SENATE/HOUSE FILE ______
BY (PROPOSED GOVERNOR´S BILL)

A BILL FOR

1 An Act relating to and providing for education reform involving
2 student, teacher, and administrator programs and activities
3 under the purview of the department of education, the state
4 board of education, the college student aid commission,
5 school districts, and accredited nonpublic schools; making
6 appropriations and providing for the establishment and
7 retention of certain fees; and including transition and
8 effective date provisions.
9 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:
DIVISION I

IOWA ONLINE LEARNING INITIATIVE — FEES AND APPROPRIATIONS

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

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

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

a. For the fiscal year beginning July 1, 2013, and ending June 30, 2014, the sum of one million five hundred thousand dollars.
b. For the fiscal year beginning July 1, 2014, and ending June 30, 2015, the sum of one million five hundred thousand dollars.
c. For the fiscal year beginning July 1, 2015, and ending June 30, 2016, the sum of one million five hundred thousand dollars.

DIVISION II

TRAINING AND EMPLOYMENT OF TEACHERS
Sec. 2. NEW SECTION. 256.95 Teach Iowa marketing and public outreach initiative.

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

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

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

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

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

5. To inform the public of the value of the teaching profession and of the importance of Iowa’s education system to the future of Iowa.

Sec. 3. NEW SECTION. 256.96 Online state education job posting system.

1. The department shall establish an online state education job posting system. The system shall be designed and implemented for the online posting of job openings offered by school districts, charter schools, area education agencies, the department, and accredited nonpublic schools. The system shall be accessible via the department’s internet site. The system shall include a mechanism for the electronic submission of job openings for posting on the system as provided in subsection 2.

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

3. This section shall not be construed to do any of the following:
   a. Prohibit any employer from advertising job openings and recruiting employees independently of the system.
   b. Prohibit any employer from using another method of advertising job openings or another applicant tracking system in addition to the system.
   c. Provide the department with any regulatory authority in the hiring process or hiring decisions of any employer other than the department.

Sec. 4. NEW SECTION. 256.97 Teach Iowa scholar program.

1. A teach Iowa scholar program is established within the department to provide teach Iowa scholar grants to selected high-caliber teachers. The department shall administer the program in collaboration with the college student aid commission.

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

3. Criteria for eligibility shall be established by the department, and shall include but are not limited to the following:
   a. The applicant was in the top twenty-five percent academically of students entering a teacher preparation program approved by the state board of education pursuant to section 256.7, subsection 3, or had earned other comparable academic credentials.
   b. The applicant is preparing to teach in fields including but not limited to science, technology, engineering, or mathematics; or is preparing to teach in a hard-to-staff subject as identified by the department. The department shall annually identify and designate hard-to-staff subjects for the purpose of this paragraph.
4. A selected applicant who has successfully completed a practitioner preparation program approved pursuant to section 256.7, subsection 3, shall be eligible for a teach Iowa scholar grant for each year of full-time employment completed in this state as a teacher for a school district, charter school, area education agency, or accredited nonpublic school. A teach Iowa scholar grant shall not exceed four thousand dollars per year per recipient. Grants awarded under this section shall not exceed a total of twenty thousand dollars per recipient over a five-year period.

5. The state board, in collaboration with the college student aid commission, shall adopt rules pursuant to chapter 17A to administer this section. The rules shall include but shall not be limited to a process for use by the department to determine which eligible applicants will receive teach Iowa scholar grants.

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

Sec. 5. NEW SECTION. 256.98 Teach Iowa student teaching pilot project.

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

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

   a. A participating institution of higher education shall work with one or more school districts individually or collaboratively to place groups of students in a student teaching experience for an entire academic year. A participating institution of higher education shall take into consideration geographic diversity in the selection of school districts for participation in the pilot project.

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

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

Sec. 6. Section 261.2, subsection 8, Code 2013, is amended to read as follows:

Sec. 7. DEPARTMENT OF EDUCATION — TEACH IOWA FY 2013-2014. There is appropriated from the general fund of the state to the department of education for the fiscal year beginning July 1, 2013, and ending June 30, 2014, the following
1 amounts, or so much thereof as is necessary, to be used for the
2 purposes designated:
3 1. TEACH IOWA MARKETING AND PUBLIC OUTREACH INITIATIVE
4 For purposes of developing and implementing the teach Iowa
5 marketing and public outreach initiative pursuant to section
6 256.95, if enacted, and for not more than the following
7 full-time equivalent positions:
8 ...................................................... $ 1,000,000
9 ...................................................... FTEs 3.00
10 2. TEACH IOWA STUDENT TEACHING PILOT PROJECT
11 For purposes of developing and implementing the teach Iowa
12 student teaching pilot project pursuant to section 256.98,
13 if enacted, and for not more than the following full-time
14 equivalent positions:
15 ...................................................... $ 2,000,000
16 ...................................................... FTEs 2.00
17 Sec. 8. DEPARTMENT OF EDUCATION — TEACH IOWA FY
18 2014-2015. There is appropriated from the general fund of
19 the state to the department of education for the fiscal year
20 beginning July 1, 2014, and ending June 30, 2015, the following
21 amounts, or so much thereof as is necessary, to be used for the
22 purposes designated:
23 1. TEACH IOWA MARKETING AND PUBLIC OUTREACH INITIATIVE
24 For purposes of developing and implementing the teach Iowa
25 marketing and public outreach initiative pursuant to section
26 256.95, if enacted, and for not more than the following
27 full-time equivalent positions:
28 ...................................................... $ 1,000,000
29 ...................................................... FTEs 3.00
30 2. TEACH IOWA STUDENT TEACHING PILOT PROJECT
31 For purposes of developing and implementing the teach Iowa
32 student teaching pilot project pursuant to section 256.98,
33 if enacted, and for not more than the following full-time
34 equivalent positions:
35 ...................................................... $ 2,000,000

LSB 1485XL (9) 85

-6-
Sec. 9. REPEAL. Section 261.112, Code 2013, is repealed.

Sec. 10. TRANSITION FUNDING PROVISIONS. On July 1, 2014, any unobligated and unencumbered moneys in the teacher shortage loan forgiveness repayment fund shall revert to the general fund of the state. Any remaining obligations of the teacher shortage loan forgiveness program continuing on or after July 1, 2014, shall be met with moneys in the teacher shortage loan forgiveness repayment fund established by section 256.97, subsection 5.

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

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

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

DIVISION III

ASSESSMENTS — IOWA PROMISE DIPLOMA SEAL PROGRAM

Sec. 12. Section 256.7, subsection 21, paragraph b, Code 2013, is amended to read as follows:

b. A set of core academic indicators in mathematics and reading in grades four, eight, and eleven, a set of core academic indicators in science in grades eight and eleven, and another set of core indicators that includes but is not limited to graduation rate, postsecondary education, and successful employment in Iowa. Annually, the department shall report state data for each indicator in the condition of education report. Rules adopted pursuant to this subsection shall specify that the approved district-wide assessment of student progress administered for purposes of this paragraph shall be the assessment utilized by school districts statewide in the school year beginning July 1, 2011, or a successor assessment administered by the same assessment provider. The state board may submit to the general assembly recommendations the state board deems appropriate for modifications of assessments of student progress administered for purposes of this paragraph.
Sec. 13. **NEW SECTION.** 256.27 Iowa promise diploma seal program and council.

1. An Iowa promise diploma seal program is established within the department. The program shall be designed by the director to accomplish the following objectives when implemented by school districts pursuant to section 279.54:

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

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

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

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

   e. To recognize students by awarding a diploma seal associated with specific subjects or areas of accomplishment.

   f. (1) To encourage institutions of higher education governed by the state board of regents and accredited private institutions as defined in section 261.9 to grant automatic admission to applicants awarded a diploma seal for meeting college-readiness standards. The diploma seal shall not replace the admissions index used by the institutions of higher education governed by the state board of regents, or the admissions requirements of accredited private institutions, but the diploma seal may be used as an alternative assessment of whether an applicant meets the institution's requirements for admission.

   (2) To encourage community colleges to exempt students awarded a diploma seal by meeting college- or career-readiness
standards from additional placement or readiness testing.

g. To encourage business and industry to establish hiring
preferences to students awarded a diploma seal.

2. The Iowa promise diploma seal program council is
created within the department to regularly advise and make
recommendations to the director and the state board on the
operation of the Iowa promise diploma seal program. The
governor shall appoint the council’s members.

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

(1) Recommend specific academic or skill areas for which
an Iowa promise diploma seal may be awarded, including but not
limited to seals related to college-readiness, specialized
academic pathways, and specialized career and technical
pathways including fields related to science, technology,
engineering, and mathematics.

