Guide to utilize the Notebook:

A. Create a Teacher Quality Committee (TQC) (p. 6 284.41b; pp. 14-16)
   1. Who should be on the committee? (pp. 15-18)
   2. How many people should be on the committee? (p. 14; p. 15 question 10; p. 16; p. 69 question 10)
   3. Are TQ Committees subject to the open meeting law? Yes (p. 15 question 3; p. 68 question 3; pp. 26-30; p. 81 question 36)

B. Understand the 5 responsibilities of the Teacher Quality Committee according to Iowa Code (p. 6; pp. 17-18)
   1. Monitor the implementation of Iowa Code and administrative code related to the Teacher Quality Committee. (pp. 31-33)
   2. Monitor the evaluation process to ensure it is conducted in a fair and consistent manner. Develop model evidence for the IA teaching standards/criteria.
      a. How to monitor evaluation process? (pp. 34-35; pp. 48-52)
      b. What are some examples of model evidence? IA Dept. of Education provides some examples of model evidence: DE link
   3. The TQC shall determine the use and distribution of the TQ PD funds.
      a. How can TQ funds be spent? (p. 8 284.6 (paragraph 7 underlined portion); p. 36 - 39; p. 75 question 3; p. 76 questions 5-7; p. 77 questions 8-10; p. 78 questions 14-17; p. 79 question 19; p. 81 question 37 & 38)
      b. What if the Teacher Quality Committee is unable to agree? (p. 38, question 4)
      c. Can the District spend the TQ PD funds without TQC authorization? No (p. 6; p. 79 question 23; p. 81 question 38)
      d. Unobligated TQ PD funds and the District’s flexibility account. (pp. 11-12)
   4. Monitor the PD in each school building.
      a. How do we monitor PD in each building? (pp. 40-41; pp. 56-65)
   5. Determine the compensation for teachers on the TQ committee for work beyond the normal work day. (p. 42-43)

C. Role of the Teacher Quality Committee and the Iowa Core (pp. 84-86 starting with B on page 84; p. 47)

D. How should meetings be structured?
   Sample TQC meeting agendas (pp. 44-49)
## Table of Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 284 – Teacher Performance, Compensation and Career Development</strong></td>
<td></td>
</tr>
<tr>
<td>284.1 Student Achievement and Teacher Quality Program</td>
<td>4</td>
</tr>
<tr>
<td>284.2 Definitions</td>
<td>4-5</td>
</tr>
<tr>
<td>284.3 Iowa Teaching Standards</td>
<td>5</td>
</tr>
<tr>
<td>284.4 Participation (1.c – create a Teacher Quality Committee)</td>
<td>5-6</td>
</tr>
<tr>
<td><strong>Teacher Quality Committee Responsibilities</strong></td>
<td>6</td>
</tr>
<tr>
<td>284.5 Beginning Teacher Mentoring and Induction Program</td>
<td>6-7</td>
</tr>
<tr>
<td>284.6 Teacher Professional Development</td>
<td>7-8</td>
</tr>
<tr>
<td>284.8 Performance Review Requirements for Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Deleted sections of Chapter 284</td>
<td>9-10</td>
</tr>
<tr>
<td><strong>2017 Legislative action – House File 564 and House File 565 – When can PD funds be placed in the District’s flexibility account? (source: ISEA)</strong></td>
<td>11-12</td>
</tr>
<tr>
<td><strong>Teacher Quality Committee Recommendations and Guidance</strong></td>
<td></td>
</tr>
<tr>
<td>Forming the Local Teacher Quality Committee (source: ISEA)</td>
<td>13</td>
</tr>
<tr>
<td>Create a Teacher Quality Committee (source: TQC Orientation Aug. 2007)</td>
<td>14-16</td>
</tr>
<tr>
<td><strong>Teacher Quality Committee’s Roles and Responsibilities</strong></td>
<td>17-18</td>
</tr>
<tr>
<td>(source: ISEA)</td>
<td></td>
</tr>
<tr>
<td>• Committee Functions (source: TQC Orientation Aug. 2007)</td>
<td>19-22</td>
</tr>
<tr>
<td>• Informational Needs of the Teacher Quality Committee (source: ISEA)</td>
<td>23-25</td>
</tr>
<tr>
<td>• Iowa Open Meetings Law, IA Code Chapter 21</td>
<td>26-30</td>
</tr>
<tr>
<td>Understanding the term “Monitor” (source: ISEA)</td>
<td>31-32</td>
</tr>
<tr>
<td>Monitoring the Implementation of the Requirements Relating to the Teacher Quality law (source: TQC Orientation Aug. 2007)</td>
<td>33</td>
</tr>
<tr>
<td>Monitoring the Evaluation Requirements (source: TQC Orientation Aug. 2007)</td>
<td>34-35</td>
</tr>
<tr>
<td>Determining the Use of Professional Development Funds (source: TQC Orientation Aug. 2007)</td>
<td>36-39</td>
</tr>
<tr>
<td>See guidance on House File 564 and House File 565. Addresses unobligated TQ PD funds and District flexibility account. (source: ISEA)</td>
<td>11-12</td>
</tr>
<tr>
<td>Monitoring Professional Development Plans (source: TQC Orientation Aug. 2007)</td>
<td>40-41</td>
</tr>
<tr>
<td>Compensation for the Teachers on the Committee (source: TQC Orientation Aug. 2007)</td>
<td>42-43</td>
</tr>
<tr>
<td><strong>Sample Agendas and Other Supportive Materials for TQC meetings</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction (source: ISEA)</td>
<td>44</td>
</tr>
<tr>
<td>Organizational meeting (source: ISEA)</td>
<td>45</td>
</tr>
<tr>
<td>Allocate distribution of Professional Development Funds (source: ISEA)</td>
<td>46</td>
</tr>
<tr>
<td>Also, see guidance on HF 564 &amp; 565 – unobligated PD funds (source: ISEA)</td>
<td>11-12</td>
</tr>
<tr>
<td>Allocate distribution of Iowa Core Curriculum Funds (source: ISEA)</td>
<td>47</td>
</tr>
</tbody>
</table>
Monitor evaluation (source: ISEA) | 48-49
Beginning Teacher Evaluation Survey (source: ISEA) | 50
Career Teacher Performance Review Survey (source: ISEA) | 51-52
Monitor professional development program (source: ISEA) | 53-54
Professional Development Survey (source: ISEA) | 55
Self-analysis of District/Building Professional Development (source: ISEA) | 56-65

“Historical” Information below is intended to provide access to scanned copies of original Department of Education Guidance when Teacher Quality Committees were created. When necessary print out the specific original documents to support your position in discussions. This guidance includes notes to identify the changes implemented February, 2017 with passage of HF 291.

### Dept. of Ed Guidance on SF 277 (Teacher Quality Committee)

**May 18, 2007** guidance from Pam Pfitzenmaier | 66-74
C. TQC responsibilities | 67
Are TQ Committees subject to Open Meetings law? (question 3) | 68

### September 25, 2007 from Kevin Fangman

Distribution and Use of PD funds (questions 3-11) | 75-77
Other Funding Related questions (questions 14-17) | 78
What happens when the TQC can’t agree on use of funds? (question 23) | 79
Also see HF 564 and 565 | 11-12

Market Factor Q&As (questions 27-30) | 80
Is it okay to use funds to purchase projectors, Smartboards? (question 37) | 81
Questions about TQC Composition – Deb Hansen | 83

### DE Guidance on HF 2679 & SF 2216 (legislation made changes to TQ)

**July 23, 2008** from Kevin Fangman | 84-89
A. Definition of Teacher (Definition can include part-time administrator) | 84
B. Iowa Core Curriculum | 84-86
C. Whole Grade Sharing (dollars follow the teacher to shared district) | 86
G. Teacher Evaluation (eliminated requirement of an artifact from another administrator) | 87
H. Market Factor q&a’s | 88-89
CHAPTER 284
TEACHER PERFORMANCE, COMPENSATION,
AND CAREER DEVELOPMENT

Legislative intent;
2001 Acts, ch 161, §1

(Language that may be relevant to the Teacher Quality Committee appears in bold.)

284.1 Student achievement and teacher quality program.
284.2 Definitions.
284.3 Iowa teaching standards.
284.4 Participation.
284.5 Beginning teacher mentoring and induction program — rules.
284.6 Teacher professional development.
284.8 Performance review requirements for teachers — peer group reviews.

284.1 Student achievement and teacher quality program.

A student achievement and teacher quality program is established to promote high student achievement. The program shall consist of the following four major elements:
1. Career paths with compensation levels that strengthen Iowa's ability to recruit and retain teachers.
2. Professional development designed to directly support best teaching practices.
3. Evaluation of teachers against the Iowa teaching standards.


“Three” probably intended; corrective legislation is pending
Subsection 1 stricken and former subsections 2 – 4 renumbered as 1 – 3

284.2 Definitions.

As used in this chapter, unless the context otherwise requires:
1. “Beginning teacher” means an individual serving under an initial or intern license, issued 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 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 under chapter 272.
2. “Comprehensive evaluation” means a summative evaluation of a beginning teacher conducted by an evaluator for purposes of determining a beginning teacher’s level of competency, for recommendation for licensure based upon the Iowa teaching standards, and to determine whether the teacher’s practice meets the school district expectations for a career teacher.
3. “Department” means the department of education.
4. “Director” means the director of the department of education.
5. “Evaluator” means an administrator or other practitioner who successfully completes an evaluator training program pursuant to section 284.10.
6. “Intensive assistance” means the provision of organizational support and technical assistance to teachers, other than beginning teachers, for the remediation of identified teaching and classroom management concerns for a period not to exceed twelve months.
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 three 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 that is used to determine whether the teacher’s practice meets school district expectations and the Iowa
284.3 Iowa teaching standards.
1. For purposes of this chapter and for developing teacher evaluation criteria under chapter 279, the Iowa teaching standards are as follows:
   a. Demonstrates ability to enhance academic performance and support for and implementation of the school district’s student achievement goals.
   b. Demonstrates competence in content knowledge appropriate to the teaching position.
   c. Demonstrates competence in planning and preparing for instruction.
   d. Uses strategies to deliver instruction that meets the multiple learning needs of students.
   e. Uses a variety of methods to monitor student learning.
   f. Demonstrates competence in classroom management.
   g. Engages in professional growth.
   h. Fulfills professional responsibilities established by the school district.
2. A school board shall provide for the following:
   a. For purposes of comprehensive evaluations, standards and criteria which measure a beginning 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, 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.
   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 42.
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 42.

284.3A Teacher compensation — single salary system. – Not relevant to TQ committee duties, so, it has been removed from this Notebook.

284.4 Participation.
1. A school district or area education agency is eligible to receive moneys appropriated for purposes specified in this chapter if the school board applies to the department to participate in the student achievement and teacher quality program and submits a written statement declaring the school district’s or agency’s willingness to do all of the following:
   a. Commit and expend local moneys to improve student achievement and teacher quality.
   b. Create a teacher quality committee. The committee shall have equal representation of administrators and teachers. The teacher members shall be appointed by the certified employee organization if one exists, and if not, by the school district’s or agency’s administration. The administrator members shall be appointed by the school board. However, if a school district can demonstrate that an existing professional development, curriculum, or student improvement committee has significant stakeholder involvement and a leadership role in the school district, the appointing authorities may mutually agree to assign to the existing committee the responsibilities...
set forth in this paragraph “b”, to appoint members of the existing committee to the teacher quality committee, or to authorize the existing committee to serve in an advisory capacity to the teacher quality committee. The committee shall do all of the following:

1. Monitor the implementation of the requirements of statutes and administrative code provisions relating to this chapter, including requirements that affect any agreement negotiated pursuant to chapter 20.

2. Monitor the evaluation requirements of this chapter to ensure evaluations are conducted in a fair and consistent manner throughout the school district or agency. The committee shall develop model evidence for the Iowa teaching standards and criteria. The model evidence will minimize paperwork and focus on teacher improvement. The model evidence will determine which standards and criteria can be met with observation and which evidence meets multiple standards and criteria.

3. Determine, following the adoption of the Iowa professional development model by the state board of education, the use and distribution of the professional development funds calculated and paid to the school district or agency as provided in section 257.9, subsection 10, or section 257.10, subsection 10, based upon school district or agency, attendance center, and individual teacher and professional development plans.

4. Monitor the professional development in each attendance center to ensure that the professional development meets school district or agency, attendance center, and individual professional development plans.

5. Determine the compensation for teachers on the committee for work responsibilities required beyond the normal work day.

   c. Adopt school district, attendance center, and teacher professional development plans in accordance with this chapter.

   d. Adopt a teacher evaluation plan that, at minimum, requires a performance review of teachers in the district at least once every three years based upon the Iowa teaching standards and individual professional development plans, and requires administrators to complete evaluator training in accordance with section 284.10.

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

2. By July 1, 2002, each school district shall participate in the student achievement and teacher quality program if the general assembly appropriates moneys for purposes of the student achievement and teacher quality program established pursuant to this chapter.


2017 Acts, ch 2, §43, 48, 49; 2017 Acts, ch 172, §33

For provisions relating to applicability of 2017 amendment by 2017 Acts, ch 2, §43 to employment contracts of school employees under chapter 279 and collective bargaining agreements and procedures under chapter 20 before, on, or after February 17, 2017, see 2017 Acts, ch 2, §48, 49

Subsection 1, paragraph b stricken

Subsection 1, paragraph c, subparagraphs (2) and (5) amended and paragraph redesignated as b

Subsection 1, paragraphs d – f redesignated as c – e

284.5 Beginning teacher mentoring and induction program — rules.

1. A beginning teacher mentoring and induction program is created to promote excellence in teaching, enhance student achievement, build a supportive environment within school districts and area education agencies, increase the retention of promising beginning teachers, and promote the personal and professional well-being of teachers.

2. Each school district and area education agency may provide a beginning teacher mentoring and induction program for all teachers who are beginning teachers.

3. Each school district and area education agency that provides a beginning teacher mentoring and induction program under this chapter shall develop a 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 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.

4. A beginning teacher shall be informed by the school district or the area education agency, prior to the beginning teacher’s participation in a mentoring and induction program, of the criteria upon which the beginning teacher shall be evaluated and of the evaluation process utilized by the school district or area
5. Upon completion of the program, the beginning teacher shall be comprehensively evaluated to determine if the teacher meets expectations to move to the career level. The school district or area education agency that employs the beginning teacher shall recommend for a standard license a beginning teacher who is determined through a comprehensive evaluation to demonstrate competence in the Iowa teaching standards. A school district or area education agency may offer a beginning teacher a third year of participation in the program if, after conducting a comprehensive evaluation, the school district determines that the teacher is likely to successfully complete the mentoring and induction program by the end of the third year of eligibility. A teacher granted a third year of eligibility shall develop a teacher's mentoring and induction program plan in accordance with this chapter and shall undergo a comprehensive evaluation at the end of the third year. The board of educational examiners shall grant a one-year extension of the beginning teacher's initial license upon notification by the school district that the teacher will participate in a third year of the school district's program.

6. If a beginning teacher who is participating in a mentoring and induction program leaves the employ of a school district or area education agency prior to completion of the program, the school district or area education agency subsequently hiring the beginning teacher shall credit the beginning teacher with the time earned in the program prior to the subsequent hiring.

7. If the general assembly appropriates money for purposes of this section, a school district or area education agency is eligible to receive state assistance for up to two years under this section for each teacher the school district or area education agency employs who was formerly employed in an accredited nonpublic school or in another state as a first-year teacher. The school district or area education agency employing the teacher shall determine the conditions and requirements of a teacher participating in a program in accordance with this subsection. The school district or area education agency that employs the teacher shall recommend the teacher for an educational license if the teacher, through a comprehensive evaluation, is determined to demonstrate competence in the Iowa teaching standards.

8. The state board shall adopt rules to administer this section.

284.6 Teacher professional development.

1. The department shall coordinate a statewide network of professional development for Iowa teachers. A school district or professional development provider that offers a professional development program in accordance with section 256.9, subsection 42, shall demonstrate that the program contains the following:
   a. Support that meets the professional development needs of individual teachers and is aligned with the Iowa teaching standards.
   b. Research-based instructional strategies aligned with the school district's student achievement needs and the long-range improvement goals established by the district.
   c. Instructional improvement components including student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching.
   d. An evaluation component that documents the improvement in instructional practice and the effect on student learning.

2. The department shall identify models of professional development practices that produce evidence of the link between teacher training and improved student learning.

3. A school district shall incorporate a district professional development plan into the district's comprehensive school improvement plan submitted to the department in accordance with section 256.7, subsection 21. The district professional development plan shall include a description of the means by which the school district will provide access to all teachers in the district to professional development programs or offerings that meet the requirements of subsection 1. The plan shall align all professional development with the school district's long-range student learning goals and the Iowa teaching standards. The plan shall indicate the school district's approved professional development provider or providers.

4. In cooperation with the teacher's evaluator, the career teacher employed by a school district shall develop an individual teacher professional development plan. The evaluator shall consult with the teacher's supervisor on the development of the individual teacher professional development plan. The purpose of the plan is to promote individual and group professional development. The individual plan shall be based, at minimum, on the needs of the teacher, the Iowa teaching standards, and the student achievement goals of the attendance center and the school district as outlined in the comprehensive school improvement plan. The individual plan shall include goals for the individual which are beyond those

Return to Table of Contents  Return to Guide
required under the attendance center professional development plan developed pursuant to subsection 7.

5. The teacher’s evaluator shall annually meet with the teacher to review progress in meeting the goals in the teacher’s individual plan. The teacher shall present to the evaluator evidence of progress. The purpose of the meeting shall be to review the teacher’s progress in meeting professional development goals in the plan and to review collaborative work with other staff on student achievement goals and to modify as necessary the teacher’s individual plan to reflect the individual teacher’s and the school district’s needs and the individual’s progress in meeting the goals in the plan. The teacher’s supervisor and the evaluator shall review, modify, or accept modifications made to the teacher’s individual plan.

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.

7. Each attendance center shall develop an attendance center professional development plan. The purpose of the plan is to promote group professional development. The attendance center plan shall be based, at a minimum, on the needs of the teachers, the Iowa teaching standards, district professional development plans, and the student achievement goals of the attendance center and the school district as set forth in the comprehensive school improvement 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 funds may be used to implement the professional development provisions of the teacher career paths and leadership roles specified in section 284.15, including but not limited to providing professional development to teachers, including additional salaries for time beyond the normal negotiated agreement; activities and pay to support a beginning teacher mentoring and induction program that meets the requirements of section 284.5; pay for substitute teachers, professional development materials, speakers, and professional development content; textbooks and curriculum materials used for classroom purposes if such textbooks and curriculum materials include professional development; administering assessments pursuant to section 256.7, subsection 21, paragraph “b”, subparagraphs (1) and (2), if such assessments include professional development; 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.

9. Moneys received pursuant to section 257.10, subsection 10, or section 257.37A, subsection 2, shall be maintained as a separate listing within a school district’s or area education agency’s budget for funds received and expenditures made pursuant to this subsection. The department shall not require a school district or area education agency to allocate a specific amount or percentage of moneys received pursuant to section 257.10, subsection 10, or section 257.37A, subsection 2, for professional development related to implementation of the core curriculum under section 256.7, subsection 26. A school district shall certify to the department of education how the school district allocated the funds and that moneys received under this subsection were used to supplement, not supplant, the professional development opportunities the school district would otherwise make available. For budget years beginning on or after July 1, 2017, all or a portion of the moneys received pursuant to section 257.10, subsection 10, that remain unexpended and unobligated at the end of a fiscal year may, pursuant to section 257.10, subsection 10, paragraph “d”, be transferred for deposit in the school district’s flexibility account established under section 298A.2, subsection 2.

10. If funds are allocated for professional development pursuant to section 284.13, subsection 1, paragraph “c”, the department shall, in collaboration with the area education agencies, establish teacher development academies for school-based teams of teachers and instructional leaders. Each academy shall include an institute and shall provide follow-up training and coaching.


2017 amendment to subsections 8 and 9 by 2017 Acts, ch 153, §1, takes effect May 11, 2017, and applies to school budget years beginning on or after July 1, 2017; 2017 Acts, ch 153, §2, 3

See Code editor’s note on simple harmonization

Subsections 8 and 9 amended

Return to Table of Contents  Return to Guide
284.6A Computer science professional development incentive fund – legislative findings. Not relevant to TQ committee duties, so, it was removed from this notebook.

