending that a teacher participate in an intensive
29 assistance program, and shall not be used to determine the
30 compensation, promotion, layoff, or termination of a teacher,
31 or any other determination affecting a teacher's employment
32 status. Members of the peer group shall be reviewed every
33 third year by at least one evaluator certified in accordance
34 with section 284.10.

35 Sec. 15. Section 284A.7, Code 2011, is amended to read as

1 follows:

2 **284A.7 Evaluation requirements for administrators.**

3 A school district shall conduct an annual evaluation
4 of an administrator who holds a professional administrator
5 license issued under chapter 272 ~~at least once every three~~
6 ~~years~~ for purposes of assisting the administrator in making
7 continuous improvement, documenting continued competence in
8 the Iowa standards for school administrators adopted pursuant
9 to section 256.7, subsection 27, or to determine whether the
10 administrator's practice meets school district expectations.
11 The ~~review~~ evaluation shall include, at a minimum, an
12 assessment of the administrator's competence in meeting the
13 Iowa standards for school administrators and the goals of the
14 administrator's individual professional development plan,
15 including supporting documentation or artifacts aligned to the
16 Iowa standards for school administrators and the individual
17 administrator's professional development plan.

18 **Sec. 16. STATEWIDE EDUCATOR EVALUATION SYSTEM TASK FORCE.**

19 1. If funds are appropriated by the general assembly,
20 the director of the department of education shall convene a
21 task force to conduct a study regarding a statewide teacher
22 evaluation system and a statewide administrator evaluation
23 system.

24 2. The task force shall be comprised of at least twelve
25 members as follows:

26 a. Nine members shall be appointed by the director
27 to represent education stakeholders and practitioners
28 knowledgeable about the Iowa core curriculum and may include
29 members currently serving on the department's teacher quality
30 partnership teacher evaluation team.

31 b. One member shall be the deputy director and administrator
32 of the division of learning and results of the department of
33 education or the deputy director's designee.

34 c. One member shall represent the area education agencies.

35 d. One member shall represent the Iowa state education

1 association.

2 3. The person representing the area education agency shall
3 convene the initial meeting. The task force shall elect one
4 of its members as chairperson. After the initial meeting, the
5 task force shall meet at the time and place specified by call
6 of the chairperson. The department of education shall provide
7 staffing services for the task force.

8 4. To the extent possible, appointments shall be made to
9 provide geographical area representation and to comply with
10 sections 69.16, 69.16A, and 69.16C.

11 5. The task force shall develop a statewide teacher
12 evaluation system and a statewide administrator evaluation
13 system that standardize the instruments and processes
14 used by school districts, charter schools, and accredited
15 nonpublic schools throughout the state to evaluate teachers
16 and administrators. The components of the statewide teacher
17 evaluation system shall include but not be limited to the
18 following:

19 a. Direct observation of classroom teaching behaviors.

20 b. Balanced consideration of student growth measures, when
21 available for tested subjects and grades, to supplement direct
22 observation of classroom teaching behaviors.

23 c. Integration of the Iowa teaching standards.

24 d. System applicability to teachers in all content areas
25 taught in a school.

26 6. The task force, at a minimum, shall include in its
27 recommendations and proposal a tiered evaluation system that
28 differentiates ineffective, minimally effective, effective, and
29 highly effective performance by teachers and administrators.

30 7. The task force shall submit its findings,
31 recommendations, and a proposal for each system to the
32 general assembly by October 15, 2012.

33 Sec. 17. ADMINISTRATOR PREPARATION AND LICENSURE REVIEW
34 TASK FORCE.

35 1. If funds are appropriated by the general assembly,

1 the department of education, in collaboration with the board
2 of educational examiners and the postsecondary institutions
3 with approved administrator preparation programs located
4 in this state, shall convene a task force to identify and
5 recommend measures to improve Iowa's administrator preparation
6 and licensure practices. The task force shall also do the
7 following:

8 a. Identify measures to increase the quality of the
9 administrator mentoring and induction experience, determine
10 the best practices that establish principals as instructional
11 leaders, including but not limited to defining and promoting
12 high expectations of teachers, elimination of teacher isolation
13 and fragmented effort, and measures that create connections
14 with teachers and classrooms.

15 b. Determine a timeline and identify barriers to
16 incorporating into the requirements for administrator
17 preparation program approval research-based practices that
18 promote student achievement and include but are not limited to
19 the following:

20 (1) Shaping a vision of academic success for all students
21 based on high standards.

22 (2) Creating a climate hospitable to education in order that
23 safety, a cooperative spirit, and other foundations of fruitful
24 interaction prevail.

25 (3) Cultivating leadership in others so that teachers and
26 other adults assume their part in realizing the school vision.

27 (4) Improving instruction to enable teachers to teach at
28 their best and students to learn at their utmost.

29 (5) Managing people, data, and processes to foster school
30 improvement.

31 c. Identify the necessary components of separate
32 license and endorsement requirements for principals at the
33 prekindergarten through grade six level and at the grade seven
34 through twelve level.

35 d. Identify the components necessary for new endorsements

1 relating to specialty areas including but not limited to the
2 following:

3 (1) School turn-around.