(2) Recommend standards for Iowa promise diploma seals
that reflect the high quality of work a student must complete
throughout a significant portion of the student’s secondary
education, and not merely during a single year.

(3) Recommend specific requirements and criteria for
awarding an Iowa promise diploma seal in each subject or area
of accomplishment. The requirements shall include but not be
limited to the demonstration of competencies in both content
and universal constructs through the following:

(a) A core course of study.

(b) A specialized course of study related to each area for
which an Iowa promise diploma seal may be awarded.

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

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

4 (4) Recommend, as necessary, adjustments to types or categories of Iowa promise diploma seals available for award based on criteria to be determined by the state board.

5 (5) Recommend a tiered implementation schedule that begins July 1, 2014, has a goal of making some Iowa promise diploma seals available for award to the 2015 graduating class, and results in full implementation of the program by July 1, 2017.

6 (6) Recommend a strategy to meet the objective established in subsection 1, paragraph “f”.

7 (7) Recommend a strategy to encourage participating Iowa businesses and industries to establish hiring preferences to an applicant who was awarded an Iowa promise diploma seal, including but not limited to a diploma seal that requires attainment of a national career readiness certificate and other readiness criteria.

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

1 The Iowa business council.

2 (2) The Iowa association of business and industry.

3 (3) The Iowa chamber alliance.

4 (4) The professional developers of Iowa.

5 (5) The department of workforce development.

6 (6) The economic development authority.
An association representing individuals providing Iowa career and technical education.

An association comprised of Iowa school counselors.

A statewide organization representing Iowa municipalities.

The Iowa council of governments.

The state board of regents, which shall submit nominations for at least three prospective members.

An association representing accredited private institutions as defined in section 261.9.

A statewide association representing Iowa's community college presidents.

A statewide association representing Iowa school administrators licensed under chapter 272.

A statewide association representing the boards of directors of Iowa school districts.

A statewide association representing Iowa's accredited nonpublic schools.

A statewide organization made up of the Iowa school districts with the largest enrollments.

A statewide organization representing teachers licensed under chapter 272.

c. Four members of the general assembly shall serve as ex officio, nonvoting members of the council, with one member to be appointed by each of the following: the majority leader of the senate, the minority leader of the senate, the speaker of the house of representatives, and the minority leader of the house of representatives. A legislative member serves for a term as provided in section 69.16B and is eligible for per diem and expenses as provided in section 2.10.

3. The state board shall adopt, and may amend, standards, requirements, and criteria for awarding an Iowa promise diploma seal, which shall be made available to school districts and participating accredited nonpublic schools not later than July 1, 2014.
S.F. ____  H.F. ____

4. By June 1, 2014, the state board shall adopt rules pursuant to chapter 17A for the administration of this section, including but not limited to rules establishing the minimum components of the Iowa promise diploma seal program that are part of the educational standards under section 256.11,

5. The authorities in charge of an accredited nonpublic school may elect to participate in the Iowa promise diploma seal program, and may offer students enrolled in the school the opportunity to participate in the program.

Sec. 14. NEW SECTION. 279.54 Iowa promise diploma seal program implementation.

Beginning July 1, 2014, the board of directors of each school district shall implement, as part of its high school graduation requirements, the Iowa promise diploma seal program established in section 256.27; and beginning with the graduating class of 2015, shall make Iowa promise diploma seals available to graduating high school students who qualify under rules adopted by the state board of education pursuant to section 256.27. Participation in the program by students is voluntary and shall not be compelled as a condition of graduation or for receiving a diploma from the school district.

Sec. 15. DEPARTMENT OF EDUCATION — IOWA PROMISE DIPLOMA SEAL PROGRAM. There is appropriated from the general fund of the state to the department of education for the following fiscal years the following amounts, or so much thereof as is necessary, to be used for the purposes designated:

For purposes of developing and implementing the Iowa promise diploma seal program pursuant to section 256.27, if enacted, and for purposes of providing, at the department's expense, Iowa high school students with the option of taking either a college entrance examination or a workforce readiness test, and other assessments related to college readiness, career readiness, and universal constructs:

FY 2013-2014............................... $ 4,000,000
S.F. _____ H.F. _____

1 FY 2014-2015.......................... $ 4,000,000
2 Of the moneys appropriated for purposes of this section, up
3 to $350,000 may be used in each fiscal year by the department
4 for administrative purposes and for not more than three
5 full-time equivalent positions.

DIVISION IV
TEACHER AND ADMINISTRATOR DEVELOPMENT SYSTEM
Sec. 16. Section 256.7, Code 2013, is amended by adding the
following new subsection:

NEW SUBSECTION. 33. Adopt rules establishing a statewide
system of evaluation and performance review requirements for
teachers and a statewide system of evaluation requirements for
administrators. The systems shall align with Iowa teaching
standards or the Iowa standards for school administrators, as
appropriate, and shall use clear and concise evaluation and
performance review criteria and descriptors; provide for a fair
and balanced use of student outcome measures; include a tiered
evaluation or performance review system that differentiates at
least three levels of teacher performance; and be applicable to
all teachers and school administrators, as appropriate, in a
charter school, school district, or area education agency.

Sec. 17. Section 256.9, subsections 46 and 51, Code 2013,
are amended to read as follows:

46. a. Develop core knowledge and skill criteria, based
upon the Iowa teaching standards, for the evaluation, the
advancement, and for teacher career development purposes
pursuant to chapter 284. The criteria shall further define the
characteristics of quality teaching as established by the Iowa
teaching standards. This paragraph is repealed July 1, 2015.
b. The director Develop, in consultation with the board
of educational examiners, shall also develop a transition
plan for implementation of the career development standards
developed pursuant to section 256.7, subsection 25, with regard
to licensure renewal requirements. The plan shall include a
requirement that practitioners be allowed credit for career
1 development completed prior to implementation of the career 
2 development standards developed pursuant to section 256.7, 
3 subsection 25. 
4 51. Develop, and periodically review and revise as 
5 necessary, Iowa standards for school administrators, including 
6 knowledge and skill criteria, and develop, based on the 
7 Iowa standards for administrators, mentoring and induction, 
8 evaluation processes, and professional development plans 
9 pursuant to chapter 284A. The criteria shall further define 
10 the characteristics of quality administrators as established by 
11 the Iowa standards for school administrators. 
12 Sec. 18. Section 256.9, Code 2013, is amended by adding the 
13 following new subsection: 
14 **NEW SUBSECTION.** 63. Do all of the following by July 1, 
15 2015, in order to develop and implement an Iowa educator 
16 development system: 
17   a. (1) Develop for implementation by July 1, 2015, 
18 Iowa teaching standards designed specifically for purposes 
19 of chapters 279 and 284. The standards shall align with 
20 nationally accepted teaching standards. The director shall 
21 review and may revise the Iowa teaching standards as necessary. 
22 Based upon the standards developed pursuant to this paragraph, 
23 the director shall develop core knowledge and skill criteria 
24 for the evaluation and advancement of teachers, and for teacher 
25 career development purposes pursuant to chapter 284. The 
26 criteria shall further define the characteristics of quality 
27 teaching as established by the Iowa teaching standards. 
28   (2) The Iowa teaching standards developed pursuant to 
29 subparagraph (1) shall be based on significant input from the 
30 council on educator development established and convened by the 
31 director. This subparagraph is repealed July 1, 2015. 
32   b. Develop and implement Iowa standards for school 
33 administrators designed specifically for purposes of chapters 
34 272 and 284A. The standards shall be based on significant 
35 input from Iowa administrators and align with nationally
1 accepted school administrator standards.
2    c. Review and, where necessary, revise the standards and
3    requirements for the evaluator training program established
4    pursuant to section 284.10.
5    d. Develop and implement a coaching and support system for
6    teachers aligned with the Iowa teacher career paths, leadership
7    roles, and compensation framework established pursuant to
8    section 284.15, if enacted.
9    e. Develop and implement a coaching and support system
10   for administrators aligned with the beginning administrator
11   mentoring and induction program created pursuant to section
12   284A.5.
13  Sec. 19. Section 272.9A, subsection 1, Code 2013, is amended
14   to read as follows:
15   1. Beginning July 1, 2007, requirements for administrator licensure beyond an initial license shall include completion of a beginning administrator mentoring and induction program and demonstration of competence on the Iowa standards for school administrators adopted pursuant to section 284A.3 256.7, subsection 27.
16  Sec. 20. Section 279.14, subsection 1, Code 2013, is amended
17   to read as follows:
18   1. The board shall establish written evaluation criteria and shall establish and annually implement evaluation procedures. The evaluation criteria and procedures shall be consistent with the statewide system of performance review requirements established by the state board pursuant to section 256.7, subsection 33, and the provisions of chapter 284. If an exclusive bargaining representative has been certified, the board shall negotiate in good faith with respect to evaluation procedures pursuant to chapter 20.
19  Sec. 21. Section 279.23A, Code 2013, is amended to read as
20   follows:
21  279.23A Evaluation criteria and procedures.
22   The board shall establish written evaluation criteria and
S.F. _____ H.F. _____

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

Sec. 22. Section 284.3, Code 2013, is amended to read as follows:

284.3 Iowa teaching standards.

1. a. For purposes of this chapter and for developing teacher evaluation criteria under chapter 279, the Iowa teaching standards are as follows:
   
   a. (1) Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.
   
   b. (2) Demonstrates competence in content knowledge appropriate to the teaching position.
   
   e. (3) Demonstrates competence in planning and preparing for instruction.
   
   f. (4) Uses strategies to deliver instruction that meets the multiple learning needs of students.
   
   f. (5) Uses a variety of methods to monitor student learning.
   
   f. (6) Demonstrates competence in classroom management.
   
   g. (7) Engages in professional growth.
   
   h. (8) Fulfills professional responsibilities established by the school district.

b. This subsection is repealed July 1, 2015.