284.7 Iowa Teacher Career Path - This section is repealed July 1, 2016. Not relevant to TQ committee duties, so, it was removed from this notebook.

284.8 Performance review requirements for teachers — peer group reviews.
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, identifying teachers in need of improvement, or to determine whether the teacher’s practice meets school district expectations for career advancement. 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 assistance program. Members of the peer group shall be reviewed every third year by at least one evaluator certified in accordance with section 284.10.
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”, and the criteria for the Iowa teaching standards developed by the department in accordance with section 256.9, subsection 42, 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 not subject to negotiation and grievance procedures established pursuant to chapter 20. All school districts shall be prepared to offer an intensive assistance program.
3. A teacher who is not meeting the applicable standards and criteria based on a determination made pursuant to subsection 2 shall participate in an intensive assistance program. However, a teacher who has previously participated in an intensive assistance program relating to particular Iowa teaching standards or criteria shall not be entitled to participate in another intensive assistance program relating to the same standards or criteria and shall be subject to the provisions of subsection 4.
4. Following a teacher’s participation in an intensive assistance program, the teacher shall be reevaluated to determine whether the teacher successfully completed the intensive assistance program and is meeting district expectations under the applicable Iowa teaching standards or criteria. If the teacher did not successfully complete the intensive assistance program or continues not to meet the applicable Iowa teaching standards or criteria, the board may do any of the following:
   a. Terminate the teacher’s contract immediately pursuant to section 279.27.
   b. Terminate the teacher’s contract at the end of the school year pursuant to section 279.15.
   c. Continue the teacher’s contract for a period not to exceed one year. However, the contract shall not be renewed and shall not be subject to section 279.15.
Referred to in §284.2, §284.6
For provisions relating to applicability of 2017 amendments to employment contracts of school employees under chapter 279 and collective bargaining agreements and procedures under chapter 20 before, on, or after February 17, 2017, see 2017 Acts, ch 2, §48, 49
Subsection 2 amended
Subsection 3 stricken and former subsection 4 amended and renumbered as 3
NEW subsection 4

284.9 Review panel — future repeal. (This section was repealed by the IA Legislature on July 1, 2016.) This is not relevant to TQ committee duties, so, it was removed from the notebook.
284.10 Evaluator training program. This is not relevant to the TQ committee duties, so, it was removed from the notebook.

284.11 State supplemental assistance for high-need schools. This is not relevant to the TQ committee duties, so, it was removed from the notebook.

284.12 Reports — rules. This is not relevant to the TQ committee duties, so, it was removed from the notebook.

284.13 State program allocation. This is not relevant to the TQ committee duties, so, it was removed from the notebook.

284.14 Pay-for-performance program. This is not relevant to the TQ committee duties, so, it was removed from the notebook.


284.15 Iowa teacher career paths, leadership roles, and compensation framework. This is not relevant to the TQ committee duties, so, it was removed from the notebook.

284.16 Instructional coach model. This is not relevant to the TQ committee duties, so, it was removed from the notebook.

284.17 Comparable system criteria. This is not relevant to the TQ committee duties, so, it was removed from the notebook.
Teacher Quality Committees and Professional Development Funds

Impact of Passage of HF564 and HF565

The passage of HF564 and HF565 during the 2017 Legislative session did not change the duties of the teacher quality committees in section 284.4 of the Iowa Code. The committees are still required to “Determine, following the adoption of the Iowa professional development model by the state board of education, the use and distribution of the professional development funds calculated and paid to the school district or agency as provided in section 257.9, subsection 10, or section 257.10, subsection 10, based upon school district or agency, attendance center, and individual teacher and professional development plans.”

In HF564 language was added to the current uses of professional development funds to allow for the expenditure for “textbooks and curriculum materials used for classroom purposes if such textbooks and curriculum materials include professional development; administering assessments pursuant to section 256.7, subsection 21, paragraphs (1) and (2), if such assessments include professional development;.” These expenditures would still require the approval of the teacher quality committees.

In HF565 the school district flexibility account is created and professional development funds may be transferred to this account only “For the budget years beginning on or after July 1, 2017, all or a portion of the moneys received pursuant to section 257, subsection 10, that remain unexpended and unobligated at the end of the fiscal year may pursuant to section 257.10, paragraph “d”, be transferred for deposit in the school district’s flexibility account established under section 298A.2, subsection 2.”

This language says that a transfer may be made as long as 257.10, paragraph “d” allows for it.

HF565 amended 257.10 subsection “d” to read as follows:

d. The use of the funds calculated under this subsection and any amount designated for professional development purposes from the school district’s flexibility account under section 298A.2 subsection 2, shall comply with the requirements of chapter 284. If all professional development requirements of chapter 284 are met and funds received under this subsection remain unexpended or unobligated at the end of the fiscal year beginning on or after July 1, 2017, the school district may transfer all or a portion of such unfunded or unobligated funds for deposit in the school district’s flexibility account established under 298A.2, subsection 2.

The first change to the section states that funds transferred from the flexibility account to professional development purposes will comply with chapter 284 so the teacher quality committees will have oversight of these funds.
The second change states that professional development funds may be transferred to the flexibility account if:

1) All the professional needs of chapter 284 have been met
2) If the funds remain unexpended at the end of the fiscal year they may be transferred
3) If the funds are unobligated at the end of the year they may be transferred

The addition of the term “unobligated” grants the teacher quality committees a new authority. The only groups that can act on professional development funds during the fiscal year are the teacher quality committees so only teacher quality committees could encumber the funds prior to the end of the fiscal year. This language allows the teacher quality committees to plan for multiple year professional development plans and obligate current funds to future expenditures.

The strongest argument to not transfer funds is point 1 above, have all of the professional development needs of chapter 284 been met? If not the funds should not be transferred.

After the close of the fiscal year the language states that if professional development funds are unexpended or unobligated they may be transferred so action by the teacher quality committees needs to occur prior to the end of June 30 each fiscal year.
FORMING YOUR LOCAL TEACHER QUALITY COMMITTEE

1. Appoint only local association members to the committee. Rationale: If someone else thinks that they should represent teachers, give them a membership form. Membership is the first step in joining the profession. Membership in the association is a prerequisite to committee work.

2. The ISEA staff TQ committee recommends that:
   a. A brand-new committee be formed. Rationale: The governor and the legislature are expecting new and improved professional development. For the first time ever, our members are having an equal say in funding some of the local professional development. Let’s break new ground.
   b. That the committee meets on regular work hours and pays for substitute teachers when needed
   c. The committee has elementary, middle school and high school member representation.

3. It is in the best interests of the local association to make this committee work effectively. Appoint members with the following characteristics:

   - Are collaborative, yet can think and speak for himself/herself.
   - Will communicate with Association leadership and membership.
   - Knows when to listen as compared to when to speak.
   - Knowledgeable, or able to learn quickly on issues that the committee must address.
   - Respectful of colleagues.
   - Willing to advocate for the best interests of teachers, students and public education.
# Create a Teacher Quality Committee

**Senate File 277**  
**Hopes**  
**Suggested Initial Actions**  
**Resources**

<table>
<thead>
<tr>
<th>Create a teacher quality committee. The committee shall have equal representation of administrators and teachers. The teacher members shall be appointed by the certified employee organization if one exists, and if not, by the school district's or agency's administration. The administrator members shall be appointed by the school board. However, if a school district can demonstrate that an existing professional development, curriculum, or student improvement committee has significant stakeholder involvement and a leadership role in the school district, the Association and District may mutually agree to assign to the existing committee the responsibilities set forth in this paragraph &quot;b&quot;, to appoint members of the existing committee to the teacher quality committee, or to authorize the existing committee to serve in an advisory capacity to the teacher quality committee.</th>
<th>Ensure PD is high quality and yield results—student achievement and teacher efficacy.</th>
<th>Determine what committee/team structures are already in place, and consider how decisions about professional development are currently made.</th>
<th>IA Code Chapter 284</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the engagement of teachers and administrators in participatory decision making regarding PD for student achievement.</td>
<td>Individuals with leadership skills, experience, and interest in the components of the TQ Act will be recruited to work on the TQC.</td>
<td>Assess the need to establish a TQC or assign an existing committee to function as the TQC.</td>
<td></td>
</tr>
<tr>
<td>TQC understands the current state in the district regarding the components of the TQ Act.</td>
<td></td>
<td>Consider using a well-functioning team, if one already exists.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determine who has interest and specialized skills in this type of work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider representation across elementary, middle, and high school.</td>
<td></td>
</tr>
</tbody>
</table>

**Actions by Committee:**

Return to Table of Contents  
Return to Guide
Teacher Quality Committee responsibilities (Amends Iowa Code Chapter 284.7, subsection 6 and Chapter 284.11) SF 277 requires each district and AEA to create a teacher quality committee with equal representation of administrators and teachers. The number of members on the committee is not defined in SF 277. The teacher members are appointed by the certified employee organization. If there is no local certified employee organization, the school board appoints the teachers. The certified employee organization and the school board may mutually agree to use an existing district committee (such as a professional development, curriculum, and/or school improvement committee) in a capacity such as the following:

- Assign the Teacher Quality Committee responsibilities to an existing committee; or
- Use an existing committee in an advisory role to the Teacher Quality Committee.

Question 2: Who is ultimately responsible for creating the Teacher Quality Committee?
Per Iowa Code Chapter 284.4, the school board must carry out all aspects of Teacher Quality. Therefore, the board is ultimately responsible to see that a Teacher Quality Committee is established. (link to source)

Question 3: Are the Teacher Quality Committee meetings subject to the open meetings law? (link to source)
Yes.

Question 10: What is the ideal size and composition for a Teacher Quality Committee?
The size and composition of the committee is locally determined. In a small district with only one or two administrators, the committee will naturally be quite small. It’s possible in very small districts that the committee would be two or four individuals. But in order to function effectively and efficiently, larger districts should consider limiting the size of the committee. Regardless of the size of the committee, representation should include, to the extent possible, various grade levels/buildings (elementary, middle, high school). Ideally, members of the committee should have a working knowledge of effective professional development practices and the Iowa Professional Development Model. (link to source)

Question 11: May the administration appoint a teacher to serve on the Teacher Quality Committee as one of the administrator “slots?” For example can the administration appoint a non-association member teacher to serve on the committee as an administrative designee? SF 277 states, “The committee shall have equal representation of administrators and teachers. The teacher members shall be appointed by the certified employee organization if one exists, and if not, by the school district’s or agency’s administration.” The only case where administration may appoint teachers to the committee is in the situation where there is no certified employee organization. Even in that situation, teachers appointed do not fill administrator “slots. The administrators appointed must be acting in an administrative role within the district. The members of the Teacher Quality Committee may mutually agree to have additional ex officio members to advise them on effective professional development design and practice (e.g. AEA curriculum specialists). Districts with existing consortia agreements for P.D. may also elect to meet with other district Teacher Quality Committees in order to better inform their decisions. (link to source)
1. **What is the recommended size of the Teacher Quality Committee?**
   There is not a requirement for the size of this committee. The Teacher Quality Committee (TQC) Design Team (made up of representatives from the Department of Education, Iowa State Education Association, and School Administrators of Iowa) suggest that anywhere from 6 to 12 members would be appropriate. The goal is to have adequate representation from both stakeholder groups to ensure collaborative decision making. If the team is too small, dialogue will be limited. If the team gets too large, making decisions and facilitating the group becomes more complex. *(link to source)*

2. **When the certified employee organization is selecting teachers to be on the committee, what role groups should be represented?**
   There is no requirement for selecting role groups. It is recommended by the TQC Design Team that you try to get representation for elementary, middle, and high school. You may also want to include teachers from various academic content domains and the specializations (e.g., reading, mathematics, science, special education, art, music, physical education, etc.). *(link to source)*

3. **Are there certain attributes we should look for when selecting members?**
   There is nothing specified in the requirements. Ideally, for both administrators and teachers you should select individuals who are committed to accomplishing gains in student achievement, knowledgeable about school improvement, enthusiastic about professional development, and skillful in effective meeting processes. Another quality is willing to work collaboratively to support professional development that benefits students and teachers and to shape evaluation processes to be valuable and meaningful. *(link to source)*

4. **We have an efficient professional development team in place. Can the district propose that an existing PD team serve as the TQ committee?**
   Yes. However, the local association must agree. The TQC Design Team recognizes that the responsibilities of the Teacher Quality Committees are numerous (The roles and responsibilities will be reviewed at the orientation). The Teacher Quality Committees hopefully will make good decisions that results in professional practices that as a result helps students learn more. There may be current groups in place in a district that can serve as useful advisors to the Teacher Quality Committee on these various responsibilities. As Teacher Quality Committee members become familiar with the roles and responsibilities it is likely the best answers to some questions will be answered. *(link to source)*
TEACHER QUALITY COMMITTEE’S ROLES AND RESPONSIBILITIES

1. The TQ committee allocates state-provided Teacher Quality Professional Development dollars. From the law.
   a) The committee shall do all of the following: “Determine,…the use and distribution of the professional development funds calculated and paid to the school district or agency as provided in section 257.9, subsection 10, or section 257.10, subsection 10, based upon school district or agency, attendance center, and individual teacher and professional development plans.”
   b) The use of the funds is limited to providing professional development to teachers, including:
      i. additional salaries for time beyond the normal negotiated agreement;
      ii. pay for substitute teachers,
      iii. professional development materials, speakers, and professional development content; and
      iv. costs associated with implementing the individual professional development plans.
   c) 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.

2. Teacher representatives of this committee must be members of the local association as the Association is responsible to appoint teacher representatives on this committee.

3. TQ Committee meetings fall under the Iowa Open Meetings Law.

4. Decide on committee leadership roles: chairperson, recorder, etc. Should these positions rotate every meeting, monthly, every semester or annually?

5. What should the term length be for a member of this committee?

6. What is the best way to keep all association members informed? Distribution of minutes from the meetings? Adequate communications will strengthen the power and potential of the TQ committee.

(see next page)
7. The TQ committee needs to decide how decisions will be reached. The administrators and teachers on the committee have equal say in decision-making. Will the committee take motions and vote on them? What will your process be?

8. The TQ committee reviews reports submitted by the school district to the department of education on professional development, evaluation, and market factor incentives (market factor funding ended in 08-09) and should review reports submitted by the school district to the Department of Education on professional development, evaluation.

9. How will the committee assess professional development? Keep in mind that the whole TQ Law including, professional development, evaluation, and market factor incentives (market factor funding ended in 08-09) are all about what is meaningful and valuable for both teachers and students in the education process.

10. If you have a question: CALL YOUR UNISERV OFFICE.
Teacher Quality Committee Functions

<table>
<thead>
<tr>
<th>Senate File 277</th>
<th>Hopes</th>
<th>Suggested Actions</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ Committees must function under the Iowa Open Meetings Law or <em>Iowa Code</em> Chapter 21. This will include conforming to requirements regarding the timelines related to postings of meeting agendas, retention of official minutes and records.</td>
<td>Committee members should remember to be patient with one another.</td>
<td>During the first meeting of the Teacher Quality Committee members should identify several key functions regarding operation of the committee and some general procedural practices.</td>
<td>Open meeting law – see page 58 of this notebook</td>
</tr>
</tbody>
</table>

The TQ Committee should consider the following questions during the initial meeting(s):

**Roles**

1. Who will convene the TQ Committee?
2. Who will facilitate the meetings?
3. Who will be responsible for note taking?
4. Will there be shared responsibility for facilitation and note taking?
5. Who will post the agendas and where?
6. Who has the authority to add additional meetings?

**Calendar**

7. What will be the frequency of the meetings? Will the dates be set for the entire year?
8. Is there a mechanism for adding meetings?
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.</strong> Will the meetings happen outside the regular work day or during the work day?</td>
<td></td>
</tr>
</tbody>
</table>

**Team Work**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10.</strong> What ground rules should the TQ Committee establish to insure efficient operation?</td>
<td></td>
</tr>
<tr>
<td><strong>11.</strong> Will the TQ Committee function by consensus or voting?</td>
<td></td>
</tr>
<tr>
<td><strong>12.</strong> How should the TQ Committee go about educating itself about the Iowa Professional Development Model, attendance center professional development plans, district professional development plans, and other relevant factors?</td>
<td></td>
</tr>
<tr>
<td><strong>13.</strong> Who will be responsible for facilitating that process?</td>
<td></td>
</tr>
<tr>
<td><strong>14.</strong> What else does the TQ Committee need to know?</td>
<td></td>
</tr>
<tr>
<td><strong>15.</strong> What other procedural functions should be addressed to insure success?</td>
<td></td>
</tr>
</tbody>
</table>
16. How will constituent groups be notified of decisions?

17. Will there be joint communication from the TQ Committee to the Board, administrators, and educators?

18. Who will be responsible for creating the communication?

19. How will concerns from attendance centers be handled?

20. How will the TQ Committee determine which issues are within the scope of the committee’s authority?

21. If the issues are the responsibility of the committee, how will the group “trouble-shoot” those concerns?

22. How will the TQ Committee handle rumors if/when they occur?

23. How should the TQ Committee go about educating itself about the Iowa Professional Development Model, attendance center professional development plans, district professional development plans, and other relevant factors?

24. Who will be responsible for facilitating that process?

25. What else does the TQ Committee need to know?

26. What other procedural functions should be addressed to insure success?
Record Keeping

How will the TQC members document their time and actions?

How will public meeting procedures be handled?
Informational Needs of the Teacher Quality Committee

Below is a list of information that would be beneficial for the Teacher Quality Committee.

Request the following from the District:

1. District Comprehensive School Improvement Plan or Agency Professional Development Plan.
2. Building/attendance center Professional Development Plan.
3. Iowa Professional Development Model.
4. District’s allotment of TQ PD funds.
6. District’s Mentoring & Induction plan.