4 (2) Closing achievement gaps through leadership.

5 (3) High-poverty, at-risk populations.

6 2. The task force shall consist of teachers, administrators
7 including superintendents, and representatives of the
8 department of education, the board of educational examiners,
9 an organization representing school boards, the school
10 administrators of Iowa, and approved practitioner preparation
11 institutions. The department, the board, and the postsecondary
12 institutions with approved administrator preparation programs
13 located in this state may mutually agree to appoint other
14 education stakeholders as task force members.

15 3. The task force shall meet quarterly and shall submit
16 its findings and recommendations, including recommendations
17 for changes to the Iowa Code as appropriate, to the general
18 assembly by November 15, 2013.

19 Sec. 18. REPEAL. Section 284.14A, Code 2011, is repealed.

20 Sec. 19. IOWA TEACHING STANDARDS AND CRITERIA REVIEW TASK
21 FORCE.

22 1. If funds are appropriated by the general assembly, the
23 department of education shall convene a task force to identify
24 and recommend measures to improve the Iowa teaching standards
25 and criteria, and the educator evaluations conducted based on
26 the Iowa teaching standards.

27 2. The task force shall consist of teachers,
28 administrators, and representatives of the department of
29 education, the board of educational examiners, an organization
30 representing teachers, an organization representing school
31 boards, accredited institutions of higher education, and any
32 other appropriate educational stakeholders.

33 3. The task force shall submit its findings and
34 recommendations, including recommendations for changes to the
35 Iowa Code as appropriate, to the general assembly by November

1 15, 2012.

2 Sec. 20. TEACHING AND ADMINISTRATION STANDARDS REPORT. By
3 January 1, 2013, the state board of education shall submit a
4 report to the general assembly recommending Iowa teaching and
5 administration standards that are aligned with best practices
6 and nationally accepted standards. The report shall include
7 recommendations for changes to the Code of Iowa as appropriate.

8 DIVISION IV

9 TOBACCO PROHIBITED ON SCHOOL GROUNDS

10 Sec. 21. Section 279.9, Code 2011, is amended to read as
11 follows:

12 **279.9 Use of tobacco, alcoholic beverages, or controlled**
13 **substances.**

14 1. The rules shall prohibit the use of tobacco, including
15 nicotine products, and the use or possession of alcoholic
16 liquor, wine, or beer or any controlled substance as defined in
17 section 124.101, subsection 5, by any student of the schools,
18 and the or by anyone on school grounds, is prohibited. A
19 school board may suspend or expel a student for a violation of
20 a rule under this section. For violation of this section a
21 school board may remove a person from school grounds and may
22 bar the person's future presence on school grounds.

23 2. As used in this section, "nicotine product" means any
24 product containing nicotine or any other preparation of tobacco
25 not described in section 453A.1, and any product or formulation
26 of matter containing biologically active amounts of nicotine
27 that is manufactured, sold, offered for sale, or otherwise
28 distributed with the expectation that the product or matter
29 will be introduced into the human body. "Nicotine product" does
30 not include any cessation product specifically approved by the
31 United States food and drug administration for use in reducing,
32 treating, or eliminating nicotine or tobacco dependence.

33 DIVISION V

34 ONLINE LEARNING

35 Sec. 22. Section 256.2, Code 2011, is amended by adding the

1 following new subsection:

2 NEW SUBSECTION. 2A. *"Online learning"* and *"online*
3 *coursework"* mean educational instruction and content which is
4 delivered primarily over the internet. *"Online learning"* and
5 *"online coursework"* do not include printed-based correspondence
6 education, broadcast television or radio, videocassettes, or
7 stand-alone educational software programs that do not have a
8 significant internet-based instructional component.

9 Sec. 23. Section 256.7, Code Supplement 2011, is amended by
10 adding the following new subsection:

11 NEW SUBSECTION. 33. Adopt rules for online learning in
12 accordance with sections 256.24 and 256.24A.

13 Sec. 24. Section 256.7, subsection 7, paragraph d, Code
14 Supplement 2011, is amended to read as follows:

15 *d.* ~~For the purpose purposes of the rules adopted~~
16 ~~by the state board, telecommunications this chapter,~~
17 "telecommunications" means narrowcast communications through
18 systems that are directed toward a narrowly defined audience
19 and includes interactive live communications. For purposes
20 of this chapter, "telecommunications" does not include online
21 learning.

22 Sec. 25. NEW SECTION. 256.24 Iowa learning online
23 initiative.

24 1. An Iowa learning online initiative is established
25 within the department of education to partner with school
26 districts and accredited nonpublic schools to provide distance
27 education to high school students statewide. The department
28 shall utilize a variety of content repositories, including
29 those maintained by the area education agencies and the public
30 broadcasting division, in administering the initiative.

31 2. The initiative shall include an online learning program
32 model designed to prepare teachers to meet the needs of
33 students in an online learning environment, including but
34 not limited to building community interaction and support,
35 developing strategies for working with virtual students, and

1 assessing virtual students.