2. A school board shall provide for the following:

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

b. For purposes of performance reviews for teachers other
than beginning teachers, evaluations that contain, at a
minimum, the Iowa teaching standards specified in subsection
1, as well as the criteria for the Iowa teaching standards
developed by the department in accordance with section 256.9,
subsection 46 director. A local school board and its certified
bargaining representative may negotiate, pursuant to chapter
20, additional teaching standards and criteria. A local
school board and its certified bargaining representative shall
negotiate, pursuant to chapter 20, evaluation and grievance
procedures for teachers other than beginning teachers that are
not in conflict with this chapter.

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

Sec. 23. Section 284.8, subsection 2, Code 2013, is amended
to read as follows:

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

Sec. 24. Section 284A.2, subsection 3, Code 2013, is amended
to read as follows:
3. "Comprehensive evaluation" means a summative evaluation
of a beginning administrator conducted by an evaluator
in accordance with section 284A.3 284A.4 for purposes of
determining a beginning administrator's level of competency
for recommendation for licensure based on the Iowa standards
for school administrators adopted pursuant to section 256.7,
subsection 27.

Sec. 25. Section 284A.3, Code 2013, is amended to read as
follows:
284A.3 Iowa standards for school administrators administrator
evaluations.
By July 1, 2008, each school board shall provide for
evaluations for administrators under individual professional
development plans developed in accordance with section 279.23A,
and the Iowa standards for school administrators and related
criteria adopted by the state board in accordance with section
256.7, subsection 27. A local school board may establish
additional administrator standards and related criteria. This
section is repealed July 1, 2015.
Sec. 26. COUNCIL ON EDUCATOR DEVELOPMENT ESTABLISHED. 
1. The director of the department of education shall 
2  establish and convene a council on educator development 
3  to review the current teacher and administrator evaluation 
4  requirements and the teacher performance review requirements, 
5  and to make recommendations to the director regarding 
6  improvement to the evaluation and performance review 
7  requirements for teachers and to the evaluation requirements 
8  for administrators.
2. The council shall make recommendations to the director 
11 concerning development of the following:
12  a. A holistic vision of teacher and administrator 
13  development and dissemination of this vision to schools, school 
14  districts, and area education agencies.
15  b. Methods designed to foster a culture of continuous 
16  learning and improvement within schools, school districts, 
17  and area education agencies with differentiated supports for 
18  educators.
19  c. Iowa teaching standards and the administrator standards 
20  for school administrators.
21  d. Performance review for teachers and evaluation criteria 
22  for teachers and administrators.
23  e. A method for establishing a fair and balanced use of 
24  student outcome measures.
25  f. A means to differentiate levels of teacher performance.
26 3. The council shall be comprised of at least seventeen 
27  voting members appointed by the director as follows:
28  a. Eight members representing education stakeholders; four 
29  of whom shall be practitioners knowledgeable about the Iowa 
30  core curriculum, and four of whom shall be knowledgeable about 
31  current education research and practice in educator quality. 
32  b. One member representing the department of education, who 
33  shall serve as chairperson of the council.
34  c. One member representing the area education agencies.
35  d. One member representing a certified employee
1 organization representing teachers licensed under chapter 272.
2 e. One member representing a statewide organization
3 representing school administrators licensed under chapter 272.
4 f. One member representing rural school districts selected
5 by a statewide organization representing the boards of
6 directors of school districts.
7 g. One member representing an organization made up of Iowa
8 school districts with the largest student enrollments.
9 h. One member representing Iowa's approved teacher
10 preparation programs.
11 i. One member representing Iowa's approved administrator
12 preparation programs.
13 j. One member representing parents of Iowa elementary or
14 secondary students.
15 k. Other education stakeholders as determined by the
16 director.
17 4. Four members of the general assembly shall serve as ex
18 officio, nonvoting members of the council, with one member to
19 be appointed by each of the following: the majority leader of
20 the senate, the minority leader of the senate, the speaker of
21 the house of representatives, and the minority leader of the
22 house of representatives.
23 5. The council shall submit its findings and
24 recommendations to the state board of education, the governor,
25 and the general assembly by January 1, 2015.
26 6. The director shall consider the findings and
27 recommendations of the council to revise evaluator training in
28 accordance with section 256.9, subsection 63; and to develop
29 a statewide system of performance review requirements for
30 teachers and a statewide system of evaluation requirements for
31 administrators which the director shall submit to the state
32 board of education for approval.
33 Sec. 27. DEPARTMENT OF EDUCATION — EDUCATOR DEVELOPMENT
34 SYSTEM. There is appropriated from the general fund of the
35 state to the department of education for the fiscal period
beginning July 1, 2013, and ending June 30, 2015, the following amounts, or so much thereof as is necessary, to be used for the purposes designated:

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

FY 2013-2014............................... $ 500,000
FY 2014-2015............................... $ 3,500,000

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

DIVISION V

IOWA TEACHER CAREER AND COMPENSATION MATTERS

Sec. 28. 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. 29. 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. 30. 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.

Sec. 31. Section 257.8, subsection 2, Code 2013, is amended to read as follows:

2. Categorical state percent of growth. The categorical state percent of growth for the budget year beginning July 1, 2010, is two percent. The categorical state percent of growth for the budget year beginning July 1, 2012, is two percent. The categorical state percent of growth for each budget year shall be established by statute which shall be enacted within thirty days of the submission in the year preceding the base year of the governor’s budget under section 8.21. The establishment of the categorical state percent of growth for a budget year shall be the only subject matter of the bill which enacts the categorical state percent of growth for a budget year. The categorical state percent of growth may include state percents of growth for the teacher salary supplement, the professional development supplement, and the early intervention supplement, and the teacher leadership supplement.

Sec. 32. Section 257.9, Code 2013, is amended by adding the following new subsection:

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

Sec. 33. Section 257.10, subsection 8, paragraph a, Code 2013, is amended to read as follows:

a. Combined district cost is the sum of the regular program district cost per pupil multiplied by the weighted enrollment, the special education support services district cost, the total teacher salary supplement district cost, the total professional development supplement district cost, and the total early intervention supplement district cost, and the total teacher leadership supplement district cost, plus the sum of the additional district cost allocated to the district to fund media services and educational services provided through the area education agency, the area education agency total teacher salary supplement district cost and the area education agency total professional development supplement district cost.

Sec. 34. Section 257.10, Code 2013, is amended by adding the following new subsection:

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

a. The teacher leadership supplement district cost per pupil amount for the budget year beginning July 1, 2014, shall be calculated by the department of management by dividing the allocation amount for the budget year beginning July 1, 2014,
1 in section 284.13, subsection 1, paragraph "0e", subparagraph 2 (5), by one-third of the statewide total budget enrollment 3 for the fiscal year beginning July 1, 2014. For the budget 4 year beginning July 1, 2015, and succeeding budget years, the 5 teacher leadership supplement district cost per pupil for each 6 school district for a budget year is the teacher leadership 7 supplement program district cost per pupil for the base year 8 plus the teacher leadership supplement state allowable growth 9 amount for the budget year.

10 b. For the budget year beginning July 1, 2015, and 11 succeeding budget years, if the department of management 12 determines that the unadjusted teacher leadership supplement 13 district cost of a school district for a budget year is less 14 than one hundred percent of the unadjusted teacher leadership 15 supplement district cost for the base year for the school 16 district, the school district shall receive a budget adjustment 17 for that budget year equal to the difference.