Additional information that is relevant to the Teacher Quality Committee:

1. Iowa Open Meeting Law
2. Local Master Contract or staff handbook or school board policy.
   a. Evaluation process
   b. Does the contract, staff handbook or school board policy contain language that determines the compensation for teachers on the Teacher Quality Committee for work responsibilities beyond the normal work day? It is the responsibility of the Teacher Quality Committee to set the rate of pay for teachers on the committee for work outside contract hours.
<table>
<thead>
<tr>
<th>Information available from the Certified Annual Report – Balance Sheet by Fund, General Fund – Restricted Fund Balance/Restricted Net Position report</th>
<th>3373 Prof Development Iowa Core</th>
<th>3376 Teacher Salary Supplement Prof. Develop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance/Carryover from previous year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues Received for current year</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Current year balance</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Expenditures for current year</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>End of Year Balance</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
# Payments Schedule for LEAs/AEAs for Fiscal Year 2018/2019

* State Foundation Aid consists of:
  - Four-year-old Preschool (3117)
  - Teacher Leadership (3116)

<table>
<thead>
<tr>
<th>LEA/AEA Payments</th>
<th>Electronic Funds Transfer Date</th>
<th>General Fund Source Code For Deposit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEA State Foundation Aid *&lt;br&gt; LEA State Foundation Aid *&lt;br&gt; AEA Juvenile Home Advance</td>
<td>September 19, 2018</td>
<td>3111 / 1110 *&lt;br&gt; 3121</td>
</tr>
<tr>
<td>AEA State Foundation Aid *&lt;br&gt; LEA State Foundation Aid *&lt;br&gt; AEA Juvenile Home Advance</td>
<td>October 17, 2018</td>
<td>3111 / 1110 *&lt;br&gt; 3121</td>
</tr>
<tr>
<td>AEA State Foundation Aid *&lt;br&gt; LEA State Foundation Aid *&lt;br&gt; AEA Juvenile Home Advance&lt;br&gt; LEA Nonpublic Textbook Aid</td>
<td>November 19, 2018</td>
<td>3111 / 1110 *&lt;br&gt; 3121&lt;br&gt; 3222</td>
</tr>
<tr>
<td>AEA State Foundation Aid *&lt;br&gt; LEA State Foundation Aid *&lt;br&gt; AEA Juvenile Home Advance</td>
<td>December 19, 2018</td>
<td>3111 / 1110 *&lt;br&gt; 3121</td>
</tr>
<tr>
<td>AEA State Foundation Aid *&lt;br&gt; LEA State Foundation Aid *&lt;br&gt; AEA Juvenile Home Advance&lt;br&gt; LEA Transportation Assistance Grant – SBRC</td>
<td>January 17, 2019</td>
<td>3111 / 1110 *&lt;br&gt; 3121&lt;br&gt; 3131</td>
</tr>
<tr>
<td>AEA State Foundation Aid *&lt;br&gt; LEA State Foundation Aid *&lt;br&gt; AEA Juvenile Home Advance</td>
<td>February 20, 2019</td>
<td>3111 / 1110 *&lt;br&gt; 3121</td>
</tr>
<tr>
<td>AEA State Foundation Aid *&lt;br&gt; LEA State Foundation Aid *&lt;br&gt; AEA Juvenile Home Advance</td>
<td>March 19, 2019</td>
<td>3111 / 1110 *&lt;br&gt; 3121</td>
</tr>
<tr>
<td>AEA State Foundation Aid *&lt;br&gt; LEA State Foundation Aid *&lt;br&gt; AEA Juvenile Home Advance</td>
<td>April 17, 2019</td>
<td>3111 / 1110 *&lt;br&gt; 3121</td>
</tr>
<tr>
<td>AEA State Foundation Aid *&lt;br&gt; LEA State Foundation Aid *&lt;br&gt; AEA Juvenile Home Advance</td>
<td>May 17, 2019</td>
<td>3111 / 1110 *&lt;br&gt; 3121</td>
</tr>
<tr>
<td>AEA State Foundation Aid *&lt;br&gt; LEA State Foundation Aid *&lt;br&gt; AEA Juvenile Home Advance&lt;br&gt; LEA Supplemental Aid for FY18 Special Ed Deficit&lt;br&gt; AEA Juvenile Home Advance</td>
<td>June 19, 2019</td>
<td>3111 / 1110 *&lt;br&gt; 3113&lt;br&gt; 3121</td>
</tr>
<tr>
<td>FY19 LEA Transportation Aid for Nonpublic Students</td>
<td>July 2019</td>
<td>3221</td>
</tr>
<tr>
<td>FY19 LEA Regular Ed Foster Care Claim&lt;br&gt; FY19 LEA Special Ed Foster Care Claim&lt;br&gt; FY19 LEA Special Ed High Cost Claim&lt;br&gt; FY19 LEA Special Ed Nonpublic Claim&lt;br&gt; FY19 LEA Special Ed Termination of Parental Rights Claim</td>
<td>August 2019</td>
<td>3121&lt;br&gt; 3121&lt;br&gt; 4525&lt;br&gt; 3122&lt;br&gt; 3123</td>
</tr>
</tbody>
</table>

* State Foundation Aid consists of:
  - Four-year-old Preschool (3117)
  - Teacher Leadership (3116)

---

Link to payment schedule:
21.1 Intent — declaration of policy.
This chapter seeks to assure, through a requirement of open meetings of governmental bodies, that the basis and rationale of governmental decisions, as well as those decisions themselves, are easily accessible to the people. Ambiguity in the construction or application of this chapter should be resolved in favor of openness.

[C79, 81, §28A.1]
C85, §21.1

21.2 Definitions.
As used in this chapter:
1. “Governmental body” means:
   a. A board, council, commission, or other governing body expressly created by the statutes of this state or by executive order.
   b. A board, council, commission, or other governing body of a political subdivision or tax-supported district in this state.
   c. A multimembered body formally and directly created by one or more boards, councils, commissions, or other governing bodies subject to paragraphs “a” and “b” of this subsection.
   d. Those multimembered bodies to which the state board of regents or a president of a university has delegated the responsibility for the management and control of the intercollegiate athletic programs at the state universities.
   e. An advisory board, advisory commission, or task force created by the governor or the general assembly to develop and make recommendations on public policy issues.
   f. A nonprofit corporation other than a fair conducting a fair event as provided in chapter 174, whose facilities or indebtedness are supported in whole or in part with property tax revenue and which is licensed to conduct pari-mutuel wagering pursuant to chapter 99D or a nonprofit corporation which is a successor to the nonprofit corporation which built the facility.
   g. A nonprofit corporation licensed to conduct gambling games pursuant to chapter 99F.
   h. An advisory board, advisory commission, advisory committee, task force, or other body created by statute or executive order of this state or created by an executive order of a political subdivision of this state to develop and make recommendations on public policy issues.
   i. The governing body of a drainage or levee district as provided in chapter 468, including a board as defined in section 468.3, regardless of how the district is organized.
   j. An advisory board, advisory commission, advisory committee, task force, or other body created by an entity organized under chapter 28E, or by the administrator or joint board specified in a chapter 28E agreement, to develop and make recommendations on public policy issues.
2. “Meeting” means a gathering in person or by electronic means, formal or informal, of a majority of the members of a governmental body where there is deliberation or action upon any matter within the scope of the governmental body’s policy-making duties. Meetings shall not include a gathering of members of a governmental body for purely ministerial or social purposes when there is no discussion of policy or no intent to avoid the purposes of this chapter.
3. “Open session” means a meeting to which all members of the public have access.

[C71, 73, 75, 77, §28A.1; C79, 81, §28A.2]
C85, §21.2

21.3 Meetings of governmental bodies.
Meetings of governmental bodies shall be preceded by public notice as provided in section 21.4 and shall be held in open session unless closed sessions are expressly permitted by law. Except as provided in section 21.5, all actions and discussions at meetings of governmental bodies, whether formal or informal, shall be conducted and executed in open session.
Each governmental body shall keep minutes of all its meetings showing the date, time and place, the members present, and the action taken at each meeting. The minutes shall show the results of each vote taken and information sufficient to indicate the vote of each member present. The vote of each member present shall be made public at the open session. The minutes shall be public records open to public inspection.

[C71, 73, 75, 77, §28A.1, 28A.5; C79, 81, §28A.3]
C85, §21.3
21.4 Public notice.
1. Except as provided in subsection 3, a governmental body shall give notice of the time, date, and place of each meeting including a reconvened meeting of the governmental body, and the tentative agenda of the meeting, in a manner reasonably calculated to apprise the public of that information. Reasonable notice shall include advising the news media who have filed a request for notice with the governmental body and posting the notice on a bulletin board or other prominent place which is easily accessible to the public and clearly designated for that purpose at the principal office of the body holding the meeting, or if no such office exists, at the building in which the meeting is to be held.
2. a. Notice conforming with all of the requirements of subsection 1 of this section shall be given at least twenty-four hours prior to the commencement of any meeting of a governmental body unless for good cause such notice is impossible or impractical, in which case as much notice as is reasonably possible shall be given. Each meeting shall be held at a place reasonably accessible to the public, and at a time reasonably convenient to the public, unless for good cause such a place or time is impossible or impractical. Special access to the meeting may be granted to persons with disabilities.
b. When it is necessary to hold a meeting on less than twenty-four hours’ notice, or at a place that is not reasonably accessible to the public, or at a time that is not reasonably convenient to the public, the nature of the good cause justifying that departure from the normal requirements shall be stated in the minutes.
3. Subsection 1 does not apply to any of the following:
   a. A meeting reconvened within four hours of the start of its recess, where an announcement of the time, date, and place of the reconvened meeting is made at the original meeting in open session and recorded in the minutes of the meeting and there is no change in the agenda.
   b. A meeting held by a formally constituted subunit of a parent governmental body during a lawful meeting of the parent governmental body or during a recess in that meeting of up to four hours, or a meeting of that subunit immediately following the meeting of the parent governmental body, if the meeting of that subunit is publicly announced in open session at the parent meeting and the subject of the meeting reasonably coincides with the subjects discussed or acted upon by the parent governmental body.
4. If another section of the Code requires a manner of giving specific notice of a meeting, hearing, or an intent to take action by a governmental body, compliance with that section shall constitute compliance with the notice requirements of this section.
[C71, 73, 75, 77, 79, 81, §28A.4]

21.5 Closed session.
1. A governmental body may hold a closed session only by affirmative public vote of either two-thirds of the members of the body or all of the members present at the meeting. A governmental body may hold a closed session only to the extent a closed session is necessary for any of the following reasons:
   a. To review or discuss records which are required or authorized by state or federal law to be kept confidential or to be kept confidential as a condition for that governmental body’s possession or continued receipt of federal funds.
   b. To discuss application for letters patent.
   c. To discuss strategy with counsel in matters that are presently in litigation or where litigation is imminent where its disclosure would be likely to prejudice or disadvantage the position of the governmental body in that litigation.
   d. To discuss the contents of a licensing examination or whether to initiate licensee disciplinary investigations or proceedings if the governmental body is a licensing or examining board.
   e. To discuss whether to conduct a hearing or to conduct hearings to suspend or expel a student, unless an open session is requested by the student or a parent or guardian of the student if the student is a minor.
   f. To discuss the decision to be rendered in a contested case conducted according to the provisions of chapter 17A.
   g. To avoid disclosure of specific law enforcement matters, such as current or proposed investigations, inspection or auditing techniques or schedules, which if disclosed would enable law violators to avoid detection.
   h. To avoid disclosure of specific law enforcement matters, such as allowable tolerances or criteria for the selection, prosecution, or settlement of cases, which if disclosed would facilitate disregard of requirements imposed by law.
   i. To evaluate the professional competency of an individual whose appointment, hiring, performance, or discharge is being considered when necessary to prevent needless and irreparable injury to that individual’s reputation and that individual requests a closed session.
   j. To discuss the purchase or sale of particular real estate only where premature disclosure could be reasonably expected to increase the price the governmental body would have to pay for that property or reduce the price the governmental body would receive for that property. The minutes and the audio recording of a session closed under this paragraph shall be available for public examination when the transaction discussed is completed.
   k. To discuss information contained in records in the custody of a governmental body that are confidential.
records pursuant to section 22.7, subsection 50.

1. To discuss patient care quality and process improvement initiatives in a meeting of a public hospital or to discuss marketing and pricing strategies or similar proprietary information in a meeting of a public hospital, where public disclosure of such information would harm such a hospital's competitive position when no public purpose would be served by public disclosure. The minutes and the audio recording of a closed session under this paragraph shall be available for public inspection when the public disclosure would no longer harm the hospital's competitive position. For purposes of this paragraph, “public hospital” means a hospital licensed pursuant to chapter 135B and governed pursuant to chapter 145A, 226, 347, 347A, or 392. This paragraph does not apply to the information required to be disclosed pursuant to section 347.13, subsection 11, or to any discussions relating to terms or conditions of employment, including but not limited to compensation of an officer or employee or group of officers or employees.

2. The vote of each member on the question of holding the closed session and the reason for holding the closed session by reference to a specific exemption under this section shall be announced publicly at the open session and entered in the minutes. A governmental body shall not discuss any business during a closed session which does not directly relate to the specific reason announced as justification for the closed session.

3. Final action by any governmental body on any matter shall be taken in an open session unless some other provision of the Code expressly permits such actions to be taken in closed session.

4. a. A governmental body shall keep detailed minutes of all discussion, persons present, and action occurring at a closed session, and shall also audio record all of the closed session.

   (1) The detailed minutes and audio recording of a closed session shall be sealed and shall not be public records open to public inspection. However, upon order of the court in an action to enforce this chapter, the detailed minutes and audio recording shall be unsealed and examined by the court in camera. The court shall then determine what part, if any, of the minutes should be disclosed to the party seeking enforcement of this chapter for use in that enforcement proceeding. In determining whether any portion of the minutes or recording shall be disclosed to such a party for this purpose, the court shall weigh the prejudicial effects to the public interest of the disclosure of any portion of the minutes or recording in question, against its probative value as evidence in an enforcement proceeding. After such a determination, the court may permit inspection and use of all or portions of the detailed minutes and audio recording by the party seeking enforcement of this chapter. A governmental body shall keep the detailed minutes and audio recording of any closed session for a period of at least one year from the date of that meeting, except as otherwise required by law.

   (2) This paragraph “b” does not require the office of ombudsman to obtain a court order to examine the detailed minutes and audio recording of a closed session when such examination is relevant to an investigation under chapter 2C and the information sought is not available through other reasonable means. Any portion of the minutes or recording released by a governmental body to the office of ombudsman shall remain confidential pursuant to section 2C.9.

5. Nothing in this section requires a governmental body to hold a closed session to discuss or act upon any matter.

[C71, 73, 75, 77, §28A.3; C79, 81, §28A.5]

21.6 Enforcement.

1. The remedies provided by this section against state governmental bodies shall be in addition to those provided by section 17A.19. Any aggrieved person, taxpayer to, or citizen of, the state of Iowa, or the attorney general or county attorney, may seek judicial enforcement of the requirements of this chapter. Suits to enforce this chapter shall be brought in the district court for the county in which the governmental body has its principal place of business.

2. Once a party seeking judicial enforcement of this chapter demonstrates to the court that the body in question is subject to the requirements of this chapter and has held a closed session, the burden of going forward shall be on the body and its members to demonstrate compliance with the requirements of this chapter.

3. Upon a finding by a preponderance of the evidence that a governmental body has violated any provision of this chapter, a court:

   a. Shall assess each member of the governmental body who participated in its violation damages in the amount of not more than five hundred dollars and not less than one hundred dollars. However, if a member of a governmental body knowingly participated in such a violation, damages shall be in the amount of not more than two thousand five hundred dollars and not less than one thousand dollars. These damages shall be paid by the court imposing it to the state of Iowa, if the body in question is a state governmental body, or to the local government involved if the body in question is a local governmental body. A member of a governmental body found to have violated this chapter shall not be assessed such damages if that member proves that the member did any of the following:

      (1) Voted against the closed session.

      (2) Had good reason to believe and in good faith believed facts which, if true, would have indicated compliance with all the requirements of this chapter.

      (3) Reasonably relied upon a decision of a court, a formal opinion of the Iowa public information board, the
attorney general, or the attorney for the governmental body, given in writing, or as memorialized in the minutes of the meeting at which a formal oral opinion was given, or an advisory opinion of the Iowa public information board, the attorney general, or the attorney for the governmental body, given in writing.

b. Shall order the payment of all costs and reasonable attorney fees in the trial and appellate courts to any party successfully establishing a violation of this chapter. The costs and fees shall be paid by those members of the governmental body who are assessed damages under paragraph “a”. If no such members exist because they have a lawful defense under that paragraph to the imposition of such damages, the costs and fees shall be paid to the successful party from the budget of the offending governmental body or its parent.

c. Shall void any action taken in violation of this chapter, if the suit for enforcement of this chapter is brought within six months of the violation and the court finds under the facts of the particular case that the public interest in the enforcement of the policy of this chapter outweighs the public interest in sustaining the validity of the action taken in the closed session. This paragraph shall not apply to an action taken regarding the issuance of bonds or other evidence of indebtedness of a governmental body if a public hearing, election or public sale has been held regarding the bonds or evidence of indebtedness.

d. Shall issue an order removing a member of a governmental body from office if that member has engaged in a prior violation of this chapter for which damages were assessed against the member during the member’s term.

e. May issue a mandatory injunction punishable by civil contempt ordering the members of the offending governmental body to refrain for one year from any future violations of this chapter.

4. Ignorance of the legal requirements of this chapter shall be no defense to an enforcement proceeding brought under this section. A governmental body which is in doubt about the legality of closing a particular meeting is authorized to bring suit at the expense of that governmental body in the district court of the county of the governmental body’s principal place of business to ascertain the propriety of any such action, or seek a formal opinion of the attorney general or an attorney for the governmental body.

[C71, 73, 75, 77, §28A.7, 28A.8; C79, 81, §28A.6]

21.7 Rules of conduct at meetings.
The public may use cameras or recording devices at any open session. Nothing in this chapter shall prevent a governmental body from making and enforcing reasonable rules for the conduct of its meetings to assure those meetings are orderly, and free from interference or interruption by spectators.

[C79, 81, §28A.7]
C85, §21.7

21.8 Electronic meetings.
1. A governmental body may conduct a meeting by electronic means only in circumstances where such a meeting in person is impossible or impractical and only if the governmental body complies with all of the following:
   a. The governmental body provides public access to the conversation of the meeting to the extent reasonably possible.
   b. The governmental body complies with section 21.4. For the purpose of this paragraph, the place of the meeting is the place from which the communication originates or where public access is provided to the conversation.
   c. Minutes are kept of the meeting. The minutes shall include a statement explaining why a meeting in person was impossible or impractical.

2. A meeting conducted in compliance with this section shall not be considered in violation of this chapter.

3. A meeting by electronic means may be conducted without complying with paragraph “a” of subsection 1 if conducted in accordance with all of the requirements for a closed session contained in section 21.5.

[C79, 81, §28A.8]
C85, §21.8

21.9 Employment conditions discussed.
A meeting of a governmental body to discuss strategy in matters relating to employment conditions of employees of the governmental body who are not covered by a collective bargaining agreement under chapter 20 is exempt from this chapter. For the purpose of this section, “employment conditions” mean areas included in the scope of negotiations listed in section 20.9.

21.10 Information to be provided.
The authority which appoints members of governmental bodies shall provide the members with information about this chapter and chapter 22. The appropriate commissioner of elections shall provide that information to members of elected governmental bodies.
21.11 Applicability to nonprofit corporations.
This chapter applies to nonprofit corporations which are defined as governmental bodies subject to section 21.2, subsection 1, paragraph “f”, only when the meetings conducted by the nonprofit corporations relate to the conduct of pari-mutuel racing and wagering pursuant to chapter 99D.

90 Acts, ch 1175, §2
Understanding the meaning of “Monitor”

Within the Chapter 284 the word “monitor” is used in relationship to the responsibilities of the TQ Committee. There are multiple options for the interpretation of the word. Below is the section of the law that describes the responsibilities of the TQ Committee and suggested actions for monitoring.

1. **Monitor** the implementation of the requirements of statutes and administrative code provisions relating to this chapter, including requirements that affect any agreement negotiated pursuant to chapter 20.

   **Suggestion:**
   ✓ Committee determines compensation (per diem hourly rate) for the additional time outside the workday the committee members (teachers) meet.

2. **Monitor** the evaluation requirements of this chapter to ensure evaluations are conducted in a fair and consistent manner throughout the school district or agency. In addition the committee **shall develop** model evidence for the Iowa teaching standards and criteria. The model evidence will minimize paperwork and focus on teacher improvement. The model evidence will determine which standards and criteria can be met with observation and which evidence meets multiple standards and criteria.

   **Suggestion:**
   ✓ Become familiar with the evaluation language and process.
   ✓ Survey buildings to determine frequency of evaluations.
   ✓ Survey building to determine amount of paperwork required for beginning and career teacher evaluation process.
   ✓ Determine if it is necessary to create additional evidence.
   ✓ Make recommendations to minimize paperwork.

3. **Determine**, following the adoption of the Iowa professional development model by the state board of education, the use and distribution of the professional development funds calculated and paid to the school district or agency as provided in section 257.9, subsection 10, or section 257.10, subsection 10, based upon school district or agency, attendance center, and individual teacher and professional development plans.
Suggestion:

✓ Become familiar with the Iowa Professional Development Model (IPDM).
✓ Know the amount the District is receiving for professional development and salary funds. Review requests for funding by buildings.
✓ Reach consensus on priority of spending professional development funds (District/building/individual).

4. **Monitor** the professional development in each attendance center to ensure that the professional development meets school district or agency, attendance center, and individual professional development plans.

Suggestion:

✓ Review district and building professional development plans.
✓ Determine if the plans are following the IPDM and consistent with CSIP.
✓ Develop and implement evaluation of professional development opportunities.
✓ Review evaluation results of professional development opportunities.

5. **Ensure** that teachers on the committee are compensated for work beyond the work day.

Suggestion:

✓ Compensation could hourly per diem or release time with funding for subs paid from TQ funds.