2 3. Coursework offered under the initiative shall be taught
3 by a teacher licensed under chapter 272 who has completed an
4 online-learning-for-Iowa-educators-professional-development
5 project offered by area education agencies, a teacher
6 preservice program, or comparable coursework.

7 4. Each participating school district and accredited
8 nonpublic school shall submit its online curricula to the
9 department for review. Each participating school district and
10 accredited nonpublic school shall include in its comprehensive
11 school improvement plan submitted pursuant to section 256.7,
12 subsection 21, a list and description of the online coursework
13 offered by the district.

14 5. Under the initiative, students must be enrolled in
15 a participating school district or accredited nonpublic
16 school, which is responsible for recording grades received for
17 initiative coursework in a student's permanent record, awarding
18 high school credit for initiative coursework, and issuing high
19 school diplomas to students enrolled in the district or school
20 who participate and complete coursework under the initiative.
21 Each participating school shall identify a site coordinator
22 to serve as a student advocate and as a liaison between the
23 initiative staff and teachers and the school district or
24 accredited nonpublic school.

25 6. Coursework offered under the initiative shall be
26 rigorous and high quality, and the department shall annually
27 evaluate the quality of the courses, ensure that coursework
28 is aligned with the state's core curriculum and core content
29 requirements and standards, as well as national standards
30 of quality for online courses issued by an internationally
31 recognized association for kindergarten through grade twelve
32 online learning.

33 Sec. 26. NEW SECTION. 256.24A Online learning requirements
34 — legislative findings and declarations.

35 1. The general assembly finds and declares the following:

1 a. That prior legislative enactments on the use of
2 telecommunications in elementary and secondary school classes
3 and courses did not contemplate and were not intended to
4 authorize participation in open enrollment under section 282.18
5 for purposes of attending online schools, contracts to provide
6 exclusively or predominantly online coursework to students, or
7 online coursework that does not use teachers licensed under
8 chapter 272 for instruction and supervision.

9 b. That online learning technology has moved ahead of Iowa's
10 statutory framework and the current administrative rules of the
11 state board, promulgated over twenty years ago, are inadequate
12 to regulate today's virtual opportunities.

13 c. That telecommunications and online learning are important
14 educational tools to supplement but not to replace education
15 provided by teachers licensed under chapter 272.

16 d. That the use of telecommunications and online learning to
17 replace education provided by teachers licensed under chapter
18 272 is not an effective use of taxpayer money, increases the
19 cost of administrative oversight by state and local education
20 officials, and is not in the best interests of students or
21 their educational success.

22 2. A student shall not receive more than fifty percent of
23 the student's coursework through online learning unless the
24 school district determines that the student's circumstances
25 make such online learning necessary and appropriate for
26 medical, disciplinary, safety, drop-out prevention, or
27 enrichment purposes.

28 3. Online learning curricula shall be provided and
29 supervised by a teacher licensed under chapter 272.

30 Sec. 27. Section 256.33, subsection 3, Code 2011, is amended
31 to read as follows:

32 3. Priority shall be given to programs integrating
33 ~~telecommunications~~ educational technology into the classroom.
34 The department may award grants to school corporations and
35 higher education institutions to perform the functions listed

1 in this section.

2 Sec. 28. Section 257.6, subsection 1, paragraph a, Code
3 2011, is amended by adding the following new subparagraph:

4 NEW SUBPARAGRAPH. (8) A student who receives more than
5 fifty percent of the student's coursework as online coursework,
6 as defined in section 256.2, shall be counted as three-tenths
7 of one pupil, unless the student's online learning has
8 been determined by the school district to be necessary and
9 appropriate pursuant to section 256.24A, subsection 2, in which
10 case the student shall be assigned a weighting of one.

11 DIVISION VI

12 BOARD OF EDUCATIONAL EXAMINERS PROVISIONS

13 Sec. 29. Section 272.5, Code 2011, is amended to read as
14 follows:

15 **272.5 Compensation of board, — executive director.**

16 1. Members shall be reimbursed for actual and necessary
17 expenses incurred while engaged in their official duties
18 and may be entitled to per diem compensation as authorized
19 under section 7E.6. For duties performed during an ordinary
20 school day by a member who is employed by a school corporation
21 or state university, the member shall also receive regular
22 compensation from the school or university. However, the
23 member shall reimburse the school or university in the amount
24 of the per diem compensation received.

25 2. The governor shall appoint an executive director of the
26 board of educational examiners subject to confirmation by the
27 senate. The director shall possess a background in education
28 licensure and administrative experience and shall serve at the
29 pleasure of the governor. The board of educational examiners
30 shall set the salary of the executive director within the range
31 established for the position by the general assembly.

32 Sec. 30. Section 272.25, subsection 1, Code 2011, is amended
33 to read as follows:

34 1. A requirement that each student admitted to an approved
35 practitioner preparation program must participate in field

1 experiences that include both observation and participation in
2 teaching activities in a variety of school settings. These
3 field experiences shall comprise a total of at least fifty
4 hours in duration, at least ten hours of which shall occur
5 prior to a student's acceptance in an approved practitioner
6 preparation program. The student teaching experience shall
7 be a minimum of ~~twelve~~ fourteen weeks in duration during the
8 student's final year of the practitioner preparation program.
9 The program must make every reasonable effort to offer the
10 student teaching experience prior to a student's last semester,
11 or equivalent, in the program, and to expand the student's
12 student teaching opportunities beyond one semester or the
13 equivalent.