18 c. (1) The unadjusted teacher leadership supplement 19 district cost is the teacher leadership supplement district 20 cost per pupil for each school district for a budget year 21 multiplied by the budget enrollment for that school district. 22 (2) The total teacher leadership supplement district cost 23 is the sum of the unadjusted teacher leadership supplement 24 district cost plus the budget adjustment for that budget year.

25 d. For the budget year beginning July 1, 2014, and 26 succeeding budget years, the use of the funds calculated under 27 this subsection shall comply with the requirements of chapter 28 284 and shall be distributed to teachers pursuant to section 29 284.15.

30 Sec. 35. Section 257.16, subsection 4, Code 2013, is amended 31 to read as follows:

32 4. Notwithstanding any provision to the contrary, if 33 the governor orders budget reductions in accordance with 34 section 8.31, the teacher salary supplement district cost, 35 the professional development supplement district cost, and
the early intervention supplement district cost, and the
teacher leadership supplement district cost as calculated
under section 257.10, subsections 9, 10, and 11, and 12, and
the area education agency teacher salary supplement district
cost and the area education agency professional development
supplement district cost as calculated under section 257.37A,
subsections 1 and 2, shall be paid in full as calculated and
the reductions in the appropriations provided in accordance
with this section shall be reduced from the remaining moneys
appropriated pursuant to this section and shall be distributed
on a per pupil basis calculated with the weighted enrollment
determined in accordance with section 257.6, subsection 5.

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

1. "Beginning teacher" means an individual serving under an
initial or intern license, issued by the board of educational
examiners under chapter 272, who is assuming a position as a
teacher. "Beginning teacher" includes an individual who is
an initial teacher. For purposes of the beginning teacher
mentoring and induction program created pursuant to section
284.5, "beginning teacher" also includes preschool teachers
who are licensed by the board of educational examiners under
chapter 272 and are employed by a school district or area
education agency. "Beginning teacher" does not include a
teacher whose employment with a school district or area
education agency is probationary unless the teacher is serving
under an initial or teacher intern license issued by the board
of educational examiners under chapter 272.

7. "Mentor" means an individual employed by a school
district or area education agency as a teacher or a retired
teacher who holds a valid license issued under chapter
272. The individual must have a record of four two years
of successful teaching practice, must be employed on a
nonprobationary basis, and must demonstrate professional
commitment to both the improvement of teaching and learning and
the development of beginning teachers.

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

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

a. For purposes of comprehensive evaluations for, standards and criteria which measure a beginning teachers required to allow beginning teachers to progress to career teachers, standards and criteria that are teacher's performance against the Iowa teaching standards specified in subsection 1, and the criteria for the Iowa teaching standards developed by the department in accordance with section 256.9, subsection 46 to determine whether the teacher's practice meets the requirements specified for a career teacher. These standards and criteria shall be set forth in an instrument provided by the department. The comprehensive evaluation and instrument are not subject to negotiations or grievance procedures pursuant to chapter 20 or determinations made by the board of directors under section 279.14. A local school board and its certified bargaining representative may negotiate, pursuant to chapter 20, evaluation and grievance procedures for beginning teachers that are not in conflict with this chapter. If, in accordance with section 279.19, a beginning teacher appeals the determination of a school board to an adjudicator under section 279.17, the adjudicator selected shall have successfully completed training related to the Iowa teacher standards, the criteria adopted by the state board of education in accordance with subsection 3, and any additional training required under rules adopted by the public employment relations board in cooperation with the state board of education.
Sec. 38. Section 284.3A, subsection 2, paragraph a, Code 2013, is amended to read as follows:

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

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

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

Each school district and area education agency shall develop an initial beginning teacher mentoring and induction plan for the program. A school district shall include its plan in the school district's comprehensive school improvement plan submitted pursuant to section 256.7, subsection 21. The beginning teacher mentoring and induction plan shall, at a minimum, provide for a two-year sequence of induction program content and activities to support the Iowa teaching standards and beginning teacher professional and personal needs; mentor training that includes, at a minimum, skills of classroom demonstration and coaching, and district expectations for beginning teacher competence on Iowa teaching standards; placement of mentors and beginning teachers; the process for dissolving mentor and beginning teacher partnerships; district organizational support for release time for mentors and beginning teachers to plan, provide demonstration of classroom
practices, observe teaching, and provide feedback; structure
for mentor selection and assignment of mentors to beginning
teachers; a district facilitator; and program evaluation.

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

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

8. For each year in which a school district receives funds
calculated and paid to school districts for professional
development pursuant to section 257.10, subsection 10, or
section 257.37A, subsection 2, the school district shall create
quality professional development opportunities. Not less than
thirty-six hours in the school calendar, held outside of the
minimum school day, shall be set aside during nonpreparation
time or designated professional development time to allow
practitioners to collaborate with each other to deliver
educational programs and assess student learning, or to engage
in peer review pursuant to section 284.8, subsection 1. The
goal for the use of the funds is to provide one additional
contract day or the equivalent thereof for professional
development, and Priority for use of the funds is shall be
to implement the professional development provisions of the
teacher career paths and leadership roles specified in section
284.7 or 284.15, including but not limited to providing
professional development to teachers, including additional
salaries for time beyond the normal negotiated agreement; pay
for substitute teachers, professional development materials,
speakers, and professional development content; and costs
associated with implementing the individual professional
development plans. The use of the funds shall be balanced
between school district, attendance center, and individual
professional development plans, making every reasonable effort
to provide equal access to all teachers.
Sec. 42. Section 284.7, Code 2013, is amended by adding the
following new subsection:
NEW SUBSECTION. 6. This section is repealed July 1, 2016.
Sec. 43. Section 284.8, subsection 1, Code 2013, is amended
to read as follows:
1. A school district shall provide for an annual review of
each teacher's performance for purposes of assisting teachers
in making continuous improvement, documenting continued
competence in the Iowa teaching standards, or identifying
teachers in need of improvement, or to determine whether the
teacher's practice meets school district expectations for
career advancement in accordance with section 284.7. The
review shall include, at minimum, classroom observation of the
teacher, the teacher's progress, and implementation of the
teacher's individual professional development plan, subject
to the level of resources provided to implement the plan; and
shall include supporting documentation from parents, students,
and other teachers. The first and second year of review shall
be conducted by a peer group of teachers. The peer group shall
review all of the peer group members. Peer group reviews
shall be formative and shall be conducted on an informal,
collaborative basis that is focused on assisting each peer
group member in achieving the goals of the teacher's individual
professional development plan. Peer group reviews shall not
be the basis for recommending that a teacher participate in
an intensive assistance program, and shall not be used to
determine the compensation, promotion, layoff, or termination
of a teacher, or any other determination affecting a teacher's
employment status. However, as a result of a peer group
review, a teacher may elect to participate in an intensive
1 assistance program. Members of the peer group shall be
2 reviewed every third year by at least one evaluator certified
3 in accordance with section 284.10.
4 Sec. 44. Section 284.8, subsection 3, Code 2013, is amended
5 to read as follows:
6 3. a. If a teacher is denied advancement to the career
7 II or advanced teacher level based upon a performance review,
8 the teacher may appeal the decision to an adjudicator under
9 the process established under section 279.17. However, the
decision of the adjudicator is final.
11 b. This subsection is repealed July 1, 2016.
12 Sec. 45. Section 284.9, subsection 4, Code 2013, is amended
13 to read as follows:
14 4. A teacher who does not receive a recommendation from a
15 review panel may appeal that denial to an administrative law
16 judge located in the department of inspections and appeals.
17 The state shall not be liable for a teacher’s attorney fees,
18 costs, or damages that may result from an appeal of a review
19 panel’s decision. The state board shall adopt rules to
20 administer this section.
21 Sec. 46. Section 284.9, Code 2013, is amended by adding the
22 following new subsection:
23 NEW SUBSECTION. 5. This section is repealed July 1, 2016.
24 Sec. 47. NEW SECTION. 284.11 State supplemental assistance
25 for teachers in high-need schools.
26 1. Findings and intent. The general assembly finds that
27 Iowa school districts need to be more competitive in recruiting
28 and retaining talented teachers to teach in high-need schools.
29 Therefore, it is the intent of the general assembly to
30 encourage school districts to provide supplemental assistance
31 to teachers to teach in high-need schools. This section
32 provides for state assistance to allow school districts to
33 provide supplemental assistance to motivate teachers to teach
34 in high-need schools.
35 2. Department’s responsibilities. The department shall do
1 the following:
2  
a. Collect relevant data and establish a list of high-need
3 schools eligible for state supplemental assistance. The
4 department shall establish a process and criteria to determine
5 which schools are placed on the list and the department shall
6 revise the list annually. Criteria for the determination of
7 which high-need schools shall be placed on the list shall be
8 based upon factors that include but are not limited to the
9 socioeconomic status of the students enrolled in the school,
10 the percentage of the school’s student body who are limited
11 English proficient students, student academic growth, certified
12 instructional staff attrition, and geographic balance. The
13 department may approve or disapprove requests for revision
14 of the list, which a school district submits pursuant to
15 subsection 3.
16  
b. Develop a standardized process for distributing moneys
17 appropriated for supplemental assistance for teachers in
18 high-need schools under section 284.13, subsection 1, paragraph
19 “00e”, to school districts. In determining the process
20 for distribution of such moneys, the department shall take
21 into consideration the amount of moneys appropriated for
22 supplemental assistance for teachers in high-need schools for
23 the given year and the minimal amount of moneys needed per
24 teacher to provide an incentive for a teacher to accept a
25 teaching position in a high-need school. A school district
26 receiving moneys pursuant to this section shall certify
27 annually to the department how the moneys distributed to the
28 school district pursuant to this section were used by the
29 school district.
30  
c. Review the use and effectiveness of the funds distributed
31 to school districts for supplemental assistance for teachers
32 in high-need schools under this section, and consider the
33 findings and recommendations of the commission on educator
34 leadership and compensation submitted pursuant to section
35 284.15, subsection 10, relating to the use and effectiveness of
the funds distributed to school districts under this section. The department shall submit its findings and recommendations in a report to the general assembly by January 15 annually.