---

`v. mon*i*tored, mon*i*tor*ing, mon*i*tors`

`v. tr.
1. To check the quality or content of (an electronic audio or visual signal) by means of a receiver.
2. To check by means of an electronic receiver for significant content, such as military, political, or illegal activity: monitor a suspected criminal’s phone conversations.
3. To keep track of systematically with a view to collecting information: monitor the bear population of a national park; monitored the political views of the people.
4. To test or sample, especially on a regular ongoing basis: monitored the city’s drinking water for impurities.
5. To keep close watch over; supervise: monitor an examination.
6. To direct.`
### Monitoring the Implementation of Requirements Relating to Chapter 284

<table>
<thead>
<tr>
<th>Senate File 277</th>
<th>Hopes</th>
<th>Suggested Initial Actions</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monitor the implementation</strong> of the requirements of statutes and administrative code provisions relating to this chapter, including requirements that affect any agreement negotiated pursuant to chapter 20.</td>
<td>Teachers are compensated for their hard work in PD. Effective mentoring and induction, evaluation, and professional development are supported and improved as needed.</td>
<td>TQC members know that when PD impacts educators’ hours and compensation beyond the work day. Determine the local context in terms of PD plans.</td>
<td><strong>Staff handbook or school board policy</strong></td>
</tr>
</tbody>
</table>

**Actions by Committee:**
## Monitoring the Evaluation Requirements

<table>
<thead>
<tr>
<th>Senate File 277</th>
<th>Hopes</th>
<th>Suggested Initial Actions</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monitor the evaluation requirements</strong> of this chapter to ensure evaluations are conducted in a fair and consistent manner throughout the school district or agency. Develop model evidence for the Iowa teaching standards and criteria. The model evidence will minimize paperwork and focus on teacher improvement. The model evidence will determine which standards and criteria can be met with observation and which evidence meets multiple standards and criteria.</td>
<td>The teacher evaluation process is meaningful, manageable and valuable for teachers and administrators. Evaluation processes are fair &amp; consistent. Evaluation and PD systems work together to improve teaching. Ensures quality teaching and student learning.</td>
<td>Review local evaluation procedures. Review state model evidence. Become familiar with components from Evaluator Training I and II.</td>
<td>DE website Educator Quality Educator Quality Documents Teacher Evaluation <a href="https://www.educateiowa.gov/pk-12/educator-quality/teacher-quality-program-guidance">https://www.educateiowa.gov/pk-12/educator-quality/teacher-quality-program-guidance</a>. Teacher Evaluation to Enhance Professional Practice by Charlotte Danielson and Thomas McGreal (2000)</td>
</tr>
</tbody>
</table>

### Actions by Committee:
Policy Guidance: Monitoring Evaluation

Source: Iowa Department of Education Guidance on Senate File 277 Student Achievement and Teacher Quality Program by Pamela Pfitzenmaier, Ph.D., Administrator May 18, 2007

Question 16: One of the duties of the Teacher Quality Committee is to monitor the district teacher evaluation requirements to ensure they are “...conducted in a fair and consistent manner throughout the school district or agency.” Does this monitoring include teacher dismissal processes per Iowa Code Chapter 279?

The Teacher Quality Committee responsibility to monitor the evaluation is limited to the evaluation processes in Iowa Code Chapter 284. Other employment issues are addressed in Iowa Code Chapter 279 and are not the responsibility of the committee. (link to source)

Question 17: Does the monitoring of the teacher evaluation requirements include having the committee review an individual teacher's evaluation?

No, “monitor” means to review the process by which teachers are evaluated to ensure the overall process is fair and consistent. Any concerns about the evaluation process should be highlighted by the committee and reported to the certified employee organization and the board. (link to source)
### Determining the Use of Professional Development Funds

<table>
<thead>
<tr>
<th>Senate File 277</th>
<th>Hopes</th>
<th>Suggested Initial Actions</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Following the IPDM, determine the use and distribution of the professional development funds distributed to the school district or agency based upon school district or agency, attendance center, and individual teacher and professional development plans. | Teachers and administrators provide valuable input in setting priorities.  
Good decisions are made.  
District & building-level actions supporting the collective [group] learning of teachers on PD targets based on student data and district/building goals are the highest priority for funding. | Discuss what information the TQC needs to know about PD to help inform decisions pertaining to PD funds.  
What are unmet needs of the district and building-level PD plans.  
Consider options for ways funds may be used and distributed across the three plans.  
Determine the proportion of the TQ funds that are to be allocated to the district, building-level and individual plans. | LEA Business manager  
Copy of district/school calendar for PD  
HF 564 and HF 565  
Suggested Questions to Guide Dialogue about Balancing Teacher Quality Funding (Page 30) |

### Actions by Committee:

Return to Table of Contents  Return to Guide
Policy Guidance: Determining the Use of Professional Development Funds

Source: Iowa Department of Education Guidance on Senate File 277 Student Achievement and Teacher Quality Program by Pamela Pfitzenmaier, Ph.D., Administrator May 18, 2007

SF 277 changed the use of the funds 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.” (See item C below for description of who determines how these funds are expended. The district administration/board no longer have sole authority to determine use of these funds.) These funds may not supplant existing funding for professional development activities (e.g. general fund, federal funding sources, carryover of state P.D. funds from the previous school year, etc). Districts are required to certify to the Iowa Department of Education (DE) how funds received were used (more information on data collection to follow later in the summer). Funds will be disbursed to districts and AEAs in one payment, on or about October 15. The amount to be distributed to each district and AEA will be posted on the DE website in early summer.

Determine the use and distribution of the professional development funds based on the school district/agency, attendance center, and individual teacher development plans. The legislation also states, “…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.” The legislation no longer requires the equivalent of one additional day for professional development (the additional day that was required in both the 2005-06 and 2006-07 school years is no longer required). However, SF 277 does state, “The goal for use of the funds is to provide one additional contract day or the equivalent thereof for professional development…” All professional development plans, including district, attendance center, and individual plans, must be aligned with the Iowa Professional Development Model as outlined in Iowa Code Chapter 284.6. Per Iowa Code, the P.D. must contain the following:

- Support that meets the career development of individual teachers and is aligned with the Iowa Teaching Standards;
- Research-based instructional strategies aligned with the school district’s student achievement needs and the long-range improvement goals established by the districts;
- Instructional improvement components including student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observations, reflection, and peer coaching;

Allowable expenditures of SF 277 professional development funds would not include items such as mandatory trainings (e.g. blood-borne pathogens, mandatory reporter training, etc), parent-teacher conference days, teachers preparing in their classrooms (work days), staff orientations, or time spent preparing grades/report cards/lesson plans. (link to source)

Question 1: May a district opt out of receiving the professional development funds?
No, all districts and AEAs must participate in all aspects of the Student Achievement and Teacher Quality program, including professional development. (link to source)
Policy Guidance: Determining the Use of Professional Development Funds (Continued)

Question 4: What if the Teacher Quality Committee cannot reach an agreement on use of the professional development funds?
The funds may only be used for professional development purposes and would be carried into the following school year. If agreement is not reached, the funds may not simply be equally distributed to teachers as salary. Note that the district must annually report to the DE how P.D. funds are used. (link to source)

Question 5: What if a district wishes to use funds appropriated in SF 277 for professional development? Must they have the approval of the Teacher Quality Committee?
Yes, the Teacher Quality Committee has responsibility for P.D. funds appropriated in SF 277 for ’07-08. The duties of the Teacher Quality Committee begin on July 1 and should focus on the use and distribution of SF 277 P.D. funds to implement and support the overall district, attendance center, and individual plans. (link to source)

Question 6: Does the Teacher Quality Committee approve the professional development plans? (District, attendance center, individual plans?)
No, the Teacher Quality Committee does not have the authority to develop nor approve any of these plans. The Committee does have the responsibility to determine the use and distribution of P.D. funds provided through SF 277 to support the various types of plans. The use of the funds should be “balanced” with the three overall levels of P.D. plans: district, attendance center, and individual plans. The Committee allocates funds to these three general areas of P.D. but does not make individual decisions about funding individual teacher P.D. plans. (link to source)

Question 12: Won’t there be the potential of just creating another Phase III with the individual plans? This is not another Phase III program. There are major differences set forth in Iowa Code Chapter 284 and SF 277. Professional development must focus on increasing student achievement. The individual P.D. plan must follow the Iowa Professional Development Model, must be aligned with the district and attendance center P.D. plans, and must be developed in cooperation with the teacher’s evaluator. Because the process for development of individual P.D. plans is already specified in Iowa Code, the committee does not have the authority to approve an individual teacher’s plan. The committee also does not make individual funding decisions about individual teacher P.D. plans. (link to source)
Policy Guidance: Determining the Use of Professional Development Funds (Continued)

Question 13: Since P.D. funds are allocated to districts on a per teacher/per diem basis, must the funds be paid on a per diem basis?
SF 277 does not require P.D. funds to be paid on a per diem basis. The Teacher Quality Committee determines the use and distribution of the funds. [link to source]

Question 15: What about P.D. that is planned for SINA schools? What about P.D. for Reading First schools? Does the committee play a role here?
While it is advisable to make sure the committee is aware of all the P.D. efforts in the district, the committee does not have authority to determine implementation of P.D. for efforts such as SINA and Reading First. [link to source]

Does balance of funding across the three plans (District, Attendance Center, and Individual Plans mean dividing the money into thirds?
Not necessarily. The Teacher Quality Committee should examine the priorities established and consider what will be the most likely expenditure of resources to accomplish the goals for improving student learning and increasing teacher effectiveness. A greater proportion of the funds may be given to building level plans, because the committee reviewed the goals and determined that the building level plan was more likely to increase learning for a larger numbers of students.

Can we use PD time to do portfolios or organizing the evidence for the standards and criteria needed for the performance reviews?
The collection of evidence for the performance review could be a worthwhile use of professional development time, if the data being collected is related to the professional development plans. For example, collaborative team minutes, implementation data, and collaboratively developed lesson plans relating to the model/strategies being learned in PD would be sources of evidence related to PD. Spending time assembling a set of miscellaneous documents on the standards and criteria would not be effective use of PD time.
# Monitoring Professional Development Plans

<table>
<thead>
<tr>
<th>Senate File 277</th>
<th>Hopes</th>
<th>Suggested Initial Actions</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Monitor the professional development** in each attendance center to ensure that the professional development meets school district or agency, attendance center, and individual professional development plans. | TQC will understand the current state of professional development (PD) in their district and at the building level. | **Acquire plans:**  
- District PD plan (in CSIP)  
- Building-level PD plans (new requirement – there may not be written building level plans).  
- Written procedures for individual professional development plans. (TQT may not review actual plans.) | IPDM Technical Assistance Materials  
https://www.educateiowa.gov/pk-12/educator-quality/iowa-professional-development-model  
IPDM District/Building Profile  
PD Leadership Team Members and other Committees |
| TQC will understand how the Iowa Professional Development Model (IPDM) defines quality professional development. | Study and review the PD plans.  
Discuss PD results: What has gone well and what might need to be improved?  
Engage full team in learning about the IPDM.  
Gather additional resources. | |

**Actions by Committee:**

---

Return to Table of Contents  
Return to Guide
Policy Guidance: Monitoring Professional Development Plans

Source: Iowa Department of Education Guidance on Senate File 277 Student Achievement and Teacher Quality Program by Pamela Pfitzenmaier, Ph.D., Administrator May 18, 2007

Question 6: Does the Teacher Quality Committee approve the professional development plans? (District, attendance center, individual plans?)

No, the Teacher Quality Committee does not have the authority to develop nor approve any of these plans. The Committee does have the responsibility to determine the use and distribution of P.D. funds provided through SF 277 to support the various types of plans. The use of the funds should be "balanced" with the three overall levels of P.D. plans: district, attendance center, and individual plans. The Committee allocates funds to these three general areas of P.D. but does not make individual decisions about funding individual teacher P.D. plans. (link to source)

Question 12: Won’t there be the potential of just creating another Phase III with the individual plans?

This is not another Phase III program. There are major differences set forth in Iowa Code Chapter 284 and SF 277. Professional development must focus on increasing student achievement. The individual P.D. plan must follow the Iowa Professional Development Model, must be aligned with the district and attendance center P.D. plans, and must be developed in cooperation with the teacher’s evaluator. Because the process for development of individual P.D. plans is already specified in Iowa Code, the committee does not have the authority to approve an individual teacher’s plan. The committee also does not make individual funding decisions about individual teacher P.D. plans. (link to source)

Question 15: What about P.D. that is planned for SINA schools? What about P.D. for Reading First schools? Does the committee play a role here?

While it is advisable to make sure the committee is aware of all the P.D. efforts in the district, the committee does not have authority to determine implementation of P.D. for efforts such as SINA and Reading First. (link to source)
## Compensation for the Teachers on the Committee

<table>
<thead>
<tr>
<th>Senate File 277</th>
<th>Hopes</th>
<th>Suggested Initial Actions</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that teachers on committee are compensated for work beyond the work day. (Compensation rate is determined by TQC.)</td>
<td>Teachers are appropriately compensated for hours worked beyond the work day for efforts related to the Teacher Quality Committee. Committee members seek to protect resources to make sure the majority of the funds support professional development for the benefit of students and all teachers.</td>
<td>Determine if present contract, staff handbook or school board policy currently addresses compensation beyond the work day. If not, the TQC should determine the appropriate compensation. Develop record keeping procedures for documenting time and work accomplished. Consider buying release time during work week for committee members to meet</td>
<td>Staff handbook or school board policy</td>
</tr>
</tbody>
</table>

### Actions by Committee:

- Return to Table of Contents
- Return to Guide
Question 14: SF 277 allows compensation of the teachers on the committee for work beyond the normal workday. What’s the source of those funds? Could the funds be used to pay for sub costs if the committee elects to meet during the “workday?”

The compensation comes directly from the district’s allocation for professional development (the district’s share of the $20 million). The funds may also be used to pay for substitute costs if the committee elects to meet during the workday. Districts may already have agreed upon compensation for teacher committee work of this nature that will determine levels of compensation. If there is no agreed upon compensation language, it is advised that in the first year of implementation an addendum be added to the bargaining agreement.

NOTE: The compensation for the teachers on the TQC is set by the TQC.
The Iowa State Education Association, the School Administrators of Iowa, the Iowa Association of School Boards, and the Iowa Department of Education jointly developed additional resource materials for use by Teacher Quality Committees (TQC).

The goal is to help committees become more effective in meeting the expectations of IA Code Chapter 284 as well as any local needs.

The sample agendas and surveys are designed to address the responsibilities that Teacher Quality Committees are expected to fulfill under the law. The use of the agendas and surveys is not required, but, are to serve as a resource.

MS Word versions can be accessed through the ISEA website. These versions allow a district or agency to modify the templates for use in their organization. The templates are most beneficial when modified to ensure a local situation or need is addressed. Each TQC would need to add directions, due dates and where to return the surveys.

One agenda for each TQC responsibility is provided. This does not mean that your committee must address each TQC responsibility in isolation. Your committee might choose to combine responsibilities within meeting agendas or decide to address only a portion of the responsibilities each school year in order to allow for greater in-depth focus and work on specific responsibilities.
TQC MEETING AGENDA
Organizational Meeting
(1ST Meeting of the Year)

I. Welcome

II. Introductions

III. Share a Hope for This Year’s TQC

IV. Establish Ground Rules

V. Discuss Procedural Issues
   A. Review Iowa Open Meetings Law (Chapter 21)
   B. Meeting Facilitators
   C. Meeting Recorders
   D. Posting of Agenda
   E. Typing and Distribution of Minutes
   F. Select a Decision-Making Process
   G. Other

VI. Schedule Meeting Dates for the Year

VII. Match/Assign TQC Responsibilities to Meeting Dates
   A. Monitor Mentoring and Induction
   B. Monitor Evaluation
   C. Allocate Professional Development Funds
   D. Allocate Core Curriculum Funds
   E. Monitor Professional Development

VIII. Current Year Budget Reports *
   A. Professional Development Funds
      1. District Plan
      2. Attendance Center Plans
      3. Individual Plans
   B. Core Curriculum Funds

IX. Prepare for Next Meeting
   A. Identify Agenda Items
   B. Identify Data Needed
   C. Determine How Data Will be Collected & by Whom
   D. Determine How Data Will be Compiled & by Whom

X. Share Reflections on Today’s Meeting

* Reports should include beginning balance, itemized expenses, and current balance.

Return to Table of Contents
Return to Guide
TQC MEETING AGENDA

Allocate Distribution of Professional Development Funds

I. Welcome

II. Share a Hope/Concern About Professional Development

III. Review Ground Rules

IV. Adopt Agenda

V. Approve Minutes of Previous Meeting

VI. Current Year Budget Reports *
   A. Professional Development Funds
      1. District Plan
      2. Attendance Center Plans
      3. Individual Plans
   B. Core Curriculum Funds

VI. Allocate TQ Professional Development (PD) Funds
   A. Review current year distribution of TQ PD funds
   B. Review/Identify PD needs for next school year
   C. Approve distribution of TQ PD for next school year across three levels:
      1. District
      2. Attendance Centers
      3. Individual Professional Development Plans

VII. Preparations/Plans for Next Meeting
   A. Agenda Items
   B. Data Needed
   C. Data Collection Process
   D. Data Collection Compilation
   E. Other

VIII. Reflections on Today’s Meeting

IX. Adjourn

* Reports should include beginning balance, itemized expenses, and current balance.
TQC MEETING AGENDA

Allocate Distribution of Iowa Core Curriculum Funds

I. Welcome

II. Share a Hope/Concern About Iowa Core Curriculum

III. Review Ground Rules

IV. Adopt Agenda

V. Approve Minutes of Previous Meeting

VI. Current Year Budget Reports *
   B. Professional Development Funds
      1. District Plan
      2. Attendance Center Plans
      3. Individual Plans
   C. Core Curriculum Funds

VII. Allocate Future Iowa Core Curriculum Funds
   A. Review Core Curriculum Self-Study
   B. Review Core Curriculum Implementation Plan and Identify District Core Curriculum Needs
   C. Approve TQ Core Curriculum Budget for Next School Year

VII. Preparations/Plans for Next Meeting
   A. Agenda Items
   B. Data Needed
   C. Data Collection Process
   D. Data Collection Compilation
   E. Other

VIII. Reflections on Today’s Meeting

VII. Adjourn

* Reports should include beginning balance, itemized expenses, and current balance.
TQC MEETING AGENDA

Monitor Evaluation

I. Welcome

II. Share a Hope/Concern About Evaluation

III. Review Ground Rules

IV. Adopt Agenda

V. Approve Minutes of Previous Meeting

VI. Budget Reports *
   a. Professional Development Funds
      1. District Plan
      2. Attendance Center Plans
      3. Individual Plans
   b. Core Curriculum Funds

VI. Monitor Evaluation
   C. Body of Evidence: Competence in the Iowa Teaching Standards
   B. Create/Review District’s Adopted Model Evidence for the Iowa Teaching Standards and Criteria
   C. Are evidence requirements perceived as fair?
   D. Are evidence requirements consistent throughout the District?
      1. Which standards and criteria can be met with observation?
      2. Which standards and criteria require artifacts/evidence?
      3. Which evidence meets multiple standards and criteria?
      4. How frequently must evidence be updated?

D. Beginning Teacher Evaluation
   B. Are evaluation procedures being followed?
   C. Are procedures fair and consistent throughout the District?
   D. Are the District’s adopted model evidence requirements being consistently applied throughout the District?
   E. Review survey data

E. Career Teacher Performance Review
   B. Are career teachers evaluated at least once every three years?
   C. Are evaluation procedures being followed?
   D. Are procedures fair and consistent throughout the District?
   E. Are the District’s adopted model evidence requirements being consistently applied throughout the District?
F. Does the performance review include:
   1. Classroom observation of the teacher?
   2. Observation of the teacher’s progress and implementation of the teacher’s individual professional development plan?
   3. Supporting documentation from parents, students, and other teachers?

G. Are teachers determined not to meet District expectations under the Iowa teaching standards placed into the District’s Intensive Assistance program?

H. Review survey data

F. Individual Teacher Professional Development Plans
   B. Are plans developed and implemented in all buildings?
   C. Are administrators collaborating with staff in developing and implementing the plans?
   D. Are annual conversations about the plans occurring in all buildings?

G. Intensive Assistance
   B. Does the District offer an Intensive Assistance Program?

H. Forward Evaluation Recommendations/Concerns to Labor Mgmt Committee

VII. Preparations/Plans for Next Meeting
   b. Agenda Items
   c. Data Needed
   d. Data Collection Process
   e. Compilation of Data
   I. Other

VIII. Reflections on Today’s Meeting

IX. Adjourn

* Reports should include beginning balance, itemized expenses, and current balance.
BEGINNING TEACHERS
Evaluation Survey

Please indicate whether you are a 1st- or 2nd-year teacher:
___ 1st year  ___ 2nd year

Please respond “Yes” or “No” to each of the following statements and share any comments you might have regarding your evaluation experience. Your responses will assist the Teacher Quality Committee in enhancing the District’s Evaluation Program.