14 DIVISION VII

15 SCHOOL ADMINISTRATION MANAGER

16 Sec. 31. Section 256.7, subsection 30, Code Supplement
17 2011, is amended to read as follows:

18 30. Set standards and procedures for the approval of
19 training programs for individuals who seek an authorization
20 issued by the board of educational examiners for ~~employment~~ the
21 following:

22 a. Employment as a school business official responsible for
23 the financial operations of a school district.

24 b. Employment as a school administration manager responsible
25 for assisting a school principal in performing noninstructional
26 duties.

27 Sec. 32. Section 272.31, Code 2011, is amended by adding the
28 following new subsection:

29 NEW SUBSECTION. 2A. The board shall issue a school
30 administration manager authorization to an individual who
31 successfully completes a training program that meets the
32 standards set by the state board pursuant to section 256.7,
33 subsection 30, and who complies with rules adopted by the state
34 board pursuant to subsection 3.

35 DIVISION VIII

1 STATE BOARD OF REGENTS PROVISIONS

2 Sec. 33. Section 262.9, Code Supplement 2011, is amended by
3 adding the following new subsection:

4 NEW SUBSECTION. 36. Implement continuous improvement in
5 every undergraduate program offered by an institution of higher
6 education governed by the board.

7 a. A continuous improvement plan shall be developed and
8 implemented built upon the results of the institution's student
9 outcomes assessment program using the following phase-in
10 timeline:

11 (1) For each course with typical annual enrollment of
12 three hundred or more, whether in one or multiple sections, a
13 continuous improvement plan shall be developed and implemented
14 beginning in the fall semester of 2013.

15 (2) For each course with typical annual enrollment of two
16 hundred or more but less than three hundred, whether in one
17 or multiple sections, a continuous improvement plan shall be
18 developed and implemented beginning in the fall semester of
19 2014.

20 (3) For each course with a typical annual enrollment of
21 one hundred or more but less than two hundred, whether in one
22 or multiple sections, a continuous improvement plan shall be
23 developed and implemented beginning in the fall semester of
24 2015.

25 b. For each undergraduate course the institution shall
26 collect and use the results of formative and summative
27 assessments in its continuous improvement plan. The board
28 shall annually evaluate the effectiveness of the plans
29 and shall submit an executive summary of its findings and
30 recommendations in its annual strategic plan progress report, a
31 copy of which shall be submitted to the general assembly.

32 Sec. 34. Section 262.30, Code Supplement 2011, is amended
33 to read as follows:

34 262.30 ~~Contracts for practitioner~~ Practitioner preparation
35 — contracts — report.

1 1. The board of directors of any school district in the
2 state of Iowa may enter into contract with the state board of
3 regents for furnishing instruction to pupils of such school
4 district, and for practitioner preparation for the schools
5 of the state in such particular lines of demonstration and
6 instruction as are deemed necessary for the efficiency of the
7 university of northern Iowa, state university of Iowa, and Iowa
8 state university of science and technology as training schools
9 for practitioners.

10 2. Beginning July 1, 2012, the state board of regents shall
11 conduct annually a study relating to the admission requirements
12 common to the state universities' practitioner preparation
13 programs and the cumulative grade point averages of all
14 students entering and exiting the programs. The board shall
15 make every reasonable effort to coordinate with accredited
16 private institutions that offer approved practitioner
17 preparation programs in the collection of the institutions'
18 admission requirements and the cumulative grade point averages
19 of all students entering and exiting such programs. The study
20 shall include, as applicable, the progress of such students
21 toward meeting student teaching and graduation requirements,
22 success in obtaining teaching licenses, knowledge of content
23 areas, and employment as practitioners in this state. The
24 board shall submit its findings and recommendations to the
25 general assembly by December 1 annually.

26 Sec. 35. NEW SECTION. 262.94 College readiness and
27 awareness programs.

28 The state board of regents may establish or contract to
29 establish programs designed to increase college readiness
30 and college awareness in potential first-generation college
31 students and underrepresented populations. The programs may
32 include but shall not be limited to college go center programs
33 and science bound programs.

34 Sec. 36. NEW SECTION. 268.8 Science, technology,
35 engineering, and mathematics collaborative initiative.

1 1. A science, technology, engineering, and mathematics
2 collaborative initiative is established at the university of
3 northern Iowa for purposes of supporting activities directly
4 related to recruitment of prekindergarten through grade twelve
5 mathematics and science teachers for ongoing mathematics and
6 science programming for students enrolled in prekindergarten
7 through grade twelve.

8 2. The collaborative initiative shall prioritize student
9 interest in achievement in science, technology, engineering,
10 and mathematics; reach every student and teacher in every
11 school district in the state; identify, recruit, prepare,
12 and support the best mathematics and science teachers; and
13 sustain exemplary programs through the university's Iowa
14 mathematics and science education partnership. The university
15 shall collaborate with the community colleges to develop
16 science, technology, engineering, and mathematics professional
17 development programs for community college instructors and for
18 purposes of science, technology, engineering, and mathematics
19 curricula development.

