

EDUCATION DEPARTMENT [281]

Notice of Intended Action

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby proposes to amend Chapter 83, “Teacher and Administrator Quality Programs,” Iowa Administrative Code.

The purpose of this rescinding and replacement is to update this section of administrative code for clarity and purpose. This update of the current administrative code reflects current best practice and also organizes the section in a cleaner manner. These would be the professional learning standards moving forward as defined in rule from the status quo.

An agency-wide waiver provision is provided in 281—chapter 4.

Interested individuals may make written comments on the proposed amendments on or before March 11, 2014, at 4:30 p.m. Comments on the proposed amendments should be directed to Mike Cormack, Policy Liaison, Iowa Department of Education, Second Floor, Grimes State Office Building, Des Moines, Iowa 50319-0146; telephone (515)281-3399; or E-mail at mike.cormack@iowa.gov.

A public hearing will be held on March 11, 2014, from 4:00 to 5:00 p.m., at the State Board Room, Second Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa, at which time persons may present their views either orally or in writing. Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should contact and advise the Department of Education of their specific needs by calling (515)281-5295.

After analysis and review of this rule making, no impact on jobs has been found.

These amendments are intended to implement Iowa Code section 284.3.

The following amendment is proposed.

ITEM 1. Rescind rule **281—83.6** and replace with new rule **281---83.6** as follows:

281—83.6(284) Professional development for teachers.

83.6(1) *Professional development for school districts and area education agencies.* The following requirements shall apply to professional development for school districts and area education agencies.

a. Professional learning standards. Professional learning within an area education agency or local districts shall be aligned with the state standards for teaching and learning and aligned to the following standards for professional development. Professional learning that increases educator effectiveness and results for all students when it:

1. occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. requires prioritizing, monitoring, and coordinating resources for educator learning.
4. uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
5. integrates theories, research, and models of human learning to achieve its intended outcomes.
6. applies research on change and sustains support for implementation of professional learning for long term change.
7. aligns its outcomes with educator performance and student curriculum standards.

b. District or area education agency professional development plan. Each school district shall incorporate the district professional development plan into its comprehensive school improvement plan pursuant to Iowa Code subsection 284.6(3). Each area education agency shall develop a professional development plan for the agency as a whole and shall incorporate the same into its comprehensive improvement plan pursuant to rule 281—72.9(273). The district or area education agency professional development plan shall be a long-term plan designed and implemented to increase student achievement and shall include all site and district or area education agency personnel responsible for instruction. The district or area education agency professional development plan shall contain, but not be limited to, the following:

- 1) documentation that the professional development is based on student data; aligned with district/building student achievement goals; and focused on instruction, curriculum, and assessment.
- 2) the study and implementation of research-based instructional strategies that improve teaching and learning.
- 3) collaborative inquiry into the area of greatest student learning need.
- 4) researched-based training strategies (theory, demonstration, observation, practice, coaching, reflection, evaluation, etc.) that promote transfer and positive outcomes as needed for learning new practices.
- 5) allocated time to collectively study content, instruction, and impact so necessary adjustments can be made to ensure student success.
- 6) accountability and evaluation that documents improvement of practice and the impact on student learning.

c. Attendance center professional development plans. Each attendance center within a school district shall develop an attendance center professional development plan as a means of promoting group professional development. An attendance center professional development plan shall further the needs of the teachers in the attendance center and shall enhance the student achievement goals of the attendance center and the goals of the district.

d. Individual professional development plans. The school district and area education agency shall support the development and implementation of the individual teacher professional development plan for each teacher as outlined in subrule 83.6(2). Each individual teacher professional development plan shall align to the fullest extent possible with the district professional development plan.

e. Beginning teacher mentoring and induction. The school district shall support the development and implementation of a beginning teacher mentoring and induction plan as outlined in subrule 83.3(3). The district beginning teacher mentoring and induction plan shall be included in the comprehensive school improvement plan submitted pursuant to Iowa Code section 256.7(21), paragraph “a,” and shall align with the district professional development plan described in subrule 83.6(1), paragraph “b.”

f. Organizational support for professional development. The school district shall provide resources and support for the district professional development plan, including professional development provider(s), time for collaborative work of staff, budget, policies, and procedures.

83.6(2) *Individual teacher professional development plan.* Each school district and area education agency shall support the development and implementation of the individual

teacher professional development plan for teachers other than beginning teachers. The purpose of the individual plan is to promote individual and collective professional development. At a minimum, the goals for an individual teacher professional development plan must be based on the relevant Iowa teaching standards that support the student achievement goals of the teacher's classroom or classrooms, attendance center and school district or area education agency, as appropriate, as outlined in the comprehensive school improvement plan, and the needs of the teacher. The goals shall go beyond those required under the attendance center professional development plan described in subrule 83.6(1), paragraph "c." The learning opportunities provided to meet the goals of the individual teacher plan include individual study and collaborative study of district-determined or area education agency-determined content to the extent possible. The individual plan shall be developed by the teacher in collaboration with the teacher's evaluator. An annual meeting shall be held between the teacher's evaluator and the teacher to review the goals and refine the plan.

83.6(3) *Professional development provider requirements.*

- a.* A provider may be a school district, an area education agency, a higher education institution, a public or private entity including a professional organization that provides long-term, ongoing support of the district's or area education agency's professional development plan, or a consortium of any of the foregoing. An educational organization or program with specific professional development accreditation or approval from the department is an approved provider.
- b.* Provider approval procedures must be followed to approve providers identified in the district's or area education agency's professional development plan that are not currently

accredited or approved through state accreditation procedures. The potential provider must submit to the school district a written application that provides the following documentation:

- (1) How the provider will deliver technical assistance that meets the Iowa professional development standards provided in subrule 83.6(1), paragraph “a.”
- (2) How the provider intends to assist the local district in designing, implementing, and evaluating professional development that meets the requirements established in subrule 83.6(1), paragraph “b.”
- (3) A description of the qualifications of the provider.
- (4) Evidence of the provider’s expertise in professional development.
- (5) A budget.
- (6) Procedures for evaluating the effectiveness of the technical assistance delivered by the provider.