--------------------------------------------------------

Prior to or during the initial stages of the evaluation process:

f. I was informed that at the end of my second year a comprehensive evaluation would be conducted to determine my competence in the eight Iowa teaching standards.  ___  ___

2. I was informed that a decision regarding my standard teaching license would be made at the end of my second year.  ___  ___

3. I received or was shown a copy of the Comprehensive Summative Evaluation Form.  ___  ___

4. I was informed of the evaluation processes/procedures that would be used by the District.  ___  ___

5. The evaluation processes/procedures described to me were followed when I was evaluated. (If no, please provide comments below.)  ___  ___

6. [Second-year teachers only] My comprehensive summative evaluation was completed by (Insert deadline date).  ___  ___

COMMENTS:

--------------------------------------------------------
Please respond “Yes” or “No” to each of the following statements and share any comments you might have regarding your evaluation experience. Your responses will assist the Teacher Quality Committee in enhancing the District’s Evaluation Program.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I receive a performance review a minimum of once every three years.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>2. My performance review included:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Classroom observation?</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>b. Review of progress on my individual professional development plan?</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>c. Supporting documentation from parents, students, and other teachers?</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>3. My evaluator and I cooperatively developed my individual professional development plan.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>4. My individual professional development plan includes individual as well as attendance center goals.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>5. My individual professional development plan is reviewed and modified annually.</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

The following are sample statements specific to locally negotiated evaluation procedures. Modify as necessary to reflect the procedures and terminology contained within your local Master Contract or staff handbook.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. All career teachers to be evaluated this year received an orientation to the evaluation procedures by <em>(Insert deadline date)</em>.</td>
<td>____</td>
</tr>
<tr>
<td>7. I received a copy of the summative evaluation instrument at the orientation or prior to my evaluation.</td>
<td>____</td>
</tr>
</tbody>
</table>

*(Continued on next page)*

---

Return to Table of Contents  
Return to Guide
8. A pre-observation conference was held.  

9. My classroom observation met or exceeded (Insert) minutes in length.  

10. My post-observation conference was held within (Insert) days of the observation.  

11. A copy of my summative evaluation was provided to me at least (Insert) days prior to my evaluation conference.  

12. My summative evaluation conference was held prior to (Insert deadline date).  

13. My summative evaluation followed the evaluation procedures contained within the Master Contract or staff handbook.  

COMMENTS:
TQC MEETING AGENDA

Monitor Professional Development Program

I. Welcome

II. Share a Hope/Concern About Professional Development

III. Review Ground Rules

IV. Adopt Agenda

V. Approve Minutes of Previous Meeting

VI. Budget Reports *
   a. Professional Development Funds
      i. District Plan
      ii. Attendance Center Plans
      iii. Individual Teacher Plans
   b. Core Curriculum Funds

VIII. Monitor, Study, & Recommend Professional Development (PD) Program

VII. Review District/Building Professional Development Profile as completed for District Iowa Core Curriculum Work

VIII. District PD Program
   a. Supports the developmental needs of individual teachers?
   b. Is aligned with the Iowa teaching standards?
   c. Contains research-based instructional strategies?
   d. Is aligned with the district’s long-range student learning goals?
   e. Contains instructional improvement components?
   f. Contains an evaluation component that documents improvement in instructional practice and effect on student learning?
   g. Is incorporated into the district’s CSIP?
   h. Provides access to all teachers?

IX. Attendance Center PD Plans
   a. Promote group professional development?
   b. Are based on:
      i. Needs of teachers?
      ii. Iowa teaching standards?
      iii. District’s PD plans?
      iv. Student achievement goals of the attendance center and the District?
X. Individual Teacher PD Plans  
   a. Are cooperatively developed by teachers and their evaluators?  
   b. Include individual goals beyond the attendance center goals?  
   c. Are based on:  
      i. Needs of the teachers?  
      ii. Iowa teaching standards?  
      iii. Student achievement goals of the attendance center and the District?  
   d. Are reviewed annually by the teachers and their evaluators?  

XI. Review Teacher PD Surveys  
XII. Review Professional Development Outcomes  
   a. Improvement in instructional practices?  
   b. Effect on student learning?  

XIII. Identify additional information, data, or resources needed  
XIV. Forward Any Recommendations to Appropriate Committee and/or Individual(s)  

VII. Preparations/Plans for Next Meeting  
   a. Agenda Items  
   b. Data Needed  
   c. Data Collection Process  
   d. Data Collection Compilation  
   e. Other  

VIII. Reflections on Today’s Meeting  

IX. Adjourn  

* Reports should include beginning balance, itemized expenses, and current balance.
Professional Development Survey

Building: ________________________________
Date: ________________________________

Please respond “Yes” or “No” to each of the following statements and share any comments you might have regarding the District’s Professional Development Program. Your responses will assist the Teacher Quality Committee as it works to enhance the District’s professional development.

The District’s Professional Development Program:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Meets one or more of my professional development needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Contains research-based instructional strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Contains instructional improvement components.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Is accessible to all teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Promotes group professional development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Is aligned with the Iowa teaching standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Is aligned with my building’s student achievement goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Is aligned with the District’s professional development program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:
District/Building Profile

Based on Iowa Professional Development Model Components

The purpose of this profile is to guide the district/building administrators, the Professional Development (PD) Leadership Team, and the PD provider in conducting an optional self-analysis of the effectiveness of their district/building professional development. By reviewing what is in place for PD at the district and building level, district leaders have an opportunity to make adjustments and add supports to ensure that the professional development provided to teachers results in improved instructional practices and increased student achievement. This rubric is offered as a tool to analyze and describe the status of PD plans, processes, and learning opportunities.

The rubric components, dimensions, and descriptors follow the Iowa Professional Development Model (IPDM) and requirements for the district professional development plans. A description of the desired level of full implementation of effective practice is listed in the left column (Level 4). Four levels are offered to provide practitioners with descriptions that show progress from non-implementation on the right, with movement toward effective practices and procedures on the left. Ratings are offered to indicate the levels of attention that are needed to move from non-implementation to full implementation of the IPDM components.

To complete this rubric, the team members read the definition of the component and the four descriptors for each dimension and then circle the number that most reflects the status of the building/district. If a situation is best described by statements in more than one level, then also highlight or underline items that describe that status. Space is provided to add evidence that supports the ratings.

LEA:___________________________________________________

Building:____________________________________________________

Individual(s) Completing Rubric:

__________________________________________________________

Date: __________________________________________________________________________

Key to ratings on rubric:
4= Fully implemented, ready to showcase and use as an example for others
3= Adjustments and some refinement may be needed
2= Additional attention and effort needed to fully develop this element
1= Intensive technical assistance needed
Component: Collecting and Analyzing Student Data

Identifying student need is the first step in designing professional development intended to improve student learning. Collecting and analyzing information about student performance in areas of interest enables a district and/or school to set priorities. If professional development is to impact student learning, it must precisely align with student need.

### Dimension 1: Uses analysis of multiple sources of data.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Multiple sources of data are displayed in a way that facilitates dialogue with staff. Written summary of findings about student achievement with interpretation about patterns, trends, and implications has been shared with faculty. Analysis provides enough detail to lead to decisions about practice.</td>
</tr>
<tr>
<td>3</td>
<td>Data are collected from multiple sources, but not analyzed and displayed in a way that makes data understandable to staff. Documentation includes a general summary of the findings with interpretation about patterns, trends, and implications. Analysis is general and of limited help in making decisions about practice.</td>
</tr>
<tr>
<td>2</td>
<td>Scores are provided for multiple sources. Little analysis and interpretation are apparent.</td>
</tr>
<tr>
<td>1</td>
<td>Only one source is provided with little or no analysis.</td>
</tr>
</tbody>
</table>

### Dimension 2: Analysis of subgroup data.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Analysis includes the general population as well as findings and implications for all subgroups represented in the district.</td>
</tr>
<tr>
<td>3</td>
<td>Analysis includes findings and implications for some, but not all subgroups represented in the district.</td>
</tr>
<tr>
<td>2</td>
<td>Analysis is reported in nonspecific terms so that conclusions about needs are difficult to make.</td>
</tr>
<tr>
<td>1</td>
<td>There is no analysis, only scores are provided.</td>
</tr>
</tbody>
</table>

### Dimension 3: Leadership Team and administrator(s) use and interpret data.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The PD Leadership Team has discussed the data and implications. The PD Leadership Team has engaged the faculty in dialogue about the data and implications. School administrators have been fully engaged in sharing and discussing findings with others. Administrators actively model how to use and interpret data.</td>
</tr>
<tr>
<td>3</td>
<td>The PD Leadership Team has worked with the data and formed some conclusions. The full faculty has not been engaged in dialogue about findings and implications. School administrator has reported findings to others with little discussion. Administrators do not routinely model the interpretation and use of data.</td>
</tr>
<tr>
<td>2</td>
<td>Data have been reported to staff without opportunities to discuss implications. Administrators and the PD Leadership Team have not worked with faculty on studying data and discussing implications.</td>
</tr>
<tr>
<td>1</td>
<td>The staff has not been engaged in the use of data.</td>
</tr>
</tbody>
</table>

Comments/Evidence: ____________________________________________________________

---

Return to Table of Contents  Return to Guide
Component: Goal Setting for Professional Development

Clear statements of expectations regarding student learning allow schools and districts to focus professional development resources and energy on achievable goals. To meet the goals identified in the Comprehensive School Improvement Plan, the intent of professional development is to increase the learning of all students while attending to the learning needs of subgroups of students. If professional development content is to accomplish the desired increases in student learning, the goals for student learning must be explicit and concrete.

<table>
<thead>
<tr>
<th>Dimension 4: Professional development target is focused on instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong>  PD Leadership Team has identified a professional development target that is focused on improving student achievement in reading, math or science and provides skill development in instruction.</td>
</tr>
<tr>
<td><strong>3</strong>  Professional development target is focused on practices that impact students, but the target does not help teachers to improve academic instruction. (Example: PD addresses only an affective/behavioral/social emotional goal.)</td>
</tr>
<tr>
<td><strong>2</strong>  The target is about procedures rather than instruction. (Example: how to administer assessments.) Target is on adult or systems variable rather than on student learning and instruction. (Example: culture building, scheduling alternatives.)</td>
</tr>
<tr>
<td><strong>1</strong>  The target is exclusively about process. (Example: team building, facilitating meetings.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 5: Goals and PD target are aligned with data.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong>  Goals and PD target are aligned with data. There is tight coupling among the data, goals, and the target selected.</td>
</tr>
<tr>
<td><strong>3</strong>  Goals are aligned with data, but the target is not related to the goal.</td>
</tr>
<tr>
<td><strong>2</strong>  Neither the goals nor the target relate to the data. There is no coupling among data/goals/target.</td>
</tr>
<tr>
<td><strong>1</strong>  There is no PD target.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 6: Target is specific and based on the AIG/MAO and district goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong>  Target is based on the Annual Improvement Goal/Measurable Annual Objective and district goals but is narrower and more specific.</td>
</tr>
<tr>
<td><strong>3</strong>  PD Target is broad. Lack of specificity makes it difficult to select the strategy/model that teachers need to learn to accomplish gains in student achievement.</td>
</tr>
<tr>
<td><strong>2</strong>  PD target is narrow and limited to a single strategy which does not have enough complexity to accomplish significant gains in student achievement.</td>
</tr>
<tr>
<td><strong>1</strong>  PD is a set of events without any target, lack of focus is evident.</td>
</tr>
</tbody>
</table>

Provide evidence that the district/building has selected a target that is based on student data and district goals:

_________________________________________________________________________________  ____________________________________________________________________________

Return to Table of Contents

Return to Guide
### Dimension 7: There is a singular focus at the district/building for PD.

| 4 | There is a singular focus at the district/building for PD. Faculty will be able to focus on one major area at a time. Multiple emphases across the district with variation at the building level may be necessary to address student needs established by data. |
| 3 | There are 2-3 focus areas for PD that the same faculty may need to address simultaneously. |
| 2 | Priorities have not been established to narrow PD focus areas; more than 3 focus areas are evident in the building. |
| 1 | PD is a menu of training topic options. |

**Comments/Evidence:**

__________________________________________________________________________

### Component: Selecting Content

Content selected for collective study by schools and districts must be supported by evidence that it can accomplish the goals set for student learning. A district should be confident that the content they choose to study has been found to improve student achievement. A process for selecting content will include: a review of research on curricular and instructional innovations with a history of success in the areas identified for student improvement; a review of current knowledge and practices in the district/school; alignment with the Iowa Teaching Standards; and documentation that the practices are supported by scientifically-based research.

### Dimension 8: PD content selected addresses needs for full population of students.

| 4 | PD content selected addresses needs for the full population of students. Decisions about PD for age spans and populations may vary based on data. (Example: An elementary school may work on a district-wide target of reading comprehension by studying graphic organizers and think alouds. The high school may be focusing on using graphic organizers and writing.) |
| 3 | Content is provided for some grade-spans but not others. (Example: PD only addresses K-3 in a K-6 building.) |
| 2 | PD that is appropriate for one age span is provided for all age groups which conflicts with the research. (Example: Phonemic awareness being applied with all students in upper grades.) |
| 1 | District/building plan is not explicit about how PD is addressing student needs. The relationship between what is being studied and student learning needs is not explicit. |
### Dimension 9: Teachers and leaders were engaged in the decision making about the program/model/strategy.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The PD Leadership Team used a decision making process for selection of content, and appropriate criteria were used to judge the quality of research. Teachers were represented in the decision making about the appropriateness of the program/model/strategy.</td>
</tr>
<tr>
<td>3</td>
<td>The PD Leadership Team chose the content following a process, but without input from staff.</td>
</tr>
<tr>
<td>2</td>
<td>Content was chosen by central office and/or administration. Building Leadership Teams were not part of the process used to study the literature base and make decisions.</td>
</tr>
<tr>
<td>1</td>
<td>Criteria and process for selection are unclear.</td>
</tr>
</tbody>
</table>

### Dimension 10: Administrators are well informed about the program/model/strategy.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Administrators are able to clearly articulate what is being studied by the faculty, why this program/model/strategy was selected, and what student outcomes will be accomplished. This information is communicated to the faculty and community.</td>
</tr>
<tr>
<td>3</td>
<td>Administrators know the strategy selected, but are unable to explain the rationale and research that justifies the selection of these practices for study in relation to local student data.</td>
</tr>
<tr>
<td>2</td>
<td>Administrators are unclear about why and how the program was selected, and communicate little about the nature of the content selected.</td>
</tr>
<tr>
<td>1</td>
<td>Administrators consider the selection of content and the need to be familiar with the rationale for selection as someone else’s responsibility.</td>
</tr>
</tbody>
</table>

### Dimension 11: Content is well grounded in research base.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Content is well grounded in research base; strategies are supported with studies that meet definitions of scientifically based research. The Iowa Content Network or equivalent source was used to make sure the research is of high quality. Practices selected are at least a level 3 on Content Network continuum.</td>
</tr>
<tr>
<td>3</td>
<td>Content is research related. Practices listed may be based on research done on single strategies, but this combination of strategies has never been evaluated using an experimental or quasi-experimental design.</td>
</tr>
<tr>
<td>2</td>
<td>A list of references is provided, but these sources have never been reviewed to check the type of intervention, population, effect size, etc.</td>
</tr>
<tr>
<td>1</td>
<td>Content was selected based on testimonial data or studies/articles without a research foundation. There is no apparent research base or the studies are rated a level 2 or below on the Iowa Content Network.</td>
</tr>
</tbody>
</table>

List the content (strategies, model, or program) and provide evidence that this content has a research base. (Example: a review of the research base, and/or site studies that are reviewed on Iowa Content Network):
Component: Design

The professional development process must ensure that teachers have adequate opportunities to learn and implement new curricula, instructional strategies, and assessments. Teachers need to have sufficient workshop and workplace supports to develop a deep understanding of the theory of the strategy/model they are learning. The professional development design will build in time for teachers to learn together and to collaborate with each other. If teachers have opportunities to learn new content and implement it in their classrooms, the investment in professional development will pay off in increased student learning. If professional development is based on powerful and proven content and implemented as designed, students will benefit.

Dimension 12: Design includes theory, demonstration, practice, and collaboration.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | An action plan or building/district plan has been developed. The design for PD includes details about the workshop and workplace supports including:  
  - Theory (including thorough knowledge of research and rationale for the strategy)  
  - Demonstration  
  - Practice  
  - Collaboration |
| 3     | Plan references elements (theory, demonstration, practice, collaboration), but lacks description about how these will be provided. |
| 2     | There is a building and a district PD plan, but plans do not include any reference to theory, demonstration, practice or collaboration. |
| 1     | The district plan does not provide details about the design. There is no building plan. |

Dimension 13: Adequate time for training is provided.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Design describes how time will be made available for intensive PD training. Adequate time for training is provided. Training is distributed and occurs intermittently throughout the school year.</td>
</tr>
<tr>
<td>3</td>
<td>Time is provided for training but the amount of time is not adequate to fully support teacher learning. Design limits teachers’ opportunities to fully participate in theory, demonstration, and practice experiences needed for fidelity of implementation.</td>
</tr>
<tr>
<td>2</td>
<td>Time is limited. Design limits teachers’ opportunities to experience theory, demonstration, practice, etc.</td>
</tr>
<tr>
<td>1</td>
<td>Design does not address finding time.</td>
</tr>
</tbody>
</table>

Dimension 14: Adequate time is provided for collaboration.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Adequate time for collaboration is provided. Teachers meet frequently (about once a week) and for at least 30 minutes per meeting. A schedule is established and announced to all staff. Minutes (data on how meeting time is used) are submitted to the PD Leadership Team.</td>
</tr>
<tr>
<td>3</td>
<td>Time is provided, but meetings are not frequent enough to support implementation. A schedule is established and announced to all staff. The PD Leadership team collects documentation of how collaborative time is used.</td>
</tr>
<tr>
<td>2</td>
<td>Time planned for collaboration is insufficient to support implementation. Meetings are less than 30 minutes. No data are collected during the meeting to inform the Professional Development Leadership Team of additional support needed.</td>
</tr>
<tr>
<td>1</td>
<td>There is no specific schedule.</td>
</tr>
</tbody>
</table>

Provide evidence that design has required elements and adequate time: (PD plans, calendar, etc):

List trainers who will deliver theory, provide demonstrations, etc:
Component: Ongoing Cycle

Professional development is a continuous process rather than a one-time event. To be able to transfer new learning into the classroom, teachers need multiple opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe each other. The collaborative routines needed for supporting these actions must be planned for, supported and monitored. What staff developers learn from the study of implementation will inform decisions about future training, the need for support, and adjustments in the learning opportunities. If new content is to be learned and implemented in classrooms so that students benefit, teachers need ongoing training, the colleagueship of peers as they plan and develop lessons and materials and study their implementation, and interim measures to judge the success of their efforts.