20 3. Subject to an appropriation of funds by the general
21 assembly, the initiative shall administer the following:

22 a. Regional science, technology, engineering, and
23 mathematics networks for Iowa, the purpose of which is to
24 equalize science, technology, engineering, and mathematics
25 education enrichment opportunities available to learners
26 statewide. The initiative shall establish six geographically
27 similar regional science, technology, engineering, and
28 mathematics networks across Iowa that complement and leverage
29 existing resources, including but not limited to extension
30 service assets, area education agencies, state accredited
31 postsecondary institutions, informal educational centers,
32 school districts, economic development zones, and existing
33 public and private science, technology, engineering, and
34 mathematics partnerships. Each network shall be managed
35 by a highly qualified science, technology, engineering,

1 Sec. 38. Section 256.44, subsection 1, paragraph a, Code
2 2011, is amended to read as follows:

3 a. If a teacher registers for national board for
4 professional teaching standards certification ~~by~~ after December
5 31, 2007, a one-time initial reimbursement award in the amount
6 of up to one-half of the registration fee paid by the teacher
7 for registration for certification by the national board for
8 professional teaching standards. The teacher shall apply to
9 the department ~~within one year of registration in a manner and~~
10 according to procedures required by the department, submitting
11 to the department any documentation the department requires.
12 A teacher who receives an initial reimbursement award shall
13 receive a one-time final registration award in the amount of
14 the remaining national board registration fee paid by the
15 teacher if the teacher notifies the department of the teacher's
16 certification achievement and submits any documentation
17 requested by the department.

18 Sec. 39. Section 256.44, subsection 1, paragraph b,
19 subparagraph (1), subparagraph division (b), Code 2011, is
20 amended to read as follows:

21 (b) If the teacher registers for national board for
22 professional teaching standards certification ~~between January~~
23 ~~1, 1999, and December 31, 2007,~~ and achieves certification
24 within the timelines and policies established by the national
25 board for professional teaching standards, an annual award in
26 the amount of two thousand five hundred dollars upon achieving
27 certification by the national board of professional teaching
28 standards.

29 DIVISION X

30 EARLY CHILDHOOD LITERACY

31 Sec. 40. Section 256.7, Code Supplement 2011, is amended by
32 adding the following new subsection:

33 NEW SUBSECTION. 32. By July 1, 2013, adopt by rule
34 guidelines for school district implementation of section
35 279.69, including but not limited to basic levels of reading

1 proficiency on approved assessments and identification of tools
2 that school districts may use in evaluating and reevaluating
3 any student who may be or who is determined to be deficient in
4 reading, including but not limited to initial assessments and
5 subsequent assessments, alternative assessments, and portfolio
6 reviews. The state board shall adopt standards that provide
7 a reasonable expectation that a student's progress toward
8 reading proficiency under section 279.69 is sufficient to
9 master appropriate grade four level reading skills prior to the
10 student's promotion to grade four.

11 Sec. 41. Section 256.9, subsection 53, Code Supplement
12 2011, is amended by adding the following new paragraph:

13 NEW PARAGRAPH. c. Establish, subject to an appropriation of
14 funds by the general assembly, an Iowa reading research center.

15 (1) The purpose of the center shall be to apply current
16 research on literacy to provide for the development and
17 dissemination of all of the following:

18 (a) Instructional strategies for prekindergarten through
19 grade twelve to achieve literacy proficiency that includes
20 reading, reading comprehension, and writing for all students.

21 (b) Strategies for identifying and providing evidence-based
22 interventions for students, beginning in kindergarten, who are
23 at risk of not achieving literacy proficiency.

24 (c) Models for effective school and community partnerships
25 to improve student literacy.

26 (d) Reading assessments.

27 (e) Professional development strategies and materials to
28 support teacher effectiveness in student literacy development.

29 (f) Data reports on attendance center, school district, and
30 statewide progress toward literacy proficiency in the context
31 of student, attendance center, and school district demographic
32 characteristics.

33 (2) The first efforts of the center shall focus on
34 kindergarten through grade three. The center shall draw
35 upon national and state expertise in the field of literacy

1 proficiency, including experts from Iowa's institutions of
2 higher education and area education agencies with backgrounds
3 in literacy development. The center shall seek support from
4 the Iowa research community in data report development and
5 analysis of available information from Iowa education data
6 sources. The center shall work with the department to identify
7 additional needs for tools and technical assistance for Iowa
8 schools to help schools achieve literacy proficiency goals
9 and seek public and private partnerships in developing and
10 accessing necessary tools and technical assistance.