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

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

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

6. **Moneys received to supplement salaries.** Moneys received
1 by a school district pursuant to section 284.13, subsection 1, 2 paragraph "00e", shall be used to supplement and not supplant 3 the salary being received by a teacher in a high-need school, 4 and shall not be considered under chapter 20 by an arbitrator 5 or other third party in determining a comparison of the wages 6 of teachers in that high-need school with the wages of teachers 7 in other buildings or in another school district.

Sec. 48. Section 284.13, subsection 1, Code 2013, is amended 8 by adding the following new paragraphs:

NEW PARAGRAPH. 0e. (1) For the following years, to the 11 department of education, for purposes of teacher leadership 12 supplemental aid payments to school districts for implementing 13 the career paths, leadership roles, and compensation framework 14 or comparable system approved in accordance with section 15 284.15, the following amounts:

(a) For the fiscal year beginning July 1, 2013, and ending 17 June 30, 2014, five million dollars.

(b) For the fiscal year beginning July 1, 2014, and ending 19 June 30, 2015, fifty million dollars.

(c) For the fiscal year beginning July 1, 2015, and ending 21 June 30, 2016, fifty million dollars.

(d) For the fiscal year beginning July 1, 2016, and ending 23 June 30, 2017, fifty million dollars.

(e) For the fiscal year beginning July 1, 2017, and for 25 each succeeding fiscal year, one million five hundred thousand 26 dollars.

(2) (a) For the initial school year for which a school 28 district receives department approval for and implements a 29 system in accordance with section 284.15, subsection 8, teacher 30 leadership supplement foundation aid payable to that school 31 district shall be paid from the allocation made in subparagraph 32 (1) for that school year. For that school year, the teacher 33 leadership supplement foundation aid payable to the school 34 district is the product of the teacher leadership district 35 cost per pupil for the school year multiplied by the school
1 district's budget enrollment.
2 (b) For budget years subsequent to the initial school year
3 for which a school district implemented a system and received
4 funding pursuant to subparagraph division (a), the teacher
5 leadership supplement foundation aid payable to that school
6 district shall be paid from the appropriation made in section
7 257.16.
8 (3) Of the moneys allocated to the department for the
9 purposes of this paragraph "0e", not more than one million
10 dollars shall be used by the department for the development of
11 a delivery system implementing the career paths and leadership
12 roles specified in section 284.15 including but not limited
13 to planning grants to districts and area education agencies,
14 technical assistance for the department, technical assistance
15 for districts and area education agencies, training and staff
16 development, and the contracting of external expertise and
17 services. A portion of the moneys allocated annually to the
18 department for purposes of this subparagraph (3) may be used
19 by the department for administrative purposes and for not more
20 than five full-time equivalent positions.
21 (4) Of the moneys allocated to the department for the
22 purposes of this paragraph "0e", not more than five hundred
23 thousand dollars annually shall be used by the department to
24 provide technical assistance to school districts and area
25 education agencies in the design and implementation of the
26 teacher career paths, leadership roles, and compensation
27 framework established pursuant to section 284.15, and
28 for not more than two full-time equivalent positions. In
29 allocating and expending moneys appropriated pursuant to this
30 subparagraph, the department shall give priority to school
31 districts with certified enrollments of fewer than six hundred
32 students.
33 (5) Of the moneys allocated to the department for purposes
34 of this paragraph "0e", for each fiscal year of the fiscal
35 period beginning July 1, 2014, and ending June 30, 2017, the
S.F. ____  H.F. ____

1 amount remaining after the allocations in subparagraphs (3) and (4) shall be payable to the school districts that have an approved career path, leadership roles, and compensation framework or approved comparable system as provided in section 284.15.

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

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

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

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

33 e. Notwithstanding section 8.33, any moneys remaining unencumbered or unobligated from the moneys allocated for purposes of paragraph paragraphs "a", "b", or "e" through "00e"
S.F. ____  H.F. ____

1 shall not revert but shall remain available in the succeeding
2 fiscal year for expenditure for the purposes designated.
3 The provisions of section 8.39 shall not apply to the funds
4 appropriated pursuant to this subsection.
5 Sec. 50. Section 284.13, Code 2013, is amended by adding the
6 following new subsection:
7  **NEW SUBSECTION. 3.** The state board may adopt rules which
8 assure the allocation of resources under this section in a
9 manner that optimizes the fulfillment of the purposes specified
10 in sections 284.11 and 284.15.
11 Sec. 51. **NEW SECTION. 284.15 Iowa teacher career paths,
leadership roles, and compensation framework.**
12 1. 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  a. 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  b. To retain effective teachers by providing enhanced career
27 opportunities.
28  c. To promote collaboration by developing and supporting
29 opportunities for teachers in schools and school districts
30 statewide to learn from each other.
31  d. 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.
e. To improve student achievement by strengthening instruction.

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

a. Initial teacher.

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

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

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

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

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

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

(e) Frequent observation, evaluation, and professional development opportunities.

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

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

(2) Has demonstrated the competencies of a career teacher as determined under the school district’s comprehensive evaluation of the initial teacher.