<table>
<thead>
<tr>
<th>Dimension 15: All teachers responsible for instruction are included in training and learning opportunities and collaboration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 16: Training and learning opportunities are distributed through the year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 17: Training/Learning opportunities are adjusted and refined based on data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Return to Table of Contents  Return to Guide
**Dimension 18: Collaborative team meetings are structured.**

| 4 | Collaborative team meetings use structures (agenda and minutes). Teachers are provided with time to plan lessons, discuss data, solve problems, and work with materials to support the strategy being studied. |
| 3 | Collaborative team meetings include group dialogue to address issues of implementation. Lessons are planned in isolation. |
| 2 | Collaborative team meetings are informal. Teachers meet and discuss successes. |
| 1 | Collaborative team meetings are not routinely held. |

**Dimension 19: An implementation plan describes what the teachers will be studying and putting in place in the classroom.**

| 4 | An implementation plan describes what the teachers will be studying and putting in place in the classroom. Teachers know how often they are to implement the strategy (frequency); how they are to implement the strategy in their classroom (fidelity); and if there are different expectations for some role groups. Differing expectations are spelled out and made clear to all participants (Example: PE teachers using text less frequently will implement once every other week rather than daily.) |
| 3 | An implementation plan is in place. How often strategy is to be used is identified, but no information is available on fidelity and expectations. |
| 2 | A plan for implementation is discussed informally, but no written implementation plan has been developed. |
| 1 | Teachers are unclear about what is needed to get the strategy fully in place. |

**Dimension 20: Formative evaluations are in place.**

| 4 | A plan is in place that describes how students will be assessed to see if they are responding to instruction that is the focus of the PD initiative (formative). The assessment aligns well with the content being presented. |
| 3 | Student progress is assessed but the assessments don’t align with the content being presented. |
| 2 | Plan suggests formative assessment procedures will be done. |
| 1 | Formative evaluation of the PD initiative is not addressed by plan. |

**Dimension 21: Formative evaluations are scheduled.**

| 4 | Formative data are collected frequently enough to shape decisions about future PD. The assessments are conducted often enough to be sensitive to changes in student learning. |
| 3 | Assessments are conducted too often. (Changes are not likely to be measurable because students have not had enough time to learn the skill being measured.) Assessments are scheduled too far apart to yield data in a way that can be used to change the PD or to adjust instruction. |
| 2 | Formative assessments have been identified, but collection is not on a specific schedule. |
| 1 | Formative evaluation of the PD initiative is not addressed by plan. |
### Dimension 22: Formative data are used to plan training and supports for students.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>PD Leadership Team analyzes formative data and facilitates dialogue about the findings with staff. Data are used to plan future training and identify additional ongoing supports or adjustments in instruction for students.</td>
</tr>
<tr>
<td>3</td>
<td>Data are collected and interpreted by PD Leadership Team. Data inform some decisions, but not routinely used to shape PD or change instructional practices.</td>
</tr>
<tr>
<td>2</td>
<td>Data are used for accountability, but not for planning and adjusting PD and instruction.</td>
</tr>
<tr>
<td>1</td>
<td>Limited use of formative data.</td>
</tr>
</tbody>
</table>

Comments/Evidence: ________________________________________________________________
__________________________________________________________________________

### Component: Summative Evaluation

The effectiveness of professional development is judged by the quality of student learning outcomes. Determination of the efficacy of a professional development program is based on two factors: whether or not the content was implemented as planned and whether or not students acquired the desired knowledge/skills/behaviors. This judgment is based on both formative and summative evaluation data. The quality of the evaluation is contingent upon having clearly stated goals that target an improvement in student performance. A professional development program is successful when it achieves its student learning goals.

### Dimension 23: Summative data are used to plan the next cycle of professional development.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Summative evaluation includes analysis ITBS/ITEDs plus other assessments including end of the year review of formative data. Teacher implementation data are considered when interpreting student results. Summative data are used to plan the next cycle of professional development (continue as is, modify, change target, etc.).</td>
</tr>
<tr>
<td>3</td>
<td>Summative evaluation includes only ITBS/ITEDs. Data are used to judge efficacy of PD. Analysis includes tests scores, but not teacher implementation. Findings are used to make decisions about next steps.</td>
</tr>
<tr>
<td>2</td>
<td>Decisions on future PD include general findings regarding student results.</td>
</tr>
<tr>
<td>1</td>
<td>No summative plan. Decisions on future cycle of PD are based on opinions about efficacy of PD.</td>
</tr>
</tbody>
</table>

### Dimension 24: Faculty and stakeholders are informed about the outcomes of the evaluation of professional development.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Faculty and stakeholders are informed about the outcomes of the evaluation of professional development and informed of decisions for next steps.</td>
</tr>
<tr>
<td>3</td>
<td>Faculty is informed about the outcomes and next steps. Stakeholders receive little or no information about the outcomes of professional development.</td>
</tr>
<tr>
<td>2</td>
<td>Evaluation findings are developed into a report, but are not communicated to others.</td>
</tr>
<tr>
<td>1</td>
<td>Analysis is not in a format that can be reported to faculty or stakeholders. No information is shared.</td>
</tr>
</tbody>
</table>

Comments/Evidence: ________________________________________________________________
The Individual Teacher Professional Development Plan (ITPDP) is intended to support the professional growth of individual teachers as part of the district’s focus on increasing achievement for all students. ITPDP is based on the needs of the teacher, the Iowa Teaching Standards and Criteria, and the student achievement goals of the building and district as per the CSIP. The goals and learning opportunities established in the individual plan should be a direct fit with the district and building plans for professional development. The individual plans may be developed for a team of teachers. The format for the individual plan is locally determined.

### Dimension 25: Individual Teacher Professional Development Plans are in place.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | Each career teacher has an individual plan that:  
  • was developed by teacher and administrator  
  • is based on the Iowa Teaching Standards  
  • is based on district data and goals  
  • is reviewed annually  
  Teachers that learn together in teams use team plans, as appropriate. Procedures for individual plans are clearly articulated, all teachers and administrators understand the process and recognize the connections among the evaluation process, the individual PD plans, and the District/Bldg PD plans. |
| 3     | Each teacher has a professional development plan, and those who are learning in teams have plans formatted as a team plan. Teachers and administrators know the procedures for district plans, individual plans, and performance reviews, but do not recognize how these processes interact. |
| 2     | Procedures for individual career plans have been announced, but teachers and/or administrators are not clear about what is expected and how the processes work and interact. |
| 1     | Individual plans do not meet basic requirements. There is no effort to align the various plans and procedures. |

### Dimension 26: Individual plans support district priorities for professional development.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>All teachers are contributing to the district/building PD priority by engaging in professional growth targeted to meet student needs. Individual plans reflect engagement in district/building efforts to meet student and teacher learning needs. An additional goal is in place, if teacher and administrator identify other needs for professional development. (Example: Art, Music, PE teachers work on collective goal in reading and also learn new methods specific to their assignment.)</td>
</tr>
<tr>
<td>3</td>
<td>Teachers are working in teams to implement shared individual teacher development plans, but have little sense of how their learning is connected to other teams or to the district/building plans for professional development and student learning.</td>
</tr>
<tr>
<td>2</td>
<td>All teachers have an individual plan which they view as “tasks” to complete in addition to their regular teaching responsibilities. No reference is made in the plan to building/distinct expectations for professional learning.</td>
</tr>
<tr>
<td>1</td>
<td>Teachers have individual plans that provide no contribution to the district professional development priorities. The individual plans reinforce a menu of professional development topics, rather than systemic collective professional development targeting student achievement.</td>
</tr>
</tbody>
</table>

**Comments/Evidence:**

Note: This technical assistance document was developed by the Iowa Department of Education with input from the Iowa Staff Development Council, a state affiliate of the National Staff Development Council.
DATE: May 18, 2007

TO: Administrators of Public School Districts
    AEA Administrators

FROM: Pamela Pfitzenmaier, Ph.D., Administrator
       Division of PK-12 Education

SUBJECT: Guidance on Senate File 277 Student Achievement and Teacher Quality Program

Senate File 277 made some significant changes to the existing Student Achievement and Teacher Quality program, as well as some new requirements for district staff. The purpose of this memo is to provide updated information about the requirements. Please note that this guidance does not include changes to Administrator Quality or the impact of SF 277 on Area Education Agencies. That guidance will be sent in a separate memo.

A. Professional development funding
(Amends Iowa Code Chapter 284.6) The Legislature appropriated up to $20 million to be used for local district and AEA professional development purposes. Last year’s appropriations of and requirements for $10 million for the equivalent of one day of professional development and the $6.625 million in “Pot 2” were replaced with this year’s $20 million appropriation. As in previous years, the allocation to each district will be based upon the average per diem contract salary for each district multiplied by the total number of full-time equivalent teachers. Note that the definition of “teacher” for purposes described in Iowa Code Chapter 284 has been expanded. (See item E below). SF 277 changed the use of the funds 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.” (See item C below for description of who determines how these funds are expended. The district administration/board no longer have sole authority to determine use of these funds.) These funds may not supplant existing funding for professional development activities (e.g. general fund, federal funding sources, carryover of state P.D. funds from the previous school year, etc.). Districts are required to certify to the Iowa Department of Education (DE) how funds received were used (more information on data collection to follow later in the summer). Funds will be disbursed to districts and AEAs in one payment, on or about October 15. The amount to be distributed to each district and AEA will be posted on the DE website in early summer.

B. Attendance center professional development plan
(Amends Iowa Code Chapter 284.6) In addition to the previously required district professional development plan and the individual plan for each teacher, SF 277 added the requirement that each attendance center “shall develop an attendance center professional development plan.” The plan must be based upon the needs of teachers, the Iowa teaching standards, the district professional development plan, and the student achievement goals of the attendance center and the district. The legislation did not establish a date by which attendance center plans must be developed, but it is advisable to develop these plans early in the upcoming school year. (The district professional plan is already incorporated into the Comprehensive School Improvement Plan. The attendance center plans do not need to be incorporated into the CSIP,
however). Districts with a single building (e.g. K-12 students in one building) may elect to do one attendance center plan or may elect to do separate plans by grade spans (e.g. K-8, 9-12). Templates and models for attendance center plans will be provided later this summer.

C. Teacher Quality Committee responsibilities
(Amends Iowa Code Chapter 284.7, subsection 6 and Chapter 284.11) SF 277 requires each district and AEA to create a teacher quality committee with equal representation of administrators and teachers. The number of members on the committee is not defined in SF 277. The teacher members are appointed by the certified employee organization. If there is no local certified employee organization, the school board appoints the teachers. The certified employee organization and the school board may mutually agree to use an existing district committee (such as a professional development, curriculum, and/or school improvement committee) in a capacity such as the following:

- Assign the Teacher Quality Committee responsibilities to an existing committee; or
- Use an existing committee in an advisory role to the Teacher Quality Committee.

The Teacher Quality Committee duties are outlined below:

- Monitor the local implementation of the Student Achievement and Teacher Quality program.
- Determine the use and distribution of the professional development funds (see A above) based on the school district/agency, attendance center, and individual teacher development plans. The legislation also states, "...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." The legislation no longer requires the equivalent of one additional day for professional development (the additional day that was required in both the 2005-06 and 2006-07 school years is no longer required). However, SF 277 does state, "The goal for use of the funds is to provide one additional contract day or the equivalent thereof for professional development..." All professional development plans, including district, attendance center, and individual plans, must be aligned with the Iowa Professional Development Model as outlined in Iowa Code Chapter 284.6. Per Iowa Code, the P.D. must contain the following:
  - Support that meets the career development of individual teachers and is aligned with the Iowa Teaching Standards;
  - Research-based instructional strategies aligned with the school district’s student achievement needs and the long-range improvement goals established by the districts;
  - Instructional improvement components including student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observations, reflection, and peer coaching;

Allowable expenditures of SF 277 professional development funds would not include items such as mandatory trainings (e.g. blood-borne pathogens, mandatory reporter training, etc), parent-teacher conference days, teachers preparing in their classrooms (work days), staff orientations, or time spent preparing grades/report cards/lesson plans. The DE, in collaboration with ISEA and SAI, will be providing technical assistance to local Teacher Quality Committees regarding the Iowa Professional Development Model and how it may be used for district, attendance center, and individual professional development plans. These regional meetings are tentatively scheduled for the week of August 13. More details about these regional meetings will be sent in a separate memo once the locations and dates are confirmed. We strongly urge teachers and administrators to determine the committee members prior this date.

- Monitor the professional development in each attendance center to ensure that the professional development meets the district/agency, attendance center and individual professional development plans.

- Determine the compensation for teachers on the committee for work responsibilities required beyond the normal work day. (Added by HF 291, Feb. 2017)
Feb. 2017 – Governor signed HF 291 making evaluation an illegal topic of bargaining. If evaluation is no longer in the contract check board policy or your staff handbook. TQ committees continue to have the responsibility of monitoring evaluation.

Question 1: May a district opt out of receiving the professional development funds?
No, all districts and AEAs must participate in all aspects of the Student Achievement and Teacher Quality program, including professional development.

Question 2: Who is ultimately responsible for creating the Teacher Quality Committee?
Per Iowa Code Chapter 284.4, the school board must carry out all aspects of Teacher Quality. Therefore, the board is ultimately responsible to see that a Teacher Quality Committee is established.

Question 3: Are the Teacher Quality Committee meetings subject to the open meetings law?
Yes.

Question 4: What if the Teacher Quality Committee cannot reach an agreement on use of the professional development funds?
The funds may only be used for professional development purposes and would be carried into the following school year. If agreement is not reached, the funds may get simply be equally distributed to teachers as salary. Note that the district must annually report to the DE how P.D. funds are used.

Question 5: What if a district wishes to use funds appropriated in SF 277 for professional development? Must they have the approval of the Teacher Quality Committee?
Yes, the Teacher Quality Committee has responsibility for P.D. funds appropriated in SF 277 for ‘07-08. The duties of the Teacher Quality Committee begin on July 1 and should focus on the use and distribution of SF 277 P.D. funds to implement and support the overall district, attendance center, and individual plans.

Question 6: Does the Teacher Quality Committee approve the professional development plans? (district, attendance center, individual plans?)
No, the Teacher Quality Committee does not have the authority to develop nor approve any of these plans. The Committee does have the responsibility to determine the use and distribution of P.D. funds provided through SF 277 to support the various types of plans. The use of the funds should be “balanced” with the three overall levels of P.D. plans: district, attendance center, and individual plans. The Committee allocates funds to these three general areas of P.D. but does not make individual decisions about funding individual teacher P.D. plans.

Question 7: May a district move forward with professional development plans already made for the 07-08 year?
The district administration may elect to move forward with P.D. plans for the ‘07-08 school year using funds such as general fund, unexpended state P.D. funds from the ‘06-07 school year, Title I, Title II A, etc. The district may not move forward with the expenditures of ‘07-08 P.D. funds without the Teacher Quality committee approval.

2017 legislation now states that the TQ Committee “shall develop model evidence for the Iowa Teaching Standards and Criteria.”
Question 8: What if the district already developed a school calendar with the equivalent of an extra contract day for professional development and planned to use professional development funds from SF 277 to pay for the extra contract day?
The Teacher Quality Committee determines the use of the P.D. funds appropriated in SF 277 for '07-08. The committee could certainly decide to use SF 277 P.D. funds for the purpose of meeting the goal of adding the equivalent of one additional contract day of professional development. In cases where the planned professional development follows the Iowa Professional Development Model, Teacher Quality Committees are strongly encouraged to support the equivalent of an extra P.D. day. The district administration could also use other allowable revenue sources (e.g. general fund, Title I, Title IIA, unexpended state '06-07 P.D. funds, etc.) to fund extra contract days for P.D.

Question 9: What if the certified employee organization and the board had already negotiated the addition of one more contract day for '07-08? Does the Teacher Quality Committee have to use funds allocated through SF 277 to pay for the extra day?
The language of any locally bargained agreement must be examined. Refer to your legal counsel for guidance.

Question 10: What is the ideal size and composition for a Teacher Quality Committee?
The size and composition of the committee is locally determined. In a small district with only one or two administrators, the committee will naturally be quite small. It's possible in very small districts that the committee would be two or four individuals. But in order to function effectively and efficiently, larger districts should consider limiting the size of the committee. Regardless of the size of the committee, representation should include, to the extent possible, various grade levels/buildings (elementary, middle, high school). Ideally, members of the committee should have a working knowledge of effective professional development practices and the Iowa Professional Development Model.

Question 11: May the administration appoint a teacher to serve on the Teacher Quality Committee as one of the administrator "slots?" For example can the administration appoint a non-association member teacher to serve on the committee as an administrative designee?SF 277 states, "The committee shall have equal representation of administrators and teachers. The teacher members shall be appointed by the certified employee organization if one exists, and if not, by the school district's or agency's administration." The only case where administration may appoint teachers to the committee is in the situation where there is no certified employee organization. Even in that situation, teachers appointed do not fill administrator "slots. The administrators appointed must be acting in an administrative role within the district. The members of the Teacher Quality Committee may mutually agree to have additional ex officio members to advise them on effective professional development design and practice (e.g. AEA curriculum specialists). Districts with existing consortia agreements for P.D. may also elect to meet with other district Teacher Quality Committees in order to better inform their decisions.

Question 12: Won't there be the potential of just creating another Phase III with the individual plans?
This is not another Phase III program. There are major differences set forth in Iowa Code Chapter 284 and SF 277. Professional development must focus on increasing student achievement. The individual P.D. plan must follow the Iowa Professional Development Model, must be aligned with the district and attendance center P.D. plans, and must be developed in cooperation with the teacher's evaluator. Because the process for development of individual P.D. plans is already specified in Iowa Code, the committee does not have the authority to approve an individual teacher's plan. The committee also does not make individual funding decisions about individual teacher P.D. plans.
Question 13: Since P.D. funds are allocated to districts on a per teacher/per diem basis, must the funds be paid on a per diem basis?
SF 277 does not require P.D. funds to be paid on a per diem basis. The Teacher Quality Committee determines the use and distribution of the funds.

Question 14: SF 277 allows compensation of the teachers on the committee for work beyond the normal workday. What’s the source of those funds? Could the funds be used to pay for sub costs if the committee elects to meet during the “workday?”
The compensation comes directly from the district’s allocation for professional development (the district’s share of the $20 million). The funds may also be used to pay for substitute costs if the committee elects to meet during the workday. Districts may already have agreed upon compensation for teacher committee work of this nature that will determine levels of compensation. If there is no agreed upon compensation language, it is advised that in the first year of implementation an addendum be added to the bargaining agreement.

Question 15: What about P.D. that is planned for SINA schools? What about P.D. for Reading First schools? Does the committee play a role here?
While it is advisable to make sure the committee is aware of all the P.D. efforts in the district, the committee does not have authority to determine implementation of P.D. for efforts such as SINA and Reading First.

Question 16: One of the duties of the Teacher Quality Committee is to monitor the district teacher evaluation requirements to ensure they are “...conducted in a fair and consistent manner throughout the school district or agency.” Does this monitoring include teacher dismissal processes per Iowa Code Chapter 279?
The Teacher Quality Committee responsibility to monitor the evaluation is limited to the evaluation processes in Iowa Code Chapter 284. Other employment issues are addressed in Iowa Code Chapter 279 and are not the responsibility of the committee.

Question 17: Does the monitoring of the teacher evaluation requirements include having the committee review an individual teacher’s evaluation?
No, “monitor” means to review the process by which teachers are evaluated to ensure the overall process is fair and consistent. Any concerns about the evaluation process should be highlighted by the committee and reported to the certified employee organization and the board.

D. Market Factor Incentives (previously known as Market Factor Pay)
(Amends Iowa Code Chapter 284.11) SF 277 expanded the allowable uses of market factor incentives to include, but not be limited to, “…salaries, educational opportunities and support, moving expenses, and housing expenses for the recruitment and retention needs of the school district in such areas as hard-to-staff schools and subject-area shortages, improving the racial or ethnic diversity on local teaching staff, funding to prepare a teacher to attain a license or endorsement in a shortage area, or funds to support educational support personnel in pursuing a license in a shortage area.” The Teacher Quality Committee “shall make recommendations to the school board and the certified bargaining representative regarding the expenditures of market factor incentives.” Market Factor funds are not allocated for AEAs. Use of Market Factor Incentives is limited to classroom teachers and/or educational support personnel (e.g. paraprofessionals) who are pursuing a license in a shortage area. Districts are required to certify to the DE how funds received were used (more information to follow later in the summer). The amount to be distributed to each district will be posted on the DE website in early summer.

Question 18: What happens if our district doesn’t use all the allocated Market Factor Incentive funds in one year?
Due to HF 291 the salary allocations for shortage areas are not subject to negotiation.

The salary incentive is not subject to negotiations.

Districts are allowed to carry Market Factor Incentives funds into the following school year. Given the timing of the hiring process, it is recognized that Market Factor Incentives are needed in late winter/early spring during prime hiring time.

**Question 19: Are any portions of Market Factor Incentive subject to negotiation and bargaining?**
One of the duties of the Teacher Quality Committee is to make recommendations to the school board and certified bargaining representative regarding the expenditures of Market Factor Incentives. The role of the committee is limited to recommendations. The school board determines the portion of Market Factor Incentives to be used for allowable expenditures (e.g. portions for salaries, educational opportunities and support, moving expenses, and housing expenses, etc). Market Factor Incentive is now subject to negotiation and bargaining but only for that portion being used to pay for additional teacher salaries. Expenses such as "educational opportunities and support, moving expenses, and housing expenses..." are not subject to negotiation.