11 Sec. 42. Section 279.60, Code 2011, is amended to read as
12 follows:

13 **279.60 ~~Kindergarten assessment~~ Assessments — access to data**
14 **— reports.**

15 1. If funds for such purpose are appropriated by the general
16 assembly, each school district shall administer a kindergarten
17 readiness assessment prescribed by the department of education
18 to every resident prekindergarten or four-year-old child whose
19 parent or guardian enrolls the child in the district. The
20 assessment shall be aligned with state early learning standards
21 and preschool programs shall be encouraged to administer the
22 assessment at least at the beginning and end of the preschool
23 program, with the assessment information entered into the
24 statewide longitudinal data system. The department shall work
25 to develop agreements with head start programs to incorporate
26 similar information about four-year-old children served by head
27 start into the statewide longitudinal data system.

28 2. a. Each school district shall administer the dynamic
29 indicators of basic early literacy skills kindergarten
30 benchmark assessment or other kindergarten benchmark assessment
31 adopted by the department of education in consultation with
32 the early childhood Iowa state board to every kindergarten
33 student enrolled in the district not later than the date
34 specified in section 257.6, subsection 1. The school district
35 shall also collect information from each parent, guardian,

1 or legal custodian of a kindergarten student enrolled in the
2 district, including but not limited to whether the student
3 attended preschool, factors identified by the early childhood
4 Iowa office pursuant to section 256I.5, and other demographic
5 factors. Each school district shall report the results of
6 the assessment and the preschool information collected to
7 the department of education in the manner prescribed by the
8 department not later than January 1 of that school year. The
9 early childhood Iowa office in the department of management
10 shall have access to the raw data. The department shall review
11 the information submitted pursuant to this section and shall
12 submit its findings and recommendations annually in a report to
13 the governor, the general assembly, the early childhood Iowa
14 state board, and the early childhood Iowa area boards.

15 b. This subsection is repealed July 1, 2013.

16 Sec. 43. NEW SECTION. 279.69 Student progression —
17 remedial instruction — reporting requirements — promotion.

18 1. *Reading deficiency and parental notification.*

19 a. A school district shall assess all students enrolled
20 in kindergarten through grade three at the beginning of each
21 school year for their level of reading or reading readiness on
22 locally determined or statewide assessments, as provided in
23 section 256.7, subsection 32. If funds are appropriated by the
24 general assembly, a school district shall provide intensive
25 reading instruction to any student who exhibits a substantial
26 deficiency in reading, based upon the assessment, or through
27 teacher observations. The student's reading proficiency shall
28 be reassessed by locally determined and statewide assessments.
29 The student shall continue to be provided with intensive
30 reading instruction until the reading deficiency is remedied.

31 b. The parent or guardian of any student in kindergarten
32 through grade three who exhibits a substantial deficiency in
33 reading, as described in paragraph "a", shall be notified at
34 least annually in writing of the following:

35 (1) That the child has been identified as having a

1 substantial deficiency in reading.

2 (2) A description of the services currently provided to the
3 child.

4 (3) A description of the proposed supplemental
5 instructional services and supports that the school district
6 will provide to the child that are designed to remediate the
7 identified area of reading deficiency.

8 (4) Strategies for parents and guardians to use in helping
9 the child succeed in reading proficiency, including but not
10 limited to the promotion of parent-guided home reading.

11 2. *Successful progression for early readers.* If funds are
12 appropriated by the general assembly, a school district shall
13 do all of the following:

14 a. Provide students who are identified as having a
15 substantial deficiency in reading under subsection 1,
16 paragraph "a", with intensive instructional services and
17 supports, free of charge, to remediate the identified areas
18 of reading deficiency, including strategies prescribed by the
19 school district which may include but are not limited to the
20 following:

21 (1) Small group instruction.

22 (2) Reduced teacher-student ratios.

23 (3) More frequent progress monitoring.

24 (4) Tutoring or mentoring.

25 (5) Extended school day, week, or year.

26 (6) Summer reading programs.

27 b. At regular intervals, apprise the parent or guardian of
28 academic and other progress being made by the student and give
29 the parent or guardian other useful information.

30 c. In addition to required reading enhancement and
31 acceleration strategies, provide parents of students who are
32 identified as having a substantial deficiency in reading under
33 subsection 1, paragraph "a", with a plan outlined in a parental
34 contract, including participation in regular parent-guided home
35 reading.

1 *d.* Establish a reading enhancement and acceleration
2 development initiative designed to offer intensive accelerated
3 reading instruction to each kindergarten through grade three
4 student who is assessed as exhibiting a substantial deficiency
5 in reading. The initiative shall comply with all of the
6 following criteria:

7 (1) Be provided to all kindergarten through grade three
8 students who exhibit a substantial deficiency in reading under
9 this section. The assessment initiative shall measure phonemic
10 awareness, phonics, fluency, vocabulary, and comprehension.

11 (2) Be provided during regular school hours in addition to
12 the regular reading instruction.

13 (3) Provide a reading curriculum that meets guidelines
14 adopted pursuant to section 256.7, subsection 32, and at a
15 minimum has the following specifications:

16 (a) Assists students assessed as exhibiting a substantial
17 deficiency in reading to develop the skills to read at grade
18 level.

19 (b) Provides skill development in phonemic awareness,
20 phonics, fluency, vocabulary, and comprehension.

21 (c) Includes a scientifically based and reliable
22 assessment.