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

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

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

d. Mentor teacher. A mentor teacher is a teacher who is evaluated by the school district as demonstrating the competencies and superior teaching skills of a mentor teacher, and has been recommended for a one-year assignment as a mentor.
1 teacher by a site-based review council appointed pursuant
2 to subsection 3. In addition, a mentor teacher shall hold
3 a valid license issued under chapter 272, participate in
4 teacher professional development as outlined in this chapter,
5 demonstrate continuous improvement in teaching, and possess
6 the skills and qualifications to assume leadership roles. A
7 mentor teacher shall have a teaching load of not more than
8 seventy-five percent student instruction to allow the teacher
9 to mentor other teachers. A school district shall designate
10 at least ten percent of its teachers as mentor teachers,
11 though the district may enter into an agreement with one or
12 more other districts or an area education agency to meet this
13 requirement through a collaborative arrangement. The terms
14 of the teaching contracts issued under section 279.13 to
15 mentor teachers shall exceed by ten days the terms of teaching
16 contracts issued under section 279.13 to career teachers, and
17 the ten additional contract days shall be used to strengthen
18 instructional leadership in accordance with this subsection. A
19 mentor teacher shall receive annually a salary supplement of
20 at least five thousand dollars.
21 e. Lead teacher. A lead teacher is a teacher who holds a
22 valid license issued under chapter 272 and has been recommended
23 for a one-year assignment as a lead teacher by a site-based
24 review council appointed pursuant to subsection 4. The
25 recommendation from the council must assert that the teacher
26 possesses superior teaching skills and the ability to lead
27 adult learners. A lead teacher shall assume leadership
28 roles that may include but are not limited to the planning
29 and delivery of professional development activities designed
30 to improve instructional strategies; the facilitation of
31 an instructional leadership team within the lead teacher’s
32 building, school district, or other school districts;
33 the mentoring of other teachers; and participation in the
34 evaluation of student teachers. A lead teacher shall have
35 a teaching load of not more than fifty percent student
1 instruction to allow the lead teacher to spend time on
2 co-teaching; co-planning; peer reviews; observing career
3 teachers, model teachers, and mentor teachers; and other
4 duties mutually agreed upon by the superintendent and the lead
5 teacher. A school district shall designate at least five
6 percent of its teachers as lead teachers, though the district
7 may enter into an agreement with one or more other districts
8 or an area education agency to meet this requirement through a
9 collaborative arrangement. The terms of the teaching contracts
10 issued under section 279.13 to lead teachers shall exceed by
11 fifteen days the terms of teaching contracts issued under
12 section 279.13 to career teachers, and the fifteen additional
13 contract days shall be used to strengthen instructional
14 leadership in accordance with this subsection. A lead teacher
15 shall receive annually a salary supplement of at least ten
16 thousand dollars.
17 3. The salary supplement received by model, mentor, and lead
18 teachers shall fully cover the salary costs of the additional
19 contract days required of teachers in those leadership roles.
20 Notwithstanding any provision of law to the contrary, the
21 determinations of salary supplements paid pursuant to this
22 section are not subject to appeal.
23 4. The school board shall appoint a site-based review
24 council for each of the district's attendance centers.
25 a. Each council shall be comprised of equal numbers of
26 teachers, administrators, and parents or guardians of students
27 enrolled in the attendance center. Teacher members shall
28 include teachers who conduct peer group reviews in accordance
29 with section 284.8 and who have been nominated by the certified
30 employee organization that represents the school district's
31 teachers, if such organization exists.
32 b. The council shall accept and review applications
33 submitted to the school's or the school district's
34 administration for assignment or reassignment as a model,
35 mentor, or lead teacher, and shall make recommendations
1 regarding the applications to the superintendent of the school
district. In developing recommendations, the council shall
utilize measures of teacher effectiveness and professional
growth, consider the needs of the school district, and review
the performance and professional development of the applicants.
Any teacher recommended for assignment or reassignment as a
model, mentor, or lead teacher shall have demonstrated to
the council's satisfaction competency on the Iowa teaching
standards as set forth in section 284.3.

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

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

6. Prior to July 1, 2016, a school district may apply to
the department for early implementation of the career paths,
leadership roles, and compensation framework specified in
subsection 2, or a comparable system of career paths and
compensation for teachers that contains differentiated multiple
leadership roles.

7. On or after July 1, 2016, each school district shall
implement career paths, leadership roles, and compensation in accordance with subsection 2, or a comparable system, for which the school district received approval from the department under subsection 9. Compliance with this subsection shall be determined by the accreditation team authorized pursuant to section 256.11.

8. A school district that meets the requirements of section 284.7 is exempt from the provisions of subsections 1 through 5 until July 1, 2016.

9. The department shall establish criteria and a process for application and approval of the framework established under subsection 1, and for comparable systems, which a school district shall implement pursuant to subsection 6, or implement in accordance with subsection 7.

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

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

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

13. The department shall establish, and provide staffing and administrative support for a commission on educator
leadership and compensation. The commission shall monitor with fidelity the implementation of the framework established by school districts pursuant to subsection 1. The commission shall also evaluate and make recommendations to the department on applications for approval of a comparable system submitted to the department pursuant to subsection 6, and on the expenditure of moneys appropriated for purposes of this section. In addition, the commission shall review the use and effectiveness of the funds distributed to school districts for supplemental assistance to teachers in high-need schools under section 284.11.

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

b. Members shall be appointed by the director of the department to three-year terms which are staggered at the discretion of the director and which begin and end as provided in section 69.19. Appointments shall comply with sections 69.16, 69.16A, and 69.16C. Vacancies on the commission shall be filled in the same manner as the original appointment. A person appointed to fill a vacancy shall serve only for the unexpired portion of the term. Members are entitled to reimbursement of actual expenses incurred in performance of their official duties.

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

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

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

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

Sec. 52. CODE EDITOR DIRECTIVE. The Code editor shall
delete references in the Code, and Code language directly
related to the references, to sections and subsections of the
Code repealed by this division of this Act effective July 1,
2016.

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

DIVISION I — IOWA ONLINE LEARNING INITIATIVE — FEES
AND APPROPRIATIONS. The bill directs the department of
education to establish fees payable by school districts and
accredited nonpublic schools participating in the Iowa learning
online initiative established by Code section 256.42. The
bill provides that fees collected pursuant to the bill are
appropriated to the department to be used only for the purpose
of administering the initiative and cannot exceed the budgeted
cost of administering the initiative to the extent not covered
by other moneys appropriated in the bill. The bill specifies
that providing professional development necessary to prepare
teachers to participate in the initiative is to be considered
such a cost. The bill provides that unused fees do not revert
but remain available in subsequent fiscal years to expand
coursework offered under the initiative.

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

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

The bill provides five goals for the initiative: to motivate high performing students to enter teacher preparation programs and to enter the teaching profession in Iowa; to motivate teacher candidates, especially those in science, technology, engineering, and mathematics fields, to enter teacher preparation programs and to enter the teaching profession in Iowa; to recruit high-caliber teacher candidates to pursue teaching careers in Iowa; to encourage teacher candidates to pursue teaching careers in rural Iowa; and to inform the public of the value of the teaching profession and of the importance of Iowa’s education system to the future of Iowa.

The bill directs the department of education to establish an online state education job posting system. The system is to be designed and implemented for the online posting of education-related job openings. The system must be accessible via the department’s internet site and must include a mechanism for the electronic submission of job openings for posting on the system.

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

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

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

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

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

The bill directs the state board of education to adopt rules
for the teach Iowa scholar program in collaboration with the college student aid commission. The rules are to include a process for the department of education to determine which eligible applicants will receive teach Iowa scholar grants. The bill establishes a teach Iowa scholar fund in the state treasury to be administered by the department of education and to consist of moneys appropriated by the general assembly and any other moneys received by the department for deposit in the fund. The bill appropriates moneys in the fund to the department for the program.

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

The bill repeals the teacher shortage loan forgiveness program as of July 1, 2014. Unobligated and unencumbered moneys in the teacher shortage loan forgiveness repayment fund revert to the state general fund on July 1, 2014. Any remaining obligations of the teacher shortage loan forgiveness program continuing on or after July 1, 2014, will be met with moneys in the teach Iowa scholar fund established by the bill.
DIVISION III — ASSESSMENTS — IOWA PROMISE DIPLOMA

The bill relates to student achievement, including the administration of assessments to measure student achievement and the establishment and implementation of the Iowa promise diploma seal program for qualifying graduating high school students. The bill appropriates $4 million from the general fund of the state to the department of education for each of the next two fiscal years, FY 2013-2014 and FY 2014-2015, to pay for the costs of developing and implementing the Iowa promise diploma seal program and to pay the cost of providing Iowa's students with college entrance examinations or other college and career readiness and universal constructs assessments.

Under current law, the state board of education is required to specify by rule that the district-wide assessment of student progress that school districts must administer shall be the assessment utilized by school districts statewide in the school year beginning July 1, 2011. The bill amends the provision that the requirement may be met using a successor assessment administered by the same assessment provider.

The bill establishes an Iowa promise diploma seal program within the department of education. The program must be designed by the director of the department to define college- and career-ready performance expectations that are aligned to national and international college- and career-ready standards; compel stronger alignment of curriculum, instruction, and assessment with the knowledge, skills, and abilities most predictive of student success in secondary and postsecondary education programs, and in careers; identify high school graduates who demonstrate specific competencies aligned with college and career readiness; validate that students have met specific expectations and demonstrated essential competencies or skills identified by the department as important across a range of education and career opportunities; recognize students by awarding a diploma seal associated with specific
subjects or areas of accomplishment; encourage participating Iowa colleges and universities to grant automatic admission to students awarded a seal or to exempt students awarded a seal from additional placement or readiness testing, although the diploma seal shall not replace the institutions’ admissions requirements; and encourage business and industry to establish hiring preferences to students awarded a seal.

The bill also creates within the department an Iowa promise diploma seal program council to regularly advise and make recommendations to the director of the department of education and the state board on the operation of the program. The governor is charged with appointing the council’s members.

The council shall submit its findings and recommendations periodically and at least annually in a report to the governor, the director, and the state board. The council is responsible for recommending specific academic or skill areas for which an Iowa promise diploma seal may be awarded; standards that reflect the high quality of work a student must complete; specific requirements and criteria for awarding a seal; adjustments to types or categories of seals available for award; a tiered implementation schedule that begins July 1, 2014, and results in full implementation of the program by July 1, 2017; and strategies to encourage Iowa colleges and universities to automatically admit or to exempt a student who was awarded a seal from additional placement or readiness testing and to encourage participating Iowa businesses and industries to establish hiring preferences to an applicant who was awarded a seal.