**Question 20: If the board determines that a portion of Market Factor Incentives will be used for salaries for particular teaching positions, what role does negotiation and bargaining play in determining the amount paid to each position?**
The board determines the specific shortage areas for which the salary incentives are to be paid. The salary allocations for specific shortage areas are subject to negotiation and bargaining.

**Question 21: How does the board determine what constitutes the difference between a hiring bonus vs. salary incentive?**
A hiring bonus is a one-time recruitment tool used for initial hiring of a teacher into a position. The bonus is not subject to negotiation and bargaining. A salary incentive is used as a retention tool and is subject to negotiation and bargaining.

**Question 22: What about Market Factor Pay funds carried forward from the '06-07 school year? Is that subject to negotiation?**
No, use of Market Factor Pay allocations in '06-07 was under the sole discretion of the school board.

**Question 23: What happens if our district doesn't use all the allocated Market Factor Incentive funds in one year?**
Districts are allowed to carry Market Factor Incentive funds into the following school year. Given the timing of the hiring process, it is recognized that Market Factor Incentive funds are needed in late winter/early spring during prime hiring time.

**NOTE:** The following are additional changes created in SF 277. They are not related to the role of the Teacher Quality Committee.

**E. Requirements for employing a guidance counselor, teacher librarian, and school nurse**
(Amends Iowa Code Chapter 256.11) In 2006, the Iowa General Assembly added a requirement that each district have a teacher librarian (the law did not require full-time employment). SF 277 added the requirements that starting with the 07-08 school year districts shall also have a qualified guidance counselor and an articulated sequential K-12 guidance and counseling program. It also requires districts to have a school nurse. Included in SF 277 is language that each school district shall work toward the goals of having one qualified guidance counselor for every three hundred fifty students and of having one school nurse for every seven hundred fifty students. As was true in 2006, under certain circumstances, districts may seek a one-year waiver from the requirement for a guidance counselor and a counseling program as well as a one-year waiver from the requirement for a school nurse. Such a waiver must be filed by August 1, 2007. Districts that filed a teacher librarian waiver for the 2006-07 school year and need a one-year
extension must also file the waiver extension request by August 1, 2007. The waiver forms are available at http://www.iowa.gov/educate/content/view/483/530/. The mandates do not apply to non-public schools.

SF 277 allows districts to apply to the School Budget Review Committee for one-time authority to increase its modified allowable growth in order to fund one or more teacher librarians, counselors and/or school nurses.

The DE was also appropriated $1,000,000 "to assist school districts to recruit, employ, and retain qualified teacher librarians, guidance counselors, and school nurses...To be eligible for assistance, a school district shall submit an application to the DE by September 1, 2007." More guidance on applying for these limited funds will be sent in a separate guidance document.

**Question 24: Does the legislation require a full-time guidance counselor? Is a full-time nurse required? Is a full-time teacher librarian required?**

No, the legislation does not say these positions must be full time. Districts may employ personnel on a part-time basis. Districts may meet these requirements by sharing or contracting with other public entities for the services of a qualified individual.

**Question 25: If a district had a teacher librarian, guidance counselor and/or nurse in the ’06-07 school year and decided to "pink slip" the employee, is the district eligible for a waiver in ’07-08?**

No, a school district cannot request a waiver if the requirements were met in ’06-07.

**Question 26: What is the requirement for a school nurse? Must the individual have a baccalaureate degree?**

No, to meet the mandate in SF 277, the school nurse does not have to hold a baccalaureate degree. It is important to separate the two components in SF 277 as they pertain to school nurses. The first component is a mandate for districts to have qualified school nurse services. The district may either employ a nurse or share/contract with another public entity for school nurse services (e.g. Public Health, another school district, etc.). At a minimum, the nurse must be a registered nurse (RN) and be licensed by the Board of Nursing. The second component of SF 277 is described below in question 28.

**Question 27: What about licensed practical nurses?**

Per rules from the Board of Nursing, a district may not rely solely on a licensed practical nurse (LPN) to meet the mandate. LPNs must be under the supervision of a registered nurse (RN) at the building site to meet the mandate.

**Question 28: Are nurses now included in all of the teacher quality benefits including minimum salary, distribution of additional funds for teacher compensation, professional development, and Market Factor Incentives? Do they need to be evaluated per the Iowa Teaching Standards?**

The second component of SF 277 as it pertains to school nurses is a determination of whether the school nurse meets the new definition of "teacher," as it applies to Iowa Code Chapter 284.

A. Nurses with a baccalaureate: In order to be eligible for any teacher quality compensation funds provided per Iowa Code Chapter 284, the nurse MUST hold a minimum of a baccalaureate degree.
   - Teacher Quality compensation funds through Chapter 284 will be disbursed only to districts with nurses holding a baccalaureate degree.
   - Nurses with a baccalaureate do not receive funds for mentoring and induction because there is no initial license requirement through the Board of Educational Examiners.
The minimum teacher salaries also do not apply to school nurses because they do not meet the definition of "beginning teacher" or "career teacher."

Nurses with a baccalaureate are included in some other aspects of teacher quality (distribution of additional funds for teacher quality compensation, P.D., Market Factor Incentives).

Nurses with a baccalaureate must obtain a Statement of Professional Recognition (SPR) from the Board of Educational Examiners, if they do not already have one.

Nurses with a baccalaureate degree do need to be evaluated per the Iowa Teaching Standards, participate in P.D. and develop individual P.D. plans.

B. Nurses without a baccalaureate: Nurses who do not have a baccalaureate degree are not eligible for teacher quality compensation funds, P.D., Market Factor Incentives and do not have to be evaluated per the Iowa Teaching Standards. They will, however, continue to be eligible for Ed Excellence funding (Phase I, Phase II).

The DE does not currently have data concerning which individual school district and AEA nurses hold a baccalaureate degree. The DE also needs to verify that other individuals with Statements of Professional Recognition (SPR) issued by the Board of Educational Examiners are accurately accounted for. Further data collection information will be needed in order to calculate Teacher Quality funding allocations. Instructions for districts and AEAs will be sent in a separate memo. The sooner all districts and AEAs respond to the data collection request, the sooner the allocations for each district and AEA can be determined.

Question 29: The Board of Educational Examiners is now requiring evidence of a baccalaureate degree before they will issue a Statement of Professional Recognition (SPR). What about individuals who do not have a baccalaureate degree but do have a previously issued SPR?

Those individuals with an SPR but not holding a baccalaureate degree meet the mandate of being qualified as a school nurse. These individuals are NOT eligible for teacher quality compensation provided in SF 277. They remain eligible for Ed Excellence funding (Phase I, Phase II).

Question 30: What if a district has other positions with SPRs such as school social worker and school psychologist? Are they now eligible for teacher quality compensation?

They are eligible for the same teacher quality compensation funds as are school nurses with a baccalaureate degree (see Question 28, A).

F. Minimum teacher salaries

(Amends Iowa Code Chapter 284) SF 277 increased the minimum teacher salaries to the following:

<table>
<thead>
<tr>
<th>Type of Teacher</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning teacher</td>
<td>$26,500</td>
</tr>
<tr>
<td>First-year career teacher</td>
<td>$27,500</td>
</tr>
<tr>
<td>Second-year career teacher</td>
<td>$28,500</td>
</tr>
</tbody>
</table>

The amount allocated to each district and AEA for Teacher Quality compensation has not yet been calculated. The amount to be distributed to each district and AEA will be posted on the DE website in early summer. Districts are urged to pay teacher quality compensation salary increases on a regular basis rather than as bonus checks once or twice a year.

G. Other changes to district procedures per SF 277

- (Amends Iowa Code Chapter 284.3) School boards and the certified bargaining representative shall negotiate, pursuant to Iowa Code Chapter 20, evaluation and grievance procedures for teachers other than beginning teachers (teachers holding initial licensure).

Previously the language was “…may negotiate, pursuant to Iowa Code Chapter 20…”
Feb. 2017 – Governor signed HF 291 making evaluation an illegal topic of bargaining. If evaluation is no longer in the contract check board policy or your staff handbook.

- (Amends Iowa Code Chapter 284.7, subsection 6) School boards and the certified bargaining representatives now have until September 15 to determine distribution of teacher salary compensation funds received through the SF 277 appropriation. The two parties may mutually agree to go beyond September 15. Previously the date was July 15.

- (Amends Iowa Code Chapter 284.8) The intensive assistance program and its implementation are subject to negotiation and grievance procedures. Previously intensive assistance was not subject to negotiation and grievance procedures.

- (Amends Iowa Code Chapter 284.8) A career teacher (a teacher with a standard teaching license, not a beginning teacher) not meeting the Iowa Teaching Standards and Criteria shall participate in an intensive assistance program. Previously intensive assistance was not required.

**Question 31: Must intensive assistance be provided for a teacher is being dismissed per Iowa Code Chapter 279?**
No, intensive assistance only applies to the Iowa Teaching Standards and Criteria outlined in Iowa Code Chapter 284. Dismissals per Iowa Code Chapter 279 do not require intensive assistance.

Questions? Contact Dianne Chadwick ([Dianne.Chadwick@iowa.gov](mailto:Dianne.Chadwick@iowa.gov)) or 515-281-3718.
DATE: September 25, 2007
TO: Administrators of Public School Districts
     AEA Administrators
FROM: Kevin Fangman, Administrator
      Division of PK-12 Education
SUBJECT: Additional Guidance on SF 277 Student Achievement and Teacher
         Quality Program

The purpose of this memo is to provide answers to questions that have been asked since the Teacher Quality Committee Orientation meetings were held the week of August 13, 2007. If you have additional questions, please send them to Deb Hansen at Deb.Hansen@iowa.gov. The DE will continue to post answers to questions that are asked throughout the year on our website at www.iowa.gov/educate/content/blogcategory/56/902/ under Educator Quality.

COMMITTEE COMPOSITION

1. Are the teacher members of the Teacher Quality Committee (TQC) required to be members of the Iowa State Education Association (ISEA) or the local bargaining unit or do they simply have to be chosen for the committee by the local bargaining unit (if one is present)?
   Senate File (SF) 277 only states that the certified employee organization needs to appoint the teacher representatives to the TQC. It also states that existing committees can be appointed to perform the functions of the TQC if the certified employee organization and district administration agree.

2. How do we balance area education agency (AEA) teachers and teachers not members of an association in the decision-making process?
   It is hoped that student achievement will improve by increasing the engagement of teachers and administrators in participatory decision making. It would certainly be expected that the TQC would solicit input and feedback from others educators who may not be association members.

DISTRIBUTION AND USE OF FUNDS

3. How are other districts using teacher quality (TQ) funds at the building (attendance center) and district level? I would like ideas/samples that do NOT involve bringing in a one-time speaker.

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146
PHONE (515) 281-5294 FAX (515) 242-5988
www.iowa.gov/educate
Helping Communities Meet the Learning Needs of All Their Children and Adults
The law allows for the following use of funds - salaries beyond the normal negotiated agreement, substitute teachers, professional development (PD) materials and speakers, and PD content. Examples of how districts are using professional development funding include:

- Collaborative meeting time for teachers to engage in collective learning;
- Developing lessons that support and extend their learning from professional development experiences;
- Time to analyze student and teacher data related to the learning occurring as part of the district and building PD; and
- Hire substitutes to create release time for teachers to observe in each other's classrooms (peer coaching). The goal is for PD to be focused and ongoing throughout the school year so teachers develop the necessary skills that will transfer to the classroom.

4. **Can we use money to hire substitutes when scoring Six Trait Writing or to pay teachers for Six Trait Writing training?**

Senate File 277 does not give the TQC the authority to select the content of the PD. When the individuals who make the decisions about the content of PD plans determine that the Six Traits of Writing is the focus of district or attendance center plans, then SF 277 funds may be used to support the district or attendance center plans, as determined by the TQC.

Scoring papers is not an appropriate use of funds if it is routine scoring/grading. However, analysis and scoring of student work can be part of a professional development experience if it is a part of a PD program that follows the Iowa Professional Development Model (IPDM).

5. **Are we locked into paying out certain percentages of the money?**

Once the TQC decides on the distribution of the funds allocated in SF 277 the district has to disperse the funds according to the percentages outlined by the TQC.

During the Teacher Quality Committee Orientations held the week of August 13-17, it was recommended by all three organizations (Iowa Department of Education [DE], ISEA, School Administrators of Iowa [SAI]) that a majority of the money go to district and attendance center plans. This is based on the research that shows the professional development most likely to improve student achievement is a collective-team effort, data driven, frequent and sustained over time and connects pedagogy, content and students. Funds not spent the first year can be carried over to the next year.

6. **Can PD money in SF 277 be used to pay for travel time between buildings in a school district?**

No. Current district policies should be followed for reimbursing indistrict travel.

7. **Does what we do need to be “researched based”?**

Yes. Senate File 277 does state that all professional development plans, including district, attendance center, and individual plans, must follow the IPDM as outlined in Iowa Code Chapter 284.6. Per Iowa Code the PD must contain research-based
8. If the TQC agrees to recommend equal distribution for funds and administration agrees, will this be legal?
Yes. The TQC can recommend equal distribution of funds between the three groups. Senate File 277 states, "...the use of 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." During the Teacher Quality Committee Orientations held the week of August 13-17, it was recommended by all three organizations (DE, ISEA, SAI) that a majority of the money go to district and attendance center plans. This is based on the research that shows the professional development most likely to improve student achievement is a collective-team effort, data driven, frequent and sustained over time and connects pedagogy, content and students. Funds not spent the first year can be carried over to the next year.

9. Can TQC funds be used to pay teachers for curriculum writing or to hire substitutes to release teachers during the workday to write curriculum?
Curriculum writing by itself is not considered PD. When the individuals make the decisions about the content of PD plans, they need to be aware that the research shows the need for a guaranteed and viable curriculum. However, PD should be focused on the skills and strategies that educators need to implement the curriculum in the classroom. The IPDM and rules for district and attendance center plans require that professional development include student achievement data and analysis, theory, classroom demonstration and practice, observation and reflection, teacher collaboration and study of implementation and coaching. The analysis of curriculum and the analysis of instructional strategies used in the classroom may be a part of the planning cycle as described in the IPDM. Committee work to adopt, map, or maintain curriculum should not replace the time needed to learn new instructional practices. Other district funds should be used to support these efforts.

10. If a district decides to pay for a PD day on a per diem basis and the district is short TQ funds to pay for the whole day, is it appropriate for teacher compensation funds to be used to cover the shortfall?
No. It would not be appropriate to use teacher compensation funds in this manner. The funds would need to be taken from the district’s general fund or some other eligible funding source such as Title II or Title V.

11. Is it appropriate to use TQ professional development funds to reimburse TQC members for travel to and from the TQ orientation meetings?
Yes. This would be an appropriate use of PD dollars.
12. How does this impact our AEA evaluation system?
The process of evaluation is not impacted. The teaching standards must be the
basis of the evaluation process. The alternate criteria for the Iowa Teaching
Standards will be developed this fall and noticed by the State Board.

13. Will newly employed AEA staff members such as school psychologists,
occupational therapists (OTs), physical therapists (PTs), social workers, etc.,
be eligible for mentoring and induction? Can SF 277 funds be used to pay
mentors for these groups?
"Beginning teacher" is defined as an individual serving under an initial or intern
license issued by the Board of Educational Examiners (BOEE) under Iowa Code
Chapter 272. Because school psychologists, OTs, PTs, and social workers are not
licensed with an initial license from the BOEE, they are not eligible for mentoring
and induction funding.

OTHER FUNDING RELATED

14. Is using the SF 277 money for PD to pay for an additional day of PD this year,
considered supplanting the money that was formerly Pot 1 and 2?
No.

15. In the past, some districts have dispersed part of their PD funds on a per
diem basis/not tied to any PD activity. Under the new legislation, would this
be acceptable?
No. The funds must be used for professional development.

16. Can the PD funds be carried over from one year to another?
Yes.

17. When a district participates in whole grade sharing, which district pays a
teacher who is employed by one district and engages in PD in the other
district?
The district that holds the contract would pay the teacher for hours beyond the
contract for PD.

ROLES/DECISION MAKING

18. Who decides or approves the PD plan?
The district PD plan is part of the Comprehensive School Improvement Plan (CSIP)
and the procedures for approving the CSIP must be followed. The school district is
responsible for ensuring that the attendance center plans and individual
professional development plans are aligned with the district plan.
19. If the TQC doesn’t decide on the individual plans, how can we make decisions about the distribution of funds for the three levels of plans?
Individual professional development plans are developed between the evaluator and the educator. These plans can be developed individually or with a team of teachers. The content of these plans is not public and TQC meetings are subject to open meeting laws.

During the Teacher Quality Committee Orientations held the week of August 13-17 it was recommended by all three organizations (DE, ISEA, SAI) that a majority of the money go to district and attendance center plans. This is based on the research that shows the professional development most likely to improve student achievement is a collective-team effort, data driven, frequent and sustained over time and connects pedagogy, content and students.

20. Does the TQC make decisions about the salary component that is awarded to districts as per SF 277?
No. The TQC has no authority over this funding.

21. Can the association members on the TQC block an additional PD day that was already planned from the year before?
The intent of SF 277 was not to disrupt professional development plans that are already in place, but to give teachers and administrators a voice in district professional development activities. The association members do not make unilateral decisions for TQC. The committee should work together to reach consensus about how the funds should be distributed across the three plans.

22. Is it okay for the TQC to become the PD committee within the district?
A district may choose to do this. This would increase the time commitment and expand the role of the teachers and administrators who agreed to serve on the TQC.

23. What happens when the TQC is at an impasse on how to distribute the funds?
The TQC should strive to reach consensus rather than voting. If your committee is having a hard time reaching consensus, then it may want to obtain some technical assistance on consensus building and decision making. If no decision is made, then the money needs to be carried over to the next year.

MONITORING/COMPLIANCE

24. How will the work of the TQC be monitored?
The district plan is monitored via the CSIP process. Attendance center plans are monitored during the site visit process every five years. The distribution of PD funds is reported on the Basic Educational Data Survey (BEDS).

25. Is there a timetable for implementation?
There is no specific timetable outlined in SF 277 for the PD component.
26. Do teachers have to attend PD when it is held beyond the contract day?
No. Teachers cannot be required to attend PD when it is beyond the work day as per the master contract.

### MARKET FACTOR

27. Can we use Market Factor funds to address racial or ethnic diversity?
Yes. Market Factor funds can be used to improve the racial or ethnic diversity on a local teaching staff.

28. Does the TQC make decisions about how the Market Factor funds are used or distributed?
No. The TQC has no authority over this funding. The committee only makes recommendations.

29. Can districts pay for advertising for unfilled vacancies with the Market Factor funds?
Funds can be used to support activities for positions in an identified shortage area.

30. What are possible options for use of Market Factor?
Market Factor funds from the 2007-08 school allotment can be used for "salaries, educational opportunities and support, moving expenses, and housing expenses for the recruitment and retention needs of the school district in such areas as hard-to-staff schools and subject-area shortages, improving the racial or ethnic diversity on local teaching staffs, funding to prepare a teacher to attain a license or endorsement in a shortage area, or funding to support educational support personnel in pursuing a license in a shortage area.

### PD PLANS

31. If a district serves K-12 students in one building, is one building level plan required or can districts have a K-6 and a 7-12 attendance center plan?
Having one plan for elementary and one plan for secondary would be appropriate.

32. Is there a required form or document for attendance center plans?
No. There will be additional guidance on how to develop attendance center plans. Watch the School Leader Update for more information.

33. Do we have to call our plans attendance center plans? Or can we use term building plan.
The use of either term is okay. "Attendance center plan" comes directly from the legislation.
MISCELLANEOUS

34. **What happens to plans put in place prior to the legislation?**
The district and individual plans put in place prior to SF 277 should continue as
designed. The requirements for these plans have not changed significantly.
Attendance center plans are newly legislated and the rules for these plans will be
completed this spring. It is anticipated that the requirements for the attendance
center plans will be similar to what is required for the district plans, but with a focus
on attendance center data and goals. The TQC will have an opportunity to provide
recommendations to improve these plans, but they do not have the authority to
make decisions about these plans.