23 (d) Provides initial and ongoing analysis of each student's
24 reading progress.

25 (e) Is implemented during regular school hours.

26 (f) Provides a curriculum in core academic subjects to
27 assist the student in maintaining or meeting proficiency levels
28 for the appropriate grade in all academic subjects.

29 *e.* Report to the department of education the specific
30 intensive reading interventions and supports implemented by the
31 school district pursuant to this section. The department shall
32 annually prescribe the components of required or requested
33 reports.

34 3. *Promotion to grade four.* In determining whether to
35 promote a student in grade three to grade four, a school

1 district shall place significant weight on any reading
2 deficiency identified pursuant to subsection 1, paragraph "a",
3 that is not yet remediated. The school district shall also
4 weigh the student's progress in other subject areas, as well as
5 the student's overall intellectual, physical, emotional, and
6 social development. A decision to retain a student in grade
7 three shall be made only after direct personal consultation
8 with the student's parent or guardian and after the formulation
9 of a specific plan of action to remedy the student's reading
10 deficiency.

11 4. *Ensuring continuous improvement in reading proficiency.*

12 a. To ensure all children are reading proficiently by the
13 end of third grade, each school district shall address reading
14 proficiency as part of its comprehensive school improvement
15 plan, drawing upon information about children from assessments
16 conducted pursuant to subsection 1 and the prevalence of
17 deficiencies identified by classroom, elementary school, and
18 other student characteristics. As part of its comprehensive
19 school improvement plan, each school district shall review
20 chronic early elementary absenteeism for its impact on literacy
21 development. If more than fifteen percent of an attendance
22 center's students are not proficient in reading by the end of
23 third grade, the comprehensive school improvement plan shall
24 include strategies to reduce that percentage, including school
25 and community strategies to raise the percentage of students
26 who are proficient in reading.

27 b. Each school district, subject to an appropriation of
28 funds by the general assembly, shall provide professional
29 development services to enhance the skills of elementary
30 teachers in responding to children's unique reading issues and
31 needs and to increase the use of evidence-based strategies.

32 Sec. 44. CROSS-AGENCY ASSESSMENT INSTRUMENT PLANNING

33 GROUP. The department of education and the early childhood
34 Iowa state board shall collaborate to form a cross-agency
35 planning group. Members of the planning group shall include

1 teachers and school leaders, and representatives from the
2 departments of public health, human services, and education,
3 the Iowa early childhood state and area boards, the state
4 board of regents, applicable nonprofit groups, and experts
5 in early childhood assessment and educational assessment.
6 The planning group shall study and select one standard,
7 multidomain assessment instrument for implementation by all
8 school districts for purposes of section 279.60, subsection 1.
9 The instrument shall align with agreed upon state and national
10 curriculum standards. The planning group shall study all costs
11 associated with implementing a universal assessment instrument.
12 The assessment instrument shall be administered at least at the
13 beginning and at the end of the school year to measure student
14 skills and academic growth. The planning group shall submit
15 its findings and recommendations in a report to the general
16 assembly by November 15, 2012.

17 Sec. 45. REPEAL. Section 256D.9, Code 2011, is repealed.

18 Sec. 46. EFFECTIVE DATE. The section of this division of
19 this Act that repeals section 256D.9 takes effect June 30,
20 2012.

21 DIVISION XI

22 INSTRUCTIONAL TIME PILOT PROJECT

23 Sec. 47. NEW SECTION. 256.41 Instructional time pilot
24 project.

25 1. Beginning July 1, 2013, if funds are appropriated by
26 the general assembly, an instructional time pilot project is
27 established to study the effectiveness of extra instructional
28 time for prekindergarten through grade twelve. The
29 instructional time pilot project shall be administered by the
30 department of education.

31 2. a. The department shall establish an application process
32 for school districts for the instructional time pilot project.
33 Applications from school districts shall be submitted to the
34 department by October 1. The department shall approve or deny
35 all applications by December 1. A school district approved by

1 the department need not reapply in order to participate in the
2 pilot project in subsequent fiscal years.

3 *b.* A school district shall describe in its application the
4 student populations and schools to be included in the pilot
5 project, and the school district's reasons for such inclusions.

6 *c.* A school district shall describe in its application its
7 specific goals regarding increased effectiveness in education
8 for the use of extra instructional time through the pilot
9 project.

10 *d.* The department shall develop a method for scoring
11 applications for the pilot project from school districts.
12 In scoring applications, the department shall consider the
13 geographic diversity and student population size of the
14 applying school districts.

15 3. The number of participating students in the
16 instructional time pilot project shall not exceed two and
17 three-quarter percent of the total student enrollment in school
18 districts statewide in prekindergarten through grade twelve for
19 the school year ending June 30 of the year preceding initial
20 participation in the pilot project. The total number of
21 students participating in the pilot project who are enrolled
22 in a school district during a school year shall not exceed
23 twenty percent of the total number of students authorized to
24 participate in the pilot project statewide during the school
25 year.