The council shall be comprised of at least 20 voting members representing the secondary education community; the postsecondary education community; small, medium, or large business employers; local government; state government; and economic development entities. Members shall be appointed to reflect a balance between educators and noneducators. In selecting individuals for appointment to the council, the
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1 governor must seek nominations from a number of business, 
2 industry, and educational associations, alliances, and 
3 councils; postsecondary institutions; and certain state 
4 agencies.
5 Four members of the general assembly shall serve as ex 
6 officio, nonvoting members of the council, and are eligible for 
7 per diem and expenses.
8 The state board shall adopt, and may amend, standards, 
9 requirements, and criteria for awarding an Iowa promise diploma 
10 seal, which shall be made available to school districts and 
11 participating accredited nonpublic schools not later than 
12 July 1, 2014; and shall, by that date, adopt rules for the 
13 administration of the program, including rules establishing 
14 the minimum components of the program that are part of the 
15 educational standards for grades 9 through 12.
16 Beginning July 1, 2014, school boards must implement the 
17 program as part of the district’s high school graduation 
18 requirements and make the seals available to graduating high 
19 school students who qualify under rules adopted by the state 
20 board. Accredited nonpublic schools may participate in the 
21 program and offer students the opportunity to participate.
22 DIVISION IV — TEACHER AND ADMINISTRATOR DEVELOPMENT 
23 SYSTEM. The bill provides for changes relating to the 
24 Iowa teaching standards and the Iowa standards for school 
25 administrators, for the establishment of statewide systems 
26 of evaluation for teachers and administrators and for 
27 performance review requirements for teachers, and establishes 
28 a council on educator development charged with reviewing 
29 the current teacher and administrator evaluation systems 
30 and current performance review requirements, and to make 
31 recommendations to the director regarding improvement to the 
32 evaluation and performance review requirements for teachers and 
33 administrators, as appropriate. The bill appropriates $500,000 
34 from the general fund of the state to the department of 
35 education for FY 2013-2014, and $3.5 million for FY 2014-2015
1 for developing and implementing an Iowa educator development
2 system and for the council.
3 EVALUATION AND PERFORMANCE REVIEW. The bill directs
4 the state board of education to adopt rules establishing
5 a statewide system of evaluation and performance review
6 requirements for teachers and a statewide system of evaluation
7 requirements for administrators. The statewide systems of
8 evaluation and performance for teachers and the statewide
9 system of evaluation for administrators shall align with
10 Iowa teaching standards or the Iowa standards for school
11 administrators, as appropriate, and shall use clear and concise
12 evaluation and performance review criteria and descriptors;
13 provide for a fair and balanced use of student outcome
14 measures; include a tiered evaluation or performance review
15 system that differentiates at least three levels of teacher
16 performance; and be applicable to all teachers and school
17 administrators, as appropriate, in a charter school, school
18 district, or area education agency (AEA).
19 DIRECTOR’S DUTIES. Current law directs the director of the
20 department of education to develop Iowa standards for school
21 administrators, which the bill amends to charge the director
22 with also reviewing and revising the standards as necessary.
23 The bill also charges the director with developing, for
24 implementation by July 1, 2015, Iowa teaching standards and
25 Iowa standards for school administrators designed specifically
26 for purposes of Code chapters 279, 284, and 284A. The
27 standards must be based on significant input from Iowa
28 educators and must align with nationally accepted teaching and
29 administrator standards. The director shall review and may
30 revise the standards as necessary. The bill provides for the
31 repeal of the current Iowa teaching standards effective July
32 1, 2015.
33 The director is also charged with reviewing and, where
34 necessary, revising the standards and requirements for the
35 evaluator training program that is established in Code section
284.10; developing and implementing a coaching and support system for teachers aligned with the Iowa teacher career paths, leadership roles, and compensation framework proposed by the department; and with developing and implementing a coaching and support system for administrators aligned with the beginning administrator mentoring and induction program that is established in Code section 284A.5.

SCHOOL BOARD RESPONSIBILITIES. School boards are directed to establish written evaluation criteria and to implement annually evaluation procedures that are consistent with the statewide system of evaluation for teachers and administrators and with the performance review requirements for administrators established by the state board, and with the requirements established under the student achievement and teacher quality program or the administrator quality program, as appropriate. The bill provides for the repeal, effective July 1, 2015, of the current Iowa teaching standards established in Code section 284.3, subsection 1, and for repeal on that same date of language in Code section 284A.3 that requires school boards to provide for evaluations for administrators under individual professional development plans and which authorizes school boards to establish additional administrator standards and related criteria.

COUNCIL ON EDUCATOR DEVELOPMENT. The director is required to convene a council on educator development. The council must make recommendations to the director concerning development of a holistic vision of teacher and administrator development and dissemination of this vision to schools, school districts, and AEAs; methods designed to foster a culture of continuous learning and improvement within schools, school districts, and AEAs with differentiated supports for educators; Iowa teaching standards and the Iowa standards for school administrators; performance review criteria for teachers and evaluation criteria for teachers and administrators; a method for establishing a fair and balanced use of student outcome
measures; and a means to differentiate levels of teacher performance.

The council shall be comprised of at least 17 voting members appointed by the director: Eight members representing education stakeholders, four of whom shall be practitioners knowledgeable about the Iowa core curriculum, and four of whom shall be knowledgeable about current education research and practice in educator quality; one member representing the department of education and who will serve as chairperson of the council; one member representing the AEAs; one member representing a certified employee organization representing teachers; one member representing a statewide organization representing school administrators; one member representing rural school districts selected by a statewide organization representing school boards; one member representing an organization made up of Iowa school districts with the largest student enrollments; one member representing Iowa's approved teacher preparation programs; one member representing Iowa's approved administrator preparation programs; and one member representing parents of Iowa elementary or secondary students.

The director may appoint additional education stakeholders. Four members of the general assembly shall serve as ex officio, nonvoting members of the council.

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

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

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

The bill also makes a number of technical changes.

DIVISION V — IOWA TEACHER CAREER AND COMPENSATION MATTERS.

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

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

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

For the budget year beginning July 1, 2014, the teacher
leadership supplement district cost per pupil shall be
calculated by the department of management considering the
1 annual allocation of teacher leadership supplemental aid and
2 statewide student enrollment. For the budget year beginning
3 July 1, 2015, and succeeding budget years, the teacher
4 leadership supplement district cost per pupil for each school
5 district for a budget year is the teacher leadership supplement
6 program district cost per pupil for the base year plus the
7 teacher leadership supplement state allowable growth amount for
8 the budget year. Beginning July 1, 2015, if the department of
9 management determines that the unadjusted teacher leadership
10 supplement district cost of a school district for a budget
11 year is less than 100 percent of the unadjusted teacher
12 leadership supplement district cost for the base year for the
13 school district, the school district shall receive a budget
14 adjustment for that budget year equal to the difference. The
15 bill also provides that the use of the funds calculated for
16 the supplement shall comply with the requirements of the
17 student achievement and teacher quality program and shall be
18 distributed to teachers pursuant to the Code section which
19 establishes the framework.
20 FRAMEWORK AND TECHNICAL ASSISTANCE. Though school districts
21 have until July 1, 2016, to implement approved frameworks
22 or comparable systems of career paths and compensation that
23 contain differentiated multiple leadership roles, school
24 districts may, prior to that date, apply to the department
25 for early implementation of the framework or a comparable
26 system. The department is directed to establish criteria
27 and a process for application and approval of the framework
28 and comparable systems. The bill appropriates $500,000 from
29 the general fund of the state annually to the department to
30 provide technical assistance with not more than two full-time
31 equivalent positions to school districts and AEAs in the design
32 and implementation of the framework. In distributing and
33 expending these moneys, the department must give priority to
34 school districts with enrollments of fewer than 600 students.
35 A teacher employed by an AEA may be included in a framework
established by a school district if the AEA and the school district enter into a contract for such purpose.

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

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

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

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

The third role, model teacher, is a career teacher who
is evaluated by the school district as demonstrating the
competencies of a model teacher, has participated in a rigorous
assignment as a model teacher by a site-based review council.
The term of the model teacher's teaching contract shall exceed
by five days the terms of career teachers' teaching contracts.
A model teacher shall receive annually a salary supplement of
at least $2,000.