35. **How is the portfolio impacted? Does the TQC develop evaluation forms?**
The TQC is charged with monitoring the procedures for teacher evaluation.
Technically the TQC has no authority over a portfolio system, but suggestions for
improving the process would be within the role of the TQC.

There is nothing in rules or guidance from the DE that indicates that a portfolio
system is a required process for organizing evidence for teacher evaluations.

36. **Do we need to publish our minutes in the paper to meet the requirements for
open meeting laws? Would posting minutes be adequate?**
Posting the minutes would be in compliance with the open meeting law
requirement. It is not necessary to publish them in the paper.

37. **Is it okay to buy equipment such as projectors, Smart Boards, etc., with PD
funds?**
No. That was not the intent of this legislation.

38. **Once the TQC determines how the PD funds will be distributed, does the
school board need to approve?**
No. The statute says this committee is to “determine” use and distribution of funds,
not “make a recommendation” about use and distribution of funds.

39. **Can the building administrator determine the individual teacher professional
development plan goals?**
All goals are to be based, at a minimum, on the needs of the teacher, the Iowa
Teaching Standards, and the student achievement goals of the attendance center
and the school district. There is a provision in the Teacher Quality Act that the
individual plans are to have goals beyond the attendance center PD plan. The
goals are to be set in cooperation with the career teacher and the teacher’s
evaluator.

The individual plan should align with the attendance center and district plan. It is
clear that the plan needs to be developed in cooperation with the teacher and
evaluator (with consultation with the supervisor if the evaluator is not the
supervisor.) It is appropriate for the individual plans to be a team plan, and it is
possible for all plans to be the same or similar if teachers have cooperatively
developed similar goals as part of a collaborative process.

40. **What professional development for nurses will meet the requirements for the Teacher Quality Act?**

School nurses who are eligible for the TQ program must complete an Individual Teacher Professional Development Plan, including the requirement that professional development be based on the Iowa Teaching Standards. When determining how to apply the Iowa Teaching Standards to the learning of a nurse, school nurses are encouraged to focus on the standards and consider nursing practices that align with the standards rather than focusing on the criteria statements that describe teaching practices. The individual plan also needs to address:

- the needs of the “teacher” – (replace “teacher” with “nurse”)
- the student achievement goals of the district - consider professional development related to the health and well-being of students that school nurses need to know and be able to do that will contribute to student learning. Developing learning opportunities for nurses may be best accomplished through collaboration within AEs or cross-district collaboration.

The DE is currently developing alternate criteria for the Iowa Teaching Standards for professions other than teachers. These alternative standards will be useful to nurses.
Questions about the Teacher Quality Committee Composition

1) What is the recommended size of the Teacher Quality Committee?
There is not a requirement for the size of this committee.
The Teacher Quality Committee (TQC) Design Team (made up of representatives from
the Department of Education, Iowa State Education Association, and School
Administrators of Iowa) suggest that the goal is to have adequate representation from
both stakeholder groups to ensure collaborative decision making. If the team is too small,
dialogue will be limited. If the team gets too large, making decisions and facilitating the
group becomes more complex.

2) When the certified employee organization is selecting teachers to be on the committee,
what role groups should be represented?
There is no requirement for selecting role groups.
It is recommended by the TQC Design Team that you try to get representation for
elementary, middle, and high school. You may also want to include teachers from various
academic content domains and the specializations (e.g., reading, mathematics, science,
special education, art, music, physical education, etc.).

3) Are there certain attributes we should look for when selecting members?
Again, there is nothing specified in the requirements.
Ideally, for both administrators and teachers you should select individuals who are
committed to accomplishing gains in student achievement, knowledgeable about school
improvement, enthusiastic about professional development, and skillful in effective
meeting processes. Another quality is willing to work collaboratively to support
professional development that benefits students and teachers and to shape evaluation
processes to be valuable and meaningful.

4) We have an efficient professional development team in place. Can the district propose
that an existing PD team serve as the TQC committee?
Yes. However, the local association must agree.
The TQC Design Team recognizes that the responsibilities of the Teacher Quality
Committees are numerous (The roles and responsibilities will be reviewed at the
orientation). The Teacher Quality Committees hopefully will make good decisions that
results in professional practices that as a result helps students learn more. There may be
current groups in place in a district that can serve as useful advisors to the Teacher
Quality Committee on how to incorporate responsibilities. As Teacher Quality Committee
members attend the orientations, become familiar with the roles and responsibilities it is
likely that best answers to some questions we have today will be answered.

Deb Hansen
Professional Development for Teacher Quality
Administrative Consultant
Department of Education
400 E. 14th Street
Des Moines, Iowa 50319-0146
515-281-6131
Fax 515-281-7700
deb.hansen@iowa.gov

Additional source of information:
May 27, 2008 - Judy Jeffrey’s 2008 Legislative Summary
legislative-action-pk-12
Changes to Educator Quality (see page 2 of Jeffrey summary)
Categorical Fund Roll-in of Teacher Quality funds (see page 3 of Jeffrey summary)
Iowa Core Curriculum provisions (see page 5 of summary)
Iowa Core Resources
July 23, 2008 Guidance on HF 2679 from Kevin Fangman (below) or at link.
DATE: July 23, 2008

TO: Iowa Administrators

FROM: Kevin Fangman, Administrator
Division of PK-12 Education

SUBJECT: Guidance on House File 2679

House File 2679 made some changes to the existing Student Achievement and Teacher Quality program. The purpose of this memo is to provide updated information about the requirements.

A. Definition of Teacher
(Amends Iowa Code Chapter 284.2) The definition of teacher was amended to read, “Teacher” means an individual who holds a practitioner’s license issued under Chapter 272, or a statement of professional recognition issued under Chapter 272 who is employed in a nonadministrative position by a school district or area education agency pursuant to a contract issued by a board of directors under Section 279.13. A teacher may be employed in both an administrative and a nonadministrative position by a board of directors and shall be considered a part-time teacher for the portion of time that the teacher is employed in a nonadministrative position. This change in definition will not impact a majority of school districts.

B. Professional Development Funding
(Amends Iowa Code Chapter 284.6) The Legislature appropriated an additional $8.5 million to school districts to support professional development related to the implementation of the Iowa Core Curriculum. The money shall be provided to school districts for...“professional development related to the infusion and implementation of the model core curriculum.” The Iowa Department of Education (Department) will refer to the model core curriculum as the Iowa Core Curriculum in all communication. Districts will use these funds for professional development related to the implementation of the Iowa Core Curriculum. The Teacher Quality Committees (TQCs) should be informed of the district’s plan for the implementation of the Iowa Core Curriculum. The TQC shall allocate the funds for professional development related to the implementation of the Iowa Core Curriculum and will distribute the funds according to the implementation plan for their district. Formal implementation plans are not required of districts until 2010. Districts should present initial steps to the TQC for implementation of the Iowa Core Curriculum in the district when they are ready to proceed. School districts are required to adopt an implementation plan for the Iowa Core Curriculum for grades 9-12 by July 1, 2010, and for grades K-8 by July 1, 2012. The district will be held responsible for the mandate of the Iowa Core Curriculum set in Iowa Code. How TQCs allocate Iowa Core Curriculum professional development funds will change from year to year as districts work toward meeting the mandate for grades 9-12 by 2012 and grades K-8 by 2014.

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146
PHONE (515) 281-5294 FAX (515) 242-5988
www.iowa.gov/educate
Helping Communities Meet the Learning Needs of All Their Children and Adults
The Iowa Core Curriculum professional development money is in addition to the $20 million allocated in 2007-2008 for local district and AEA professional development purposes. Districts are required to certify to the Department how funds received were used (more information on data collection to follow later in the summer). The Department plans to disburse funds in one payment on or about October 15. The anticipated amount to be distributed to each district will be posted on the Department’s website in mid to late August. Districts will receive one allocation from the Department with a line item for Iowa Core Curriculum professional development and one for teacher quality professional development.

Question 1: What is the role of the TQC in determining the distribution and use of the professional development funds for the Iowa Core Curriculum?

The TQC should be informed of the district’s implementation plan for the Iowa Core Curriculum. The TQC will allocate these funds to support the district’s implementation plan. The implementation of the Iowa Core Curriculum is a mandate that must be implemented in grades 9-12 by 2012 and grades K-8 by 2014. Implementation plans must be in place by 2010 and 2012. The school district is held accountable by the Department for implementation of the Iowa Core Curriculum. Thus, districts will have to assess their needs and the TQC will need to distribute the funds to accomplish the necessary work to comply with the law.

Question 2: How can the professional development funds devoted to the implementation of the Iowa Core Curriculum be allocated?

Local district personnel will engage in processes to infuse and implement the Iowa Core Curriculum into the district’s curriculum, instruction, and assessment practices. These processes will include:

- Aligning the district’s standards, benchmarks, and curriculum to the Iowa Core Curriculum and ensuring that the local curriculum has the rigor and relevance needed by students;
- Identifying and communicating to teachers the content considered essential for all students;
- Engaging in a process to review instructional practices to check for consistent and accurate implementation of the essential concepts and skills; and
- Identifying professional development to support improvements in instruction and formative assessment in literacy, math, science, social studies, and 21st century skills.

AEAs will be providing a lot of information to districts as the training and materials to support districts in the implementation of the Iowa Core Curriculum is finalized. The training in the fall of 2008 will focus on building an understanding of the implementation process for the Iowa Core Curriculum for school leaders (see question 6). If districts are unsure how to proceed with the implementation of the Iowa Core Curriculum, they will want to wait until after this training is over to make their initial district plans.

Question 3: Are there expenditures that should not be allowed as part of the Iowa Core Curriculum work?

Iowa Core Curriculum professional development funds may not be used to pay teachers for work that occurs within the contracted school day.

Iowa Core Curriculum funds may not be used to pay for materials for students, such as textbooks and assessments. The funds may not be used to pay for technology such as computers, white boards, and projectors. The intent of these funds is to advance professional growth of teachers. Other sources of funding should be used to buy student supplies and equipment.
Question 4: What happens to our district’s allotment of the professional development funds for the Iowa Core Curriculum if our district doesn’t begin the content alignment and analysis of instructional practices related to the Iowa Core Curriculum until after the end of this fiscal year (June 30, 2009)?

Funds may be carried over to the next school year.

Question 5: Does our district have to redo our district and building-level professional development plans?

The professional development plans do not have to be revised to describe the work being conducted in content alignment and review of instructional practices. These stages of the Iowa Core Curriculum provide important data for planning for professional development (Iowa Professional Development Model - data collection and analysis and goal setting). Once the district determines what content and pedagogy needs to be studied to improve teaching practices, the district and attendance center plans should be revised to add or adjust the goals. The individual teacher development plans may be revised as needed to refine the individual teacher goals to reflect the new learning that is needed to respond to the challenges of implementing improved instructional practices. **If a district has well-defined goals to improve instruction and has important professional development already planned for the 2008-2009 school year, the Iowa Core Curriculum work should not immediately disrupt this professional development priority and the learning opportunities should continue as planned. Later as core content work advances, adjustments to professional development priorities would be appropriate.**

Question 6: Should districts be ready to start implementing the Iowa Core Curriculum in the fall of 2008?

No. Some districts that have engaged in the Iowa Core Curriculum the past two years may be ready to start some of the work. Most districts probably won’t want to begin until after their administrators go through Iowa Core Curriculum leadership training that all AEAs will be delivering the fall of 2008 for district leaders.

C. Whole Grade Sharing

(Amends Iowa Code 282.10, subsection 4) When districts are negotiating their whole grade sharing agreements, their boards…… “shall negotiate as part of the new or existing agreement the disposition of teacher quality funding provided under chapter 284.” This means districts must include what percentage of teacher quality funds each district will pay to the identified teachers for salaries and professional development in whole grade sharing agreements. **School districts will need to amend their whole grade sharing agreements for the 2008-2009 school year so this can be determined for the appropriate teachers.**

D. Teacher Compensation

(Amends Iowa Code 284.4) Regular compensation is now defined as…..” base salary plus any salary provided under Chapter 294A.” In the event a district and the bargaining unit cannot reach agreement on salary distributions related to new appropriations by September 15, then any teacher receiving a salary supplement to reach a minimum salary threshold cannot be included in the even distribution of compensation dollars for the remainder of the staff. **This means that any teacher who receives money to bring their salary up to the minimum salary requirement for beginning or career teacher defined in Iowa Code Chapter 281 is not eligible for additional teacher quality money if the district and local bargaining unit cannot reach an agreement on how new salary money will be distributed by September 15. Districts are also required to distribute teacher compensation dollars evenly throughout the year beginning with the October 2008 payroll.**
E. Minimum Teacher Salaries
(Amends Iowa Code Chapter 284.7, subsection 1, paragraph a, subparagraph 2) House File 2679 increased the minimum teacher salaries to the following:

a. Beginning teacher $28,000
b. Career teacher $30,000

There are no longer two levels of minimum salaries for career teachers. Any teacher who obtains a standard license must be paid at the $30,000 minimum for career teachers.

F. National Board Certification
(Amends Iowa Code 284.13, subsection 1, paragraph a, Code Supplement 2007) The state-funded annual award and registration fee reimbursement incentives will no longer be available for teachers who applied for National Board Certification after December 31, 2007. Teachers who hold National Board Certification and are receiving an annual award will continue to receive their annual award. Teachers who registered to go through the National Board Certification process by December 31, 2007, will be eligible for a $2,500 yearly stipend if they receive the certification within the timelines and policies established by the National Board for Professional Teaching Standards (NBPTS).

Question 7: Is there any financial support available for National Board Certification?
Yes. The Department will utilize NBPTS Candidate Subsidy funds to support candidates at 50 percent ($1,250) of the National Board Certification fee. The funds will be prorated if the number of applicants exceeds the available funding. Candidates are responsible for submitting the initial $500 application fee plus the $65 processing fee and any remaining unsubsidized portion of the fee by the NBPTS application deadline. Subsidy funds cannot be allocated to a candidate who has previously utilized subsidy funding. Candidates must meet the NBPTS and the Department’s eligibility criteria. For additional information go to http://www.iowa.gov/educate/content/view/282/1193/.

G. Teacher Evaluation
(Amends Iowa Code 284.8, subsection) The requirements for teacher evaluation have been changed to . . . . A school district shall review a teacher’s performance at least once every three years for purposes of assisting teachers in making continuous improvement, documenting continued competence in the Iowa teaching standards, 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 a 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 requirement for supporting documentation from another administrator has been eliminated. Performance reviews will still need to include documentation from parents, students, and other teachers. Resources to support a teacher’s individual professional development plan means that in-kind and/or monetary support can be offered to support plans. There may be various in-kind supports that a district can offer to support individual professional development plans. Resources can include technical assistance provided by another teacher, curriculum director, or AEA consultant to just name a few. When the individual professional development plan is developed collaboratively with the evaluator and the teacher, and there is agreement that outside financial resources are needed to achieve the goal, then the teacher should not be held accountable for achieving the goal if the resources were not provided.
H. Market Factor Incentive (previously known as Market Factor Pay)
Iowa Code Chapter 284.11 has been repealed and Market Factor Pay and Incentives have been eliminated effective for the 2008-2009 school year. Funds from 2007-2008 can be carried forward and distributed according to the requirements outlined in Iowa Code and Administrative Rules.

Question 8: The legislature is no longer funding the Market Factor Incentive portion of teacher quality. Does that mean that the district can use any remaining Market Factor amounts for any general fund purpose?
No. Categorical funding continues to be used only for the allowable uses for which it was appropriated and allocated until all of the categorical funding has been expended by the district.

Question 9: Market Factor was allocated to districts in two years, 2006-2007 and 2007-2008, and each of those years had different purposes. May the district use remaining funds from the first year’s allocation for the purposes of the second year’s allocation?
No. Iowa Code did not include a provision to change the uses of the original allocation. Each year will be accounted for separately within the general fund using project codes and will be expended for the purposes allowed for that year’s allocation.

Question 10: Is the district still required to report to the Department how it used Market Factor funding?
Yes. Iowa Code requires the district to certify how the district allocated both the 2006-2007 and 2007-2008 funding. The district will certify the uses of the Market Factor funding on a timely-filed Certified Annual Report by using the proper project code in its revenues, expenditures, and reserved fund balances, as appropriate. In addition, Iowa Code requires that districts separately budget (local line item budget) for revenues and expenditures related to the 2008 funding.

Question 11: What should a district do if it used its Market Factor funding for an inappropriate use?
The district will make an adjusting journal entry to its general fund balance to increase its reserved fund balance for Market Factor, 2006-2007 or 2007-2008 as appropriate, and to decrease its unreserved fund balance.

2006-2007 Funding: Market Factor Pay
Question 12: What are the allowable uses of the 2006-2007 Market Factor Pay allocation?
The 2006-2007 Market Factor allocation is used exclusively for additional classroom teacher salaries and the employer’s share of FICA and IPERS related to those additional salary amounts. The additional salary amounts shall supplement, but not supplant, (be paid in addition to) wages and salaries paid to teachers as a result of a collective bargaining agreement and as a result of funds appropriated for teacher salaries in Chapters 256D (Early Intervention), 284 (Teacher Quality) and 294A (Educational Excellence Phase I and II). The purposes for which the additional salaries can be paid are:
- Improvement of salaries due to geographic or locally determined wage differences;
- Recruitment and retention in hard-to-staff schools;
- Recruitment and retention in subject-area shortages; or
- Recruitment and retention to improve the racial or ethnic diversity of the local teaching staff.

Question 13: Who determines locally how the 2006-2007 Market Factor Pay funding will be used within the allowable uses in Code?
The school district has sole discretion to award 2006-2007 Market Factor Pay funding.
Market Factor is no longer funded by the State. TQ Committee has no say in Market Factor funds.

2007-2008 Funding: Market Factor Incentive

Question 14: What are the allowable uses of the 2007-2008 Market Factor Incentive allocation? The 2007-2008 Market Factor Incentive allocation is used for additional classroom teacher salaries and the employer’s share of FICA and IPERS related to those additional salary amounts, costs of educational opportunities and educational support, moving expenses, housing expenses, and costs of preparing a teacher or educational support personnel in the district to attain a license or endorsement in a shortage area. The additional salary amounts shall supplement, but not supplant, (be paid in addition to) wages and salaries paid to teachers as a result of a collective bargaining agreement and as a result of funds appropriate for teacher salaries in Chapters 256D (Early Intervention), 284 (Teacher Quality) and 294A (Educational Excellence Phase I and II). The purposes for which the additional salaries can be paid are:

- Recruitment and retention in hard-to-staff schools;
- Recruitment and retention in subject-area shortages; or
- Recruitment and retention to improve the racial or ethnic diversity of the local teaching staff.

Question 15: Who is eligible for 2007-2008 Market Factor Incentive funding? The 2008 Market Factor funding is limited to classroom teachers or educational support personnel working toward becoming classroom teachers.

Question 16: Who determines locally how the 2007-2008 Market Factor Incentive funding will be used within the allowable uses in Code? The TQC makes recommendations to the school board and the certified bargaining representative regarding the expenditures of Market Factor Incentives, and the school board makes the final decision. Market Factor Incentive is now subject to negotiation and bargaining but only for that portion being used to pay for additional teacher salaries. Expenses such as "educational opportunities and support, moving expenses, and housing expenses..." are not subject to negotiation.

Question 17: Is there a time limit in which the district must expend any remaining balance? Any expenditure in the district’s general fund that is appropriate to a categorical funding source should be coded to that categorical funding source first. The district should also use the allocation first that was received earliest by the district. The uses of Market Factor are specific enough that it may take several years before the district can expend the entire remaining balance on appropriate costs.

I. Clarification on the Iowa Teaching Standards and Alternate Criteria
Iowa Code, Chapter 83 was adopted by the State Board of Education in February 2008. These rules added alternate criteria for the Iowa Teaching Standards by which AEA staff who meet the new definition of teacher should be evaluated. These alternate criteria are not to be used in the evaluation process for district staff who meet the criteria of teacher. Nurses, guidance counselors, and other non-classroom teachers must be evaluated using the Iowa Teaching Standards and Criteria adopted in 2002. This corrects some earlier guidance that was given by the Department.

Questions? Contact Deb Hansen at deb.hansen@iowa.gov or 515-281-6131.