26 4. Notwithstanding section 256.7, subsection 19; section
27 279.10, subsection 1; or any other provision of law to the
28 contrary, for the purposes of a student participating in the
29 instructional time pilot project:

30 *a.* The school year for a school district shall begin on July
31 1 and end on June 30 and each school calendar shall include not
32 less than one thousand forty-five hours of instruction during
33 the school calendar year. The board of directors of a school
34 district shall set the number of days of required attendance
35 for the school calendar year as provided in section 299.1,

1 funds appropriated in the following manner each fiscal year:

2 *a.* The fifteen school districts in the state with the
3 highest student population shall receive funds to provide for
4 three peer coaching stipends in accordance with this section.

5 *b.* The thirty-five school districts in the state with the
6 sixteenth through fiftieth highest student population shall
7 receive funds to provide for two peer coaching stipends in
8 accordance with this section.

9 *c.* Any remaining funds shall be allocated to the area
10 education agencies in proportion to the number of students
11 in the school districts in the area education agencies which
12 did not receive funds pursuant to paragraph "a" or "b". The
13 funds shall be used to provide for peer coaching stipends in
14 accordance with this section for such school districts. The
15 area education agencies shall establish an application process
16 for such districts seeking funds for peer coaching stipends.

17 2. A school district receiving funds shall use such funds
18 to establish yearly peer coaching stipends for teachers in the
19 amount of eight thousand dollars. A school district shall use
20 the funds in the school year in which they are received and
21 shall only use the funds for the purposes provided in this
22 section. Stipends shall be awarded by the board of directors
23 in charge of a school district and shall only be awarded to
24 teachers who volunteer for the program.

25 3. A teacher receiving a peer coaching stipend shall, in
26 lieu of the teacher's daily preparation activities during the
27 school day, engage in peer coaching in accordance with this
28 section. The board of directors in charge of a school district
29 shall assign peer coaches to teachers in need of additional
30 guidance in one or more aspects of the teaching profession.
31 Assignments shall be based on either a request from a principal
32 or from an individual teacher upon approval of a principal.
33 A peer coach shall still be responsible for completing daily
34 preparation activities outside of the school day.

35 4. Peer coaching shall include detailed preliminary

1 discussions as to areas in which the teacher being coached
2 desires to improve; formulation of an action plan to bring
3 about such improvement; in-class supervision by the peer coach;
4 postclass discussion of strengths, weaknesses, and strategies
5 for improvement; dialogue between the peer coach and students
6 and school officials regarding the teacher being coached; and
7 documentation of progress of the peer coaching.

8 5. The department shall establish by rule evaluation
9 criteria for determining the success of the creating
10 outstanding instructional leaders pilot program and of
11 individual peer coaches. Peer coaches whom the department does
12 not find effective shall not be awarded a peer coaching stipend
13 in succeeding years.

14 6. The department shall submit to the general assembly
15 by January 1, annually, a report on the creating outstanding
16 instructional leaders pilot program. The report shall include
17 the number of peer coaching stipends awarded and to which
18 school districts, identifiable outcomes of the program, and
19 other pertinent information.

20 7. This section is repealed June 30, 2015.

21 DIVISION XIII

22 CLASS SHARING AGREEMENTS

23 Sec. 50. Section 257.11, subsection 3, Code 2011, is amended
24 by adding the following new paragraph:

25 NEW PARAGRAPH. c. A school district that collaborates with
26 a community college to provide a college-level class that uses
27 an activities-based, project-based, and problem-based learning
28 approach and that is offered through a partnership with a
29 nationally recognized provider of rigorous and innovative
30 science, technology, engineering, and mathematics curriculum
31 for schools, which provider is exempt from taxation under
32 section 501(c)(3) of the Internal Revenue Code, is eligible to
33 receive additional weighting under a supplementary weighting
34 plan adopted pursuant to this subsection.

35 DIVISION XIV

PRACTITIONER PREPARATION PROGRAM ASSESSMENTS

1
2 Sec. 51. Section 256.16, subsection 1, paragraph a, Code
3 2011, is amended to read as follows:

4 a. (1) Administer a basic skills test a preprofessional
5 skills test offered by a nationally recognized testing service
6 to practitioner preparation program admission candidates.
7 Rules adopted shall require institutions to deny admission to
8 the program to any candidate who does not successfully pass the
9 test.

10 (2) Administer, prior to a student's completion of the
11 practitioner preparation program, subject assessments designed
12 by a nationally recognized testing service that measure
13 pedagogy and knowledge of at least one subject area. A student
14 shall not successfully complete the program unless the student
15 successfully passes the assessments administered pursuant to
16 this subparagraph.

17 DIVISION XV

18 STATE MANDATE

19 Sec. 52. STATE MANDATE FUNDING SPECIFIED. In accordance
20 with section 25B.2, subsection 3, the state cost of requiring
21 compliance with any state mandate included in this Act shall
22 be paid by a school district from the state school foundation
23 aid received by the school district under section 257.16.
24 This specification of the payment of the state cost shall be
25 deemed to meet all of the state funding-related requirements of
26 section 25B.2, subsection 3, and no additional state funding
27 shall be necessary for the full implementation of this Act
28 by and enforcement of this Act against all affected school
29 districts.