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

The fifth role, lead teacher, is a teacher who has been
recommended for a one-year assignment as a lead teacher by a
site-based review council. The recommendation from the council
1 must assert that the teacher possesses superior teaching skills
2 and the ability to lead adult learners. A lead teacher must
3 assume leadership roles that may include but are not limited
4 to the planning and delivery of professional development
5 activities; the facilitation of an instructional leadership
6 team within the lead teacher's building, school district, or
7 other school districts; the mentoring of other teachers; and
8 participation in the evaluation of student teachers. A lead
9 teacher shall have a teaching load of not more than 50 percent
10 student instruction to allow the lead teacher to spend time
11 on co-teaching; co-planning; peer reviews; observing career
12 teachers, model teachers, and mentor teachers; and other
13 duties mutually agreed upon by the superintendent and the lead
14 teacher. The term of the lead teacher's teaching contract
15 must exceed by 15 days the terms of career teachers' teaching
16 contracts. A lead teacher shall receive annually a salary
17 supplement of at least $10,000.
18 A school district shall designate at least 10 percent of its
19 teachers as model teachers, 10 percent as mentor teachers, and
20 5 percent as lead teachers, though a district may enter into
21 an agreement with one or more other districts or an AEA to meet
22 these requirements through a collaborative arrangement.
23 Additional contract days must be used to strengthen
24 instructional leadership. The salary supplement received by
25 model, mentor, and lead teachers shall fully cover the salary
26 costs of the additional contract days. The determinations of
27 salary supplements are not subject to appeal.
28 An assignment is subject to review by the school's or the
29 school district's administration at least annually. The
30 review must include peer feedback. A teacher who completes
31 the time period of assignment as a model, mentor, or lead
32 teacher may apply to the school's or the school district's
33 administration for assignment in a new role if appropriate or
34 for reassignment.
35 SITE-BASED REVIEW COUNCIL. Each school board must appoint
1 a site-based review council for each of the district's
2 attendance centers that is comprised of equal numbers of
3 teachers, administrators, and parents or guardians of students
4 enrolled in the attendance center. Teacher members shall
5 include teachers who conduct peer group reviews and who have
6 been nominated by the collective bargaining organization, if
7 one exists, that represents the teachers. The council must
8 accept and review applications submitted to the school's or the
9 school district's administration for assignment as a model, 
10 mentor, or lead teacher, and make recommendations regarding
11 the applications to the school district superintendent. In
12 developing recommendations, the council must utilize measures
13 of teacher effectiveness and professional growth, consider
14 the needs of the school district, and review the performance 
15 and professional development of the applicants. Any teacher
16 recommended for assignment as a model, mentor, or lead
17 teacher shall have demonstrated to the council's satisfaction
18 competency on the Iowa teaching standards.
19 TEACHER SALARY MONEYS. As under current Code section 284.7, 
20 a school district shall use teacher salary supplement moneys
21 to raise teacher salaries to meet the requirements of the
22 framework, and a school district that is unable to meet the
23 requirements with those funds may request a waiver from the
24 department to use the district's early intervention allocation.
25 MODEL STRUCTURE IMPOSITION. On or after July 1, 2016,
26 each school district shall implement the framework or a
27 comparable system approved by the department. The department's
28 accreditation team is charged with determining compliance. A
29 school district is encouraged to utilize teachers emeritus.
30 FRAMEWORK IMPLEMENTATION. A school district that meets
31 the requirements of the Iowa teacher career path established
32 in Code section 284.7 is exempt from meeting the framework
33 requirements until July 1, 2016. The framework implemented
34 shall be applicable to the teachers in every attendance center.
35 The bill repeals Code section 284.7 and a related provision
in Code section 284.8, and Code section 284.9, relating to establishment of a review panel for advancement under the Iowa teacher career path, effective July 1, 2016.

APPROPRIATION ALLOCATIONS. From moneys that the general assembly appropriates for purposes of teacher leadership supplemental aid payments to school districts for the student achievement and teacher quality program, the bill allocates to the department, for purposes of implementing frameworks or comparable systems approved by the department, $5 million for FY 2013-2014; $50 million for FY 2014-2015, FY 2015-2016, and FY 2016-2017; and $1.5 million for FY 2017-2018 and each subsequent fiscal year.

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

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

For budget years subsequent to the initial school year for which a school district implemented a system and received funding, the teacher leadership supplement foundation aid payable to that school district shall be paid from the standing unlimited appropriation for state foundation aid in Code section 284.8, and Code section 284.9.
section 257.16.

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

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

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

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

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

REVERSIONS AND TRANSFERS OF MONEYS. The bill establishes that moneys allocated for the student achievement and teacher quality program shall not revert but shall remain available in the succeeding fiscal year for expenditure for the purposes designated. Such moneys may not be transferred by the department for another purpose. Currently, moneys allocated
1 for the establishment of teacher development academies that
2 remain unexpended at the end of the fiscal year shall revert
3 and may be transferred for other purposes.
4 COMMISSION ON EDUCATOR LEADERSHIP AND COMPENSATION. The
5 department is directed to appoint and provide staffing and
6 administrative support for a commission on educator leadership
7 and compensation. The commission shall monitor with fidelity
8 the implementation of the framework by school districts. The
9 commission shall also evaluate and make recommendations to
10 the department on applications submitted to the department
11 for approval of comparable systems, and on the expenditure
12 of moneys appropriated for teacher salary supplement and for
13 planning grants. In addition, the commission must review
14 the use and effectiveness of state assistance distributed to
15 school districts for teachers in high-need schools and, by
16 December 15 annually, shall submit all of its findings and any
17 recommendations in a report to the director of the department
18 of education, the state board of education, the governor, and
19 the general assembly.
20 RULES. The bill directs the state board to adopt rules
21 for the administration of Code chapter 284, and makes related
22 changes. The bill includes “initial teacher” within the
23 definition of “beginning teacher”.
24 MENTOR TEACHER EXPERIENCE. A teacher assigned to mentor
25 a beginning teacher through the beginning teacher mentoring
26 and induction program must under the bill have two years,
27 rather than the current requirement of four years of successful
28 teaching practice.
29 PERFORMANCE REVIEWS. From provisions related to the
30 performance review, which is a summative evaluation of a
31 teacher other than a beginning teacher, the bill eliminates
32 Code language that states that the review is also used for
33 purposes of career advancement.
34 PROFESSIONAL DEVELOPMENT FUNDING PRIORITIES. Currently,
35 school districts and area education agencies must have as a
S.F. _____ H.F. ___

1 goal for the use of state professional development funds the 2 provision of one additional contract day or the equivalent for 3 professional development. The bill strikes and replaces that 4 language with a requirement that districts and agencies make 5 implementation of the professional development provisions of 6 the teacher career paths and leadership roles the priority for 7 the use of the funds.
8 STATE SUPPLEMENTAL ASSISTANCE FOR TEACHERS IN HIGH-NEED 9 SCHOOLS. The bill provides for state assistance to encourage 10 school districts to provide supplemental assistance to teachers 11 to teach in high-need schools.
12 The bill requires the department to collect relevant data 13 and establish a list of high-need schools which shall be 14 eligible for state supplemental assistance. The department 15 must establish a process and criteria to determine which 16 schools are placed on the lists and must revise the lists 17 annually. Criteria for the determination of which high-need 18 schools shall be placed on the list shall be based upon factors 19 that include but are not limited to the socioeconomic status 20 of the students enrolled in the school, the percentage of 21 the school’s student body who are limited English proficient 22 students, and the school’s graduation rates.
23 The department’s determination of state supplemental 24 assistance for teachers in high-need schools is not subject 25 to appeal. Moneys received by a school district for such 26 purpose shall be used to supplement and not supplant the salary 27 being received by a teacher in a high-need school, and shall 28 not be considered under Code chapter 20 by an arbitrator or 29 other third party in determining a comparison of the wages of 30 teachers in that high-need school with the wages of teachers in 31 other buildings or in another school district.
32 APPROPRIATION ALLOCATION. Also from moneys that the 33 general assembly appropriates for purposes of the student 34 achievement and teacher quality program, the bill allocates to 35 the department for the fiscal year beginning July 1, 2014, and
for each subsequent fiscal year, $10 million for purposes of implementing the state supplemental assistance for teachers in high-need schools provisions. The department may use a portion of the funds for administrative purposes. The department is directed to develop a standardized process for distributing the moneys to school districts, and in determining the process for distribution of the moneys, must take into consideration the amount of money appropriated for the given year and the minimal amount of money needed per teacher to motivate a teacher to accept a teaching position in a high-need school. A school district receiving moneys for incentives must certify annually to the department how the moneys were used by the school district.

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

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

TEACHER ELIGIBILITY FOR INCENTIVES. Teachers of all subjects taught in a school included in the department's list of high-need schools shall be eligible to receive state supplemental assistance for teachers in high-need schools.

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